

# St. Bernadette's Catholic Primary School



## Getting Ready for School

Headteacher ~ Mrs H Crowder  
Chair of Governors ~ Mrs C. Mason

# WELCOME

On behalf of our whole school community, we are very pleased to welcome you to St Bernadette's Primary School.

We are blessed by amazing pupils, parents, governors, and staff who work together to ensure life in all its fullness for the children entrusted to our care, in a happy, safe, and optimistic environment. All our policies and practice reflect the distinctive nature of our Catholic school and are inspired by our Mission Statement, '**Growing Together in Faith, Love and Learning**'.

We are proud to provide excellence in education, instilling a love of learning and a passion for life in our children. In a rapidly changing world, we promote learning behaviours and critical skills which will enable our pupils to thrive and flourish.

We encourage children to embrace the challenges of the 21st Century. We trust that this means that pupils leave, at the end of Year Six, having grown in the knowledge and love of God, themselves, and the world in which we live, as well rounded, happy, confident individuals, who are fully equipped with the experiences, understanding and skills they need to embrace the opportunities ahead.

## MISSION STATEMENT

### *Growing Together in Faith, Love & Learning*

**Faith**      **Community**      **Whole Child**      **Growth & Well-Being**



On their journey through our school, children will **GROW TOGETHER**, supported by a school community, to strengthen their **FAITH**; **LOVE** one another and **LEARN** to achieve excellence in everything they do.

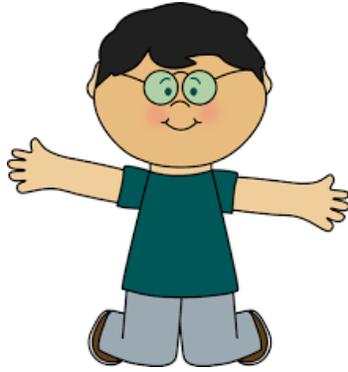
We are a Catholic school who wish to help parents educate their children to appreciate the awe and majesty of God and His Creation, including respect for themselves and others as they recognise that all are made in God's image. We will build a prayerful community who support each other on our Faith Journey by preparing for and sharing the Sacraments together.

We are determined to create an inclusive culture of learning where all children will be challenged in their thinking, to achieve to the best of their abilities and strive to become lifelong learners.

We will empower our children to become respected citizens to enable them to make valuable contributions locally, globally and to contribute to our world's sustainable future. This can be done most effectively when all staff, parents and children understand their responsibilities and work together towards the same goals.

Our Values and ethos will be achieved by meeting the following aims:

- Promoting and Achieving Excellence
- Recognising the Importance of Outstanding Teaching and Learning
- Actively Encouraging Creativity and Innovation
- Consistent High Standards of Behaviour and Attendance



When children start school, they have many fears and anxieties. Sometimes very little things that you take for granted can make your child unhappy. You can help your child to overcome some of these fears by helping them to get ready for school.

This booklet has some ideas that you could be doing with your child before they start school.



# Organisation of the school

The School is organised into **eight** classes - Nursery to Year 6.

The school day is organised so that there is maximum learning time interspersed by short breaks.

**School day starts:** 8.50am

**School, day finishes:** 3.20pm

**Lunch:** 12 Noon ~ 1p.m.



The school gates are opened at **8:40am** and children are expected to be lined up on the playground at **8.50 am** to go in for registration. It is very important that children arrive punctually at school as this ensures the school day starts well. If for some unavoidable reason you are late, please still bring your child to school but drop them off at the school office.

## Behaviour and Discipline

St Bernadette's 3 simple rules: '**Be Ready, Be Respectful, Be Safe**'.

We believe all children should be explicitly aware of the standards of behaviour expected of them and eventually take responsibility for promoting these standards. By encouraging positive behaviour, we promote good relationships throughout the school built on trust and understanding and using this policy we support our children in developing a high level of individual and social responsibility.

Good behaviour is modelled on a day-to-day basis by staff to demonstrate the behaviour that is expected by the children and recognised sincerely rather than just rewarded. Children are praised publicly and reminded in private.

St. Bernadette's rewards good behaviour, as we believe that this will develop an ethos of kindness and cooperation. Children are rewarded Dojo Points for the 3 main rules. Class teachers also use Dojo Points to encourage individual class behaviours. Achievements are celebrated with each Key Stage in the Praise assembly held every week. We also celebrate achievements on our newsletters, school website and our social media pages.

Procedures are followed, involving staff, parents, and Governors, which addresses any inappropriate behaviour. Bullying in any form is not acceptable in our school community. The school's Behaviour policy can be viewed on the school website (this includes our five stages of sanctions).

