



ST GEORGE'S

Church of England Primary School

Learn, Care and Share
THROUGH
Work, Play and Prayer

Welcome to our school.
Welcome to your school.



Admission date
Monday 4th September 2023



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Welcome to St. George's Chorley.

This book is all about your new school, I hope that you enjoy reading it, and I hope that you and your children are as happy as I am at St. George's.

As a Church school, we pride ourselves in having a hardworking and committed team of professionals who strive to achieve the highest standards possible within an environment of Christian love and care. This ensures that all our children can experience high levels of self-esteem gained through achieving their personal potential.

I want your children to be happy, hardworking, and successful and all the staff will challenge and encourage their learning during their time in school. Our philosophy is of a child centred approach to education. This approach leads us to provide learning opportunities that start with what children already know, reproduce real-life experiences, and encourage children to think imaginatively and make choices intelligently.

During your child's time with us at St George's you may find them in a mixed age class. This is not new at St George's. We've always had them. From September 2017 we expanded to one and a half form entry. This was a deliberate decision on our part and that of the Governors. We did not want the school to become too large and we wanted to maintain the family feel and, at a time, when other schools are looking to increasing class size, we wanted to decrease ours. Please don't be alarmed by mixed age classes. There is a lot of misplaced perceptions out there and the 2016 curriculum is not set out in single age classes. Remember – mixed age classes are not detrimental, are never organised on ability and are certainly not a negative. Indeed, there are aspects of the 2016 curriculum that are better and more efficiently taught in a mixed age class. Whichever class your child find themselves in, they will experience the very best teaching and learning which is relevant, exciting and challenging.

We organise our mixed aged classes using the following criteria, in order of significance.

Age of child.

Appropriate proportion of boys and girls

Parent requests *please note we only take this into account for exceptional circumstances i.e. circumstances that are peculiar to a particular child.

What will happen, at some point in reception your children will be placed into groups of 15 – like a mini class, and they will stay with the same group of 15 all through their learning with us. With an intake of 45, the 3 groups of 15 will move fluidly throughout the school, so your child will mix with all 45 children, whilst having the security of remaining with the same 15 children.

The ethos within our school is purposeful, calm and happy. St. George's School is a school in which there is pride, order and laughter. We want to work with parents to achieve success for every child in our care.

We are a school that prepares children for their future, not for our past. I look forward to meeting you all on the playgrounds very soon.

Andy Purcell - Headteacher

Our School Prayer

O Lord, bless our school,
that working together, and playing together,
we may learn to serve you, and to serve one another. Amen

There are lots of people who make our school a
happy, exciting, yet safe place.

Mr Andy Purcell
Executive Headteacher

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Mrs Nicola Gregson
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Mrs Jill Hession
Reception TA



Mrs Siobhan Mackenzie
Reception Teacher



Miss Carole Glover
Reception Teacher



Mrs Sharon Kellie
School Admin

bursar
[@st-georges.lancs.sch.uk](mailto:bursar@st-georges.lancs.sch.uk)



There are many other great adults in our school who you will get to know – all of them having the children’s best interest in their heart.



Information about our Foundation Stage:

The Foundation Stage Team are looking forward to welcoming you and your child to St George's CE Primary School in September.

We want this to be the beginning of a happy and successful time for your child and a supportive partnership with you. The aim of this booklet is to provide you with practical information and some useful advice to help make your child's transition into the reception class as smooth as possible.

If there are any questions that remain unanswered or you have any queries or concerns, please do not hesitate to contact us.

Transition

All parents and carers are invited into school for an induction meeting before their child/children starts school to discuss all you will need to know, and to answer any questions that you may have.

There is also an opportunity for your child to visit us at the end of the summer term for a taster session. It's a chance for your child to meet their new teachers, meet some of their peers and find out what they will be learning at school.

During the Summer Term, the Foundation Stage Team will liaise with pre-school staff from across Chorley to talk about individual children and their needs. We endeavour to contact, any pre-school and nursery settings to get to know individual children. We will also ask pre-schools to forward any tracking and transition documents ready for the new academic year.

Induction

Starting school is a huge step to make, especially when you are only four years old. We aim to make this step into school as happy and stress free as possible. Once children start in September there is an induction period of about two weeks. **Your child will be attending either morning or afternoon sessions for a week block at a time.** During the induction period, please follow the dates and times stated for your child which can be found in this pack.

