

Welcome to



Nursery

September 2020



Holley Park Academy

Ayton Road, Oxclose, Washington, NE38 0LR

June 2020

Dear Parents and Carers,

We are delighted that you have accepted a place for your child to attend Holley Park Academy.

The current school closures in place due to COVID-19 are presenting an unprecedented situation for us all, but we wanted to reassure you that our EYFS team are working hard behind the scenes to make sure your child has the best possible start to their school life.

Schools are responding to daily government advice right now and therefore we are unable to provide you with the usual timetable for school induction sessions and meetings we would normally hold with you in the summer term. The health and safety of your family and our school community are our priority. However, please be assured that we are monitoring the situation closely and will be ready to start welcoming you properly as soon as we are able.

Due to government regulations at the moment, our office is closed, however we monitor the following email address on a daily basis, so if you need to contact us please let us know by sending an email to info@holleyparkacademy.co.uk

Thank you for choosing Holley Park Academy and welcome to our school community. We are proud of how closely we work with our families to support the education and well-being of our pupils. We are looking forward to meeting you and your child as soon as possible, once government restrictions on schools are eased or lifted.

Yours sincerely,

Mrs S. Richards

Executive Headteacher

Telephone 0191 4170303

Email: info@holleyparkacademy.co.uk • web: www.holleyparkacademy.co.uk

Holley Park Academy is part of Acer Learning Trust. A company limited by guarantee in England and Wales Registered No. 8158718. Registered office: Holley Park Academy, Washington, NE38 0LR.



*** Choosing a School ***

Holley Park Academy may be the first experience which your child will have at school.

We are all keen to ensure this is a very positive experience which encourages a love of learning.

***Admissions ***

The Trust Board of Acer Learning Trust is the Admission Authority for this Academy.

The PAN
(Planned Admission Number) is 35 in Reception.

The admission policy is applied if the number of applications exceeds the number of places available.

The Trust Board of Acer Learning Trust, as the admissions authority, will admit pupils to the school in accordance with the following criteria in the following order of priority:-

1. Looked-After Children
2. A sibling link
3. Pupils for whom preferences are expressed on grounds other than those outlined above.

Deadlines for admissions vary from year to year and prospective parents need to check the closing date online with Sunderland local authority. Parents/Carers are welcome to visit Holley Park to look around the school before making their final decision. Children are normally admitted to school in the September of the academic year in which their fifth birthday falls.

School Website

At Holley Park Academy we have a very informative school website which will give you more detailed information about the school, including:

- About our Academy
- Curriculum Information
- Staff & Trust Board
- School Policies
- SEN Information Report

From the web site you can view/download a variety of documents including:

- Absence request for exceptional circumstances
- Administration of prescribed medication
- Term Times
- Newsletters
- Menus
- Information regarding Free School Meals

Visit our site at:

www.holleyparkacademy.co.uk

***School Visits ***

Parents/carers are always welcome to visit the school.

Please contact us to make an appointment

School Contact Details

Ayton Road, Oxclose, Washington,
Tyne & Wear NE38 0LR

Tel: 0191 4170303

Email: info@holleyparkacademy.co.uk

Holley Park Academy



www.holleyparkacademy.co.uk



Welcome to Holley Park Academy

We are delighted that you are considering Holley Park Academy for the education of your child. We hope you find this leaflet informative and valuable as you make the decision about your child's education and that you take the opportunity to meet with us and discover what our school is able to offer you. At Holley Park Academy we aim to provide a safe, happy and responsible community in which your child can learn and be valued as an individual.

Safeguarding

"Leaders make sure that all safeguarding arrangements are fit for purpose. Staff and governors are well trained." Ofsted Dec 18

Parents should be aware that the school will take any reasonable action to ensure the safety of its pupils/students.

In cases where the school has reason to be concerned that a child may be subject to significant harm, ill-treatment, neglect or other forms of abuse, staff have to follow SSCB (Sunderland Safeguarding Children's Board Procedures) and inform Children Services Social Care of their concern.