## Pupils with Special Needs

We believe that every child is unique and special and that we have a duty to ensure they grow in faith, in love and in their learning. The new Code of Practice reflects our educational philosophy that we are educators of the whole child. The four areas outlined in the Code of Practice identify four main areas of nurturing that children need. In addition to these four, we believe that spiritual growth is of equal importance and whilst this isn't directly reflected in the new Code, we are confident this area of nurture is addressed through our Collective Worship and everyday ethos in school. By committing fully to addressing the four areas in the Code of Practice, we are continually striving to ensure that every opportunity is given to allow each child to be and achieve the best they can.



Learning Knows No Bounds

## Attendance

Schools must record the reason for a pupil's absence and parents are requested to notify school before 9.30am on the first day of any such absence. If school is not notified, parents will be telephoned to ascertain a reason for absence.

## Holidays in Term Time

Due to the disruption to your child's education, holidays in term time are not permitted. Please note we are obliged to report any unauthorised absences, and these will be dealt with at Local Authority level.



# Starting School

We want to ensure the best possible start for you and your child as we appreciate that starting School is a big step.

- Our Induction Process aims to give your child lots of opportunities to meet the Early Years Teachers, their classmates and become familiar with the classroom.
- So, your child is invited to New Starter Taster Sessions, a Moving up Day in July, and a Play session during the summer holidays.

Our Reception children's entry is phased over Welcome two days. In order to introduce the new children gently into full-time school we have arranged for them to start school in smaller groups. **You will receive your child's start date in when you attend the 'New Starters' Meeting.**

These days are an important stage in the transition from Nursery to Primary School and help your child to settle and get to know their Teacher. **These start dates are strictly adhered to and when your child starts school they will start full time.**

## The Start of the School Day:

**School Starts: 8.50am Registration (The School Gate opens 8.40am)**

Your child's class teacher will be at the school gate in the morning to greet them as they arrive.

**Always try to be on time for the beginning of the school day.**

**If you are delayed, please take your child to the school office when you arrive.**

## The End of the School Day:

**School Finishes: 3.20pm**

The Reception children are collected from their class door at the far end of the playground.

All children must be dismissed straight to their parents or adult who is collecting them.

Please wait in the Reception area within the green gates.

**Please try to pick up your Reception child first as they can become a little worried waiting.**

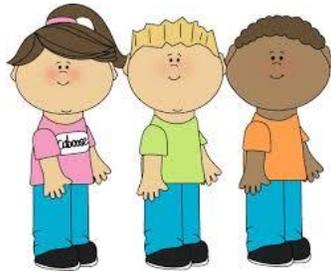
Initially, this can take a little time as we must see each child go to the adult picking up. We ask that you do not call them but wait for their Teacher to dismiss them.

**At all times, please tell the school who is going to collect your child.**

It is important that you reassure them that you will pick them up at the end of the school day or let them know who is going to collect them.

Has your child been introduced to the Green Cross Code?



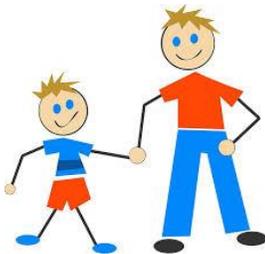


## Getting ready for Starting School

Talk to your child about school & play school.  
Read stories about starting school.  
Take walks past school.

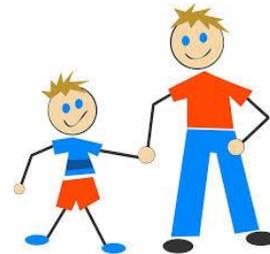
Do not threaten your child with the school or the Teacher.  
Parents and Teachers are friends.

Make sure your child has stopped having a morning/afternoon nap well before they start school.



## Play Together

Play is very important.  
You can help in many ways.  
Play and Talk together.



## Socialising

Can your child follow simple instructions?

Does your child let other children play with their toys?

Does your child understand about taking turns?

Do you encourage them to tidy up their own toys?

Do they say please and thank you?

Is your child happy with other adults in your absence?

## Eating

Can your child sit at a table and eat their dinner?

Do they know how to use a knife, fork, and spoon?

Can they cut up their own food?

Do you encourage them to try different foods?



## Dressing

Let them try their uniform on.

Can your child dress and undress?

Can your child fasten buttons, zips, and shoes?

Can they recognise their own clothes which are clearly marked with their own name or initials?

**Please label your child's clothes clearly, this enables us to find lost clothes.**

## Taking Care

Of course, your child will be toilet trained when starting school.

**BUT can they go to the toilet independently?**

Can they use the toilet correctly?

Can they flush the toilet?

Can they wash and dry their hands?

Blowing their nose into a tissue is also a good skill.

