

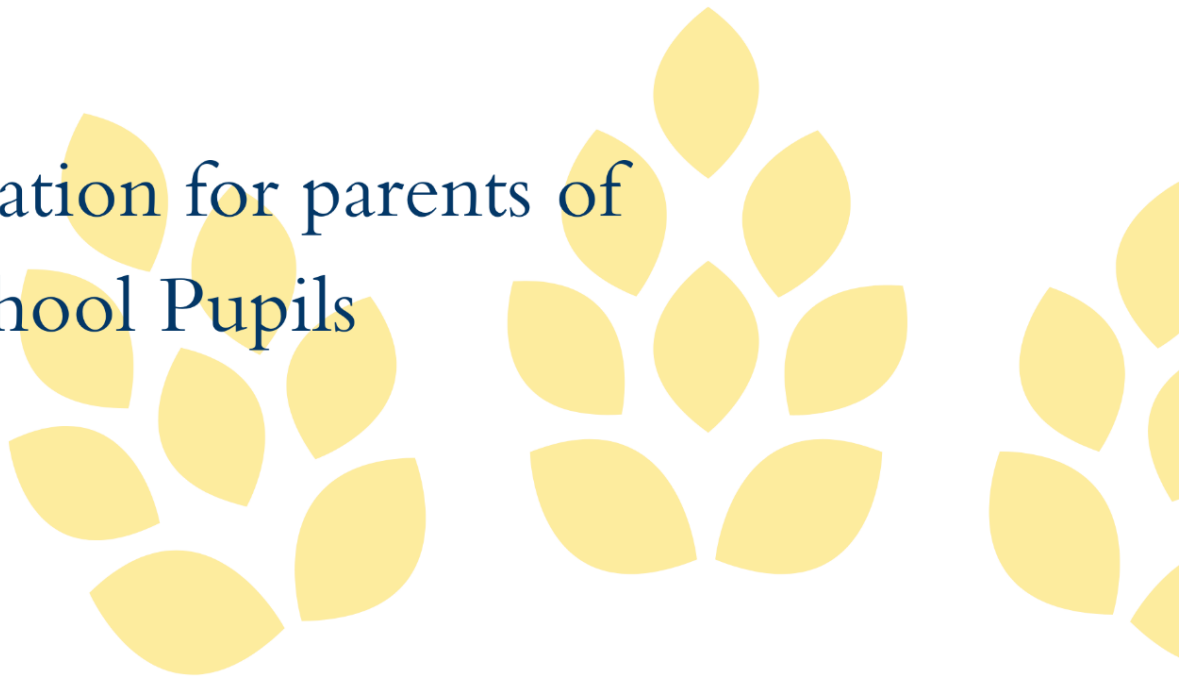


**POCKLINGTON
PRE-PREP SCHOOL**

Ages 2 to 7

Parent Handbook

Information for parents of
Pre-School Pupils





Contents

Introduction	3
Ethos, Values and Virtues	3
Equality and Diversity	4
Key Pre-School Staff.....	4
Pastoral Care and Wellbeing.....	5
Medication and Medical Care.....	6
Behaviour.....	7
Rewards	8
School Uniform and Shop	9
Personal Belongings.....	10
The Pre-School Day.....	11
Morning and End of Day Routines	12
Communication with Home.....	13
Absence from Pre-School.....	14
Meals and Snacks.....	15
Curriculum	16
Aims	17
Areas of Learning	17
Physical Development.....	18
Literacy.....	18
Mathematics	18
Understanding of the World.....	18
Expressive Arts and Design	19
Characteristics of Effective Learning.....	19
Fundamentals of Learning and Skills Based Approach.....	19
Specialist Sessions.....	19
Assessment and Reporting	20
Learning Support.....	21
Partnership with Parents	22
Visits Off-site.....	23
Child Protection	24
Policies.....	25
Key Pocklington School Contact Details.....	26
Campus Map, School Address and Office Hours.....	27
Should I Keep My Child Off School?.....	28