As a school, we feel that the induction period is a time for the children and Early Years staff to form positive relationships by getting to know each other better. We will also complete statutory baseline assessments, which help the school to identify the

strengths and areas for development of each child as they begin school. During induction, when your child is with us for the morning, they are invited to stay for lunch.

Meet and Greet

When your child attends school full-time, the school day begins at **8:55 am** with children entering school from **8:45 am**. Children enter school via the **Foundation Stage double doors off the main bulk of the infant playground**. They will be greeted at the door by a member of school staff.

During the induction period, parents are welcome to bring their children into the classroom and support them to find their peg and place their belongings into the classroom. Once your child has settled after a few days, we ask that parents say goodbye to their child at the door and we encourage the children to enter the school independently. Our experience tells us that, despite parental worries, the majority of children settle much quicker into school once their parents have left. Should your child continue to be upset, please rest assured that we will telephone you at home and keep you informed.

Typical School Day

Your child will be in one of two Reception classes. The reception team will operate as one unit. Carole will lead class 1 and Siobhan class 2, but all Foundation Stage staff will be involved in planning and delivery of all sessions. Each morning your child will take part in short focused adult-led **Mathematics, Literacy and Phonics** sessions. This may include whole class or small group work. They will also have opportunities to work independently in our structured play areas inside and out.

Most of the learning in Reception takes the form of structured play activities (Continuous Provision) set up in the following areas:

- Role Play
- Writing
- Creative Workshop
- ICT
- Construction
- Small Worlds
- Water
- Sand
- Malleable
- Reading Den
- Listening
- Mathematics

During the day, the children will have access to a **'healthy snack bar'** where they can access fruit and water. Up until the day that your child turns five, they are entitled to free school milk. After this date, you will have the option of purchasing your child's milk

at a small cost. All parents must register their child with **Cool Milk (www.coolmilk.com)** whether your child is eligible for free milk or if you are wishing to purchase milk.

Lunch time is from **12:00 pm** to **1:10 pm**. Our team of experienced welfare assistants will look after your child during the lunch break. All the children go to the main school hall to eat their lunch. Reception and KS1 children are entitled to a universal free school meal although some parents may choose for their child to bring in their own packed lunch from home. The rest of the lunch break is spent outside in the playground. If it is raining heavily the children will stay inside.

Afternoon

The children gather together for an adult led input at the start of the afternoon session and are later encouraged into Continuous Provision. The Foundation Stage Team will work with focussed groups of children and observe and assess children's play. The remainder of the curriculum i.e. Personal, Social and Emotional Development, Physical Development, Understanding the World and Expressive Arts and Design are mainly taught in the afternoons, however cross-curricular links are built in where possible. The children have a timetabled weekly session of religious education and physical education session in the hall.

Reception children finish their day five minutes earlier than the rest of the school at **3:10pm**. School Staff will open the **Foundation Stage double doors** and children will leave one at a time once a parent has been seen. It is extremely important to us that your child is safe and we will only allow another adult to collect your child if parents have given staff permission to do so. Only people listed on the pickup form will be able to collect the child. When the nominated person arrives at the door they will be asked to give their name and password to the practitioner who will check these against the sheet in the file. If the details do not match or the person's name is not on the form, we will telephone the parent immediately. Should you wish any other person to collect your child, we ask you to either telephone the school office or notify the class teacher in writing, in advance.

Early Years Foundation Stage Curriculum

What is the EYFS?

The Early Years Foundation Stage (EYFS) is how the Government and early years professionals describe the time in your child's life between birth and age 5.

This is a very important stage as it helps your child get ready for school as well as preparing them for their future learning and successes. From when your child is born up until the age of 5, their early years' experience should be happy, active, exciting, fun and secure; and support their development, care and learning needs.

Learning in the Foundation Stage

The two reception classes (classes 1 & 2) are where the excitement begins! Reception children learn together in an environment which is developed around the children's interests. We pride ourselves on being an exciting and engaging place to be - encouraging our children to be independent learners through a range of practical activities. We follow a thematic curriculum which allows us to be creative with our lessons and let the children lead their own learning.

The Early Years are a fundamental stage in a child's education. Early childhood is the optimum learning period during which children begin to make sense of their world. At St George's we greatly value the important role that the Early Years Foundation Stage (EYFS) plays in laying secure foundations for future learning and development.

