



Hermitage Primary School
Focused on Excellence; Surrounded by Care

Information for Nursery Parents

This booklet contains all you need to know about your child starting Nursery and should be kept at home for reference purposes.

Welcome to Hermitage Primary School

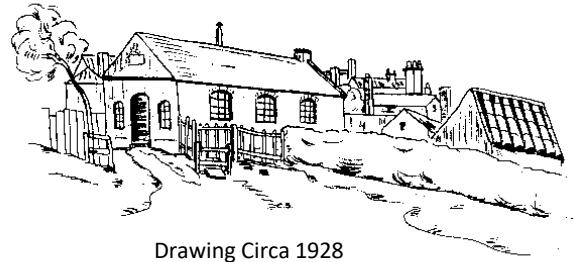
School History

We know from old newspaper articles that the original Belmont Road School was built in 1816 at the corner of Belmont Road and Bakers Road. When the school was originally built, it was surrounded by trees and open grassy areas.

In 1928, the old building was used as an infants' department, and subsequently known as Belmont Road Infants School.

In September 1963, there were nineteen maintained schools in the old parish of Hillingdon, which included Belmont Road Infants. By the school's 150-year anniversary in 1966, the area was far more built up and the school building was starting to look old and tired.

Hermitage Primary School currently has over 400 child ranging from Nursery to year 6 (3-11 years). Our current building is 12 years old and it much more modern and spacious, featuring a well-resourced Library, a Home Economics room and a Multi-Use Games Area (MUGA) in the playground.



Drawing Circa 1928

The Vanguard Learning Trust

Hermitage Primary School became an Associate Member of Vanguard Learning Trust (VLT) in spring 2020, and formally became an academy within VLT on 1 September 2021.

VLT is a small, local multi-academy trust that consists of two secondary schools (Ruislip High and Vyners) and three primary-phase schools (ourselves, Field End Juniors and Ryefield Primary).

Whilst Trust schools retain their individual identities and their own Local Governing Body, they operate as the same legal entity with a single Board of Trustees who have responsibility to ensure that the vision and values of the Trust are lived up to at each school and that each Local Governing Body is held accountable for the highest levels of teaching and learning within their schools.

The Trust has its own website, with full details of its governance arrangements.

More information about VLT is available on the trust website at www.vlt.org.uk

VLT is a charitable company limited by guarantee that is registered in England (Company Number: 07796938), with a registered office c/o Vyners School, Warren Road, Ickenham, UB10 8AB.

Headteacher Welcome

Dear Parent / Carer

We are delighted that your child will be joining our Nursery classes.

We aim to provide a balanced educational experience for your child through the Early Learning Goals within the different areas of the Early Years Foundation Stage (EYFS). The Early Years Foundation Stage is the first stage of the National Curriculum for children aged 0-5 years.

The minute you walk through our doors at Hermitage Primary, you cannot fail to notice the warm, family feel that permeates our school. Hermitage is a happy, welcoming, stimulating environment where everyone cares about each other and all interactions are based on mutual respect. We are a community school and from their first tentative sessions in Nursery through to their final days in Year 6, we strive to teach our pupils their place in the school, the community and beyond.

We recognise that each child is an individual with specific needs, interests, experiences and abilities and our staff go that extra mile to ensure that through effective provision of differentiated learning opportunities, each and every pupil achieves success. Our curriculum is constantly evolving, following the direction of the pupils. Although we have a structured and robust framework in place, staff are actively encouraged to develop innovative ways to deepen learning and create a thirst for knowledge. Improving our provision is a constant priority and good ideas, from any source, including children and parents/carers, are warmly welcomed and often acted upon. Developing well-rounded individuals who leave us ready for the next stage of their education and beyond is of the utmost importance; we work to develop 'character' through fostering and embedding dispositions such as resilience, perseverance and courage and personal values such as honesty, kindness and loyalty.

At Hermitage Primary School, we are very proud of our excellent standards of behaviour. All pupils have very clear boundaries for behaviour through our 'Steps and Success' programme which is adapted for our younger children and delivered by all staff consistently and fairly, so that children are fully aware of the expectations and feel safe in school. We nurture good behaviour through modelling, rewarding and building strong relationships rooted in respect and empathy.

For our pupils to thrive, effective partnerships with parents and carers are essential. Regular communication through Class Dojo, our online platform, email, newsletters, workshops and coffee mornings ensure families feel part of our school. All our staff are approachable and available to talk through parents' concerns. Regular parents' evenings are scheduled through the year and parents receive regular feedback on their child's progress, attainment and wellbeing at school. Parents and carers are actively encouraged to be part of our school community through volunteering in class and supporting at events.

At Hermitage, we believe passionately that all children deserve the very best that we can offer and that a high-quality primary education will build better futures.

We look forward to welcoming you to our school community.