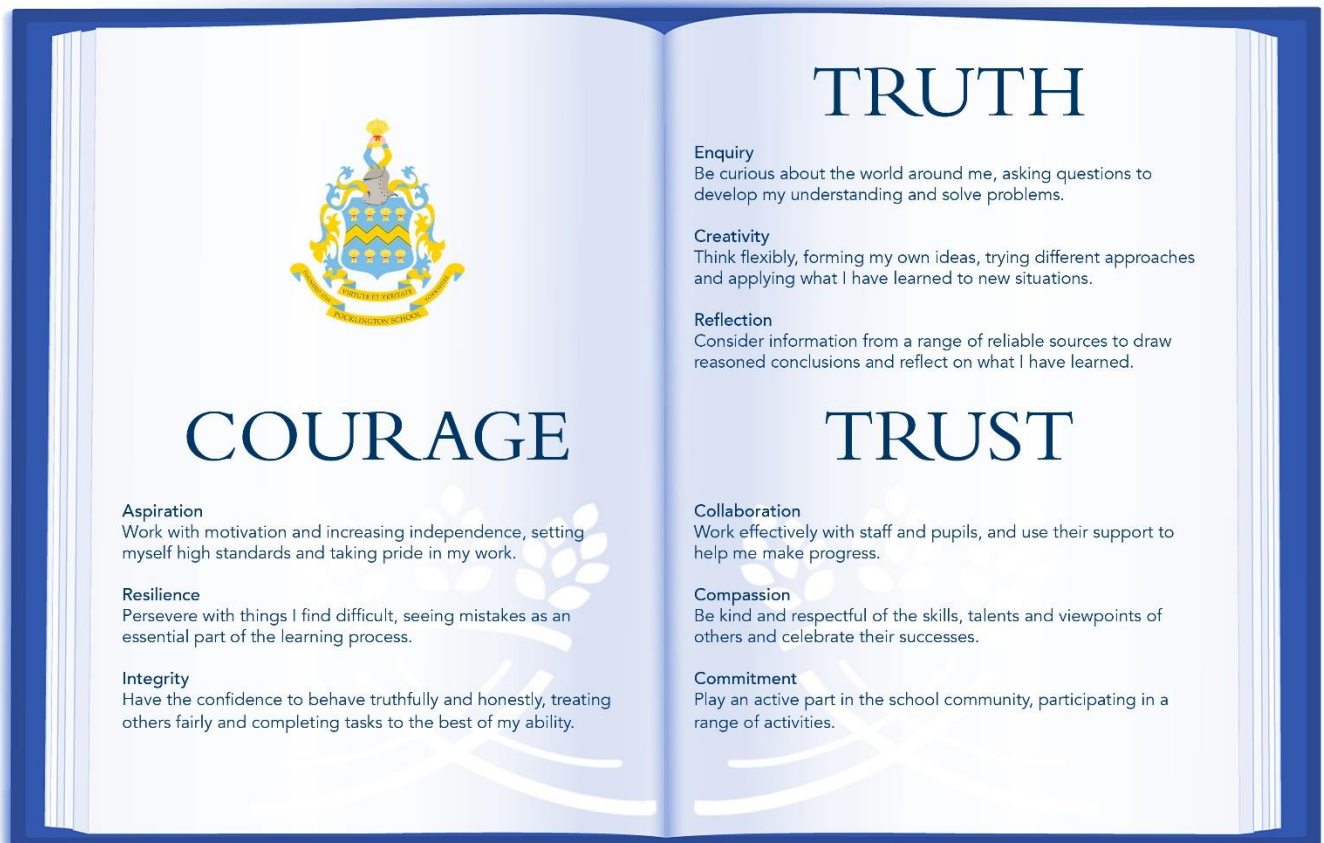
Introduction

This handbook implements the Parent/School Agreement and sets out clear guidance to parents and Pocklington Prep School pupils about the school's:

- Ethos, values and virtues;
- Routines and procedures;
- Structures and organisation;
- Expectations of pupils' behaviour; and
- Rules and regulations.



Ethos, Values and Virtues





Equality and Diversity

At Pocklington Prep School our aim is to inspire for life. In achieving this aim the School is committed to ensuring equality for all persons, pupils and adults, across the Foundation and to celebrating the diverse nature of all pupils, both day and boarding, recognising and valuing the unique qualities of all.

The Foundation will not tolerate discriminating treatment of any pupil on the grounds of their race, gender, age, colour, nationality, ethnic or national origin, disability, sexual orientation, religious or other beliefs, or for any reason which cannot be shown to be justified.

These commitments pervade throughout our policies and procedures, alongside our “Values and Virtues” and Strategic Objectives:

We offer incredible experiences inside and outside the classroom and believe in challenging and encouraging our pupils to seize opportunities that we go the extra mile to provide. These activities and our personalised approach to teaching and learning help to form the bedrock of our pupils’ individual character. We are a day and boarding Christian foundation that is academic and inclusive and a family school whose togetherness, care for each other and pride in our community is evident in our outstanding pastoral provision. At the very heart of our ethos lie our “Values and Virtues”; they drive all that we do at Pocklington and mean our pupils leave with a strong sense of personal and social responsibility along with the ability to shape their own future.

Key Pre-School Staff

Mrs Sarah Cobb	Head of Pre-Prep
Miss Olivia Bilham	Pre-School Teacher (Monday and Tuesday)
Mrs Abigail Holtby	Pre-School Teacher (Wednesday, Thursday and Friday)
Mrs Emma Sherbourne-Spence	Pre-School Teaching Assistant.



Pastoral Care and Wellbeing

Pastoral Structure

Pastoral care is central to our provision for pupils' welfare.

Key Worker

Every child in the Pre-School class has a Key Worker who is responsible for ensuring that their needs are met, they are happy, safe and settled and for completing records of their development and care. The Key Worker is the primary point of contact for parents and open communication on a daily basis is encouraged.

If you have questions or concerns, we encourage you to arrange an appointment to share these with the Pre-School teacher, who is available in school before and after normal school hours; if these times are not suitable, please contact the office to arrange a mutually convenient time to meet.

Head of Pre-School

The Head of Pre-School takes an active interest in every child's happiness, care and progress and liaises with the Pre-School staff on a daily basis. If you wish to speak to the Head of Pre-School about any matters arising, please contact the school office to arrange a convenient time to meet.