The school is made up of three sections

Foundation Stage

(Nursery and Reception classes for ages 3 - 5)

Key Stage 1

(Years 1 & 2 for children aged 5 - 7)

Key Stage 2

(Years 3, 4, 5 & 6 for children aged 7 - 11)

Please come and visit us. We would be delighted to meet you and give you the opportunity to talk to our staff and pupils. You can experience first hand the superb facilities we have.

* The School Day *

Nursery

Morning session times: 8.45am - 11.45am

Afternoon session times: 12.15pm - 3.15pm

30 Hour times 8.45am - 3.15pm

KS1 and KS2

Morning Session times: 8.55am - 12 noon

Afternoon Session times: 12.55pm - 3.15pm

There are two breaks during the day:

A 10 minute break in the morning from 10.30 - 10.40am.

A 5 minute comfort break on the afternoon at the discretion of the class teacher.



* School Uniform *

School uniform is available to purchase from 'Little Gems' in the Galleries, Washington

Go to: www.theschooloutfit.co.uk for more information.

School coats, shower proof jackets, fleeces, hats, bags and ties (no ties for nursery) are available to purchase from Little Gems.

The children are asked to wear royal blue jumpers (red in nursery) over white shirts and plain grey trousers or skirts. Blue and white gingham dresses may be worn by girls in the summer term. School council children wear red so they can be identified in school.

See uniform policy on website

* The Curriculum *

The curriculum at Holley Park is deemed 'good' and is enhanced by an extensive range of clubs and activities for pupils. These cover a broad range of interests including: crafts, IT, choir, sports and many more.

"Teachers have instilled a love of learning."

"The school has a positive learning environment for all children to flourish." Ofsted Dec 18

Lunchtime and after school activities include:
Forest school, Choir, Art and Multiskills.

We offer additional musical instrument tuition to our children including piano, violin, guitar and drums.

Educational visits and excursions form part of our curriculum. Day excursions and residential trips take place throughout the academic year.

* School Meals *



We have our own chef employed by the trust. Pupils enjoy healthy, balanced and nutritional meals each day.

Pupils in Reception and KS1 are entitled to a free school meal everyday.

Information regarding school meals and lunch menus can be downloaded from the 'About our Academy' page of our website.



Dear Parents/Carers

Your child will start nursery in September 2020, details to follow.

The arrangements are as follows:

Session	Time
Morning	8:45am – 11:45am
Afternoon	12:15pm – 3:15pm
30 Hours	8:45am – 3:15pm

Your child will always enter via the Foundation Stage entrance. Morning session children will depart via Foundation Stage door.

Afternoon and 30 hour children will leave school at the end of the day via KS1 door on the playground.

I hope this clarifies the arrangements for your child.

Please always ensure that a nominated adult is available for dropping off your child and collecting them after each session. If we are in any doubt we will not allow your child to leave the premises until we have made contact with you.

Yours sincerely,

Mrs S. Richards
Executive Headteacher



Contact details

School office

0191 4170303

info@holleyparkacademy.co.uk

The school office deals with everything to do with administering the school. If you have a question for a teacher, and can't get to see them, please telephone, email or write to them c/o the school office.

Key Contacts in School

Your child's class teacher should always be your first point of contact. Teachers are available to speak to parents, at the end of the school day, once all children have been dismissed. Any messages regarding your child that you wish to pass at the start of the day should be given to the school office or to the member of staff on duty at either of the school gates.

Executive Headteacher/Designated Safeguarding Lead - Mrs S. Richards

Headteacher/Designated Safeguarding Lead - Mrs M. Robson

Deputy Headteacher/Deputy Designated Safeguarding Lead/ Sendco – Mrs S. Kitchen

Operations Manager - Mrs G. Wood



Your invitation to Our Community Assembly

Every Friday at 9:10am (unless you are notified otherwise by text message) a Community Assembly will take place in the School Hall. All are welcome to attend.

Each week we celebrate children's achievements with the presentation of certificates and special mentions in the Roll of Honour.

You will always receive an invitation informing you when your child is being celebrated.

