



New to Nursery and Reception 2024 Parents' Information Pack

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Parents' Homework/To do list!

1. Starting Reception? Let us know the days your child goes to Nursery so we can come and visit.
2. Let us know a time and date if you are starting Nursery to come and visit in your home.
3. Label everything: shoes, socks, water bottles, uniform, forest school clothes and book bags, please.
4. Complete Admissions Google Form: [please click here](#)
5. Any concerns or questions please contact the office 0208 3374804 or email office@maldenparochial.school

1. Welcome from Mrs McMullan

I am very excited to welcome you to our school. This is the most wonderful place to learn, grow and work. I do not doubt that your child will be extremely happy here and as a family you will love being a part of our extraordinary community.

2. Our History Our Values

In the 1860s The Rev'd William Chetwynd-Stapylton was the Vicar of St. John's Old Malden, a time of rapid growth following the newly built railway in Worcester Park. The Rev'd Chetwynd-Stapylton wanted to ensure the children in the locality were educated, and that education was not just a privilege for the sons of the rich who could have a private education in a cottage in Plough Green. Malden Parochial



opened in 1864 on the site of the present school. "Parochial" means that it is of the Parish and there are strong links between St. John's Church and the school today.

As a Church of England Primary school we are firmly rooted in the Christian belief that we are made in the image and love of God. This school was built for the community's children and we welcome children of all faiths and none, our admissions criteria prioritise places for children living in the Parish. Father Michael leads weekly collective worship in church and school, pupils celebrate the Eucharist in school and we facilitate church visits where pupils lead worship with Father Michael.

Our Values

Church of England schools have a long and rich history of serving local communities through the provision of a broad education, shaped by the Christian faith which is explained here: [Church of England Vision for Education](#). Having a clear Christian vision for education at Malden Parochial enables the translation of a school's original foundation and purpose into its present-day policies and practices, thereby enabling children and all people to flourish. For Church schools, all aspects of this are rooted in theology and so our Christian Vision is that we are as we are Reflecting the Kingdom of God by Enriching and Transforming Lives by adhering to four Christian Values: Love, Wisdom, Joy and Peace.

In Summary: An historical Christian foundation shapes the decisions that leaders make. Where **All** are welcome and diversity is celebrated.

3. How school is structured and school routines

Early Years and Foundation Stage = Nursery and Reception

Key Stage 1 = Years 1 and 2

Key Stage 2 = Years 3 – 6

The main gates open at 8.30am and by 8.40am all children should be in class. Reception children can be brought into the playground and walked across to the gate that leads into the Early Years setting. Parents/carers are requested to leave the school grounds promptly and no later than 8.40am when Mr Harvey (Site Manager) locks the gates. The gate will be opened at 3.10pm, please come into the playground to meet your child, once your teacher sees that you're there your child can walk to you at 3.15pm. Please let the Reception staff know if someone else will be picking up your child.

4. What can we do this summer in preparation for school in September?

- Remove coat, scarf & gloves
- Hang up their coat
- Use buttons and zips
- Put on their shoes

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- Wipe themselves having been to the toilet, flush and wash and dry their hands
- Feed themselves and be able to use cutlery
- Use a tissue to blow their nose
- Share toys and be prepared to take turns
- Read with your child
- Play games like Ludo to introduce counting, turn-taking and verbal interaction

In Summary: Please be on time to drop off and collect, develop their independence.

5. Uniform, clearly named

Uniform

Grey trousers (long or short)
Pale blue shirt
Grey socks
Navy v-neck jumper with school logo
Tie
Black shoes
Navy blue pinafore dress or navy blue skirt
Pale blue blouse
Navy v-neck jumper or cardigan with school logo
Tie
White socks or navy tights

Summer Uniform (after Easter break - weather permitting)

Pale blue, open-necked, short-sleeved, polo shirt and grey shorts
Blue and white checked, gingham dress or a navy skirt and pale blue blouse/polo shirt.

Shoes

Children need comfortable, waterproof shoes, no open-toed sandals, trainers may be worn on PE days.

Forest School

Children need a long-sleeved top, long comfortable trousers, waterproof trousers and a jacket or an all-in-one puddle suit, all of which needs to be named and in a separate bag, please. Wellingtons or sturdy walking boots also in a bag.

P.E. Kit

Navy blue shorts and a light blue polo shirt are required for the warmer weather and navy blue joggers and a sweatshirt for the colder weather along with plimsolls that can be pulled on or velcro trainers. This can be worn into school on the days they have PE.

Second hand uniforms are available from Uniformerly, click here to go to the site.
[2ndHand](#)

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In summary: [Label](#) everything, wear PE kit on PE days.

6. What your child will learn

Reception children are assessed formally within a few weeks of starting school and towards the end of their year. The statutory recording of these results stays with them as they move through their primary school years and beyond. Click here for more information about this statutory test: [RBA](#)

- The 7 areas of learning are Communication and Language, Personal, Social and Emotional Development, Physical Development, Literacy, Mathematics, Understanding the World, Expressive Arts and Design

Our Day

8.40-11.30 Adult-directed task throughout free-flow

Access to fruit basket and milk/water during the morning

11.35 Nursery morning session finishes

11.35-12.15 Nursery lunch and play

12:00-1.00 Reception lunch and play

1.00 Adult-directed task throughout free-flow

2.55-3.15 Story

3.10 Reception End

3.15 Nursery End

Homework is posted on Google Classroom

In Summary: [Read to and with your child every day, access Google Classroom daily](#)

7. Special Educational Needs

What is meant by Special Educational Needs and Disability (SEND)?