Pastoral Care and Medical Support

Pocklington Prep School has a strong tradition of pastoral care in which all staff have a role. Children in the Pre-School are supported by a team of experienced staff who will encourage positive behaviour, good habits and will help to resolve any problems which occur.

School Wellbeing Service

The Wellbeing Service provides a confidential service to pupils who have emotional or social concerns. If pupils require additional support, we are able to access the services of two Clinical Psychologists who work on site for two days each week.

Parents who wish to discuss this further or who would like more information should contact the Head of Pre-Prep or one of the Pre-School team.



Medication and Medical Care

Emergency Contacts

Parents of all pupils must provide emergency contact details and keep School regularly and promptly informed of any changes (for example, during business trips or holidays) via the School Office.

Health Records

The Health Record and the regular update forms must be completed and returned to Matron before the first day of term. It is essential that the school is kept promptly informed of any changes in a pupil's health (for example, allergies or medication). The school is careful to comply with data protection procedures.

Pocklington Prep School Matron

Mrs Karen Spruyt is our Prep School Matron, she provides first aid support to pupils at Pocklington Prep School who are ill or injured. She works alongside the School Nursing Team, who are available as required.

Medication

If your child has been prescribed a course of medication, we ask that you complete the 'Prescribed Medication' form (available from the School Office and contact with the matron [here](#)) and send the named medication, in labelled packaging, with this form into the School Office. Matron will administer the medication at the specified times. Only medicines prescribed for your child can be given.

In the Health and Wellbeing Centre, we stock a selection of non-prescription medicines to relieve the symptoms of common ailments and injuries. Therefore, we ask that you do not send pupils to school with medicines (including paracetamol and ibuprofen) unless it has been prescribed.

If you have given consent on the Medical Form and your child requires paracetamol/ibuprofen during the school day, you will be notified via the Family app advising of medicine given, as well as the dose and time.

If your child has been prescribed a reliever inhaler or EpiPen, please send a named spare into School. You will be advised when the expiry date is imminent and asked to send in a replacement.

In the event that your child has a temperature we will administer the appropriate dose of paracetamol. In order to ensure we do not give a child paracetamol when they have had some less than four hours previously, please inform the School if your child had medicine before arriving at school. Otherwise, unless we can make contact with you, paracetamol will not be administered before 12.30pm.



Behaviour

In the Pre-School, we promote positive behaviour using positive approaches. The learning environment is designed to provide a stimulating, calm and inclusive setting. The aim is to build positive relationships with children and parents, understanding individual circumstances and needs. We create an environment which fosters appropriate behaviour and respect by ensuring that:

- Children are praised and encouraged while playing;
- Children are helped to understand rules and boundaries and to develop an understanding of right and wrong;
- Indoor and outdoor activities are stimulating and interesting with opportunity for parallel and cooperative play to ensure that children are fully engaged;
- Children are given opportunity to participate in small and large groups to encourage partnership and cooperation;
- Children spend one-to-one time with their adults so that they develop positive relationships;
- Children are given the opportunity for rest or relaxation time as required;
- Children are encouraged to challenge unkind behaviour.
- Children learn about how to work and play happily alongside others by hearing about the Pre-School Teddy and its adventures. Teddy sets rules for the children to follow.

Teddy's Rules are:

1. Have kind hands and feet
2. Use kind words
3. Share with your friends
4. Say please and thank you
5. Try your best

The methods used to manage children's behaviour are developmentally appropriate, respecting individual children's level of understanding and maturity. We ensure:

- Activities are organised so that every child can achieve daily success, thereby helping to remove barriers to learning;
- Adults model respectful behaviour and good manners at all times;
- Children are supervised at all times;
- No child will be singled out or humiliated;
- Staff do not raise their voices in a threatening manner.

Where children make mistakes and break one of Teddy's Rules, they will be given one-to-one adult support to help them to understand why this particular behaviour is unacceptable. In cases of serious misbehaviour, parents will be informed as soon as possible so that parents and staff can work together to share a consistent message and help the child to learn from their mistake.

On no account does the school use, or countenance, corporal punishment.



Rewards

Positive Reinforcement

We use positive reinforcement and praise to encourage good behaviour and we also reward children in the following ways:

Teddy Points

Children are awarded Teddy House points for kindness, helpfulness, good behaviour and effort. Children work towards achieving 20 Teddy House Points and, when they have done so, they are presented with a signed certificate during Celebration Assembly.

Stickers and Certificates

Children may receive stickers and certificates to show them, the school community, and their parents that they have had a positive day. Each week, a child in the Pre-School is awarded the 'Star of the Week' award to recognise their contribution to the classroom, positive attitude, and successes.





School Uniform and Shop

School Uniform and Shop

Our Pre-School uniform is intended to be comfortable and practical, and we ask that all children start the day looking neat and tidy. We ask parents to bear in mind that, after a busy day of learning through play, children are likely to leave Pre-School with uniform that looks well-used!

The full uniform can be found on the school website.

The School Shop is open Monday to Friday, 1pm - 5pm, during term time. Individual fitting appointments can be booked outside these times. Please contact the School Shop Manager, Amanda Smith, on 01759 302245 to book an appointment. You can also shop online at www.schoolwearsolutions.co.uk.

