



# Early Years Handbook

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Dear Parents and Carers,

Welcome to the Early Years Department at Monton Green Primary School. This booklet will give you information about the Nursery and Reception Early Years and answer the questions that you may have as your child begins school.

We aim to create an environment that is welcoming, and where all the children feel cared for, secure and happy. We know that children make the best progress when school, parents and carers work together and so we aim to develop an effective partnership where everyone feels welcome and valued. Working closely together we hope that parents/carers and teachers will share their information, knowledge and expertise.

Please remember that we are here to help you. If you do have any questions or concerns then do not hesitate to ask, or contact the school office to make an appointment.

We look forward to working with you!

The Early Years Team

### **The Statutory Framework for the Early Years Foundation Stage (EYFS)**

At Monton Green, we work within the 'Statutory Framework for the Foundation Stage' (2017). This framework sets out the learning and development as well as the safeguarding and welfare requirements of the Child Care Act 2006. It aims to ensure that all children are treated equally; it promotes working in partnership with parents, carers and other professionals; seeks to improve quality and consistency and lay a secure foundation for future learning. Parents may view this document on-line from The Department of Education.

### **The Early Years Curriculum**

In the Early Years, there is one Nursery class and two Reception classes.

In the Foundation Stage, well-planned and purposeful play, both indoors and outdoors is a key way in which children learn with enjoyment and challenge. It is important that the children are also given opportunities to engage in activities that they plan or initiate themselves.

The Foundation Stage is about developing important learning skills such as speaking and listening, concentration, persistence and learning to work together and co-operate with other children. It is also about developing early communication, literacy and numeracy skills.

The curriculum consists of seven areas of learning and development. There are three prime areas and four specific areas:

#### **The Prime Areas:**

##### **Communication and Language**

Children are given opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves, and to speak and listen in a variety of situations.

##### **Physical Development**

Children are provided with opportunities to be active and interactive, and to develop their co-ordination and control. Children learn about the importance of physical activity and how to make healthy food choices.

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

Children are encouraged to develop their self-esteem. They are helped to form positive relationships and develop respect for others. They learn how to manage their feelings, understand appropriate behaviour in groups and have self-confidence.

#### **The Specific Areas:**

##### **Literacy**

Literacy development involves encouraging children to link sounds and letters and to begin to read and write. Children are given access to a wide range of reading materials (books, poems, and other written materials) to encourage their interest.

## **Mathematics**

Children are provided with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.

### **Understanding the world**

This involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

### **Expressive Arts and Design**

Children are given opportunities to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

### **Assessing Children's Learning**

The staff at Monton Green are skilled at observing children and planning for the next steps for their development. Each child has a 'Learning Journey' record which contains evidence of children's achievements. Parents are asked to contribute to their child's Learning Journey during the year. At the end of the Foundation Stage, each child's level of development will be assessed against the Early Learning Goals. Throughout the year there will be opportunities for you to discuss your child's progress. By the end of the Foundation Stage, some children will have exceeded these goals, others will be working towards them, and most will have met the expected level.

### **Reading**

At Monton Green we aim for children to become competent readers, able to read a range of books and text with fluency, accuracy, expression and understanding. Reading is a vitally important skill and we want to ensure that when we are teaching reading we get it right from the start. We aim for children to enjoy reading and to develop a love of books. In the Early Years there are many opportunities for looking at books. Children will share books together, look at books during guided reading sessions, have a choice of looking at the books in the book corner by themselves and share a book or read with an adult during the week.

From the start in the Early Years we encourage children to choose books from the book area to be shared at home. The children are given a reading record book - please add your comments if you wish. Your child is not expected to be able to read this book, but through sharing a book, many reading skills will be developed:

- Asking questions, such as "What's happened?" "What do you think will happen next?" or "How do you think she feels?" to develop understanding.

- Following the words, putting your finger under the writing will help them to see that print is read from left to right.
- Talking about the first letter of a word and the sound it makes will help them to understand that they need to look at the initial letter to help them to read a word.
- Asking your child to look carefully at the pictures and talking about what they see helps them to understand how they can use the pictures to give them clues about what they are reading.
- Showing your child how to hold a book and turning the pages carefully shows them how books are to be treated with respect.
- Re-reading a favourite book means that your child may start to join in with reading the words.

When we feel that your child is ready, a reading book is given. We ask that you practise this regularly at home and that it is brought into school each day in a suitable book bag. Reading book bags can be bought from the school office for £4.50. Reading books will be changed by the class teacher.

Sharing a book should be a pleasurable experience. Please only read when you have time to do it; don't force your child to read and don't do it when they are tired. Please read when it is quiet and try to make it a special time.

### **Phonics**

Phonics is the main approach used to teach children to read following the Letters and Sounds programme. Children begin to learn Phase 1 Phonics, which includes speaking and listening activities, rhymes and songs. Many opportunities are provided throughout the provision for children to further these skills.