Academic calendar 2020/21

August 2020							
Wk	Mo	Tu	We	Th	Fr	Sa	Su
31						1	2
32	3	4	5	6	7	8	9
33	10	11	12	13	14	15	16
34	17	18	19	20	21	22	23
35	24	25	26	27	28	29	30
36	31						

September 2020							
Wk	Mo	Tu	We	Th	Fr	Sa	Su
36		1	2	3	4	5	6
37	7	8	9	10	11	12	13
38	14	15	16	17	18	19	20
39	21	22	23	24	25	26	27
40	28	29	30				

October 2020							
Wk	Mo	Tu	We	Th	Fr	Sa	Su
40				1	2	3	4
41	5	6	7	8	9	10	11
42	12	13	14	15	16	17	18
43	19	20	21	22	23	24	25
44	26	27	28	29	30	31	

November 2020							
Wk	Mo	Tu	We	Th	Fr	Sa	Su
44							1
45	2	3	4	5	6	7	8
46	9	10	11	12	13	14	15
47	16	17	18	19	20	21	22
48	23	24	25	26	27	28	29
49	30						

December 2020							
Wk	Mo	Tu	We	Th	Fr	Sa	Su
49		1	2	3	4	5	6
50	7	8	9	10	11	12	13
51	14	15	16	17	18	19	20
52	21	22	23	24	25	26	27
53	28	29	30	31			

January 2021							
Wk	Mo	Tu	We	Th	Fr	Sa	Su
53					1	2	3
1	4	5	6	7	8	9	10
2	11	12	13	14	15	16	17
3	18	19	20	21	22	23	24
4	25	26	27	28	29	30	31

February 2021							
Wk	Mo	Tu	We	Th	Fr	Sa	Su
5	1	2	3	4	5	6	7
6	8	9	10	11	12	13	14
7	15	16	17	18	19	20	21
8	22	23	24	25	26	27	28

March 2021							
Wk	Mo	Tu	We	Th	Fr	Sa	Su
9	1	2	3	4	5	6	7
10	8	9	10	11	12	13	14
11	15	16	17	18	19	20	21
12	22	23	24	25	26	27	28
13	29	30	31				

April 2021							
Wk	Mo	Tu	We	Th	Fr	Sa	Su
13				1	2	3	4
14	5	6	7	8	9	10	11
15	12	13	14	15	16	17	18
16	19	20	21	22	23	24	25
17	26	27	28	29	30		

May 2021							
Wk	Mo	Tu	We	Th	Fr	Sa	Su
17						1	2
18	3	4	5	6	7	8	9
19	10	11	12	13	14	15	16
20	17	18	19	20	21	22	23
21	24	25	26	27	28	29	30
22	31						

June 2021							
Wk	Mo	Tu	We	Th	Fr	Sa	Su
22		1	2	3	4	5	6
23	7	8	9	10	11	12	13
24	14	15	16	17	18	19	20
25	21	22	23	24	25	26	27
26	28	29	30				

July 2021							
Wk	Mo	Tu	We	Th	Fr	Sa	Su
26				1	2	3	4
27	5	6	7	8	9	10	11
28	12	13	14	15	16	17	18
29	19	20	21	22	23	24	25
30	26	27	28	29	30	31	

Bank holidays 2020/21 (UK)

25th December '20	Christmas Day	1st January '21	New Year's Day	3rd May '21	Early May Bank Holiday
26th December '20	Boxing Day	2nd April '21	Good Friday	31st May '21	Spring Bank Holiday
28th December '20	Substitute day	5th April '21	Easter Monday	30th Aug. '21	August Bank Holiday



Breakfast and Afterschool Club Provision June 2020

Breakfast in the Park	
8:00am-8:45am	£3.00
After School Club Activity	
3:15pm-4:15pm	£3.50
After School Homework/Free Time Session	
4:25pm-5:30pm	£4.00

Day	Clubs	Time	Fee
Monday	Monday Melodies	3:15-4:15pm	£3.50
	Aussie Outdoor/Indoor Games	3:15-4:15pm	£3.50
Tuesday	Big Screen Bonanza	3:15-4:15pm	£3.50
	Techie Tuesday	3:15-4:15pm	£3.50
Wednesday	Move and Groove	3:15-4:15pm	£3.50
	Get Crafty	3:15-4:15pm	£3.50
Thursday	Little Chef's	3:15-4:15pm	£3.50
	Gear up for Games	3:15-4:15pm	£3.50
Friday	Tales of the Unexpected	3:15-4:15pm	£3.50

All bookings must be made through our online booking and payment system.