At St George's all children begin school with a variety of experiences and learning. It is the privilege of the practitioners working in reception to take on the task of building upon that prior learning and experience. This is done through a holistic approach to learning, ensuring that parents/guardians, support staff and the reception teachers work effectively together to support children's learning and development.

Children learn primarily through a variety of play and real-life experiences. Our teaching is delivered through carefully planned adult led activities, guided groups and structured play. The children access the environment freely however they understand they must complete guided tasks throughout the week which will scaffold and extend their learning. Their development is tracked through detailed, daily observations and child-initiated interaction. This information is then transferred into your child's personal learning journey on the online platform of SeeSaw. Information about how to access your child's learning journey is included in your packs.

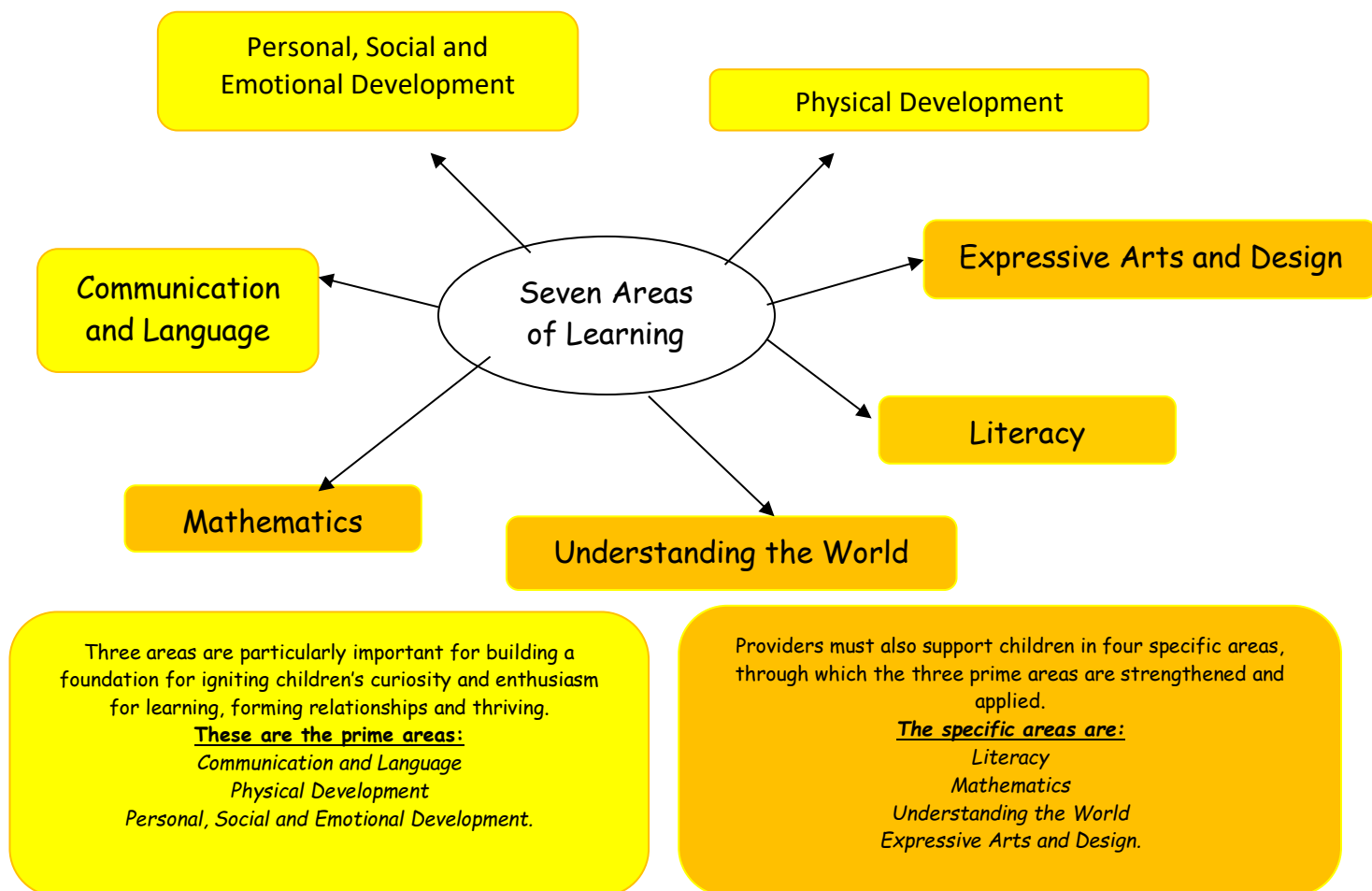
The EYFS Framework

There are four overarching principles that shape our practice.

