



MAYVILLE HIGH SCHOOL  
*Founded in 1897*

# Early Years at Mayville High School

Information booklet 2020/21









## Why Mayville?

Mayville is a school for the individual, where every child is valued for who they are and what they can contribute to the whole school community.

Our belief is in 'Excellence through Nurture' – teachers and pupils alike share a commitment to care for one another.

We are very proud of our newly refurbished Early Years Department and its fantastic facilities. We promise each child a first class education. Our children thrive because of the strong bonds they develop with caring staff who want the best for every individual.

*The best way to understand what we do is to experience it with a taster session.*

# Our Early Years philosophy

At Mayville, pupils are nurtured, respected and listened to. Our **small classes** and **caring staff** enable us to build **strong, trusting relationships** with pupils and families and parents are actively encouraged to be involved in their children's experiences at Mayville.

Pupils flourish in the **safe, stimulating, exciting and challenging environment**, both indoors and outdoors. Our pupils are taught by **specialist teachers** in Physical Education, Music, Dance and French. Our fabulous facilities and passionate staff enable pupils to develop their confidence and achieve great results in all areas of learning.

Pupils learn the importance of respecting each other, manners, courtesy and how to resolve conflicts amicably. There are high expectations of behaviour and a culture of rewarding good behaviour and conduct.

Pupils aged 0-5 years old are part of the Foundation Stage. There are seven areas of learning and development in the Foundation Stage curriculum that shape educational programmes in Early Years settings. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.

The Early Years Foundation Stage (EYFS) sets the standards that all Early Years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for sustained future progress through school and life. There are four overarching principles;

- every child is a **unique**, and constantly learning to 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; and
- **children develop and learn in different ways and at different rates**. The framework covers the education and care of all children in Early Years provision, including children with special educational needs and disabilities.

## Opening times

The Early Years Department is open term time, however, there is a Holiday club running during school holidays and places can be booked on a first come first served basis. Booking forms are available from your child's Key Person/Teacher.

### Main session times

Nursery (Swans/Kestrels)	8.30-11.30am and 12.30-3.30pm
Lower 1 (Reception)	8.45am-3.10pm (classrooms are open from 8.30am)

**Morning Care** (8-8.30am) Morning care for Swans, Kestrels and Lower 1 is available from 8.00-8.30am in the Pre-school.

**After Care** Mayville provides care for pupils after school from 3.30-6.00pm. The children are offered a light snack e.g. sandwich, fruit, cake and water to drink and an opportunity to relax in a variety of self-chosen activities. This service may be used on a regular or occasional basis. If you are not a regular user of the service, please inform a member of staff when you bring your child that you would like them to attend aftercare that day and mark it on the signing-in sheet. In the event of an emergency, telephone the school office and they will organise for your child to be cared for after school.



## Staff training

The Early Years team attend staff training once a month, on a Friday and therefore Aftercare is unavailable from 3.30-6.00pm on six days a year.

These are the dates for 2020-21:

**Autumn Term:** Friday 25th September 2020 and Friday 27th November 2020

**Spring Term:** Friday 29th January 2021 and Friday 26th March 2021

**Summer Term:** Friday 28th May 2021 and Friday 25th June 2021

If you need to contact Aftercare after 4.30pm, when the school office is closed, please telephone 023 9273 4847.

## Holiday times

The main school term dates are published on the website. Holiday club provides activities for Nursery, Pre-prep and Junior pupils in all the school holiday breaks except for two weeks at Christmas when the site is closed. Sessions must be booked and paid for in advance and forms are available from your child's Key Person/Teacher or the office.

## Staff training days

The whole school (including nursery staff) have five staff training days per year and the dates are published on our website: [www.mayvillehighschool.com](http://www.mayvillehighschool.com)

## Entrance requirements

Entry to our Early Years Foundation Stage is by a tour of the school and a taster session. Our Pre-School feeds our Reception class, therefore it is assumed that pupils joining will be going through to Reception and subsequently into the Pre-Prep department.

Please note that deposits will be refundable at the end of the Reception year, provided the correct notice has been given, unless the school did not allow transition from the Nursery to Reception in which case deposits will be refundable at the end of Kestrels.

Entry to the Reception Class is normally by a taster day and a meeting with a member of the Senior Management Team. Priority is given to pupils within our own Pre-School but there are usually spaces for children from other nurseries. Entry from our Nursery to Reception (L1) is not automatic because we have to ensure that we can cater for the needs of all pupils, keep an appropriate balance of abilities within the class and be certain that all pupils will be able to access the curriculum.