Nursery Uniform

Our nursery uniform colours are red, white and grey. Children are asked to wear red sweatshirts, cardigans or jumpers over white polo shirts or shirts and plain grey skirts, trousers or shorts. Red and white gingham dresses may be worn by girls in the summer term.

We ask that children also wear plain black, sensible flat-heeled school shoes. Trainers and boots are not suitable for wearing throughout the school day. Denim and Chino trousers are also unsuitable and should not be worn.

Spare clothes- a spare set of clothing for your child which can go home daily or be left in nursery.

Wellies – a pair to be kept in school.

The only item of jewellery that children are allowed to wear for school is a small watch (earrings are not permitted).

PLEASE REMEMBER TO NAME ALL ITEMS OF UNIFORM, INCLUDING SHOES AND PE KIT.

Please note – red is replaced with royal blue from Reception onwards.

Uniform can be purchased online and in store.

Online - The School Outfit -<http://www.theschooloutfit.co.uk/>

The School Outfit offers the perfect solution for your school uniform with a service designed around each school individually to suit every need.

We design, manufacture, retail & supply. Let us take the stress of uniform from you this year and contact The School Outfit.

The School Outfit



The School Outfit is a leading provider of bespoke school uniforms to the majority of schools in the North East of England. We pride ourselves on excellent quality and affordable prices.

In store - Little Gems – Washington Galleries



Little Gems provides a vast selection of christening, special occasion, communion, babywear nursery goods and school wear instore 52 weeks of the year.

We also have stores around the North East!

Our shops are located in Sunderland 0191 5108186, South Shields 0191 4553623, Peterlee 0191 5181822 and Washington 0191 4192319.

Personal, Social and Emotional Development

Making Relationships

16-26months

- Plays alongside others.
- Uses a familiar adult as a secure base from which to explore independently in new environments, e.g. ventures away to play and interact with others, but returns for a cuddle or reassurance if becomes anxious.

22-36months

- Interested in others' play and starting to join in.
- Seeks out others to share experiences.

30-50months

- Can play in a group, extending and elaborating play ideas e.g. building up a role-play activity with other children.

40-60months

- Initiates conversations, attends to and takes account of what others say.

Self confidence and Self aware

16-26months

- *Explores new toys and environments, but 'checks in' regularly with familiar adult as and when needed.
- Gradually able to engage in pretend play with toys (supports child to understand their own thinking may be different from others).
- Demonstrates sense of self as an individual, e.g. wants to do things independently, says "No" to adult.

22-36months

- Separates from main carer with support and encouragement from a familiar adult.

30-50months

- Welcomes and values praise for what they have done.

40-60months

- Can describe self in positive terms and talk about abilities.

Managing feelings and Behaviours

16-26months

- Growing sense of will and determination may result in feelings of anger and frustration which are difficult to handle, e.g. may have tantrums.
- Responds to a few appropriate boundaries, with encouragement and support.

22-36months

- Can inhibit own actions/behaviours, e.g. stop themselves from doing something they shouldn't do.

30-50months

- Aware of own feelings, and knows that some actions and words can hurt others' feelings.

40-60months

- Aware of the boundaries set, and of behavioural expectations in the setting.

Communication & Language

Listening and Attention

16-26months

- Listens to and enjoys rhythmic patterns in rhymes and stories.
- Enjoys rhymes and demonstrates listening by trying to join in with actions or vocalisations.
- Rigid attention - may appear not to hear.

22-36 months

- Shows interest in play with sounds, songs and rhymes.
- Single channelled attention. Can shift to a different task if attention fully obtained - using child's name helps focus.
- Recognises and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door.
- Listens with interest to the noises adults make when they read stories.

30-50months

- Listens to others one to one or in small groups, when conversation interests them.

40-60months

- Maintains attention, concentrates and sits quietly during appropriate activity.

Working towards ELG

- *They listen attentively in a range of situations.

Understanding

22-36months

- Identifies action words by pointing to the right picture, e.g., "Who's jumping?"