Once the children are ready, they then begin Phase 2. This involves teaching the children letters of the alphabet. The children then apply this knowledge to segment and blend with letters. By the end of the Phase many children can segment and blend CVC words such as c-a-t, d-o-g, m-a-n, etc. As the children gradually move into Phase 3 they then learn sounds comprised of two letters, including vowel sounds, such as b-oa-t, r-ai-n, sh-ee-p, etc.

The Phonics programme is used throughout Nursery and Reception and the children will be working at the stage appropriate for their level of development.

A meeting for Parents/Carers will be held to provide further information and help you to support your child in learning to read.

### Writing

The children begin their writing journey in Nursery where they have many mark-making opportunities. Children are encouraged to discuss and give meaning to the marks they make using mixed media including paint, chalk, pencils, etc. Gross and fine motor activities are completed to build children's dexterity and support pencil control. At Monton Green we use the Hemispheres Think Write Program to introduce a pre-cursive style of letter formation. Once the children are ready, they begin to learn the pre-cursive letter shapes.

### School Uniform

Our School Uniform consists of the following:

- Navy blue sweatshirts/cardigans
- Navy blue skirts/trousers/tunic dresses
- Blue check summer dresses
- Navy blue shorts
- White shirts/polo shirts
- Black or dark blue footwear
- Navy blue or white socks/tights
- Navy blue jogging trousers

Please label all your children's clothing with their name. Uniforms may be ordered through school. Please see the order form. School uniform is also available to order online via Tesco. Children may wear watches and small stud/sleeper earrings, but no other jewellery is allowed. Children in the Early Years are encouraged to play outside as much as possible - in all weathers! We ask that you provide appropriate clothing - a warm, waterproof coat with a hood is essential. The children will need a warm hat and gloves in winter and a sun hat for the summer months. Your child will also need a pair of wellingtons. Please write your child's name clearly inside them. They can be kept in school in a bag on your child's peg.

### School Dinners

School dinners are provided by Citywide Catering. They provide a selection of hot and cold meals each day. Special dietary requirements can be catered for. Your child may bring a packed lunch from home if you prefer. All Reception children are entitled to Universal Free School meals, however **Nursery parents must either pay for a school meal** or apply for benefit related free school meals. Information about applying for free school meals is available on the school website.

School Dinners are currently **£10.50** per week and should be paid online via [schoolgateway.com](http://schoolgateway.com) or by direct debit via School Grid. You can order your child's dinner from home in advance. Please contact Mrs Muir, School Business Manager or Mrs Barker, Office Manager for more information.

Alternatively a healthy packed lunch can be sent into school with your child.

### **Milk and Snacks**

Milk is available at morning break. Children under five receive free milk. After children are five, parents have the option to pay for milk. Monton Green Primary is part of the National Fruit Scheme, and all children up to the age of seven receive a free piece of fruit each day, during the afternoon. Toast can be ordered from school on a termly basis and is given to children at mid-morning break. Letters are sent by email giving you the opportunity to order toast for the following term. Please do not send sweets, crisps or chocolate into school for the morning snack.

Children need to be able to drink water regularly as this keeps them alert and helps with learning. Refillable water bottles, which can be topped up during the school day, can be purchased from the school office for £1.50. Fizzy drinks are not allowed in school and only water may be drunk throughout the day.

### **Early Years Fund**

The Early Years Fund enables parents and carers to make termly voluntary contributions to school, which we use to buy additional resources such as ingredients for baking to enhance the children's learning experiences. Contributions can be made using the school's online payment system.

### **Illness**

Many children want to come to school even when they are feeling poorly, but often the best place for them is at home. Illnesses spread quickly and can make children feel unhappy and unsettled. Please keep your child at home if they are not well. If your child has been sick or had diarrhoea, they must not return to school until they have been well for 48 hours.

If your child is going to be absent for any reason, please tell the staff or telephone the school office on 0161 707 2287 to let us know.

### **Contact Information**

Before your child starts school, we ask you to complete a form to ensure that we have important and necessary information about your child.

This includes the following:

- Emergency contact numbers
- The child's special dietary requirements
- The child's special health requirements
- Information about who has the legal contact with the child and who has parental responsibility for the child
- Whether your child has any Special Educational needs

### **Collection of Children**

Please let us know who will be collecting your child from school. If someone other than a parent or carer is coming to collect a child, parents or carers must give school written permission for this in advance. If we have not been informed of a change, we will contact you before we will allow your child to leave school.

If you are going to be late, please contact school to let us know, if you can. If your child is not collected at the appointed time we will contact parents and family members as recorded in the child's records held in school.

When you bring your child to school or collect them, for reasons of safety please do not drive up the school drive. The car park is for members of school staff only.