These are:

- Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured
- Children learn to be strong and independent through **positive relationships**.
- Children learn and develop well in **enabling environments** with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
- The importance of **learning and development**. Children develop and learn at different rates.

There are seven areas of learning and development that must shape educational programmes in early years settings. All areas of learning and development are important and inter-connected.



Communication and Language

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Physical Development

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Personal, Social and Emotional Development

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts

peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

Literacy

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)

Mathematics

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

Understanding the World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Expressive Arts and Design

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Useful Information

Literacy – Reading and Phonics

The children start focused phonic sessions early in the autumn term. At the beginning of September, you will be invited to an '**Early Years Literacy and Mathematics Meeting**'. This will explain how we teach early mathematics, writing, reading and phonics and give you some ideas of how you can support your child at home. Reading books will start coming home once the structured phonics sessions have begun. **We cannot over emphasise the important of early reading so please do listen to your child read and read to them every day.** Once the children start to bring home reading books we would like you to keep us informed about how they are progressing by commenting in their reading records. It is really helpful if you write the title of the book you have read with your child in their reading record. This helps us to keep track on which children have read the books which helps us change the children's books more effectively. We also offer "A school library service" which is a large and varied collection of children's books which we ask you to read & share with your child so that they experience a range of books.

Assessment

During your child's first six weeks in school, they will complete the statutory Reception Baseline Assessment (RBA). This is a short and simple check of a child's early literacy, communication, language and maths skills when they begin school. The assessment will form the start of a new measure of how schools are helping their pupils to progress between Reception and Year 6. Your child does not need to prepare. There is no pass mark or score and your child will not realise they're doing an assessment. We have been doing similar checks for a number of years so staff can understand the needs of their pupils when they arrive at school. The school will be provided with a series of 'narrative statements', describing how each pupil performed. This information will be used to inform planning, so that tasks are matched to your child's ability in order for them to build on strengths and support any areas in need of development.

During the year, regular observations and assessments are carried out linked to age related expectations from the 'Development Matters' document, and all of this information is recorded on an assessment tracker.

In the final term of the year, the EYFS Profile must be completed for each child. Practitioners must indicate whether children are meeting expected levels of development. The Profile provides parents and carers, practitioners and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their attainment against expected levels, and their readiness for year 1.

More information about our School:

St. George's is a happy, busy, vibrant and exciting school. The children in the school are divided into 11 classes, simply named Classes 1 through to 11. No classes are grouped according to the child's ability. It is our belief that children reach their full potential when they are taught in mixed ability groupings alongside their peers.

During the school year, you will be invited to the class worships and assemblies. These usually take place in the morning, in the school hall. You will have notice of the assembly via the online school calendar located on the school's website and in the weekly newsletter emailed weekly on a Monday.

You will also be invited to church regularly throughout the year. There are whole school visits to St George's church at Christmas, Easter and Education Sunday. Classes 3 to 11 (Years 1-6) on a rota basis, visit church and take part in the Eucharist as part of their religious education. Dates will appear both on the online school calendar located on the school's website and in the weekly newsletter emailed weekly on a Monday.

St George's Church

There is a parade Sunday on the second Sunday of every month, at 10.00am. Families are encouraged to attend this service and it is popular amongst pupils.



Wrap Around Care

Breakfast club: - PLEASE SEE ADDITIONAL FLYER

Late Stay Club - PLEASE SEE ADDITIONAL FLYER

St. George's also has valuable links with all local child minders, and Busy Bees, who drop off, and pick up children from the school each day. They offer wrap around care from 7.00am until 7.00pm. Please contact either Busy Bees or Meercats for further details.

School Uniform

A full Copy of the Policy is available upon request

- It is our policy that all children should wear full school uniform, bought only from approved suppliers when attending school. We provide a complete list of the items needed for school uniform in our school prospectus and on the school website.
- Your child's PE kit does not need to be bought from an approved supplier. Your child may wear a red t-shirt with black shorts or tracksuit bottoms for PE. These do not need to have the school badge on them.
- On health and safety grounds we **do not allow children to wear any jewellery in our school**. The exceptions to this rule are medical jewellery and watches.

