



MAYVILLE HIGH SCHOOL  
*Founded in 1897*

# Early Years at Mayville High School

Information booklet 2024/25





## 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.

At Mayville, children thrive because of the strong bonds they develop with caring staff, who want the best for each individual. The Early Years Department has a fantastic suite of rooms and excellent facilities at Mayville and every child receives a first class education.

*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. 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.

Pupils learn the importance of British values – respecting one another, using manners, being courteous and learning 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 partnership working 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 **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 on Parent Pay and must be booked and paid for in advance. The main school term dates are published on the website.

### Main session times

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

**Morning Care** (8-8.30am) Morning care for Swans, Kestrels and Lower I is available from 8.00-8.30am in the Swans room where a choice of cereal is available.

**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 inside and outside.

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. In the event of an emergency, telephone the school office and they will organise for your child to be cared for after school.



## Holiday Club

There is a holiday club when the School is not in session (ie outside of term time). It is open to all pupils in Early Years. Staff during the school holidays work on a rota system. A full programme of activities is offered including off-site activities which may include travelling on a minibus. Places can be booked on a first come first served basis on Parent Pay and must be booked and paid for in advance. The main school term dates are published on the website.

## Staff training days

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

## Entrance requirements

Our Pre-School feeds our Reception Class and the majority of pupils will transfer to Reception and then subsequently transfer into the Pre-Prep department. Children are able to transfer smoothly for the start of their school journey due to planned transition events throughout the summer term giving them the best start.

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 (LI) 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.

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.

# 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 introduce new topics.

## 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 and French. The children also have fun Music and Movement activities (Mini Movers). This gives opportunity for children to develop their skills and interests in a wider range of activities at an early age.

## Snack time:

We encourage pupils with healthy eating 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, Marwell Zoo, the Fire Station, 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 and by the end of the Foundation Stage children will be able to read and write simple sentences. Both the Nursery and Reception Class teach pupils using the same Little Wandle phonics scheme, ensuring that they have the best start in their reading and writing journey. They also use White Rose Maths to ensure continuity in the teaching of Mathematics.

We introduce lots of fun fine motor activities to develop dexterity such as play dough, threading, mark making and cutting with scissors to strengthen fine motor control in readiness for writing. Pupils are then encouraged to use 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 are happy to discuss any concerns as they arise. We like to 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 Parent Assembly and Sports Day. Mayville has an active Parent and 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 Tapestry and staff make observations on an iPad which are then uploaded for parents to see. They include a photograph, observation and are linked to the curriculum. Parents can access the observations as soon as they have been approved and add photographs and comments about things they do at home.

**Progress meetings:** We offer regular progress meetings with staff to see how each child is progressing and to learn about next steps in learning. These are arranged with your child's key person or Teacher.

**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 I your child will be graded as either emerging, or reaching the expected 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?

We acknowledge parents as the child's first teacher and want to work together to support learning, as they progress through the school. Posts on Tapestry will illustrate what the children are learning and the progress they are making. Weekly updates are put on Tapestry to inform parents what the children will be learning and how they can support this at 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 the annual Sports Day.



## Fees

Information about fees and the nursery education grant is available on our website.

Invoices are issued prior to the commencement of each term. You may pay fees in one payment or spread payments 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 Head of Nursery but please note that no refund of fees will be given.





## Are lunches & snacks provided?

Hot lunches must be ordered by logging onto 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 mid-morning snacks are provided and are included in the fees. However, on special occasions such as birthdays, biscuits and cakes are sometimes seen to make an appearance!

All children will need a named water bottle and we encourage the children to drink water not squash.

Any food and drink brought into school should be in a lunch box marked clearly with your child's name. In summer 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.

Packed lunches should contain 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, NUTS of any kind must not be 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.

**We are not able to heat up food brought in from home.**

## Sleeping children

We recognise parents' knowledge of their child with regard to sleep routines and will, where possible, work together to ensure each child's individual sleep routines continue to be met. However, staff are led by the needs of the child and will not put them down for a sleep or keep them awake against their will.

## Toileting and nappies

We ask parents to provide their own nappies, wipes and spare clothes for their child.



## 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.

## Medication

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.

## 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 also 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)

**JEWELLERY SHOULD NOT BE WORN TO SCHOOL**





## 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 Head of Nursery, 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 eighteen 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 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).
- Encourage your child to get themselves dressed.

The following websites may be useful:

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

<https://www.bbc.co.uk/cbeebies/topics>

<https://www.oxfordowl.co.uk/for-home/>

<https://www.bbc.co.uk/tiny-happy-people>



# 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.

## 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 are ready (usually after their 3rd birthday) 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 I (Reception)

In the Summer Term, pupils do transition visits to get to know staff in Lower I. 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 tracked using the DFE Development Matters. If a child is not making age expected progress or observations highlight concerns, the practitioner will discuss their observations with the Head of Nursery and the following procedure will be followed.

1. Practitioner to discuss concerns with their team leader and manager.
2. Discuss concerns and evidence with the school SENCO to plan the next steps.
3. Staff to meet with parents and discuss concerns, gain further information and obtain consent to support the child in the setting.
4. With parental consent discuss an Individual Education Plan or Individual Behaviour Plan
5. Share and agree the Individual Education Plan or Individual Behaviour Plan
6. Seek further support and make a referral to the relevant outside agency.
7. Review the IEP/ IBP at least 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, to feel happy and to ensure that no child is treated less favourably.

# Links with the Pre-Prep Department

The Nursery is co-located with Pre-Prep in Margarett Russell House. Transition is seamless into Key Stage 1, as the children and staff work very closely together throughout the year.

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, where they compete alongside pupils from Pre-Prep. 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.



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## 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)

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