Kind regards

Mrs. P. Varaitch

Acting Head of School



Our Caring Code

At Hermitage Primary School, we want our pupils to develop as well-rounded individuals. We believe that as well as learning knowledge and skills, it is important that the children develop personal traits and values that will equip them for life at school, but will also stay with them for life.

We strive to develop the very best behaviour in our pupils through developing their understanding of the world around them and their place within it. Our Caring Code underpins everything we do.



Our Vision and Values



Our SMILE Programme

At Hermitage we realise that well rounded individuals need more than just an excellent academic education to succeed and prosper in tomorrow's world. At Hermitage, we have developed our bespoke SMILE programme for all our children.



Our staff are regularly trained in supporting positive mental and emotional health and value the importance of forming strong, effective relationships with our children. Our SMILE programme penetrates every part of the school day to ensure our children are in the right frame of mind to enjoy and succeed in every aspect of school and beyond.



Safeguarding

Keeping our children safe is our top priority. Our school is part of a safeguarding service called Operation Encompass. Operation Encompass is a Police and Education early information sharing partnership enabling schools to offer immediate support for children and young people experiencing domestic abuse. Information is shared via a secure portal with our school's trained Designated Safeguarding Leads (Mrs P Varaitch, Mrs R Langford, Mrs G Harling and Mrs Stephen) prior to the start of the next school day after officers have attended a domestic abuse incident. This enables us to provide appropriate well-being support, dependent upon the needs and wishes of the child and family.

Hermitage is committed to ensuring all children fulfil their potential and reach for excellence. We accept that there are many factors that can hinder this process for some children and we are determined to work to actively reduce the impact of these.

Our Pupil Premium Grant is used to support key children and families so that we work to narrow any attainment gap.

Designated Safeguarding Lead	Mrs P Varaitch (Acting Head of School)
Deputy Designated Safeguarding Leads	Mrs R Langford Mrs G Harling Mrs L Stephen
Designated Safeguarding Lead Governor	Mrs Anne-Marie Taylor-Kent

Contact any of the above at safeguarding@hermitageprimary.org.uk

The Local Authority Designated Officer Can be contacted out of school hours on 01895 250975, email: rwratten@hillingdon.gov.uk	Mr R Wratten
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Student Leadership

Our Pupil Leadership Team is made up of different groups of children from across the school and include:

- Playground Leaders
- Wellbeing Champions
- Eco Warriors
- Student Council

The Year 6 pupils also have the opportunity to apply for a Leadership position, including Head Pupil, Deputy Head Pupil, Playground Leaders, Buddies and Prefects. Hermitage is a community school and work in partnership with our parents and carers.

The School Community

We aim to listen to what our families have to say about their experience of the school and are constantly aiming to improve our provision. We offer regular parent workshops and invite parents in to school to enjoy assemblies and celebrations and festivities whenever we can.

Enrichment

We believe it is essential that children are prepared for their future successes and we want to give the children at Hermitage Primary School the best possible start to their early education.

Cultural capital is understood to contribute to 'getting on in life' or 'social status', i.e. being able to perform well in school, knowing how to talk in different social groups or societies, accessing higher education and being successful in work or a career. At Hermitage, we have always believed in enriching our children's learning beyond our curriculum offer through events, trips, clubs, speakers and themed weeks.

The Leadership Team

Leadership	
Executive Headteacher	Mr C Tucker
Acting Head of School	Mrs P Varaitch
Acting Assistant Headteacher	Mrs L Stephen
Acting Assistant Headteacher	Mrs G Harling
SENDCo	Mrs R Langford

The Nursery Team

Aldrin (Morning Nursery)	
Class Teacher	Miss C White
Teaching Assistant	Miss Jones

Frankin (Afternoon Nursery)	
Class Teacher	Miss C White
Teaching Assistant	Miss Jones

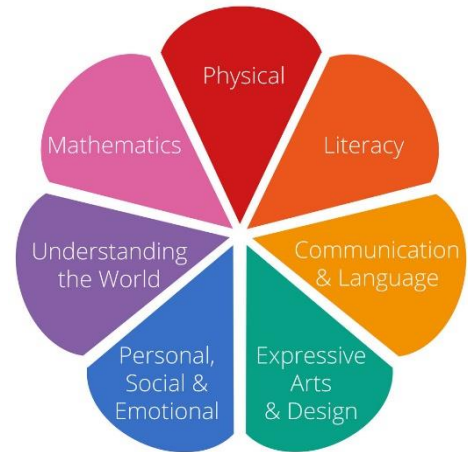
Nursery Learning & Development

Welcome to the Early Years Foundation Stage (EYFS) Nursery and Reception children at Hermitage Primary School - a place for children to explore, be curious, question, think, learn and play.

Nursery have a wonderful state-of-the-art learning space, encompassing sliding doors between the classrooms to create a large free-flow area. They also have a large outdoor area with many opportunities for children to develop their fine and gross motor skills. Our pupils make rapid progress, surpassing national expectations.