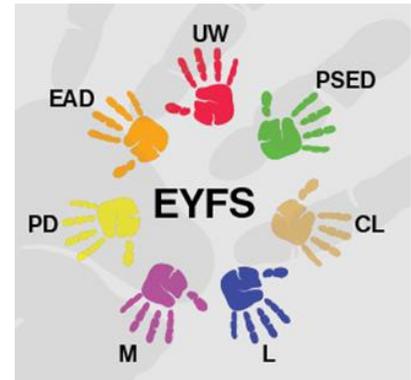


**Please spend some time over the summer practicing these skills.**

# The Early Years Foundation Stage

## Curriculum

Your child will be continuing their journey through the **Early Years Foundation Stage**, a framework set out by the Department for Education. 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.



The EYFS Framework explains how and what your child will be learning to support their healthy development. Your child will be learning skills, acquiring new knowledge, and demonstrating their understanding through **7 areas of learning and development**.

Children should mostly develop the **3 Prime areas** first:

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

These prime areas are those most essential for your child's healthy development and future learning.

As children grow, the prime areas will help them to develop skills in **4 Specific Areas**:

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

The seven areas provide a framework, but this does not mean that all young children's learning is divided up into areas. One experience may provide a child with opportunities to develop a number of competences, skills, and concepts across several areas. For example, children building with blocks may cooperate in carrying the heavy and large blocks, negotiate the best place to put them, compare the weight and dimensions of different blocks and act out an imaginary scene. Therefore, they may be developing language, mathematics, physical, personal, and social competences through this one activity. Children in the EYFS learn by playing and exploring, being active, and through creative and critical thinking which takes place both indoors and outside. We firmly believe that a quality curriculum is dependent on staff and parents/carers working together. You, as parents/carers, are the child's first educators and we value the learning that goes on at home. We will keep you updated on our class webpage, twitter and with newsletters in order that you can support our curriculum. <http://www.saintbernadettes.wigan.sch.uk/children/reception-class>

# Religious Education

As a Catholic school we strive to put Christ at the centre of everything we do by integrating Gospel values and the teachings of the Catholic Church into every aspect of learning, teaching, and the totality of school life. We realise that a child's journey through school is also a journey of faith. We help to guide the children in our care along this journey through daily Collective Worship and Christian meditation. The school also follows the Archdioceses Religious Education scheme set out by the Religious Education Directory. The children attend Mass and other services on a regular basis, and we work with Home and Parish to prepare children in Key Stage Two for sacramental celebration. Parents are regularly invited to join the children in our sharing assemblies and collective worship. There are also a number of services throughout the year when we gather together as a school community to celebrate our faith and reflect on the importance of our relationship with God.



**The Aim of the School** is to interpret human knowledge to its pupils in the light of the Gospel, with The School community contributing to the **spiritual** and **moral** formation of the pupils as well as to their intellectual and physical development. As a result, the withdrawal of pupils from formal religious instruction or worship would not isolate them from the Catholic teaching which the school gives. Therefore, no specific arrangements for withdrawal are in operation at present, although parents have the right to do so if they so wish.

## **Birth to five**

As you know, being a parent is very special and amazing as you watch your child develop and grow up. It can also have little challenges. The booklet ***Birth to five, gives you information from becoming a parent, taking care of yourself and your child and on finding practical help and support.***

*No one needs a book to tell them what is good about being a parent. Parents turn to books when they need advice, when they are worried and when they have got questions or concerns, small or large. This is a book you can turn to for guidance and advice on the growth and development of your child. If there is anything you are unsure of, or if you need further explanation, do not hesitate to ask your health visitor or doctor. The information in this book is updated every year and available online from [www.publichealth.hscni.net](http://www.publichealth.hscni.net)*



Here are some ideas of games and activities you can play with your child over

the Summer Months before starting school.



## Communication, Language & Literacy

### Communication and Language

**It is very important to talk to your child & build their vocabulary.**

#### Encourage them to:

- Speak in full sentences instead of single words.
- Answer questions.
- Listen attentively.
- Respond to simple instructions.
- Carry out a simple message.
- Talk about the world around them.



#### You can:

- Be patient and be prepared to answer and listen to questions.
- Give precise instructions and ensure that they are carried out e.g. "Please bring me your coat".
- Encourage your child to play imaginatively.
- Sing nursery rhymes and songs to and with your child.
- Look at picture books borrowed from the library and read favourite stories together.
- Ask your child questions about the story and ask them to read you a story, making up a story from the pictures.



### Linking sounds and letters

- Play simple rhyming and alliteration games (i.e. 'I've never seen a **cat** wear a **hat**' or 'Lucy likes licking lollies').
- Learn alliterative sentences about their name (name objects which begin with the same sound as their name).
- Play sound games - distinguishing or saying animal sounds and everyday sounds.
- Play simple Abc games - sing Alphabet songs (letter names or sounds), practise actions to letters to learn the sounds, find objects beginning with each sound. You could break words down into sounds (e.g. c-a-t) and then build them back into the word (e.g. cat).
- Look at the sounds in new words when reading (i.e. the first sound and try to sound out the words).