# The daily routine

Every day is balanced and includes the following elements;

## **Large group time:**

We say hello to each other, talk about the timeline of the day's activities and share any exciting news.

## **Directed activities:**

Pupils engage in small group directed activities with their Key Person/Teacher, focussing on the seven areas of learning. The activities are carefully matched to each pupil's ability.

## **Child-initiated Activities, inside and outside:**

We have a full range of toys and equipment to stimulate learning across the seven areas of learning. We encourage the pupils to be independent learners and choose an activity from the wide range of resources. During this time practitioners observe the Characteristics of Learning; Playing and Exploring, Active Learning and Creating and Thinking Critically. They engage in sustained shared thinking, encouraging pupils to develop an idea with suggestions of how an activity can be extended.

## **Specialist activities:**

As part of the school we benefit from the expertise of subject specialists who teach the pupils in PE, Dance, Music and French.

## **Snack time:**

We encourage pupils with healthy eating choices through the provision of healthy snacks and drinks of water or milk.

## **Lunch time:**

Pupils can choose to have a hot lunch prepared in the school kitchen (must be pre-ordered & paid for via ParentPay) or bring a packed lunch.



# Trips out & about

We try to arrange regular visits out and about in the local community in order to enhance learning about the wider world. Recent trips have included; the seafront, local parks, garden centres, shops and the library.

All activities and trips are risk-assessed and all minibus drivers fully vetted and trained. Trips in the local community provide an opportunity for children to experience different environments and are valuable learning experiences.

# Phonics, reading, mathematics & writing

Pupils will be taught key phonological skills to encourage listening and sound discrimination. In Pre-School we introduce initial sounds and pre reading books to help develop language and a love of stories and as pupils develop they will start using their knowledge of initial sounds and start blending them into words. This soon leads on to reading real stories and information books.

We introduce lots of fun fine motor activities and pre-writing skills such as play dough, threading, mark-making and cutting with scissors to strengthen fine motor control in readiness for writing. Pupils are then taught the tripod grip and supported to write their own name when they are ready to do so. As they progress and when they are ready they are taught the correct letter formation using the cursive script and number formation.



## Communication with parents

**Key Person:** All children will have a Key Person/Teacher who will be your key point of contact. Staff are caring and approachable and available at drop-off and pick-up times. They will be pleased to arrange a mutually convenient time if you would like to talk about your child's progress.

**Email:** The principle form of written communication is via email both from the Department and Administration Team, together with letters which are uploaded to the Parent Portal and information posters advertising special events.

We have an open-door policy and would be more than happy for you to see your child's learning journey whenever it is convenient and to discuss any concerns as they arise. In fact, we strongly encourage parents to contribute to the learning journey with anecdotes and photographs from home about significant events in your child's life so please feel free to email with any photographs or significant events. We work in close partnership with parents and value them as each child's first educator.

**Whole School events:** Parents are warmly encouraged to attend whole school events such as the Christmas Production, Harvest Festival and Early Years events such as Parent assemblies. Mayville has an active Parent & Teacher Association which runs charitable and fundraising events such as the Christmas Fair, Fireworks Evening, Quizzes and Cake Sales etc.

**Learning journeys:** Each Key Person/Teacher keeps a learning journey for every pupil showing progress and attainment throughout the year. Information is collected via an Application called Build A Profile from 2 Simple software on an iPad and may include a photograph, observation and a link to a curriculum statement. These are sent to parents periodically during the year.

**Progress meetings:** We offer regular progress meetings with staff to see how your child is progressing and to learn about next steps in learning. These can be arranged with the member of staff concerned.

**Written reports:** You will receive two written reports about your child's progress in the Autumn Term and Summer Term. At the end of the Foundation Stage in Lower 1 your child will be graded as either emerging, expected or exceeding the required standard at the end of the Foundation Stage. This information is then passed on to the next Teacher.

**Transition meetings and training events** are offered during the year and information about these will be communicated via email.

**School website:** Please refer to the school website for information about general school matters.

# How can parents support learning at home?

Parents are encouraged to come into the classroom in the mornings to see what the children are working on and to settle their child at an activity. Staff are always available to talk to and answer any questions. We acknowledge parents as the child's first teacher and want to work together to support learning as they progress through the school.