Our learning within the EYFS is child-led. Every half term we introduce the children to a new 'I wonder' question which they have the chance to explore in more detail through the seven areas of learning such as through music, dance, writing, number, relationships with others and exploring their natural environment.

In Nursery, all our children have a keyworker. Children thrive in secure relationships and your child's keyworker is a named member of staff with responsibilities for caring and supporting your child at school. They help the child settle into their learning, support with emotional needs and well-being. This is a familiar adult to your child and will also be a point of contact for parents/carers.



You can find further information on the Wonderful World of EYFS on our school padlet by going to:

<https://padlet.com/hermitageprimaryub8/welcome-to-the-wonderful-world-of-the-early-years-t6eqxywxqkujpc9>

Click on each link below to find out about the curriculum throughout the year.

<https://padlet.com/hermitageprimaryub8/welcome-to-the-wonderful-world-of-the-early-years-t6eqxywxqkujpc9/wish/2365440983>

Useful Websites

The following websites have excellent resources to help your children with their learning at home. Please search below in google to access the resources:

Phonics Play - Games and resources to support with early reading, including blending and segmenting.

Fisher Price - Activities relating to numbers, alphabet, shapes and colours

ICT Games - Number and letter games and activities

Cbeebies - Games, quizzes, activities, shapes, numbers and colours

Cbeebies - Number blocks - Videos and games to support with number recognition, ordering and counting

Oxford Owl - Reading activities and online books

Reading Eggs - Reading activities, sign up for a free 2 week trial

Jump Start Johnny - PE activities

Primary Stars - Mindfulness and wellbeing activities

The Maths Factor - Maths problem solving

Alphablocks - Have fun with letters of the alphabet

Crick Web - Early Years number games

Hungry Little Minds - Activities, videos and game ideas for 0 - 5 year olds

Growth Mind-set

At Hermitage Primary School, we encourage all our pupils to be able to express themselves and say how they feel. This journey begins in Nursery and carries on through their primary years.

We give them the vocabulary for their feelings and explain what they can do when they feel that way. This also helps the children with their peers and is a lifelong skill. The power of YET! When children first start their learning journey they will require lots of support from staff and you as parents.

At Hermitage the staff and pupils have adopted Growth Mind-set, which has allowed them to build their confidence to try new things without the fear of failure as they know you have to keep trying and build up your resilience. With our youngest children we use the word YET a lot.

For example:

The Child says:	The Adult says:
"I can't do it"	You can't do it YET
"I don't know how"	You don't how YET
"I don't want to do it anymore"	Keep going, you can do it!
"I don't want to"	Keep going, you can do it!

We show the children together and they practise. It's all about perseverance and resilience, bouncing back and learning how to get out of negative feelings.

Here are some great books you may like to share with your child to support their understanding of Growth Mind-set



Phonics and Reading in EYFS

We cover a large and varied range of story books in Nursery over the following categories:

- Picture Books
- Topic Books
- Fairy Tales
- Non-Fiction
- Rhymes
- Adventure

Reading makes up a fundamental part of language development in early childhood. Not only does it **help with a child's ability to understand words, it also ignites the spark for imagination**. Reading plays a crucial role for speech development and introduces children to the world around them as well as new concepts. In EYFS, our children follow the Ruth Miskin **Read, Write Inc.** programme of Phonics. This scheme teaches children to read fluently and at speed so they can develop their skills in comprehension, vocabulary and spelling. Children have daily Phonics lessons and are grouped by stage not age which allows them to learn the correct sounds and letters. Children will begin by learning single sounds, then blend words towards the end of their time at Nursery. As children move on to Reception, they will begin to read story books.

In Nursery, children are invited to pick a new story book from our library each week. This is for children to read, share and enjoy at home with their parent/carer. We would encourage you to talk to your children about the book, what is happening, the characters and for your child to form an opinion on the story. As the year progresses, we may send home blending books to those children ready to blend short words.

How to Support your Child with Learning at Home

Please also see some useful links and resources below to support your child's learning in Nursery.

Reading

<https://youtu.be/HYuzt5qv1ZI> - Set 1 Speed Sounds

<https://www.hermitageprimary.org.uk/attachments/download.asp?file=843&type=pdf> - How to support with reading at home

Fine Motor Skills

<https://www.hermitageprimary.org.uk/attachments/download.asp?file=840&type=pdf> – How to develop your child's fine motor skills at home

Oracy

<https://www.hermitageprimary.org.uk/attachments/download.asp?file=842&type=pdf> – Supporting with speaking and listening at home

Writing

<https://www.hermitageprimary.org.uk/attachments/download.asp?file=844&type=pdf> – Developing writing skills at home

Maths

<https://www.hermitageprimary.org.uk/attachments/download.asp?file=841&type=pdf> – How we teach maths at home and school

We know that parents are their child’s first teacher and that many children come to school with a wealth of knowledge. We hope to foster your child’s interest in new activities and give them experiences and skills that will prepare them for the rest of their educational journey. Please continue to encourage your child to learn.