## Reading

Reading should be for enjoyment and not a chore. It is our job as teachers and parents/carers to give this enjoyment of books to children. In school, children will take part in Literacy activities, which will teach them how to enjoy books and read them for pleasure. This enjoyment is not guaranteed if you simply hear your child read, as this only gives them practice of reading the words. Although practice is important, your active involvement and encouragement at home is vital at all stages of reading development (even when your child can read for themselves).

Short sessions of sharing a book at home with you, one-to-one, will give your child valuable experiences that help to establish a firm foundation.

- Reading is not just about reading words in a book. It is very useful for your child to see that words are all around them and that they can access print from a variety of sources. Read print in the world around them and get them to find print (look at information books, look at DVD boxes, signs, menus, recipe books etc.)
- Model reading to them (i.e. Reading a newspaper, recipe, shopping list, book).
- Encourage your child to join the library to choose from a wide range of books which you could share together. You will be surprised how much they understand and recognise.
- When your child brings home a new book read it to them first, read it together and then let them 'have a go'.
- Show the children how to look after books and turn pages with care.
- Follow the words with your finger and encourage your child to do the same.
- Use the pictures as clues.
- Talk about the sequence of the story and the characters.
- Predict what might happen next.
- Encourage your child to use their growing knowledge letter of sounds.
- Pick out and talk about rhyming words.
- Don't let your child struggle with a difficult word, look at the first sound of the word, sound it out to make a good guess at the word or read it to them.
- Practise key words and pick them out in the story.

Children in Reception will be introduced to reading from the first day in class by sharing big books and talking about pictures. Within their first term at school, they will be given a selection of "reading" books to take home and share with you.

There is no standard age at which all children are ready, physically, and emotionally, to begin to read. Reading is not just about the ability to decode the words on the page, it is about enjoying the activity and wanting to do it.

### HANDY HINTS

- Find a suitable time for reading - when your child isn't tired, hungry, or absorbed in something else.

- Choose short books and stories so your child doesn't feel daunted by the length of them!
- Keep reading sessions short - 10 minutes a day or several times a week is fine. Always end on a happy note - don't press on until you both get tired.
- Look for stories that you know will interest your child. Ask their opinion about the stories and the characters in them.
- Look for funny stories so you can enjoy a good laugh together.
- Specific praise is very powerful e.g. "I love the way you said that rhyme".
- Re-read familiar stories together - stories that your child can enjoy reading fluently.
- Tell your child how much you enjoy reading with them.
- Keep up the bedtime stories!

## Writing

### Is your child happy writing their name & making marks?



- Encourage your child to write their name.
  - Model your writing - write shopping lists etc.
  - Encourage your child to write in a range of contexts.
- For example, shopping lists, letters, designs for cars, label superheroes, lists for picnics etc.

It may take a little time for your child to build confidence to write. So, it is important that you focus on writing (scribbles and making marks). As they write confidently, they will start to hear the first sounds in words and spell new words.

Praise them for every mark or scribble they make 😊

### CO-ORDINATION

- A great deal of control is necessary in order for your child to be able to handle a pencil confidently. A young child needs plenty of opportunities to develop and master this skill.
- Let your child handle thick pencils, crayons, and brushes.
- Allow them to scribble and daub with bold, free flowing movements until the pencil feels part of the hand. Then they can aim to be more precise about how pictures and letters might be attempted.
- Let your child master a pair of scissors under your control. Allow them to cut up old papers and magazines.
- Help your child to make collage pictures with paper, fabric etc.
- Encourage your child to complete simple jigsaws. Point out pictures on the pieces and find missing pieces by shapes and colours.

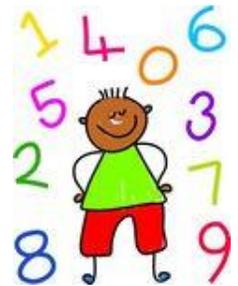


# Mathematics

You can be your child's 'springboard to mathematics.

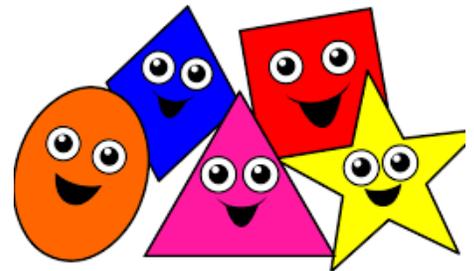
## Number

- Talk to your child about numbers.
- Look at everyday objects to help your child recognise numbers e.g. door numbers, car registrations and numbers on a telephone.
- Sing number songs & rhymes.
- Practice counting forwards and backwards, in different steps e.g. 1's, 2's, 5's and 10's. Use every opportunity to count - steps, buttons, lamp posts etc.
- Count everyday objects - on their bodies, in the house and in the world around them (the street, shop, zoo etc.).
- Play number games & board games that involve counting (i.e. number snap, dominoes, and dice games).
- Encourage them to find more/less and 1 more/less.
- Encourage them to add and subtract using their fingers, solving simple problems.
- Play with your child and give them a situation in which to solve a problem e.g. I have got 2 apples, but I would like 2 more, how many would I have altogether?