- The school does not permit children to have haircuts that could serve as a distraction to other children. Hair should be cut no shorter than a number 2 cut, and should not have any tram lines cut into it. Hair should be left their natural colour.
- Children should wear shoes, not trainers, as described in the uniform list.
- We believe that parents have a duty to send their children to school correctly dressed and ready for their daily schoolwork. In choosing St George's as your Primary School, you do also choose our rules. Parents should ensure that their child has the correct uniform and that it is clean and in good repair – and clearly named!

Our School Uniform

All items of clothing should be identifiable by a name tag, or at the very least – named please!

- Grey skirts, pinafore or *tailored* trousers. (Please ensure that all trousers are plain, and that trousers for girls, should they wish to wear them, are tailored, (rather than made from the material that stretches).
- Red polo shirt (with school logo available from school website, or Jada, Eaves Lane in Chorley)
- A coloured polo shirt, with school logo on, available either from the web site, or Jada, Eaves Lane in Chorley. All colours are available from Jada, yet inexplicably, only Blue and Green are available from the Website.
- Grey Sweatshirts (with school logo available from school website or Jada, Eaves Lane in Chorley)
- Grey Cardigan (with school logo available from school website or Jada, Eaves Lane in Chorley)
- Red Fleece Jacket (with school logo available from school website or Jada, Eaves Lane in Chorley)
- Red/White Gingham Dresses – Summer
- Black School Shoes (No trainers)

Physical Education Kit

For physical education lessons children will need:

- Black pumps, or trainers
- A red t-shirt
- Black shorts or tracksuit bottoms

Children will also need a PE bag either homemade, or shop bought.

Price & Buckland – Uniform Supplier on the website

You can order the school uniform by going to

<http://www.pbuniform-online.co.uk/stgeorgeschorley>

Register your name and password and then you are ready to order.

Delivery: You can either choose to have delivery made to school, which is free of charge and done on a monthly basis, or you can have delivery made within 5 working days to a personal address for a small delivery charge.

As stated above, you can also purchase all uniform from JADA, 213 Eaves Ln, Chorley PR6 0AG , 01257 271592

You can click on the link here <https://jadauniforms.co.uk/> choosing St Georges from the on line shop menu.

The School Day

FOUNDATION STAGE (Reception)

School starts	8:50 am
Registration	8:50am – 9:00am
First Teacher Input (Literacy or Maths)	9:00am – 9:15am
Continuous Provision & Group Work	9:15am – 10:55am
Literacy or Numeracy Blast (Teacher led)	10:50 – 11:00am
Worship	11:00am – 11:25am
Phonics	11:30 am – 12:00am
Lunchtime	12:00 – 1:10 pm
Afternoon Teacher Input (Topic)	1:10pm – 1:25pm
Continuous Provision & Group Work	1:25pm – 2:50pm
Afternoon Teacher Input (Sharing reading, songs or circle time).	2:55 – 3:10pm
School Finishes	3:10pm

KEY STAGE 1 – Formerly known as “The Infants!”

School starts	8:50 am
Morning Break	10:15 am – 10:30 am
Lunch time	12:00 pm – 1:10 pm
Afternoon break	2:15 pm – 2:25 pm
School finishes	3:15 pm (3:10 for Reception)

KEY STAGE 2 – Formerly known as “The Juniors!”

School starts	8:50 am
Morning Break	10:15 am – 10:30 am
Lunch time	12:15 am – 1:10 pm
School finishes	3:15 pm

All children will be allowed into school from 8.45am.

For safety reasons, please do not send your children to school before 8.45 am, as there may not be a teacher around to supervise them, and there could be an accident.

Children can enter school from 8.45am from either the Infant, or Junior Promenade Door accessed through the Junior Playground.

If families have children in both key stages, children are welcome to use the most convenient entrance.

Please do make every effort to be on time. If for whatever reason you are running late, please don't worry. Just enter school through the main adult entrance.

There will always be a teacher on the Junior playground from 8.45am.

Try to make sure that you, or an adult well known to school, and to the child, brings and collects them. It is important that the teachers and the child recognise the person in the playground. Please contact school if you are running late at the end of the school day. We will ensure that your child is kept in school safely!