Here are a few ideas that can help your child to be well rounded and successful at school:

- Encourage your child to be independent in simple activities such as taking their coat and shoes off and putting their toys away
- Read books to your child each night (1 book a day for 3 years is over 900 books that your child has exposure to)
- Encourage your child to be active – to play in the park, run around and ride a bike or scooter
- Encourage your child to take turns
- Encourage your child to draw and colour and make marks (chalk, buckets of water with paint brushes in them, crayons on paper)
- Encourage your child to use the toilet independently and wash their hands
- Ask your child questions and encourage them to use more than one word when answering
- Talk to your child about things that happen at school (if they can’t remember, try prompting by saying “Did you play on the bikes?” etc.)

“Always encourage and praise your child for things that they do well”

Miss White
Nursery Teacher

Early Learning Goals

These are the goals the children work towards at the end of Reception. Learning in Nursery will support children in progressing towards these.

Communication and Language
<p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. • Make comments about what they have heard and ask questions to clarify their understanding. • Hold conversations when engaged in back-and-forth exchanges with their teacher and peers.
<p>Speaking</p> <ul style="list-style-type: none"> • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Personal, Social and Emotional Development

Self - Regulation

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for that they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationships

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

Physical Development

Gross Motor Skills

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and co-ordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor Skills

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.

Understanding the World

Past and Present

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

The Natural World
<ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants. • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
Expressive Arts and Design
Creating with Materials
<ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. • Make use of props and materials when role playing characters in narratives and stories.
Being Imaginative and Expressive
<ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with peers and their teacher. • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.
Mathematics
Number
<ul style="list-style-type: none"> • Have a deep understanding of number to 10, including the composition of each number. • Subsidise (recognise quantities without counting) up to 5. • Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.
Numerical Patterns
<ul style="list-style-type: none"> • Verbally count beyond 20, recognising the pattern of the counting system. • Compare quantities up to 10 different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.
Literacy
Comprehension
<ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipate (where appropriate) key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.
Word Reading
<ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
Writing
<ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write simple phrases and sentences that can be read by others.

Assessment and Reporting

Parent's Evening takes place in November and March and offers the chance to talk to the class teacher about how the children have settled into Nursery, their learning and next steps.

In July, parents will be asked to meet with the teachers to discuss their child's progress. Parents will receive a written report at the end of the summer term and teachers will meet individually with parents if they are concerned about a child's progress.

Home Visits

During the first week of term in September, our EYFS staff complete home visits where we visit every child who is joining our Nursery and Nursery family. Please do not be worried about these! It is a chance for our staff to build those vital relationships with your children, for us to share some resources you can use at home and for us to meet the children in their home environment where they feel most comfortable. The visits will be around 10 – 15 minutes and you will receive a time and date for these before the end of the school year.

Following the visits, we then stagger the children into school over three days to support with the settling in process. All children will then be in school for the whole day, including lunch. We have found once the children are in school, settled and learning they forget about being upset and their confidence flourishes.

Nursery Hours

The school gates open at 8:25am and the doors to the building open at 8.30 am for the morning Nursery. Registration is taken punctually at 8:40am. Children arriving after 8:45am will be marked as late. Nursery finishes at 11.30am. Please do not be late to collect your child.

For afternoon Nursery, the school gates open at 12.15 am registration is taken at 12.25. Children arriving after 12.25pm will be marked as late. Nursery finishes at 3.15pm. Please do not be late to collect your child.

All absences must be reported to the main reception by the latest 9am for morning children and by 12.30pm for afternoon children. This can be done by calling 01895 234871 and leaving a message on the answerphone or emailing absence@hermitageprimary.org.uk. Messages can also be left via Dojo, the schools online platform.

Morning Nursery				
School Gates Open	School Doors Open	Registration	Lates	End of School
8.25am	8.30am	8.40am	8.45am	11.30am
		Registration is taken punctually every day.	Children arriving after this time will be marked as late.	

Afternoon Nursery				
School Gates Open	School Doors Open	Registration	Lates	End of School
12.10pm	12.15pm	12.25pm	12.30pm	3.15pm
		Registration is taken punctually every day.	Children arriving after this time will be marked as late.	

Arriving at Nursery

Please bring your child to the Nursery side door and wait until a teacher comes to open it. At the beginning of the year we operate a 'soft start' system and you may come inside the classroom to settle your child. By the second week, we ask that you encourage your child to be more independent and say your goodbyes at the classroom door.

Collecting from Nursery

Nursery AM ends at 11.30am and Nursery PM at 3.15pm. We ask that you collect your child promptly at the end of the school day.