## Shape, Space and Measures

- Use the correct names for shapes, coins, weight, and measures.
- Look at shapes and patterns in the world around us.
- Sort toys and match objects at home.
- Talk about patterns and name simple shapes around them.
- Give them directions to objects in the house and ask them to find things.
- Talk about time - when things happen, how long they take, special occasions, and the order of events.
- Encourage them to pay for an item in a shop.
- Measure themselves and other items.
- Play in the bath, filling, and emptying bottles.
- Weigh cooking ingredients etc.
- Use language and ideas to solve simple problems.





## Understanding the World

- Talk about the world around them - animals, the jobs people do, the weather etc. - Do they know where they live?
- Investigate - how can we grow a plant; how can we make a car (with stickle bricks)?
- Talk to them about celebrations and events in the past and future.
- Talk about festivals around the world & holidays to different countries.
- Take them to church and talk to them about what is happening, say daily prayers and read religious stories to them.
- Encourage your child to play on computers/tablets (i.e. Cbeebies website), explain to them how to use the washing machine, television etc.

### Activities you can do together:

- Grow plants, look at bugs, animals etc.
- Make a weather chart.
- Play with sand and water.
- Build with Junk materials, bricks, and blocks.
- Make plans and designs for toys.
- Play on computer games and websites.
- Role play - Policeman, nurse, postman etc.
- Visit the park, library, museums etc.

## Physical Development

- Play with balls, hoops, ride bikes, go on climbing frames etc.
- Play with construction toys, play dough sand/salt, water using a range of equipment (rolling pins, buckets, spoons etc.)
- Develop their co-ordination and fine motor skills using pencils, paintbrushes, scissors, small tools, jigsaws, and small construction toys.
- Bake, do the gardening etc.





## Expressive Arts and Design

Let them try messy activities at home.

- Let them draw, trace, rub, cut, stick, print, paint with a range of materials.
- Let them help you bake, do gardening.
- Encourage them to sing and learn new songs and play musical instruments.
- Encourage them to take part in pretend play or make up new stories with their toys.

### How to make Play dough

2 cups plain flour

1  $\frac{1}{2}$  cup salt

2 cups water

4 teaspoons cream of tartar

2 teaspoons oil



1. Mix together and cook in microwave for 30 seconds at a time, stirring in between until it's nice and soft but not too sticky. Probably about 5 minutes.
2. Add powder paint, glitter, add essences, jelly crystals, dried coffee etc. to make their play dough more interesting.

**DON'T** let your child be afraid of getting dirty!

## Becoming Independent

We encourage the children to become independent from when they first start school.

### **We encourage them to:**

- Hang up their coat.
- Put their book bag away in their tray.
- Place their water bottle on the shelf.
- And if they bring a pack lunch box to place it under their peg.

**Can you encourage** them to manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently?



**Can you talk** about being healthy and encourage them to eat fruit and vegetables?

## Lunchtime

All children in Reception Class, Year 1 and Year 2 are entitled to free school meals under a government initiative. There is a choice of hot meals or a sandwich option. We use an online ordering system for school meals called '[Evolve](#)' for which you will be sent a log in and password during the summer. **Parents are encouraged to pre-order their child's lunch in advance from home. This enables you to discuss with your child what they would like to allay any fears or worries they may have about lunchtime.** It also stops them from worrying, when trying to decide what lunch they would like during morning Registration. Orders can be easily changed at a later date if necessary.



At lunch time, all Reception children sit together in the dinner hall. Our Midday Supervisors look after the Reception children at Lunch Time. **They will inform the teacher if your child has not eaten their lunch. You will then be informed at home time that day. Otherwise, your child is having a happy lunch.**



If your child chooses to have a packed lunch, please clearly label it. Your child will place their lunch box below their coat peg. Please include a drink with their packed lunch.

**Do not worry if your child does not eat all of their lunch initially. As they learn our lunchtime routines and grow in confidence you will find that they will eat more 😊**

## Healthy Snack and Water

'We are a healthy school'.



Reception Class children will receive a free piece of fruit or a vegetable to eat during the day.

Your child may bring a bottle of water to sip throughout the day.  
(no juice, flavoured water, or milk).

**Please do not put water bottles in book bags as they have the tendency to leak.**



## Medical

It is important that School is made aware of any **medical** problems your child may have. This includes those who are asthmatic and need to carry inhalers. Medical information forms should be completed. For children with more complex health issues a 'care plan' may need to be drawn up.



If your child has any type of vomiting or diarrhoea bug, we ask that you keep them off school for a period of 48 hours from the last incidence. This policy is strictly enforced in order to prevent the spread of infection.