Children will start to bring home a reading book when they are ready, together with relevant Phonics and Maths activities. Regular progress meetings will focus on individual targets and strategies to support learning at school and at home and biannual written reports always include next steps in learning. The following websites have useful information to support parents and children working at home:

[www.foundationyears.org.uk/files/2014/08/EYFS\\_Parents\\_Guide-amended.pdf](http://www.foundationyears.org.uk/files/2014/08/EYFS_Parents_Guide-amended.pdf)

[www.bbc.co.uk/cbeebies/topics](http://www.bbc.co.uk/cbeebies/topics)

[www.oxfordowl.co.uk/for-home/](http://www.oxfordowl.co.uk/for-home/)

## Facilities

The Early Years Department has a suite of classrooms on the Kenilworth site. Each class has provision for creative activities, science and investigation, construction and building, small world, imaginative play, music, table top games and activities, mark-making, mathematical activities, puzzles, book corner and an interactive whiteboard which the pupils can use to develop their ICT skills and the staff can use for interactive teaching.

As part of the school we have access to The Ecclesiastical Hall and the Linda Owens Hall for P.E. Dance and Music.

Outside we have a nursery play area, large playground and access to a fleet of minibuses which allow us to venture off-site and explore the local community of Southsea and further afield. We also use our Cockleshell Playing Fields for outdoor games and P.E. throughout the year.



## Fees

Information about current fees and the Nursery Education Grant are available on our website.

Invoices are issued just prior to the commencement of each term. You may pay fees in one payment or spread over the term. Parents of pupils claiming the Nursery Education Grant will be required to sign a form at the beginning of each term.

Holidays taken during the term time should be notified to the Senior Practitioner but please note that no refund of fees will be given.





## Are lunches & snacks provided?

You can pre-order and pay for a hot lunch by logging on to your ParentPay account and booking the day that the meal is required. The deadline for ordering is two days before the meal is required. If you have missed this deadline, the kitchen staff request that you send your child in with a packed lunch.

Healthy snacks are provided for the pupils mid-morning and are included in the fees. However, on special occasions, such as birthdays, biscuits and cakes are sometimes seen to make an appearance!

Any food and drink brought into school should be in a lunch box marked clearly with your child's name. In summertime please ensure they contain a frozen cool block. Please also ensure that any drink containers brought in are clearly marked with your child's name.

We request that parents ensure that their child's lunch box contains healthy items including sandwiches, fruit etc and that no chocolate is included, although a chocolate covered biscuit is acceptable. For the safety of other pupils in the school with allergies, we request that PEANUT BUTTER is not used in sandwiches and that NUTS of any kind are not brought into school.

The lunch menu for hot lunches is available on the website and displayed on the notice boards.

If you do not wish your child to have particular food items for religious and/or medical reasons, please let us know and we will endeavour to provide an alternative.

Please note: hot dinners are only available during term time so please provide your child with a packed lunch during the holidays.

# How many Nursery sessions are advised?

We expect pupils to do at least five sessions to help them make friendships, get to know the daily routine and benefit from all the learning opportunities that we offer. Unless expressly agreed with the school's Finance Officer, changes in sessions can only be processed at the beginning of terms and after half-terms. However, outside of those times should an emergency arise, parents may book extra occasional sessions. These of course will only be available if we have space that day!

## **Sleeping children**

We understand that young pupils might still need to sleep or rest at nursery and we are happy to talk to parents about sleep requirements during their nursery day.

## **Toileting and nappies**

We work closely with parents and pupils to support their routines with nappies. If a pupil has an accident in school, the pupil is changed into a spare set of clothes. The wet clothes are put into a sealed plastic bag and sent home with the pupil. Parents are asked to wash and return the spare clothing.

**Pupils need to bring their own nappies, wipes and spare clothes.**



# What happens if my child is ill?

Pupils must not attend school if they have any form of sickness or infectious illness. If a pupil is taken ill during the school day a member of staff will telephone the emergency contact number and care for the pupil until the parents or a carer can pick them up. If your child is ill during the night please do not send them into school for at least 24 hours. This helps to ensure that they are not infectious to other pupils or staff, and it is very unfair on a child to be sent to school if they feel unwell. If your child is ill on a school day, please phone the school office on 023 9273 4847.

If your child needs to have prescribed medication at school, please bring the medicine to school in its original container and fill out an administration of medicine form with a member of staff. Staff are only permitted to administer medication as directed on the bottle. The form must be signed by the parent before medicine can be administered. Please check the information on the website if you are unsure whether to send your child to school.