Pre-School Bag

In order to ensure that every child has what they need for the day, we ask parents to ensure that the following items are in their Pre-School rucksack every day:

- Nappies/Pull ups and wipes, if required
- Change of underwear and socks
- PE kit (tracksuit bottoms and hooded top or shorts and hooded top)
- Sports trainers (for children attending on PE days)
- Hat (for cold or hot weather, as appropriate)
- Water bottle
- Afternoon snack (healthy snacks only please, NO NUTS)
- Children will bring their bag home every evening, for parents to check whether any items have been used and need to be replaced.

Footwear

Children wear dark shoes (black or navy) with their uniform, both coming to and from school and during the school day. Children are required to have a pair of trainers in their bag if they will be in Pre-School on a PE day. All children will need a pair of wellington boots, which can stay in school.

Labelling Uniform

All items of uniform must be clearly labelled. Items should be labelled on the inside of the garment, in an obvious place. Suitable places would be on the inside of the collar or the inside of the waistline. Labels should be easily found, but not obvious from the outside.

Please ensure all shoes, boots and other items are marked in some way with the pupil's name.

Jewellery and Make-up

Children must not wear jewellery to school. It is permissible for girls with pierced ears to wear a single pair of matching plain studs. For safety reasons, these must be removed or covered during PE and swimming lessons.

Hair

Children's hair should be neat in style. Children with hair below the collar should have their hair tied back every day. Hair accessories should be small, inconspicuous and in the school colours.



Personal Belongings

Toys and Electrical Items

Children should not bring toys or electrical items to school as these can get lost or broken. We do understand that some Pre-School children like to bring a favourite teddy and this is absolutely fine.

For some children, it is important that they are allowed a 'grounding object' to help them transition between home and Pre-School. If your child uses a comforter, such as a special teddy or cloth, please speak to the Pre-School teacher to decide how best to facilitate this. Your child may only feel the need for this item for the first few days or weeks, they may like to have it at the beginning of each session and then keep it in a special place, or they may need their comforter every day. Your child's happiness and wellbeing is our priority therefore we will accommodate their needs in liaison with you.



The Pre-School Day

A full day in the Pre-School starts at 8.30am and ends at 3.30pm. Pre-School is sessional, and timings are as follows:

Timings

8.30am – 11.30pm – Morning Session

11.30pm – 12.30pm – Lunch*

12.30pm – 3.30pm – Afternoon Session

Before School Care: 8.00am – 8.30am

Children may use the Before School Care facility from 8.00am, where they will be supervised by a member of staff until 8.30am.

After School Care: 3.30pm – 5.50pm

Children who are not being collected from Pre-School at 3.30pm will be cared for by the After School Care staff team. There is a charge of £3.70 per half hour (from September 2024).

Children will be able to choose from a range of craft and play-based activities, both in and outside. A small drink and snack is provided.

We offer boarders' tea to those who would like it. Children are escorted to the dining hall at 5:25 p.m. Bags are left in the office so parents can collect their child/children's bags before 5:45 p.m. then head to the dining room where they can collect their child/children and meet the After School Care team there. Please book through the School Office by emailing prep@pocklingtonschool.com if you wish to book a boarders' tea priced at £5.00 (from September 2024).

Extended daycare may be booked regularly in advance, although unexpected events sometimes make it necessary for parents to arrange after-school care at short notice. If you wish to make use of After School Care, please record this on the Family app.

Changes to Home Travel Arrangements

If there are any changes to home travel arrangements, please update the collection arrangements on the Family app at the earliest available opportunity. In the event that a child is not collected prior to the end of After School Care then the school would make arrangements for the child to be cared for by qualified staff.



Morning and End of Day Routines

Start of Session Routine

Children should not arrive at school before 8.00am.

Before School Care: 8.00am – 8.30am

Children using the Before School Care service in Pre-School should be taken to the Pre-School entrance, where they will be greeted by the member of staff. Children will be offered a light breakfast of toast and milk or water.

Morning Session/Full Day

Pre-School children may enter the room between 8.30am and 9.00am.

Afternoon Session

Pre-School children may enter the room at 12.30pm.

A member of staff will always be there to greet your child, and this is a valuable opportunity to share any information which parents feel Pre-School staff need to know about their child for the day, or to ask any questions.

Parents are then able to say goodbye to their child and leave through the same door.

At 9.00am (morning session) and 1.00pm (afternoon session) a final register will be taken, and the Pre-School door will be closed.

In the event of unavoidable lateness, E.g., due to unexpected traffic or an appointment, please go to the Prep School office where a member of office staff will register your child and take them through to the Pre-School.

End of Session Routine

Morning Session – Parents should collect their child at 11.30am.

Afternoon Session/Full Day – Parents should collect their child at 3.30pm.

On entering the Pre-School, we ask parents to wait at the door for their child to come to them, rather than becoming involved in other children's work and play.

Children will be encouraged to independently put on any appropriate clothing, such as jumpers or coats, before collecting their rucksack ready to go home.

The Pre-School staff will pass on any important information from the session/day. This is a valuable opportunity for parents to share any worries or successes, no matter how big or small and to receive feedback on their child's wellbeing and progress.

After School Care: 3.30pm – 5.50pm

Children using After School Care will be signed into the care of the After School Care staff. Please collect your child from the Prep School entrance.