Please also check your child's head regularly for head lice.

## Communication

Please ensure that the school has **at least 2** up to date **daytime/emergency** telephone numbers for parents and carers. Please also let us have a valid email address wherever possible as a lot of our communications and newsletters are sent via email. Text messaging is also used as a means of communication but will only be sent to whoever is listed as Priority 1 on your child's personal information.



If you have any day-to-day messages or concerns which need to be relayed to the class teacher, please mention it to the member of staff on duty at the playground gate at the start or end of the school day or message us on our Class Dojo. Parents who request to specifically speak to the class teacher are asked to arrange an appointment.

## School Uniform (Please ensure all items of uniform are labelled clearly with child's name)

The school uniform consists of:-

- Bottle Green Sweatshirt or Cardigan with School Logo
- Yellow Polo Shirt with School Logo
- Grey trousers/pinafore/skirt
- Black flat shoes (no heels and Velcro fastenings - So that your child can put on their own shoes)
- White or grey socks ~ Grey or bottle green tights
- Summer months - Green checked dress/Grey shorts, Summer Hat



**To enable your child to access the Outdoor Learning Environment, we ask that all children bring a pair of wellies in their first week, to be left in school for the year and bring a coat suitable for all weathers.**

## PE Kit

On the day that your child has PE they can come to school in their PE Kit. Due most lessons being outdoors, children need an outdoor PE Kit. Pumps are no longer recommended to be worn, but instead black trainers.

**As children will be taught 2 lessons of P.E a week they will need to come to school 2 days a week in their P.E kit (No kits are to be left in school)**

- Green St. Bernadette's t-shirt
- Black leggings/joggers (no cycling shorts or skirts with shorts attached)
- Plain black hoodies or plain black zip up top (no logos please)
- Black trainers with velcro fastenings.

### **Stockists:**

**Impressions**, Standish Branch  
<https://impressionsuniform.co.uk/>  
Tel 01257 400010

**Slaters School wear**  
Eckersley Mill, Swan Meadow Road, Wigan, WN3  
5BD Tel 01942 244426

## Outdoor Play

We plan a learning environment, both indoors and outdoors. Children are encouraged to come to school prepared to play in each learning environment.

To enable your child to access the Outdoor Learning Environment, we ask that all children bring a pair of wellies in their first week, to be left in school for the year.



**As the weather is unpredictable, they will need to have a coat that is suitable for all weathers as we access the outdoors in all weathers.**



In cold weather, please send in gloves and a scarf.

In hot weather, please ensure that your child comes to school with a hat.

## Labelling

We ask that parents label or initial every item of a child's uniform including P.E hoodies, shoes, and trainers. If uniform is not labelled it is very difficult to locate the correct item. This also ensures that your child does not become upset when an item is misplaced.

## Book Bags

Your child will need to bring a School Book Bag to school each day. These are available from Impressions in Standish.

**Their Reading Record and book must be kept in their book bag.** Books are changed weekly on your child's reading day.

**We ask all Reception children to read for 10/15 minutes each night.** It is essential that your child is involved in the reading process every night with an adult. Even if your child is tired, please engage in the reading process (read to and share the book with your child).

Please do not feel obliged to write long comments in the Reading Record every night. **We understand that time is precious and the date and your signature every night lets us know the book has been taken out of the book bag.**

Even though your child may not receive a reading book at the very beginning of the school year, any correspondence sent home will be put in their book bag. Any brief messages from the teacher to parents may be noted in the home/school reading diary.

Please check your child's book bag and diary every day, removing any letters, pictures etc. Children do not need pencils or pencils cases for school.



## Jewellery

For reasons of Health and Safety, the wearing of jewellery, including earrings, is not allowed. We ask that all Reception children do not wear watches.

## Mobile Phones and Devices

Mobile phones and devices are not allowed in school. If there is a need for a child to have access to a mobile for any reason, the phone should be labelled with the child's name and must be left in the school office until the end of the day. iPads, Nintendo DS players and other such devices are also forbidden.

## Breakfast Club

The Breakfast Club opens at 7.30am and runs until 8.50am when our staff will accompany the children into their class line/classroom. On arrival, children are offered a drink and toast. In addition, the children will have a choice of various activities before school starts.

## After-School Club

Our After-School Club starts at 3.15pm. The children will be collected from their classroom and taken into the Butterfly Room.

The children will receive a snack and a drink. A range of snacks are offered, which vary during the course of the week, and comprise of crunchy veg, fruit, cheese & crackers or warm food.

Children have the opportunity to take part in various activities, for example:- art, puzzles, role-play, board games and weather permitting, outdoor play. Some children may prefer to read a book or watch television.

## Sessions

Breakfast Club- 7.30am to 8.50am

### After School Club

Session 1 - 3.20pm to 4.30pm

Full Session - 3.20pm to 5.30pm

Bookings are made on the app.