<https://what0-18.nhs.uk/parentscarers/child-unwell-ok-go-nurseryschool?>

## **Allergies and regular ongoing medication**

Please ensure that we are informed of any allergies or long term health problems from which your child suffers. Please ensure that staff are informed of anything that may have an adverse effect on your child so that we can deal with them safely and efficiently.





## Nursery uniform – Swans / Kestrels

### WINTER UNIFORM

- Nursery sweatshirt (navy)
- Jogging pants (navy) – not jeans, belts for buckles
- Plain white/navy socks
- Nursery polo shirt with collar (pink, pale blue or white)
- Soft shoes, trainers or plimsolls, NOT BOOTS, Velcro if possible
- Warm waterproof coat, hat and gloves

### SUMMER UNIFORM

- Nursery polo shirt
- Nursery sweatshirt (navy)
- Shorts or jogging pants (navy)
- Pink checked dress
- Sun hat
- Hair must be tied back if it is long

### EQUIPMENT REQUIRED

- A Mayville backpack (obtainable from the office) containing spare pants and socks
- A Mayville book bag (obtainable from the office)
- A complete change of clothes
- Wellington boots
- A waterproof jacket and waterproof trousers or all in one waterproof
- Sun hat and sun lotion (Staff will apply sun cream after lunch for children who stay all day but please can parents apply in the morning at home)

# Lower 1 uniform – (Reception Class)

## WINTER UNIFORM

- Mayville three in one navy coat
- Navy blazer
- Navy V-necked pullover
- School scarf
- PE Bag
- Book Bag
- Navy cagoule (plain)
- Navy regulation tunic or long grey trousers
- Pink check blouse with collar and long sleeves or long sleeved white shirt
- School tie
- Navy gloves (if worn)
- Navy hat/cap with school badge
- Black shoes with buckle or velcro fastening
- Navy blue knee length socks or plain navy blue tights
- Navy hair tie (if worn)

## SUMMER UNIFORM

- Pink check dress
- or
- White short sleeved shirt and grey trousers
- White short socks (not knee length)
- Regulation black sandals (not sling back or open toe)
- Straw boater with hat band (bow at the back) / school cap
- White/pink hair ribbon (if worn)

## SPORTS REQUIREMENTS

- House coloured T-shirt
  - Navy tracksuit bottoms
  - Polo shirt – pink, blue or white
  - Navy sweatshirt
  - Navy shorts
  - White socks- summer
  - Predominantly white trainers (white velcro)
  - Drawstring PE Bag
  - House sun hat
- Name tapes to be sewn on all sports garments*

## DANCE REQUIREMENTS

- Navy MHS long sleeved leotard and Navy MHS leggings
- or
- Navy shorts and Polo shirt
- Pink/black ballet or jazz shoes

Regular second-hand uniform sales are held at MHS and considerable savings can be made using this facility. Dates and times of the sales are displayed around the school buildings and can also be obtained from the Office.

Uniform outfitters: AlleyCatz online – [www.alleycatz.co.uk](http://www.alleycatz.co.uk)

Please note: no earrings, nail vanish or chains are to be worn by children at any time

**It is essential that all clothing, shoes and equipment are clearly marked with the pupil's name**





## Signing-in and paying money

Please can we ask parents to bring their child into the classroom and sign them in or out using the registration book.

If you are paying-in money for uniform please can we request that the correct money is placed in an envelope with your child's name, the amount and what the money is for written on the front. If you have ordered a hot lunch for your child, you will need to make sure you have ordered and paid via ParentPay. We would prefer that any other cash is taken to the office please.

## ParentPay

We have streamlined Mayville's payment methods and encourage all parents to use ParentPay to book and pay for school meals, clubs, trips and (once in the main school) morning/after-school care. Should you wish your child to have a hot meal, please log onto ParentPay, select 'Nursery Hot Dinner' and follow the 'Make Bookings' link. You will then be presented with each week by date and can select which day you would like a meal to be cooked. Once selected, you can check out and pay. We ask that you pre-book and the cut off date is two days before the day the meal is required. If you have not pre-booked a hot dinner please can you send your child in with a packed lunch.

## Emergency contact

Please ensure we have two up-to-date contact numbers and be sure to let us know if your telephone number changes, as it is imperative that we can contact you in an emergency.