30-50months

- Understands use of objects (e.g. "What do we use to cut things?")

40-60months

- Responds to instructions involving a two-part sequence.

Speaking

16-26months

- Copies familiar expressions, e.g. 'Oh dear', 'All gone'.
- Beginning to put two words together (e.g. 'want ball', 'more juice').
- Uses different types of everyday words (nouns, verbs and adjectives, e.g. banana, go, sleep, hot).

22-36months

- Uses gestures, sometimes with limited talk, e.g. reaches toward toy, saying 'I have it'.
- Learns new words very rapidly and is able to use them in communicating.
- Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts

30-50months

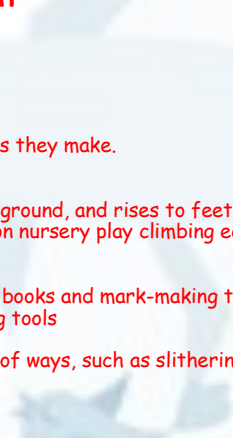

- Uses vocabulary focused on objects and people that are of particular importance to them.

Builds up vocabulary that reflects the breadth of their experiences.

40-60months

- Links statements and sticks to a main theme or intention.

Physical Development



Moving and Handling

16-26months

- Walks upstairs holding hand of adult.
- Comes downstairs backwards on knees (crawling).
- Beginning to balance blocks to build a small tower.
- Makes connections between their movement and the marks they make.

22-36months

- Runs safely on whole foot.
- Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands.
- Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment.
- Can kick a large ball.
- Turns pages in a book, sometimes several at once.
- Shows control in holding and using jugs to pour, hammers, books and mark-making tools.
- Beginning to use three fingers (tripod grip) to hold writing tools

30-50months

- Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.

40-60months

- Shows a preference for a dominant hand.
- Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.

Health and Self-care

16-26months

- Develops own likes and dislikes in food and drink.
- Willing to try new food textures and tastes.

22-36months

- Feeds self competently with spoon.
- Drinks well without spilling.
- Clearly communicates their need for potty or toilet.

30-50months

- Can tell adults when hungry or tired or when they want to rest or play.
- Observes the effects of activity on their bodies.
- Can usually manage washing and drying hands.

40-60months

- Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.
- Eats a healthy range of foodstuffs and understands need for variety in food.
- Usually dry and clean during the day.

Working towards ELG

- *Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.

Literacy

Reading

16-26months

- Interested in books and rhymes and may have favourites.

22-36months

- Has some favourite stories, rhymes, songs, poems or jingles.
- Repeats words or phrases from familiar stories.
- Fills in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty sat on a ...'.

30-50months

- Listens to and joins in with stories and poems, one-to-one and also in small groups.
- Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.

40-50months

- Hears and says the initial sound in words.

Writing

22-36months

- Distinguishes between the different marks they make.

30-50months

- Sometimes gives meaning to marks as they draw and paint.

40-50months

- Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.
- Begins to break the flow of speech into words.
- Gives meaning to marks they make as they draw, write and paint.

Expressive Arts & Design

Exploring using Media and Materials
16-26months

- Begins to move to music, listen to or join in rhymes or songs.
- Notices and is interested in the effects of making movements which leave marks.
- Explores and experiments with a range of media through sensory exploration, and using whole body.
- Move their whole bodies to sounds they enjoy, such as music or beat.
- Imitates and improvises actions they have observed, e.g. clapping/waving.

22-36months

- Joins in singing favourite songs.
- Creates sounds by banging, shaking, tapping or blowing.
- Shows an interest in the way musical instruments sound.
- Experiments with blocks, colours and marks.

30-50months

Enjoys joining in with dancing and ring games.

- Sings a few familiar songs.
- Explores colour and how colours can be changed.
- Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.

40-60months

- Begins to build a repertoire of songs and dances.
- Explores the different sounds of instruments.
- Explores what happens when they mix colours.
- Selects appropriate resources and adapts work where necessary.

Being Imaginative
16-26months

- Expresses self through physical action and sound.

30-50months

- Developing preferences for forms of expression

40-60months

- Plays alongside other children who are engaged in the same theme.