Parents/Carers are requested to pay promptly at the end of each week for sessions taken.

If a child is collected late, after normal closing time, there will be a £5.00 penalty charge. This is to cover the added costs incurred by members of staff having to stay behind.



## Parental Involvement

There are many areas of school life where we value the help of parents. Parents are invited into classes to help with all kinds of activities ranging from reading, educational visits to sporting fixtures. All parent volunteers must agree to a police check being carried out prior to their being allowed to work in the school. We also invite parents into school to share in a variety of celebrations throughout the school year. We also have regular parent workshops to help parents be involved in their child's learning and regular meetings to report on their child's progress.



Parent's Evenings are held during the year, when you will be given a specific appointment time to see your child's teacher. This gives us time to give you feedback on your child's individual learning and progress. Of course, it is not necessary for you to wait until these evenings. We are always willing to make an appointment to discuss anything about your child.

Our Class Community, [ClassDojo](#) is also used to communicate with Parents. You will receive an email invite when your child starts Reception.



## Ages & Stages Questionnaires

Within our Early Years Department, we use the Greater Manchester Combined Authority 8 Stage Assessment Model for Early Years, which aims to increase the number of children who are ready for school. Through a series of "Ages & Stages" questionnaires the progress of individual children from birth to 6 years old can be assessed and monitored, enabling targeted intervention to be put in place. This draws upon parents' expert knowledge and provides reliable, accurate developmental and social-emotional screening. It has been specifically designed to pinpoint developmental progress and catch delays in young children- paving the way for meaningful next steps in learning, intervention, or monitoring. This is a time when action can have the greatest impact and because social-emotional and developmental delays in children can be subtle and can occur in children who appear to be developing typically, most children who would benefit from early intervention are not identified until after they start school. The screening enables us to detect developmental delays in children - and **more importantly to celebrate milestones.**

Initially, the ASE Questionnaire, which focuses on your child's social-emotional development will be sent home. The Class Teachers will complete the ASQ questionnaire which focuses on your child's development and send it home to be reviewed by Parents. You will then receive your child's next steps on how to help your child at home. When necessary, Parents will be invited to 1-1 meetings with your child's Class Teachers. We look forward to working on this with you in the year ahead.

## Community Involvement



Every effort is made to involve the children in the life of the local community and the local environment, and to use both as a learning resource. Regular educational visits are made in the immediate area, when they are appropriate to the curriculum covered, and when time allows.

## Friends of St. Bernadette's (FOSB)

The Friends are a group of ordinary parents from St. Bernadette's Catholic Primary School, who get together to do extraordinary things. The principle aim of the Friends is to raise money to buy the extras that the school budget does not support. In the past they have subsidised school trips, paid for commemorative photos for the Y6 leavers and helped to purchase playground equipment. If you have time to become a Friend of St. Bernadette's or time to volunteer at events, please let the School Office know.

## Charging Policy

It is the policy of St. Bernadette's Primary School to ask for a donation whenever an activity takes place outside of normal school hours or which involves a school visit. After-school sports provision and the Low Bank Ground residential trip in Year 6 are examples of such activities.

# Pupil Premium

## Pupil Premium

Although all children from Reception to Year 2 are entitled to receive a free school meal if you or your partner are in receipt of qualifying benefits you should still complete the application for pupil premium because school will receive an additional £1300 per year into our budget.

### **What is the pupil premium?**

The pupil premium is extra funding for your child's education. It is provided by the government and is normally claimed as part of free school meals if you or your partner are in receipt of one of the qualifying benefits. Your child's school will receive £1300 per pupil for six years to support your child's education including help with the cost of school trips, teaching assistant staff and after school programs (see website for details on how we spent).

## A Message from the Archdiocese of Liverpool

*"The school to which you have chosen to send your child is a Catholic Voluntary Aided school. Voluntary aided status provides distinct freedoms and flexibilities in the way that schools operate but, in return for the privilege of having and controlling such a school, there is a need to make a contribution to some costs, including those associated with capital investment. Government provides the money annually for staff salaries, books, and equipment for all schools. Catholic school buildings are*



*constructed and repaired predominantly through Government grants but are owned by the Trustees of the Archdiocese of Liverpool.*

*Under current legislation voluntary aided schools have to find 10% of the costs of all capital works i.e. investment in the building fabric over a value of £2,000. In order to help meet these costs the Archdiocese operates a school building fund to help meet the 10% costs of major projects and all of the investment funded through the Archdiocese's annual capital programme."*

## Parental Voluntary Contributions

Parishes and schools contribute equally to the building fund and the school share provides the opportunity for parents of children who benefit from the facilities to contribute on a voluntary basis. The school share is based upon an annual amount calculated at £10.00 per family, collected in January/February and, whilst the decision regarding the raising of this levy is a local one, the majority of schools invite a voluntary contribution from parents on this basis. Parents are reminded that there is no legal obligation to make any contributions and pupils at any of our schools will not be treated differently according to whether or not their parents have done so.