Food & Drink

“At St George's, school dinners are tasty. I like sausages, mashed potato, carrots, bread, cake and milk. At Christmas, the dinner ladies had turkey, pigs in blankets, potatoes, vegetables and gravy at the hatch.”

“School lunches are delicious; my favourite is fish, chips and peas.”

Every child in Reception, Year 1 and Year 2 are entitled to a universal free school meal from 2014. The aim of the government initiative is to improve academic attainment and make sure that every pupil is able to sit down to a hot, healthy lunch with their class mates every day.

At St George's we offer three hot choices, and a picnic lunch. Dinners are free for infant children (universal free school meals) and cost £12.50 per week (£2.50 per day) for junior children. Payments for junior children should be made online via 'Scopay' (School Pay Online Payment System) at your convenience, with accounts being cleared before every holiday.

Children can opt to bring a packed lunch or have a school meal. Children can choose what they want each day, and can change daily. School Meals can be ordered at home using the SCOapp

School Lunches are cooked on site and the menus are extensive, appetising and healthy. The menus are rotated on a regular basis and can be found on <http://www.servinglancashire.org.uk/catering/primaryMenus.php>.

We operate a healthy eating policy which encourages children to eat a healthy balanced lunch. This might include sandwiches, cheese, yoghurts, fruit and a drink in a non-breakable container. Fizzy drinks, sweets and chocolates are not permitted. Please note that we are a **nut free school** and we ask that **nuts and food containing nuts are not brought into school**.

Free School Meals

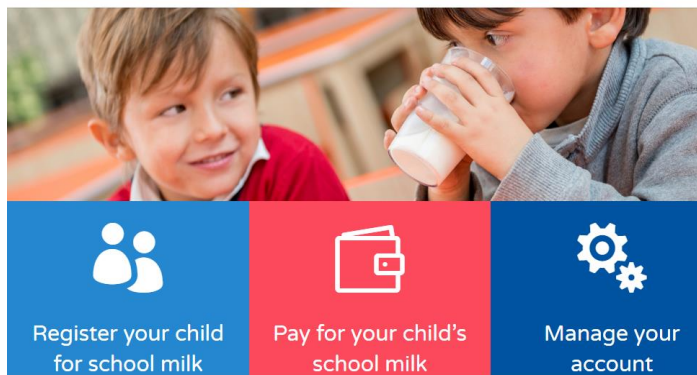
Regardless of the free school meals that the government currently offer, you may be entitled to free school meals grant from the government. We can give you information and further details of how to apply. Please see a member of the office staff. **It is important to school that you claim your free school meal entitlement as this can positively affect the school's budget, even if your child brings sandwiches, or is in the infants in which case all children have a free lunch!**

<http://www.lancashire.gov.uk/children-education-families/schools/free-school-meals/>



Snacks

All infant children are given a free piece of fresh fruit each day and milk is provided to infant children through a scheme with Cool Milk. The milk is provided free of charge until your child reaches the age of 5, after which a small charge applies (unless your child is in receipt of free school meals). Parents need to go online and visit www.coolmilk.com in order to register their child for milk and to organise payment of the charges direct to Cool Milk. If your child does not like milk, they will be offered a drink of water as an alternative. Additionally, we encourage each child to have a sports bottle of water in school in order to keep well hydrated throughout the day, as this is proven to aid concentration levels.



www.coolmilk.com

Health

The school nurse and health visitors make regular check-up visits. During your child's first year they will have height, weight and vision tests, to check if there are any problems, which need treatment. You will receive a letter from them if your child does need treatment.

Should you wish to speak to the school nurse (our nurse is Bernie Hiles) about any health related matter her telephone number is 0300 2470040.

If you have any concerns about your child's health or if they have a medical condition that we should be aware of please let us know before they start school. We can then discuss this matter with you, and prepare for any situations.

It is very rare that staff administer general medicines in school, in the unlikely event that we have to do this there is a form for you to complete in school. This can also be downloaded from the school website. We can only administer medicines prescribed by a doctor.

Those children with ongoing medical conditions such as asthma should have inhalers in school – they are kept securely in the medical room and their use is supervised by an adult.

If your child has a bout of sickness or diarrhoea please keep them off school for a further 48 hours, after the symptoms have cleared. This reduces the spread of illness amongst the children.... and staff! If your child is absent from school because they are ill, please ring school to inform us on the first day of absence.

Payments to School

We are now operating as a “cashless school”. This means that we can no longer accept any cash or cheques in the office. Our current online payment system allows you to pay for school trips, school fundraisers, school dinners and wrap around care.