A child has special educational needs if they have a learning difficulty or disability which requires special educational provision to be made. This could be to do with behaviour or ability to play with other children, academic progress, ability to understand, ability to concentrate or perhaps their physical ability is affected in a way that makes it difficult for them to learn.

What is SEND Support?

SEND Support is when we assess the needs of children, and then provide appropriate support. The system follows four stages, often referred to as a 'cycle': Assess, Plan, Do,

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Review. For further information about this cycle, often referred to as the 'graduated approach', see Chapter 6 of the [SEND Code of Practice \(2015\)](#). This cycle should not be considered a single process. There may be more than one cycle at a time, each addressing different areas e.g. literacy, social skills, attention and/or behaviour. After the Review, a second or third cycle might start, each aiming to improve the support for the child.

Assess

The class teacher, working with the SENCo, discusses the child's needs and creates a baseline assessment by which progress will be measured, in consultation with parents. The assessment should be reviewed regularly, with specific dates set for the next review.

Plan

A plan of additional support is drawn up for a pupil, a record must be kept and the parents are informed. The school and parents should agree what progress they hope will be made (outcomes), and by what date (deadlines).

Do

The pupil is given extra support, undertaken under the supervision of the class teacher.

Review

The SEND Code of Practice (2015) is not specific about the frequency of reviews, but termly would fit in with the requirement to meet parents three times per year. Parents should be fully involved.

Who is involved?

We consult with specialists to advise us on assessing SEND, especially in the early stages, we involve a specialist when a pupil makes little or no progress, or when their work is significantly behind (usually 2 years) that of other typically developing pupils of the same age. Progress should not be compared to other pupils who may also have SEND. We involve parents if we are considering involving specialists. The graduated approach covers all ages and stages of education (nursery, school and post-16).

Waves of Intervention

Is a term used for additional support for children with special educational needs which is expected to be delivered through three successive levels or 'waves':

Wave 1 is the expectation of 'Quality First' teaching, where good quality teaching includes all learners and there are high expectations for all pupils.

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Wave 2 is more targeted at pupils with SEND specifically. There could be access to specialist resources such as identified interventions and some 1:1 support. This can be for general 'catch-up' or the start of the graduated approach cycles of Assess, Plan, Do, Review.

Wave 3 is usually where an external specialist may be asked to advise on more specialised support, generally where a child has not progressed as well as expected with the current additional support. This would form part of subsequent cycles of the graduated approach.

The SEN Information Report

As a maintained school we publish a document on our website called a 'SEND Information Report' which includes a range of information including how we identify children with SEND and the expertise and training of staff to support children with SEND, including how specialist expertise will be obtained. For further information, please see paragraphs 6:79 - 6:83 of the [SEND Code of Practice \(2015\)](#).

In Summary: speak to your class teacher about any concerns

8. Other aspects of school life

Our Governing Body

Take an active interest in the life of the school and are responsible for the fabric of the building they are involved in strategic planning, monitoring standards of education, the delivery of the curriculum and issues surrounding staffing and personnel. As schools are responsible for their own budget a Governors' Resources Committee monitors the use of this public money and reports to the Governing Body twice a term. This helps to ensure the school gives value for money. Committees and the Governing Body meet twice a term. Governor training is planned on an annual basis and visits to the school, during the school day, are considered essential for this role. Parent Governors are elected by the parents/carers and hold office for four years. Copies of minutes, reports and Governor Policies can be requested via the School Office.

Governors' Fund

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Our school is special in many ways, one of which is that being a Voluntary Aided Church School we have a status and freedom which other state schools do not have. However, as a Voluntary Aided School, the Governing Body must meet 10% of the cost of repairs, maintenance, improvements and building works. We cover the other 90% of the cost of any building works or maintenance by contributing to a central Diocesan Board of Education Fund so the cost of large-scale works to the building are paid for through the Board of Education. A voluntary contribution to the Malden Parochial Governors' Fund is requested from each child as we focus on upgrading the facilities and resources for all our children.

Parent Teacher Association (PTA)

The PTA was formed in 1938 at the Annual AGM, a committee is elected to represent the school and to organise activities for the year. If you would like to help with PTA events then please contact the Chair via the PTA email (ptamaldenparochial@gmail.com) or through the 'Malden Parochial PTA' Facebook page.

In summary: Please support the PTA and give monthly to the Governors' Fund

10. Behaviour Policy

We encourage positive behaviour through our 4 Christian values and ask children to reflect on whether they have shown love, wisdom, joy or peace in their interactions with one another and in how they approach their school work.