Collection by a Known Adult

We are vigilant about the safety of our pupils and therefore the following arrangements are in place: Pre-School staff will only allow your child to go home with those adults named on the Family app. If you wish to authorise another adult to collect your child, please use the Family app to update the 'Expected pick up' and record who will be collecting them that day.



Communication with Home

We believe that children thrive when the adults who care for them all work effectively together, and we pride ourselves on developing strong relationships with the parents of all children in our Pre-School. We understand how difficult it can be to be away from your child and to entrust us with the care of someone so precious. There are many different forms of communication, which we will use to ensure that you feel happy and confident in the care that your child receives:

Face to face contact

We are always available, at drop-off and pick-up, to speak with you about your child and how they have been at home or at school. As these can be busy times in the Pre-School, if you would value a longer conversation with your child's Pre-School teacher, you are always welcome to request a separate meeting with them.

Telephone call

We understand that it is not always possible to get into school for a meeting and therefore, if you have something that you wish to discuss that you feel would be best done on the phone rather than through our messaging app, please do get in touch to request a phone appointment and we will be happy to oblige.

Family App

When your child joins the Pre-School, you will be sent log-in details for Family, our home-school communication app. The Family software provides a fully encrypted, GDPR-compliant app that allows you and the Pre-School team to access important information quickly.

Family is the vehicle through which you can:

- Report sickness, holidays and update permissions, without the need for paperwork, emails or a phone call.
- Access pictures, videos, observations and announcements via the newsfeed, your child's profile, and direct messages
- Stay involved in your child's day with real-time updates straight to your phone
- Request extra sessions and add-ons such as After School Care with ease

Email

There may be times when you would prefer to make contact by email. As staff will not be checking their emails when they are with the children, they may not see the email as quickly as a message logged sent on the Family app but will always aim to reply within 2 working days.



Absence from Pre-School

Illness

When a child is absent due to illness, parents should log this on the Family app by 8:30 a.m.. This allows us to ensure that we fulfil our legal requirement to safeguard children in our care.

When considering your child's return to school after an absence through illness, please consider whether they are well enough to cope with the full session/day in Pre-School and the level of activity planned. We follow Government Guidance, provided for schools by the Department of Health and Public Health England, to prevent the spread of infection.

Holidays

Parents are asked to make the Pre-School aware of any planned absences from Pre-School, such as holidays or days out, using the Family app.

Please help us to keep all children healthy by adhering to the NHS Guidance 'Should I Keep My Child Off School?' at the back of this handbook.





Meals and Snacks

Water

We ask that your child brings a water bottle with them to Pre-School every day. Please do not put juice or squash in the bottle as water is the only drink allowed in school.

Snacks

The school will provide pupils with a nutritious snack during the morning, taking account of any dietary requirements. A range of fruit and fresh water will be on offer for children to self-select throughout the day.

Children may also bring a healthy snack of their choice for the afternoon, if they wish. Please note: in order to keep all children safe, **we are a nut-free school**.

Lunch

For those children who are staying for a full day, or extended morning session, lunch will be provided. Pre-School children will eat their lunch in the Dining Hall.

Children are supervised by Pre-School staff and will be positively encouraged to eat well and develop good table manners. Pre-School staff will let you know, via the Family app, if your child has not eaten a full meal.

Children will be provided with both a main course and a dessert. A lunchtime menu is sent out for the term ahead. Each day, children may choose from the following: hot meal (see weekly menu), filled jacket potato, hot pasta with sauce and salad bar. A choice of desserts is also on offer including homemade puddings, yoghurt and fruit.

Special Dietary Requirements

Parents are asked to ensure the school is informed of special dietary requirements or food allergies via the Health Record and regular Health Record update.





Curriculum

Topic Based Learning

Each term, children in the Pre-School are inspired to learn through a new and exciting topic. Information about your child's topic will be provided through the newsfeed on the Family app.

Learning through Play

In the Pre-School, we shape our curriculum according to the Early Years Foundation Stage Framework, based on learning through play. The environment will allow the children to explore, learn and investigate through a balance of independent activities and a mixture of adult-supported and adult-led tasks.

The classroom environment is set up so that the children can move freely around clearly defined areas both inside and outdoors for reading, writing, art, construction, imaginative and investigative play and mathematics. The emphasis in the Early Years is on developing children's social, language and physical skills. We want our children to be confident problem solvers and to develop enquiring minds.

Family Time

During each session, children participate in 'Family Time' which provides an opportunity for children to come together as a group, to contribute to the teacher's planning by talking about what they would like to learn next and to make sense of their learning by reflecting on the session.

Principles of the Early Years Foundation Stage (EYFS)

Four guiding principles 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, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers.
- Children develop and learn in different ways and at different rates. We adhere to the EYFS Framework, which covers the education and care of all children in early years provision, including children with special educational needs and disabilities.



Aims

We aim to:

- Create a well-planned, stimulating, secure and healthy environment in which warm and positive relationships are developed.
- Provide effective procedures for monitoring and evaluating practice and carry out systematic planning, assessment and record keeping.
- Provide experiences which are challenging, enjoyable and structured appropriately.
- Ensure a commitment to equal opportunities and the inclusion of children with special needs.
- Ensure more than satisfactory adult/child ratios, continuity of care and make provision for staff development.
- Develop positive partnerships with parents and carers as they have a prime teaching role with the children in our care.
- Provide a solid foundation in the seven areas of learning through well-planned, rich and stimulating experiences.