Understanding the World

People and the Community

16-26months

- Is curious about people and shows interest in stories about themselves and their family.
- Enjoys pictures and stories about themselves, their families and other people.

22-36months

- Has a sense of own immediate family and relations.
- In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea.

30-50months

- Shows interest in the lives of people who are familiar to them.

40-60months

- Enjoys joining in with family customs and routines.

Working towards ELG

- *They talk about past and present events in their own lives and in the lives of family members.
- *They know about similarities and differences between themselves and others.
- *They know about similarities and differences among families, communities and traditions

The World

16-26months

- Explores objects by linking together different approaches: shaking, hitting, looking, feeling, tasting, mouthing, pulling, turning and poking.
- Remembers where objects belong.
- Matches parts of objects that fit together, e.g. puts lid on teapot.

22-36months

- Enjoys playing with small-world models such as a farm, a garage, or a train track.
- Notices detailed features of objects in their environment.

30-50months

- Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.
- Developing an understanding of growth, decay and changes over time.

40-60months

- Looks closely at similarities, and differences

Working towards ELG

- *They talk about the features of their own immediate environment and how environments might vary from one another.

Technology

16-26months

- Anticipates repeated sounds, sights and actions, e.g. when an adult demonstrates an action toy several times.

22-36months

- Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car.

30-50months

- Knows how to operate simple equipment, e.g. turns on CD player and uses remote control.

40-60months

- Completes a simple program on a computer. Uses ICT hardware to interact with age-appropriate

Mathematics

Number

16-26months

- Says some counting words randomly.

22-36months

- Recites some number names in sequence.
- Creates and experiments with symbols and marks representing ideas of number.
- Selects a small number of objects from a group when asked, for example, 'please give me one', 'please give me two'.

30-50months

- Uses some number names and number language spontaneously.
- Uses some number names accurately in play.
- Beginning to represent numbers using fingers, marks on paper or pictures.
- Sometimes matches numeral and quantity correctly.

40-60months

- Recognise some numerals of personal significance.
- Recognises numerals 1 to 5.
- Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.
- Counts objects to 10, and beginning to count beyond 10

Shape, Space and measure

16-26months

- Associates a sequence of actions with daily routines.
- Beginning to understand that things might happen 'now'.

22-36months

- Notices simple shapes and patterns in pictures.

30-50months

- Uses positional language.

40-60months

- Orders and sequences familiar events.
- Can describe their relative position such as 'behind' or 'next to'.
- Orders two or three items by length or height.
- Uses familiar objects and common shapes to create and recreate patterns and build models.

Autumn 1 - All about me and my home

Personal, Social and Emotional Development

- 'I am special' - mirror box.
- Discuss different feelings and emotions and encourage the children to make faces to represent each one.
- Circle time games - pass a small toy around the circle and encourage the children to discuss different topics related to All About Me: discuss and describe people who are special and important to them and what makes them happy.
- Encourage children to think about their family tree and how different families are linked together in different ways.
- Encourage the children to work together in teams to create models and scenes with construction toys.
- Provide a camera or mirror and some Emotions and Expressions Posters. Encourage the children to choose a picture and make the expression shown. Encourage them to discuss and describe the different feelings and emotions shown and how their face changes when making the different expressions.
- Ask the children to bring in baby photos of themselves and make a display wall with them. Then take some current photos of the children and ask them to verbalise or write down any changes they can see between the two pictures.
- The children can take turns to play this Parts of the Body Lotto Game.
- Play the 'Who is it?' game with children, someone describes someone else until the other children can guess who it is.

Communication & Language

- Guess the Smell! (Twinkl)
- Investigating Jelly (Twinkl)
- Play a listening game asking children to point to or move different body parts - a useful way to introduce new vocabulary.
- Encourage children to sing action rhymes and songs like Happy and You Know It, Simon Says, and Head, Shoulders, Knees and Toes.
- Decorate biscuits to show a range of expressions and emotions.
- Listening and attention games.
- Discuss different families and who lives in our home.
- Stories linked to topic.
- Provide books in the book corner such as 'Monkey Puzzle', 'Peace at Last', 'A Quiet Night In', 'Titch', 'Stick Man', 'Funny Bones', 'There's a House Inside My Mummy', 'Ten Little Fingers' and 'Ten Little Toes'. etc. Can the children compare themselves to the characters in these books? Can they retell the story?
- Make a list of nice describing words that the children think of to describe each other. Ask the children to use them to say something nice to as many people as they can.
- Discuss different emotions and times when children have felt these emotions.