Children will be dismissed from the Nursery side door, where parents should wait until the door is opened by the teacher. When the door is opened your child will be called and released once the teacher has seen you. A child will not be released from school if the class teacher is not familiar with the adult collecting, so you must notify us if someone else will be collecting your child.

Lateness

It is vital that you get your child to Nursery (and main school) on time so that they can prepare for the day ahead. Arriving at Nursery in good time, with a good morning routine, prepares the children for school in the future. If you are late arriving to Nursery and the main gate is locked, please go to the office. You will need to sign your child in, giving reasons for your lateness. A member of office staff will then take your child to their class.

Parking / Parking Permits

To avoid congestion outside the school we encourage families to walk, cycle or scooter to school. The area outside our school is a non-parking zone and in order to be able to park during school hours, you will need to apply for a local authority parking permit.

You can do this by visiting www.hillingdon.gov.uk/parking-permits and completing an application.

Toys

We would ask that your child leaves their own toys at home. We have lots of purposeful play activities and toys in school and we would not want your child to be upset if their own toy was lost or broken.

Birthdays

We love to celebrate our children's birthdays! However, we do not allow sweets, cakes or treats to be brought in to school, as we have children with allergies. If you would like to celebrate your child's birthday with the class, you are welcome to purchase a book or game for the whole class to enjoy.

Illness (also see Attendance and Absence)

If your child is unwell, please DO keep them at home so that they can rest and get better. Do make sure your child is fully recovered before sending them back to school, as sending them too soon will only make other children in their class unwell too!

If your child contracts an infectious illness, like chickenpox, please call the school to notify us. Your G.P. will advise you as to the amount of time your child will need off school.

If your child is unwell, you will need to call the school office by 10am or email parents@hermitageprimary.org.uk. If you fail to report a child absent, the school will call you for an explanation for your child's absence.

Asthma / Allergies

Please inform the Welfare Officer if your child has allergies or asthma, particularly if they are severe. We do use food or food products in play from time to time, so this information is valuable. Please note that we have children at school with nut allergies and for this reason **no nut products** are allowed at school.

Head Lice

Please check your child's hair regularly for any signs of lice or nits. If present, please notify the school immediately so that we can inform all our parents (your child will not be named). If your child has head lice, then it should be treated immediately to prevent infection to others.

Keeping the School Informed

It is important that you inform the school of any changes that are occurring in your child's life. Sometimes a death of a pet, a parent moving out, moving house etc. can have a changing effect on a child. The more we understand about your child, the better we can meet their needs.

It is also extremely important to keep the school informed of any change of contact details, particularly mobile phone numbers or persons authorised to collect your child.

Snacks, Milk and Water

Our school is part of the 'Healthy Hillingdon' project and so we are committed to promoting a healthy lifestyle for all our children through encouraging healthy eating and exercise. As part of this project children in Nursery, Year 1 and year 2 receive a fruit snack each day. The fruit changes depending on the season and ranges from apples, pears, oranges, bananas, strawberries, carrots, peas and tomatoes.

Children in Year 3, 4, 5 and 6 are required to bring fresh fruit or vegetables for their snack.

We provide free school milk through the School Milk Scheme for all children under the age of five. We will register your child for this unless you advise the school office that you do not want your child to receive milk. If your child does not drink dairy, you are welcome to provide an alternative form of milk that can be stored in school.

We encourage parents to send their child to school with a fresh water bottle each day. Please make sure that this is **clearly named** so that it can be identified as belonging to your child.

What Not to Wear in Nursery

- Jewellery, including watches, is not permitted at school at any time
- Temporary tattoos
- Nail Polish
- Hair Styles that have designs or colours in them

We will do our best to keep your child clean by providing aprons, but it is inevitable that children get dirty when using paint, felt pens, play dough and through tactile activities that go on in Early Years.

Please do not get upset if your child comes home dirty, the children are still young and the dirtier they are normally indicating the more fun they have had!

Uniform

There is no uniform for our Nursery children. Please can children wear comfortable clothing that they can move around in and closed toe shoes. Please note that children may get dirty during their time at Nursery so please do not send them in new or expensive clothing.

Naming Items

Please make sure that **all** your child's school items are clearly marked with their name and please check regularly that the name has not been washed off. Children often mislay their school items and by naming them, it makes it easier for them, and the class teacher, to reunite lost items.

Informing Parents of School News

Parents will be informed of new information through letters, notices, newsletters and posters hung on the classroom windows and on the noticeboard outside. We will also send information home through School2Parents and Class Dojo (explained below). Please look to see if any special events are happening in your child's classroom. Urgent news or updates may be sent home using the text or email to parent's service, so please make sure you keep us updated with any change of phone numbers. The school website is also full of useful information for parents and children.