Areas of Learning

The curriculum for the Foundation Stage will underpin all future learning by supporting and promoting the following educational programmes:

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, storytelling 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.

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.



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.

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 of 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.

Characteristics of Effective Learning

In planning and guiding children's activities, our practitioners reflect on the different ways that children learn and reflect these in their practice. These characteristics of effective learning are:

Playing and exploring – children investigate and experience things, and 'have a go'

Active learning – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements

Creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things

Fundamentals of Learning and Skills Based Approach

Our curriculum ensures that all children make excellent progress in the fundamentals of learning through a commitment to develop skills in reading, writing and number through play-based learning, carpet time activities, one-to-one time and small group work. At the same time, we develop the fundamental skills children need to be independent, self-motivated learners.

Specialist Sessions

Children in the Pre-School will enjoy participating in the following specialist sessions:

- Forest School/Mind, Body and Soil
- Music and Movement (music, PE/Games)
- Little Language Learners (MFL and sign)
- Swimming
- Sticky Fingers (Arts and crafts)





Assessment and Reporting

Ongoing Assessment/Tracking

In the Pre-School class, children's progress will be tracked according to the EYFS 'Development Matters' guidance. Observations throughout a child's time in Pre-School, alongside input from home regarding children's achievements, will inform this ongoing assessment. Following an observation, Pre-School staff will identify a child's Next Steps and these Next Steps will directly inform Pre-School planning. We document children's development, in their online learning journal using the Family software, which also provides the means by which parents can add observations and extend a child's learning at home.

Sharing Achievements

We understand that, as parents, you have a significant part to play in your child's development and early education. Our online Learning Journey Family will provide you with information about what your child has been doing in Pre-School, what they have achieved and the Next Steps we will be working on with them.

Shortly after your child starts in Pre-School, you will be sent a link to access the Family app and this contains full instructions on how to register.

We would like to hear from you about your child's achievements, therefore if your child has achieved a milestone at home, for example they have learned to get dressed independently or can count up to 10 for the first time, please do make a contribution to your child's Learning Journey.

Parents' Evenings and Written Reports

Parents' Evenings take place during the year, and these are an opportunity to celebrate your child's successes, agree their Next Steps and share information related to your child's pastoral care. Parents will receive a written summary of their child's progress at the end of both the Michaelmas and Summer terms.



Learning Support

The Learning Support Coordinator is Mrs Amy Pimm. She is assisted by Mrs Vicky Adamson, Learning Support Assistant.

Children with specific learning difficulties will have their needs identified, assessed, met and monitored so they achieve their full potential in a caring and supportive environment, provided by all the child's teachers.

The Learning Support Department exists to support pupils and promote achievement. There are three stages on the Learning Support Register.

Stage 1:

An Individual Learning Plan with personalised targets, written in collaboration with the class teacher. To be reviewed termly.

Access to appropriate equipment and resources to support their learning.

Stage 2:

An Individual Learning Plan with personalised targets, written in collaboration with the class teacher. To be reviewed termly.

Small group work – a typical child on Stage 2 will be withdrawn from lessons to receive support within a small group once a week. This may take the form of an adult-led session or Lexia intervention. This will be agreed in collaboration with the class teacher.

Stage 3:

An Individual Learning Plan with personalised targets, written in collaboration with the class teacher. To be reviewed termly.

Small group work – in addition to their one-to-one work, a typical child on Stage 3 will be withdrawn from lessons to receive support within a small group once a week. This may take the form of an adult-led session or Lexia intervention. This will be agreed in collaboration with the class teacher.

One-to-one support once a week, with a learning support teacher, focusing on the targets within the child's Individual Learning Plan.



Partnership with Parents

Parents are always welcome and can share concerns informally, as they leave or collect their child, or more formally with an agreed appointment time. We value the open and honest communication we have with you.

Family App

Family cannot replace face-to-face contact but it can support information sharing. We recognise that being away from their child can cause some parents anxiety and we would always encourage parents to get in touch as soon as any worries arise, so that we can resolve these as soon as possible. If in doubt, get in touch!

Learning at Home

Once your child shows that they are ready, we will send home some very short home learning tasks for you to enjoy doing with them. These are not intended to be a source of stress and children should not be pressed to complete these if they are tired or choose not to do so. Such tasks may include sharing a picture book or teaching you a new sound learnt in Pre-School.





Visits Off-site

School Trips

Children in the Pre-School may be taken on visits in the local area, which enhance their learning and understanding.

Parents of Pre-School children will always be informed about visits off-site and will be required to give permission for their child to participate in such visits.

Staff are always equipped with a First Aid kit on excursions. Children in the EYFS, including Pre- School, will always have a member of staff with them who is trained in Paediatric First Aid.

A designated member of staff will always be in charge and responsible for the authorisation of the trip, for the circulation of administrative information and for the supervision of pupils involved. The school's 'Educational Visits Policy' is available on request from the Assistant Head, Co-Curricular. Details of the school's 'Health and Safety Policy' are available on request from the Bursar.