VALUE	So we...	Because the New Testament says ..
Love	<ul style="list-style-type: none">• use kind words and do acts of kindness• respect each other• apologise when we need to• are a Rights Respecting School	Love your neighbour as yourself Matthew 22 34-40

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<p>Wisdom</p>	<ul style="list-style-type: none"> • keep safe and share our worries • read every day, complete homework • listen, make wise choices, use our time well • protect our environment 	<p>If you lack wisdom...ask God, who gives generously James 1:5</p>
<p>Joy</p>	<ul style="list-style-type: none"> • celebrate achievements • smile at one another • open doors, know and use people's names • have fun and are positive 	<p>Joy is a gift of the holy spirit. Galatians 5:22</p>
<p>Peace</p>	<ul style="list-style-type: none"> • challenge injustice and inequality • walk peacefully around school • think before we speak • use kind hands 	<p>Aim at those things that bring peace. Romans 14:19</p>

Effort is rewarded and celebrated with certificates, trophies, medals etc. Children are given stickers, cards home and good work bags to highlight achievements and progress. Children belong to a house and have regular fun days and competitions to develop a sense of identity and belonging.

In Summary: Effort achievement and the school values is celebrated regularly

11. Absences

The DfE requires schools to keep details of authorised and unauthorised absences. Requests for leave of absence must be made in writing to the Headteacher on the 'Application for Leave of Absence for Exceptional Circumstances' form which is available from the school office or on the school website.

For all absences due to sickness, please notify the school before **9.15am** by telephone as we need to keep a record of these absences and the reasons. Please **do not** send your child to school if they have a temperature during the night and/or if they have had sickness or diarrhoea within the previous 48 hours.

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If a child is taken out of school for an extended period of time, they will be reported to the Education Welfare Service. We fine parents for time taken off school for a holiday; if the child is over 5 years old. This does not include prolonged absence due to illness when the Local Authority may be able to arrange home tuition.

What happens if my child is sick?

While your child is in Reception they will come into contact with large numbers of children for the first time. This may put them in contact with infectious diseases. Examples of these diseases are: chicken pox, German measles, mumps, scarlet fever, scarlatina, whooping cough, hand, foot and mouth and slapped cheek. Please notify us of any infectious diseases as these may have to be reported to the Medical Officer. A period of exclusion may be required for the above named diseases. This is usually seven days with the exception of whooping cough which will be decided by your child's doctor. If your child does become ill, please keep them at home until they are better. It is important to let the school know about any illness or other reason for absence. During prolonged absences please keep notifying us about your child's recovery.

Medicine

School staff can administer medication prescribed by a doctor. All medicines must be clearly labelled with the child's name and dosage. Parents/carers will be asked to sign an agreement form which will be kept during the time that the medicine is required. Antibiotics can be prescribed for 3 doses (every 8 hours) for children which does remove the necessity for staff to administer this medicine during school time. Parents/carers are welcome to come into school if medication is needed. If your child is ill they must be kept at home.

[In summary: Call the school office before 9am if your child will not be in school](#)

12. Lunch

Full-time children can bring a packed lunch to school or order a hot lunch through our catering company, Caterlink. All primary-aged children in a London state-maintained school can access a free hot meal.

Caterlink provides hot 'cooked from fresh on the premises' meals which we hope most children will eat. Parents/carers who believe they may be eligible for Free School Meals should refer to the guidance.

If you are providing a packed lunch, please note that we are a **Nut Free School**, so please ensure that foods do not contain nuts. The lunchbox must be marked clearly named. Harmful micro-organisms multiply to levels that can be a danger to health in some foods that are prepared and then kept at room temperature. During the summer months this is of particular concern as lunchboxes cannot be kept cool.

For this reason, the following foods are recommended for packed lunches: Suitable sandwiches or rolls, dried fruit, fresh fruit/vegetables, long-life yogurt, cereal/oat bars, jelly (not in hot weather). A small ice pack in the lunch box retains freshness.

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Our Teaching Assistants and Nursery Nurses care for the children during the lunch break and supervise them eating their lunch at tables in the hall.

Infant children are provided with a piece of fruit by the Local Authority every school day – please advise the office of any fruit or vegetable that your child is allergic to and ensure that this information is recorded on your child's admission form. Also available is a carton of milk – see the enclosed information on how to register.

[In Summary: Order school lunches via the parent pay app](#)

13. Wrap Around Care

The school offers a Breakfast Club which opens at 7.30am, Monday to Friday during term time (excluding staff training days). Last breakfast is served at 8.15pm. At 8.30am children are taken to their classrooms. After school club runs from the end of the school day until 6pm. Fun Fest holiday club runs during all holidays except Christmas. There is now an easy booking system, details of which are on the website.

14. Worries or concerns

Please do not hesitate to discuss any queries you have regarding your child. It is better to come and enquire than to say nothing and worry. We are always available to see parents/carers, but teaching commitments mean that an appointment will have to be made for the earliest possible occasion. Please contact the school office if you wish to make an appointment.

There is an opportunity to discuss progress, attitude and achievement at our termly Consultation Meetings; the annual Record of Achievement is sent home in July and a mid-year Record of Achievement is sent in February.

[In Summary: Book breakfast, afterschool and wrap around care](#)

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