Teachers2Parent

The Teachers2Parents school app is an open channel of communication between school and home, and also allows parents to pay for trips, book onto clubs and give consent at the click of a button. All new parents will be sent a personal link by email to register their account

Class Dojo

ClassDojo is a download that allows teachers and school staff to share the children's most important moments in school and at home, through photos, videos, messaged and more. All new parents will be sent a personal link by email to register their account

Payments to School (School Money)

Hermitage Primary School is a cashless school. Payments to school are made through an app call School Money, which is part of the Techer2Parents application.

Leave of Absence

Amendments made to the Education Regulations make it clear that schools may not grant ANY leave of absence during term time unless exceptional circumstances are involved. Fines may be imposed if parents take their child out of school and a penalty of £60 per parent, per child will be issued. If you need to remove for child from school for a period of time due to exceptional circumstances, please complete an Exceptional Leave form from the office. You will then meet with the Head of School or Assistant Head to discuss the leave.

Forms & Birth Certificates

There are medical forms and permission slips included in your Nursery Admissions Pack. These forms need to be completed and returned to the school office or your child's class teacher when your child starts school. You will need to show a copy of their birth certificate, which will be copied and held in your child's school record file. If your child already attends the school Nursery, then a copy should already be on file.

Pupil Premium (PP)

The Government gives funding to schools to help children from lower income families to assist them with certain school expenses.

This funding is called Pupil Premium (PP) and is assessed on whether your child is eligible for Free School Meals (FSM). This should not be confused with UFSM, which is only available to children in Nursery to Year 2 inclusive. This funding is essential to schools and so we ask that you check your child's eligibility by registering online at www.gov.uk/apply-free-school-meals

Eligibility for Pupil Premium

All children who currently qualify for free school meals based on their family circumstances are entitled to pupil premium. This applies if you receive any of the following benefits:

- Universal credit (provided you have a net income of £7400 or less)
- Income support
- Income-based jobseekers' allowance

- Income-related employment and support allowance
- Support under Part IV of the Immigration and Asylum Act 1999
- The guaranteed element of state pension credit
- Child tax credit, provided that you are not also entitled to working tax credit and have an annual gross income of £16,190 or less

Primary schools are given a pupil premium for:

- Children in Nursery to Year 6 who are currently entitled to free school meals based on their family income: £1345 per pupil, per school year
- Children in Reception to Year 6 who were previously entitled to benefits-based free school meals, even if they're no longer eligible: £1345 per pupil, per school year, for six years after they stopped qualifying for free school meals
- Children in care: £2345 per pupil, per school year

Children previously in care who have been adopted, or who have a special guardianship order, a child arrangements order or a residence order: £2345 per pupil, per school year

- Children recorded as being from service families: £310 per pupil, per school year

Children who are or have been in care, and children who have a parent who is or was in the armed forces, are also entitled to pupil premium.

In addition, pupils who have qualified for free school meals on the above grounds in the past, but are no longer eligible, continue to receive pupil premium for the next six years.

Schools are responsible for recording the children who are eligible for pupil premium in their annual school census - you don't have to do anything yourself, other than making sure you return any paperwork that relates to the benefits you receive or your child's entitlement to free school meals.

Attendance and Absence

Please see the local and national attendance expectations at school below:

1. Department for Education expect children's attendance to be above 95%
2. An attendance percentage of 90% and below is recognised as persistently absent from school
3. Term time holidays are not permitted and will result in fines for both parents

Is my child too ill for school?

We understand it can be tricky deciding to keep your child off school or bring them in. Please see the NHS information below to support your understanding.

If your child is well enough to go to school but has an infection that could be passed on, such as a cold sore or head lice, let their teacher know.

Follow this advice if your child does not have coronavirus symptoms or they had a test and it was negative (they do not have coronavirus).

- **Coughs and Colds** - It's fine to send your child to school with a minor cough or common cold. But if they have a fever, keep them off school until the fever goes.
- **High temperature** - If your child has a high temperature, keep them off school until it goes away.
- **Chickenpox** - If your child has chickenpox, keep them off school until all the spots have crusted over. This is usually about 5 days after the spots first appeared.
- **Cold sores** - There's no need to keep your child off school if they have a cold sore.
- **Conjunctivitis** - You don't need to keep your child away from school if they have conjunctivitis. Do get advice from your pharmacist. Encourage your child not to rub their eyes and to wash their hands regularly.