Physical Development

- Body movements game (Twinkl)
- Encourage the children to explore different ways of moving and balancing using different parts of their body.
- Discuss ways of keeping healthy and encourage children to recognise the changes to their body when they are active.
- Draw around each other's or their own hands and make a family of fingers with them.
- Pencil control sheets/ Cutting skill sheets.
- Cut out and make split-opin people.
- Play 'Simon Says', and make it relate to doing things with different body parts.
- Have a messy play session - fingers, hands and feet, through paint etc.



Involving Parents/ Trips/ Outdoors

- Outdoor day - linked to topic

Literacy

- Draw/ write about family tree.
- Head, Shoulders, Knees and Toes Labelling Activity
- Read a variety of topic themed stories .
- Hot seating characters from stories.
- Use an Emotions Word Mat to write a '...makes me...' sentence e.g. "Colouring makes me happy."
- Ask the children to write a short description of themselves to accompany art work or to play a game based on identifying a child using their description.
- Provide a variety of small world people and backgrounds for the children to use in their own creative activities.
- Provide role play registers and encourage the children to write their friends' names.
- In the writing area have some word mats and page borders available
- Have a selection of writing tools available near the small world and role play toys, along with paper on clipboards.

Mathematics

- Happy to Share Activity (Twinkl)
- Number Families Activity (Twinkl)
- Gather some sorting people or other 'all about me' themed objects. These could then be used for a variety of sorting, counting, addition and subtraction activities.
- Make group or class pictograms to explore eye colours and hair colours.
- Measure each other's arms and legs and make a list of the different lengths to see which is the longest and which is the shortest.
- Print out and laminate Numbers on Children to play ordering games, missing number games, matching and counting games etc.
- Challenge the children to complete challenges within a given time limit e.g. Who can do five star jumps before the timer runs out?

Understanding the World

- Paper Plate Portraits (Twinkl)
- Make a Stick Family Activity
- Encourage children to bring in photos of themselves as babies and talk about how they have changed over the years. Also discuss what the children would like to be when they grow up.
- Have a selection of child friendly ICT equipment available for children to record themselves and friends during creative activities.
- Create an Investigation Station with a freely box containing known objects. Challenge the children to identify them only using their hands.
- Use a paint/drawing program on computer or interactive whiteboard for children to draw pictures of themselves, family and friends
- Give the children mirrors and encourage them to explore reflections and describe what they can see in the mirror.

Expressive Arts & Design

- Hand Colour Mixing Activity (Twinkl)
- Making Mood Monsters
- Family Portrait Activity
- Footprint Patterns - sensory
- Using small photos of the children's faces, create small models of each child by sticking onto small bottles or boxes! Encourage the children to draw, paint or create clothes and decorations using paper.
- Listen to different styles and types of music and encourage the children to describe how the music makes them feel.

Outdoors

- Welly Wednesdays linked to topic
- Outdoor role play - Families
- Big Maths Activities
- Termly Outdoor Day linked to topic

A Shared Vision and Values for Outdoor Play in the Early Years



The Vision for all young children

- All children have the right to experience and enjoy the essential and special nature of being outdoors.
- Young children thrive and their minds and bodies develop best when they have free access to stimulating outdoor environments for learning through play and real experiences.
- Knowledgeable and enthusiastic adults are crucial to unlocking the potential of outdoors.