Your account will be set up during the first couple of weeks. You will be allocated a username and password so that you access the site and make payments.

When letters go out for trips etc. the payment system will go live. You can also use the system to monitor “early” or “late check outs” for Late Stay. If you have any queries regarding check out time, please contact the school immediately the discrepancy occurs, then a swift alteration, if needed, can be made.

Families who require more than one login please contact the school office who will happily sort this out.

If you pay for Breakfast Club or Late Stay using child care vouchers. Please speak to either Sharon in the office who will be more than happy to update your account.

Parent Involvement – Help us to help you, and your child

We welcome and value parents’ help in school, whether they have a specific talent or skill or can assist with more general activities. Parent involvement can include listening to children read, helping with cooking, gardening and DT, library and computer skills, or accompanying educational visits. If parents wish to help in school, they must hold a current DBS clearance, which is simple to organise and can be applied for via the school office.

You will have huge talents, and experiences in many different areas – please come into school and share them with the children. It doesn’t need to be weekly, or a huge time commitment. We would value your input.... and I assure you that you would be made to feel very welcome indeed!

It has been proven that children whose parents take an interest in their education do better in every way. Please support school events in any way you can.

We have a brilliant bunch of people on the Parent, Teacher and Friends Association (PTFA) – we always embrace enthusiastically new members! I hope that you join the PTFA who meet termly, and informally in the Yarrow Bridge pub to plan fund raising, and social events! If you don’t feel able to join the PTFA I sincerely hope that you support their fund raising efforts – the 2 biggest events being huge fairs at Christmas, and at summer.

Communicating with Parents



We are firmly committed to the view that a close working relationship with parents will benefit your child's education. Furthermore, good communication between home and school contributes to the quality of this partnership.

We set out below some ways in which parents and teachers communicate with each other

EMAIL

Email is a priority form of communication. Please ensure that school has an up to date, useable email address. This can be updated using the SIMS lite app

SCHOOL WEBSITE & Calendar of school events

Our school website includes much of the day to day information that parents & carers will require throughout the year. Letters, news and diary dates will be regularly updated on the website.



Additionally we update the website calendar with all school events. You can very easily synchronise the web cal to your smart phone, or tablet. Go to the website for further instructions on how to do this. I strongly recommend that you do this before your child starts school.

SCHOOL GATES

Teachers are usually available to talk to parents on the school gates after school except on Thursdays, when we meet promptly for a Staff Meeting. If a longer time is needed, arrangements may be made to consult your child's teacher at a mutually convenient time.

HEADTEACHER

Andy Purcell is always pleased to see parents, if he is free. Otherwise, please make an appointment through the School Office. We hope you will not hesitate to discuss any worries or concerns with our staff and Senior Leadership Team. We feel a problem is generally easier solved when dealt with in the early stages

CURRICULAR LETTERS

At the start of every half term, parents & carers will receive a letter from their child's teacher that briefly explains the curriculum and routines for the half term ahead. This will arrive at home within the first few weeks of each term.

LETTERS HOME

One way we communicate with parents & carers is through letters home. This is particularly the case where we require a response, such as permission for a child to take part in a trip or club. Please check your child's bag daily for letters from school. That said we increasingly use email, and microsoft forms to share details of trips/obtain permission etc

CLASS CALL IN

At these times parents & carers may come back into school with their child at the end of the day, to have a look at their books and work on display in the classroom. These are informal sessions and children are showing parents where they spend their day.

NEWSLETTER



Regular newsletters are sent from the Headteacher giving details of events and news about the school. This is e-mailed out to parents each Monday. We email the three primary parent contacts, however we can email whoever you want. Just contact the office with any additional email address. Copies of the current newsletter can be found on the school website.

PARENTS EVENING

Meetings are held early in the Autumn term and in the Spring term as an opportunity to discuss your child's progress towards their targets.

CHILDREN'S REPORTS

These are sent to parents in February and July and a meeting can be arranged with your child's class teacher, if needed. Parents are invited and encouraged to make their own comments about their child's progress on the accompanying slips and return these to the school.

READING RECORDS

These reading records are a means of communication about your child's progress in reading; we hope that parents will contribute to their child's book on a regular basis.