- **Ear infection** - If your child has an ear infection and a high temperature or severe earache, keep them off school until they're feeling better or their high temperature goes away.
- **Hand, food and mouth disease** - If your child has hand, foot and mouth disease but seems well enough to go to school, there's no need to keep them off.
- **Head lice and nits** - There's no need to keep your child off school if they have head lice.
- **Impetigo** - If your child has impetigo, they'll need treatment from a GP, often with antibiotics. Keep them off school until all the sores have crusted over and healed, or for 48 hours after they start antibiotic treatment.
- **Ringworm** - If your child has ringworm, see your pharmacist unless it's on their scalp, in which case you should see a GP. It's fine for your child to go to school once they have started treatment.
- **Scarlet Fever** - If your child has scarlet fever, they'll need treatment with antibiotics from a GP. Otherwise they'll be infectious for 2 to 3 weeks. Your child can go back to school 24 hours after starting antibiotics.
- **Slapped cheek syndrome** - You don't need to keep your child off school if they have slapped cheek syndrome, because once the rash appears, they're no longer infectious. If you suspect your child has slapped cheek syndrome, take them to see a GP and let their school know if they're diagnosed with it.
- **Sore throat** - You can still send your child to school if they have a sore throat. But if they also have a high temperature, they should stay at home until it goes away. A sore throat and a high temperature can be symptoms of tonsillitis.
- **Threadworms** - You don't need to keep your child off school if they have threadworms. Speak to your pharmacist, who can recommend a treatment.
- **Vomiting and diarrhoea** - Children with diarrhoea or vomiting should stay away from school for 2 days after their symptoms have gone.
- **Coronavirus (COVID-19)** - Your child should try to stay at home and avoid contact with other people if they have symptoms of COVID-19 and they either have a high temperature or do not feel well enough to go to school or do their normal activities. If they have mild symptoms and they feel well enough, they can still go to school.

Internet Safety

With the Internet finding its way into our lives more and more, and at an ever younger age, it is important to remember how to use the Internet safely. The term 'Online Safety' is used to cover this area.

Good practices include, keeping your username and password safe and not sharing it with others, as well as, to tell a trusted adult if someone or something has made you uncomfortable or worried whilst online. We support our younger children with using and staying safe online and using different types of technology through a range of stories including 'Chicken Clicking'.

Wellbeing



In November 2021, Hermitage Primary School was awarded the Wellbeing Award for Schools. The Awarding Body commented on how the school places wellbeing at the heart of the school ethos. There is also a strong emphasis on children being recognised as individuals, with individual skills and talents to be developed. Emotional wellbeing and mental health at the school is overseen and implemented in an extremely considered and effective way, with very high outcomes for all stakeholders.

When our children start Nursery, we focus on our children's Personal, Social and Emotional development, self-regulation and managing feelings to support with their transition. This is through our daily circle time sessions, sharing our Mountain Moments and through 1:1 time with the class teacher.

Data Protection & Freedom of Information

Hermitage Primary School collects and uses personal information about staff, pupils, parents and other individuals who come into contact with the school. This information is gathered in order to enable it to provide education and other associated functions.

In addition, there may be a legal requirement to collect and use information to ensure that the school complies with its statutory obligations.

Schools have a duty to be registered, as Data Controllers, with the Information Commissioner's Office (ICO) detailing the information held and its use. These details are then available on the ICO's website. Schools also have a duty to issue a Fair Processing Notice to all pupils/parents, this summarises the information held on pupils, why it is held and the other parties to whom it may be passed on.

The **Freedom of Information Act 2000** provides public access to information held by public authorities. It does this in two ways: public authorities are obliged to publish certain information about their activities; and members of the public are entitled to request information from public authorities.

Hermitage Primary School is committed to transparency in its dealings with the public and fully embraces the aims of the Freedom of Information Act 2000 and the access provisions of the Data Protection Act 1998. The School will make every effort to meet its obligations under the respective legislation and will regularly review procedures to ensure that it is doing so

Parental Code of Conduct

The term 'parent' covers parents, guardians, relatives and other carers.

The Headteacher, staff and Governing Body at Hermitage Primary School take their responsibility for positive parental relationships very seriously. At Hermitage, we are extremely fortunate to have supportive and friendly parents.

Our parents recognise that educating our children involves an effective partnership that will equip our children with the necessary skills for adulthood. For these reasons, we continue to welcome and encourage parents to participate fully in the life of our school and their child's education.

The purpose of the Parental Code of Conduct is to provide a reminder to all parents and visitors to our school of the **expected** conduct. This is so we can all continue to develop and achieve in an atmosphere of mutual understanding and respect.

Expected Parental Behaviour

We expect parents and visitors to:

- Respect our 'caring code' and ethos
- Understand that teachers and parents need to work together for the benefit of our children
- Demonstrate that all members of the school community are treated with respect and therefore set a good example
- Seek to clarify a child's version of events with school staff in order to bring about a peaceful solution to any issue
- Approach the school, without anger, to resolve any issues of concern
- Correct their child's actions especially where they could lead to conflict, aggressive or unsafe behaviour – both on and off the school premises

In order to ensure a peaceful and safe school environment the school will not tolerate parents or visitors exhibiting any of the following:

- Displaying disrespect to any member of school including: intimidating behaviour, making unreasonable demands, using equipment to record conversations
- Use of abusive, threatening, defamatory, offensive or derogatory language regarding the school or any of its pupils either in person, over the phone or in any correspondence including email or dojo or on any social media (see appendix 1)
- Use of physical aggression towards any adult or child, this includes physical punishment of your own child on school premises
- Disruptive behaviour which interferes or threatens to interfere with the operation of the school
- Damage of school property including: smoking, consumption of alcohol or other drugs on school property, bringing any animal on to school premises (unless a registered service dog)
- Approaching someone else's child in order to discuss an incident or chastise them (this may be viewed as an assault on that child and may have legal consequences)

Should any of the above behaviours occur on school premises the school will take a zero- tolerance approach, may contact the appropriate authorities and ban the offending adult from entering the school grounds.