The levy continues to play a crucial role to maximise the continued investment in our school buildings and, in recent years, has helped to facilitate over £300million of investment in Catholic schools across the Archdiocese through various funding streams and initiatives. The current Archdiocese capital programme is available on their [website](#) so that it is clear as to which schools have received capital funding in the most recent capital programme.

If you are able to contribute you will be following generations who have raised money to help provide and maintain the schools which now exist and from which your family will continue to benefit. Your continued support is greatly appreciated on behalf of our family of schools."



## Photographic Permission



A consent form will be sent home when your child first starts school. Please complete and return it to us as soon as possible. It will remain in force for the duration of your child's time here unless you notify us otherwise.

Generally, photographs for school and family use, and those that appear in the press, are a source of pleasure and pride. We believe they can enhance self-esteem for children and young people as well as their families and so are to be welcomed. In an age in which digital technology has vastly increased the use and potential misuse and the publicity surrounding concern about filming school events, we believe you should understand the risks and weigh the chances of a child being identified by a photograph in the local press or on a web site and as a result being targeted for abuse.

If you would like to see an example of how we use images of children, please take a look at our Facebook account - St Bernadette's Catholic Primary School or school website [www.saintbernadette.wigan.sch.uk](http://www.saintbernadette.wigan.sch.uk)



On advice from the police, local authority, and others, we have taken the view that the risk of a child being identified by a stranger is so small that, providing reasonable steps are in place in terms of school security, planning to ensure an appropriate photograph and protecting the full name and contact details of children, the practice of photography for school events by families and the media should continue. In any case, the widespread use of mobile telephones as digital cameras would make banning virtually impossible to impose and police.

The Department for Education's broad rule of thumb for schools is: "If the pupil is named, avoid using the photograph. If the photograph is used, avoid naming the pupil". For our own school publications, we will follow this advice for photographs to be used for circulation beyond the school.

We are mindful of the fact that for some families there may be reasons why a child's identification is a matter of particular anxiety and if you have special circumstances either now or at any time in the future which would affect or change your consent on this issue, please let school know.



## Safeguarding

The School has a statutory responsibility to safeguard and promote the welfare of children in accordance with all relevant legislation and guidance by:

- creating and maintaining a safe learning environment.
- identifying child welfare concerns and taking action to address these in partnership with other agencies where required.
- implementing a curriculum that contributes to children's growth and development by providing experiences and opportunities to increase their knowledge and their understanding of the world and developing their awareness of acceptable and unacceptable attitudes, values, and behaviour so that they can keep themselves safe and healthy.

In order to protect children, members of staff strive to create an atmosphere where all children feel secure, valued, and respected, where their ideas and opinions are listened to and where they can expect a response to be made to their feelings and concerns.

St. Bernadette's has established and operates effective procedures designed to safeguard children from abuse and ensure that risks of harm are minimised as much as possible. As part of these procedures the school has arrangements to take all appropriate actions to address concerns about children's welfare, working to agreed national and local policies and practices in full co-operation with a variety of external support agencies.

The school will respond appropriately and effectively to any allegations of child abuse involving a child's parents, members of the immediate and/or extended family, members of the school staff or any other person/persons and will comply with regulations relating to referral to appropriate agencies. The school's first priority is the children's welfare and, therefore, there may be occasions when concerns about children mean that staff have to consult other agencies even before contacting the children's parents/guardians.

The school operates safer recruitment procedures and makes sure that all appropriate safeguarding checks are carried out on staff and volunteers who work with children. Mrs Crowder is the designated Child Protection Officer for school.

Being a parish school, we strive to create a family atmosphere by involving parents, priests, teachers, and parishioners. Beyond this the school is served by the Local Authority, Health Visitors and School Nurse. Parents can inform themselves further about arrangements for pastoral care by contacting the Headteacher.



### Consideration of Complaints

Any complaint should initially be addressed to the Headteacher. The matter will then be dealt with within the context of the policies of the School.

### Access to Public Documents

Inspection of copies of documents, which are required to be made available by or under the Education (School Curriculum and Related Information) Regulations 1989, can be arranged by contacting the School Office.

### Access to Governing Body Meetings

The Governing Body have agreed that the Main Governing Body Meeting each term should be open to members of the public, who may attend as observers.

### And finally

We see St. Bernadette's as an integral part of the local community. As such, partnerships between parents and The School aimed at nurturing and celebrating our children's achievements are at the heart of our school ethos.

As always, if you have any questions about the information included in this booklet please speak to The Class Teachers or the school office, who will be happy to answer any questions or queries.



Please keep this booklet in a safe place, for you to refer to throughout your child's first year at St. Bernadette's.

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