FACEBOOK



The School uses its Facebook account on a very regular daily basis. As an immediate way of contacting parents, it is invaluable and it also offers us the opportunity to provide a photograph and some text about work that individual classes are doing. Please contact us, and follow us on Facebook at St Georges Primary Chorley. You will be asked to answer three security questions before being accepted.

SEESAW

We use an app in school called SeeSaw. It is a safe and secure online journal for the children. Instead of keeping a physical paper file with all the children's work in, we will upload photos and videos to this app. This has a number of benefits but the main one is that you will be able to see what your child is up to in school and keep track of their

learning instead of having to wait for parents evening to view their folder. You will be able to like and comment on your child's learning which strengthens the link between home and school.

Please see the attached sheet for details for downloading the SeeSaw app.

TEXT MESSAGES

The school also uses text messaging to communicate with parents and send reminders about events (It is not possible to reply to this service.) Please make sure the school has your up to date mobile number to ensure you receive these text messages.

TELEPHONE

You can, of course, also ring the school to discuss matters or provide information but please ring outside of lesson times if you wish to speak directly to classroom staff. We can also arrange individual meetings if they are required.

FIRST AID

School is very well staffed with trained first aiders. In the event of 'every day' minor bumps, trips, grazes etc we will of course apply first aid, and look after your child. In such event your child will come home with a wrist band on giving brief, but essential details.

Please be reassured that in the event of anything more serious then we will contact you directly, and speedily.

HELPING YOUR CHILD

There are many ways that you can help us to give your child the best possible education.

- Before coming to school your child is well on the way to mastering the complicated task of learning to speak their own language. Please continue to stretch your child in developing their own language.

Do this by:

- Sharing good quality day to day conversation
 - Answering questions as fully as possible
 - Encourage dialogue with both adults and children; and don't speak for your child – tempting as though it is!
 - Share activities – story reading, listening to CD's and music, computer work.
 - Read/ Act out nursery rhymes. They give a wealth of language and vocabulary... and can also be great fun!
- Read to, and with, your child daily. When your child has been in school only a few weeks you will receive an invitation to attend a Reading and Mathematics evening,

when we will explain further how to help your child with early maths, writing and reading. Your child will also come home with their first library book, after only a few weeks in school! From this point children can borrow books from our library weekly.

- When reading with your child it is helpful to explain that you are reading the print, rather than making up a story. This helps to develop in the child the understanding of the printed word. Favourite books need to be read, and increasingly discussed, time after time.
- Please do not expect your child to write fluently soon! This is a very difficult skill to master: Here are a few tips:
 - Encourage the use of felt tip pens, chalks, paints and crayons etc.
 - Help to develop a correct and comfortable pencil hold
 - Do not teach your child to write in capitals, apart from the first letter of their name.
 - You may like to write underneath a picture that your child draws at home
 - Please show the child how to form letters correctly as they can't teach themselves just by copying. Often they copy incorrectly which leads to bad writing habits!
 - Give children opportunities to practise writing letters, birthday cards, shopping lists, invitations etc.
 - And of course... use lots and lots of praise!

Countdown to school... and arrangements for the first 2 weeks!

(Check out Facebook for regular updates- have you followed us on Facebook?)

- See coloured sheet
- see coloured sheet
- See coloured sheet

Pre – school taster sessions for children in Class 1

Pre – school taster sessions for children in Class 2

Your child will attend school for either the morning or the afternoon session of the first two weeks, starting full time on Monday 18th September. This enables staff to complete early assessments with your child, and allows your child to familiarise themselves with their new surroundings as there will be fewer children in the classroom.

I acknowledge this may be difficult for some parents and I apologise for that. But please believe me the benefits of this part time integration lasts for seven years. Starting school successfully for a young person is a like a ship setting off on an Atlantic voyage. It needs care, thought, love and our very best attention where the young child is put first. It is not a race.



- After the pre start visit – if you feel it necessary to visit the school again, please book an appointment with the head teacher.
- You are invited to the Infant Sports Day, usually at Albany Academy (Keep an eye out on the website, and your email for the date). There will be a special race for the new reception class – get the tissues ready!
- Our PTFA will also organise an afternoon trip for parents and children to Playmates. This date is yet to be confirmed.
- You are invited to this year's Summer Fayre which will take place on 3rd July at 6pm-8pm.
- All that now remains to be said is sit back, relax... and look forward to the future with excitement and anticipation.... And, welcome to St. George's!

See you soon,
Andy.