Details of the arrangements for all visits will be sent through the Family app and parents will be asked to give consent for their child to participate in the visit and for any charges to be included in the school bill.

Please note, we select visits that are beneficial for your child's education of the term's topic however, for parents who do not wish their child to be involved in visits, alternative arrangements can be made for your child to remain in Pre-School.





Child Protection

Legal Framework

As a boarding school, Pocklington Prep School is governed by the National Minimum Boarding Standards and the DfE Statutory guidance 'Keeping Children Safe in Education' (DfE, September 2024), which sets out what schools and colleges must do to safeguard and promote the welfare of children in their care.

Child Protection Procedures

The School works within the guidance and procedures of the East Riding Safeguarding Children Partnership. Full details of the school's child protection procedures can be found in the 'Safeguarding Children Policy: The Framework Including the Child Protection Policy' on the school [website](#). The school will take action in cases of suspected abuse and expects the support of parents in the protection of children. All members of staff, teaching and non-teaching, are asked to be alert to signs of abuse and know that they have a legal obligation to report any concern or suspicion to the Foundation's Designated Safeguarding Leads.

The Designated Safeguarding Lead in Pocklington Prep School is Mrs Katie Dewhirst (including the EYFS) and the Deputy Designated Safeguarding Leads are Bonnie Steel and Suzie Rogers.

Confidentiality

Information given to an adult will be treated with discretion and will not be passed on indiscriminately. Information may be shared with outside agencies, where it is necessary to safeguard a child.

Procedures for a Missing Child

Teachers and teaching assistants are ever watchful in caring for your child and are aware of their location/presence both when in school and off-site. If there are concerns about the whereabouts of a child, the class teacher will contact a member of the Pocklington Prep School Management Group who will initiate a check to confirm that the child is missing. If absence is confirmed, then we will immediately contact the police and yourselves. We will assign a teacher and give you a telephone number for you to contact until your child is found. We will do the same if a child goes missing during a trip; the travelling staff will alert the police and contact the school so that you can be informed as soon as possible. Every incident will be investigated to identify lessons learned.



Anti-bullying Policy

The school seeks at all times to create an atmosphere of safety and physical and emotional security in which all pupils have the right to enjoy their opportunities for learning, recreation and social development. The school will not tolerate bullying, hurtful teasing, harassment or any other form of negative behaviour and works hard to create an open atmosphere in which any pupils who feel unhappy or threatened are able to speak out without fear and report the facts to a teacher. All pupils are encouraged to take active steps to stop any unkindness or tendency towards verbal or physical bullying. When bullying is identified it is dealt with firmly and sensitively.

Repeated or serious involvement in bullying is liable to lead to suspension or expulsion. Parents and pupils should refer to the school's Anti-Bullying Policy, ICT and Procedures to Counteract Cyber-Bullying Policy, and the Behaviour Policy on the school website.

Parents who are worried about bullying issues should contact the Pre-School Lead about their concerns in the first instance.

FOUNDATION* POLICIES AVAILABLE TO ALL PARENTS, GUARDIANS AND PUPILS

There are a number of important policy documents available to view that we would like to draw to your attention. These enable all concerned to be aware of the procedures and protocols operated by the school in order to promote and secure the safe, caring and respectful community that we all appreciate learning and living within. The following documents are available on the school website and can be accessed via 'School Information' on the home page click [here](#).

Child Protection*, Safer Recruitment Policies*, Behaviour, Anti-Bullying, Use of ICT* and Procedures to Counteract Cyber-Bullying, Relationships and Sex Education Policy; the Complaints Procedure*. Please ask if you want more information on any of these or the other academic or pastoral related policies held by the school.

*These are 'Foundation Policies' and are applicable to both Pocklington Prep School and Pocklington School.