In order to maintain a professional relationship, all staff will address parents as Mr/Mrs/Ms/Miss. First names will not be used. We ask parents to respect this and refer to staff in the same way.

Please note the Parental Conduct Policy applies to any adult who collects a child or visits the school.

Fostering Positive Behaviours

The primary aim of our school is that every member of our community feels valued and respected and that each person is treated fairly and well. We are a caring community whose values are built on mutual trust and respect for all.

The school's Behaviour Policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. Our policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the community.

Our policy is designed to promote good behaviour and good relationships, so that we can work together with the common purpose of helping everyone to succeed, both socially and academically. We expect every member of our community to behave in a considerate way towards each other. Central to our approach is celebrating success and rewarding good behaviour, as we believe that this develops a true sense of kindness and cooperation. Our aims also refer to the school's commitment to a genuine partnership with parents/carers in helping children to realise their potential and become successful in every aspect of their school life.

For the full copy of our Fostering Positive Behaviours, please go to:

<https://www.hermitageprimary.org.uk/attachments/download.asp?file=955&type=pdf>

Questions & Concerns

If you have any questions or concerns, please do not hesitate to contact a member of staff. If you wish to speak to the Headteacher, please make an appointment at the school office.

Contact Details

Hermitage Primary School
Belmont Road
Uxbridge
Middlesex
UB8 1RB

Office Hours: 8:35am to 3:30pm

Tel: 01895 234871

Email: parents@hermitageprimary.org.uk

Wrap Around Care: 3:30pm to 6:00pm

Tel: 07585 890718

Our SENDCo, Mrs R Langford can be contacted through sendco@hermitageprimary.org.uk

To contact the Vanguard Learning Trust please use:

Vanguard Learning Trust
c/o Vyners School
Warren Road
Ickenham
Uxbridge
UB10 8AB



Hermitage Primary School

Focused on Excellence; Surrounded by Care

Term Dates 2023-2024

Autumn Term

Staff Training & Development Days	Monday 4 th September 2023
Start of Term for Pupils	Tuesday 5 th September 2023
Half Term Break	Monday 23 rd October – Friday 27 th October 2023
VLT Staff Training & Development Days	Thursday 23 rd November Friday 24 th November 2023
Term Ends	Thursday 21 st December 2023 at 1.15pm

Spring Term 2024

Staff Training & Development Day	Thursday 4 th January Friday 5 th January 2024
Start of term for pupils	Monday 8 th January 2024
Half Term Break	Monday 12 th February - Friday 16 th February 2024
Term Ends	Thursday 28 th March 2024 (Easter Weekend – 29 th March to 1 st April)

Summer Term 2024

Staff Training & Development Day	Monday 15 th April 2024
Start of term for pupils	Tuesday 16 th April 2024
May Day	Monday 6 th May 2024
Half Term Break	Monday 27 th May - Friday 31 st May 2024
Term Ends	Friday 19 th July 2024 at 1.15pm
Staff Training & Development Day	Monday 22 nd July 2024

Getting your child ready for Nursery

One month to go:

- Shop for clothing items, ie. warm coat, sensible shoes etc.
- Shop for your child's back pack and water bottle – allow them to choose so that they recognise their own items.
- Label EVERYTHING that they will be taking to Nursery with them! This will help the teacher to reunite them with any lost items.

One week to go:

- Start your child's new Nursery bedtime and morning routine so they can adjust to their new sleeping and wake up times.
- Talk to your child about what to expect when they start Nursery and answer any questions they may have.
- Help your child pick out what they are going to wear to Nursery
- Enjoy a special day out with your child and treasure the last few days you have before Nursery starts.

One day to go:

- Pack your child's back pack.
- Lay out your child's first day outfit.
- Double check that EVERYTHING is labelled.

First day at Nursery:

- Take lots of first day at Nursery photos.
- Arrive at Nursery in plenty of time for your child to settle in to their new routine.
- Assist your child as they hang up their back pack, coat etc. and place their water bottle in the correct place.
- Help your child to find their seat and say hello to the other children.
- Before you leave, make sure you are clear what time you should collect your child and where is the collection point.
- Give your child a big hug, wave goodbye and leave the Nursery with a big smile of your face! Your happiness and confidence will help your child feel more comfortable in their new surroundings.
- If your child needs reassurance, let them know that you will be back to pick them up very soon.