## Collecting children

We can only release children to nominated adults. If in an emergency, you need your child to be collected by someone else, if possible, inform the Senior Practitioner by letter giving details of the name of the person, a brief description of them, and state whether or not they are known to the child. The person collecting must be over 18 years of age, have a form of identification with them and also know the emergency password that you gave at the time of registration. In extreme cases this process may be organised by telephone.

# How can I prepare my child for starting school or nursery?

All the activities that you do with your child at home are important in supporting their learning and development and have a really long lasting effect on your child's learning as they progress towards and through school. For example, talking, reading, counting, singing nursery rhymes with your child or cooking and baking with them. Playing outside is very important and the local play park is a great way to develop your child's physical skills. Visits to the seaside and the woods provide a great stimulus for children's curiosity and conversation.

Here are some more ideas;

- Read with your child and nurture a love for books by going to the library.
- Let your child help with simple chores.
- Encourage your child to play with other children. This helps them to learn the value of sharing and friendship.
- Be clear and consistent when disciplining your child. Explain and show the behaviour that you expect from them. Whenever you say no, follow up with what they should be doing instead.
- Help your child develop good language skills by speaking to them in complete sentences and using "grown up" words. Help them to use the correct words and phrases.
- Help your child through the steps to solve problems when they are upset.
- Give your child a limited number of simple choices (for example, deciding what to wear, when to play, and what to eat for a snack).





# Transition

It is expected that most pupils in Kestrels (3-4 yrs.) will have mastered the skills of drinking from a cup and going to the toilet without adult help. At lunch time they will be given a small knife and fork although staff can help with cutting up food.

It is also expected that they are able to take their coat, jumper and shoes on/off with minimal assistance. In Lower 1 they change for P.E. and need to be able to fasten their shoes and do up buttons. Staff are of course happy to assist, especially with ties as this is very difficult to master.

## Swans to Kestrels

The pupils in Swans will already be very familiar with the staff in Kestrels due to joint activities. They will also be familiar with the learning environment as we have a number of special curricular days when we join together e.g. the Christmas Play. When children in Swans become 3 years old and if they are ready, staff will discuss the transition to the Pre-School (Kestrels) which will start with short visits before they join the Pre-School full time.

## Pre-School (Kestrels) to Lower 1 (Reception)

In the Summer Term, pupils get more opportunities to work with staff in Lower 1 in 'Golden Time' and other joint activities. A meeting is held for parents during the Summer Term to discuss how parents can best support their children with the transition.

# Support for children with special needs and disabilities

Children are initially tracked using the Early Years Outcomes document. If a child is not making age expected progress or observations highlight concerns, the practitioner will discuss their findings with the SENCO and the following procedure will be followed.

1. Practitioner to complete tracking form based on initial concern.
2. Staff working with the child discuss appropriate next steps with regards to the individual child and inform the school SENCO, Ms Kelly Hewitt.
3. Staff meet with child's parents to discuss concerns, gain further information and consent to support the child further in setting.
4. With parental consent and Individual Education Plan or Individual Behaviour Plan is put in place.
5. Make a referral on to relevant outside agencies if required or request the child is seen in setting.
6. Record support given on the tracking sheet and who has worked with the child.
7. Review IEP or IBP termly with parents.

## Disabilities

Staff will work closely with parents to make the required reasonable adjustments in order for all children to access the curriculum and feel happy to ensure any child is not treated less favourably.

# Links with the Pre-Prep Department

Lower 1 are co-located with Upper 1 and Lower 2 in Russell House. Transition is seamless into Key Stage 1 as the children and staff work very closely together throughout the year. Every Christmas there is a production involving pupils aged 2-11 years.

Lower 1 have playtime, assemblies and lunch with Pre-Prep and in the Summer Term they all participate in Sports Day together. Mayville regularly supports charitable or curriculum events such as book week where pupils and staff dress up and parade and at the end of the Spring Term we all participate in the Easter Bonnet parade. All pupils at Mayville are allocated a house which is either Cavell (blue) Nelson (yellow) or Austen (green) and children quickly feel part of their team, especially at Sports Day.



---

## Further information

The school website is regularly updated with information and events, for anything else, please give us a call or send an email.

023 9273 4847

| [enquiries@mayvillehighschool.net](mailto:enquiries@mayvillehighschool.net)

| [www.mayvillehighschool.com](http://www.mayvillehighschool.com)