### **Security**

After the children have arrived in the morning, the doors to the Early Years are kept locked, unless the children are playing outside. The outside gates are locked throughout the school day. We ask that you ensure your child arrives at school on time, (before 9.00am). After this time, the outside doors are locked. If you arrive late, you should take your child straight to the school office.

### **Holidays and Attendance**

A list of all holidays is available on the school website. Children are expected to attend regularly and to be in school on time. We ask parents to contact us if for any reason their child cannot come into school and if a child is absent without explanation, we will contact you. Department for Education guidelines regarding holidays in term time mean that the Head teacher is no longer able to authorise holidays and may only authorise absence in exceptional circumstances. Please be aware that term time holidays are likely to be classed as unauthorised absences which may result in a fixed penalty fine.

### **Medicals and Medication**

Health checks are held periodically in school. All parents and carers will be notified of any medical examinations and are invited into school. The school should always be informed of any child who has a medical condition and we will endeavour to respond in an appropriate way. Where children are receiving medication following an illness, the school is able to administer the medicine, providing the medicine is in its original box/bottle dispensed by the chemist, bearing the child's name. A form must be completed at the office giving us permission to administer any medication.

### The Early Years' Daily Routine

- 8:50 a.m.** Doors open. Free choice of activities within the learning environment.
- 9:00 a.m.** Registration and group learning time
- 9:30 a.m.** Free choice of activities, indoors and outdoors, alongside adult led activities within the learning environment.
- 11:00 a.m.** Tidy up time and group learning time.
- 11:30 a.m.** Lunchtime.
- 1:00 p.m.** Registration and group learning time: free choice of activities, indoors and outdoors alongside adult led activities within the learning environment.
- 2:50 p.m.** Tidy up and story time.
- 3:30 p.m.** Home time

### Before and After School Clubs

An Early Bird Club and an After School Club are run as part of our school's commitment to supporting and working with parents. Booking forms are available in the school office or online on the school website. All bookings must be handed in with the payment by **Thursday** morning of the previous week so we can staff the clubs accordingly.

### Special Educational Needs

Many children experience some difficulty during their school life. If at any time this applies to your child you will be invited in to discuss these concerns with your child's teacher. Early Years teachers and staff have an important role to play in working with parents to identify any learning needs and respond quickly to any area of particular difficulty. Individual action plans can be drawn up which will meet the needs of individual children. We have access to a wide range of agencies and working together with staff we will strive to provide the best possible learning opportunities for your child.

### Policies and Procedures

The Early Years follow the policies and procedures that are in place in school. School policies are available for parents if they wish and can be found online at: [www.montongreen.salford.sch.uk](http://www.montongreen.salford.sch.uk)

### Admissions

Places for the Nursery and Reception classes are allocated using the City of Salford's admissions criteria. Please note that the offer of a place to a Nursery aged child **does not guarantee** a place in the Reception class. Parents must re-apply for a Reception place and the same criteria are used to allocate places.

### **Concerns and Complaints**

If you have any concerns or queries regarding your child, please speak to your child's class teacher. We are always happy to arrange a time with you to discuss your child's progress.

We endeavour to do our best to provide you with the level of service you expect. However, should you have a concern or complaint, this should be brought to the attention of your child's class teacher in the first instance. Your child's class teacher will endeavour to resolve the matter informally, however if you feel that the matter is still not resolved, the next step would be to contact Miss McMahon, the lead teacher in the Early Years. Please see school's complaints policy which can be found on the school website for further details about our complaints procedures and taking matters further should the need arise. Should complaints be made about the conduct of a member of staff, these should be directed to the Head Teacher in the first instance.

### **Safeguarding**

At Monton Green Primary School we are committed to safeguarding and meeting the needs of all children. If you have any concerns about a young person you meet in Monton Green Primary School you should immediately report this to a member of staff.

The designated people responsible for Child Protection are:

Lead Designated Child Protection Officer - Mrs Sue Robinson

Assistant Designated Child Protection Officer - Mrs Kindra Belcher

Lead Governor for Safeguarding - Mr James Rattenbury

Everyone who works in our school has a responsibility to make sure that all our children are safe. The Safeguarding Policy is in place to:

- Ensure that children are never placed at risk while in the charge of the Early Years staff.
- Ensure that confidentiality is maintained at all times.
- Ensure that all staff are familiar with child protection issues and procedures and know how to respond to a concern or disclosure - including making a referral to Children's Social Care.

**The School's Safeguarding Policy can be found online at:**  
[www.montongreen.salford.sch.uk](http://www.montongreen.salford.sch.uk)

We hope that this booklet has answered any important questions you may have about the Nursery or Reception. Further information may be found on the school's website: [www.montongreen.salford.sch.uk](http://www.montongreen.salford.sch.uk).

If you have any other questions, please do not hesitate to contact school on 0161 707 2287