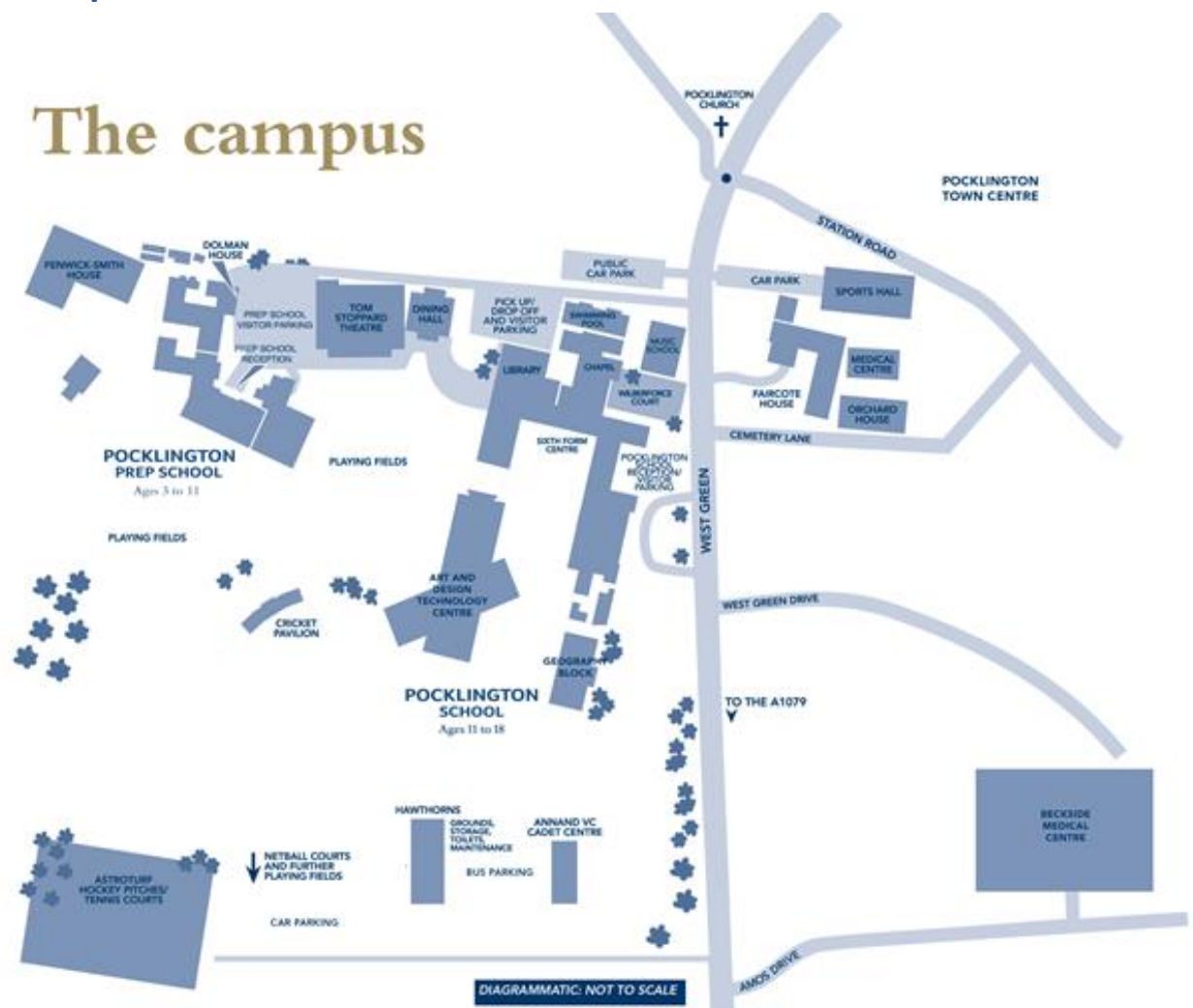


Key Pocklington School Contact Details

Role	Name	Contact Details
Pocklington Prep School Office	Mrs Naomi Milsom Mrs Katie Dewhirst	01759 321228 prep@pocklingtonschool.com
Head of Pre-School and EYFS Coordinator	Mrs Sarah Cobb	cobbs@pocklingtonschool.com
Head of Prep and Pre-Prep School	Ms Suzanna Ward	prephead@pocklingtonschool.com
Deputy Head of Prep School	Mrs Jen Cliff	cliffj@pocklingtonschool.com
Assistant Head (Pastoral)	Mrs Suzie Rogers	rogerss@pocklingtonschool.com
Assistant Head (Pupil Progress)	Mrs A Pimm	pimma@pocklingtonschool.com
Assistant Head (Co-Curriculum)	Mr Russ Parker	parkerr@pocklingtonschool.com
Designate Safeguarding Lead	Mrs Katie Dewhirst	dewhirstk@pocklingtonschool.com
Deputy Designated Safeguarding Leads	Mrs Bonnie Steel	steelb@pocklingtonschool.com
	Mrs Suzie Rogers	rogerss@pocklingtonschool.com
Health and Wellbeing	Prep Matron	01759 321245 prepmatron@pocklingtonschool.com
Uniform Shop	Amanda Smith	01759 302245 amanda.smith@newplansolutions.co.uk www.schoolwearsolutions.co.uk



Campus Map



School Address and Office Hours

Pocklington Prep School
West Green
Pocklington
YO42 2NJ

Pocklington Prep School
Monday to Friday 08.15 -17.00



Should I Keep My Child Off School?



Should I keep my child off school?



Yes

Until...

Chickenpox	at least 5 days from the onset of the rash and until all blisters have crusted over
Diarrhoea and Vomiting	48 hours after their last episode
Cold and Flu-like illness (including COVID-19)	they no longer have a high temperature and feel well enough to attend. Follow the national guidance if they've tested positive for COVID-19.
Impetigo	their sores have crusted and healed, or 48 hours after they started antibiotics
Measles	4 days after the rash first appeared
Mumps	5 days after the swelling started
Scabies	they've had their first treatment
Scarlet Fever	24 hours after they started taking antibiotics
Whooping Cough	48 hours after they started taking antibiotics

No

but make sure you let their school or nursery know about...

Hand, foot and mouth	Glandular fever
Head lice	Tonsillitis
Threadworms	Slapped cheek



SCAN ME

Advice and guidance

To find out more, search for health protection in schools or scan the QR code or visit <https://qrco.de/minfec>.

© Crown copyright 2022. Product code: HSG-21EN_3X_APR18_2022 (A94) Gateway number: 10011407