Core Values for high quality outdoor experiences for young children

1. Young children should be outdoors as much as indoors and need a well-designed, well-organised, integrated indoor-outdoor environment, preferably with indoors and outdoors available simultaneously.
2. Play is the most important activity for young children outside.
3. Outdoor provision can, and must, offer young children experiences which have a lot of meaning to them and are led by the child.
4. Young children need all the adults around them to understand why outdoor play provision is essential for them, and adults who are committed and able to make its potential available to them.
5. The outdoor space and curriculum must harness the special nature of the outdoors, to offer children what the indoors cannot. This should be the focus for outdoor provision, complementing and extending provision indoors.
6. Outdoors should be a dynamic, flexible and versatile place where children can choose, create, change and be in charge of their play environment.
7. Young children must have a rich outdoor environment full of irresistible stimuli, contexts for play, exploration and talk, plenty of real experiences and contact with the natural world and with the community.
8. Young children should have long periods of time outside. They need to know that they can be outside every day, when they want to and that they can develop their ideas for play over time.
9. Young children need challenge and risk within a framework of security and safety. The outdoor environment lends itself to offering challenge, helping children learn how to be safe and to be aware of others.
10. Outdoor provision must support inclusion and meet the needs of individuals, offering a diverse range of play-based experiences. Young children should participate in decisions and actions affecting their outdoor play.

Rationale

We believe it is essential to underpin the Vision and in particular, the Values with a rationale for how this thinking came about, and more detailed information about what each Value means in reality. The additional details set out below reflect the thinking that took place and was recorded in the group sessions at the Vision and Values day on November 3rd 2003.

1. Young children should be outdoors as much as indoors and need a well-designed, well-organised, integrated indoor-outdoor environment, preferably with indoors and outdoors available simultaneously.

Outdoor provision is an essential part of the child's daily environment and life, not an option or an extra. Each half of the indoor-outdoor environment offers significantly different, but complementary, experiences and ways of being to young children. They should be available simultaneously and be experienced in a joined-up way, with each being given equal status and attention for their contribution to young children's well-being, health, stimulation and all areas of development.

Outdoor space must be considered a necessary part of an early years environment, be well thought through and well organised to maximise its value and usability by children and adults, and design and planning must support developmentally appropriate practice, being driven by children's interests and needs.

2. Play is the most important activity for young children outside.

Play is the means through which children find stimulation, well-being and happiness, and is the means through which they grow physically, intellectually and emotionally. Play is the most important thing for children to do outside and the most relevant way of offering learning outdoors. The outdoor environment is very well suited to meeting children's needs for all types of play, building upon first-hand experiences.

3. Outdoor provision can, and must, offer young children experiences which have a lot of meaning to them and are led by the child.

Because of the freedom the outdoors offers to move on a large scale, to be active, noisy and messy and to use all their senses with their whole body, young children engage in the way they most need to explore, make sense of life and express their feeling and ideas. Many young children relate much more strongly to learning offered outdoors rather than indoors.

All areas of learning must be offered through a wide range of holistic experiences, both active and calm, which make the most of what the outdoors has to offer.

Outdoor provision needs to be organised so that children are stimulated, and able, to follow their own interests and needs through play-based activity, giving them independence, self-organisation, participation and empowerment. The adult role is crucial in achieving this effectively.

4. Young children need all the adults around them to understand why outdoor play provision is essential for them, and adults who are committed and able to make its potential available to them.

Young children need practitioners who value and enjoy the outdoors themselves, see the potential and consequences it has for young children's well-being and development, and want to be outside with them. Attitude, understanding, commitment and positive thinking are important, as well as the skills to make the best use of what the outdoors has to offer and to effectively support child-led learning; the adult role outdoors must be as deeply considered as that indoors. Practitioners must be able to recognise, capture and share children's learning outdoors with parents and other people working with the child, so that they too become enthused. Cultural differences in attitude to the outdoors need to be understood and worked with sensitively to reach the best outcomes for children.

5. The outdoor space and curriculum must harness the special nature of the outdoors, to offer children what the indoors cannot. This should be the focus for outdoor provision, complementing and extending provision indoors.

The outdoors offers young children essential experiences vital to their well-being, health and development in all areas. Children who miss these experiences are significantly deprived.

Outdoors, children can have the freedom to explore different ways of 'being', feeling, behaving and interacting; they have space -physical (up as well as sideways), mental and emotional; they have room and permission to be active, interactive, messy, noisy and work on a large scale; they may feel less controlled by adults.

The real contact with the elements, seasons and the natural world, the range of perspectives, sensations and environments - multi-dimensional and multi-sensory, and the daily change, uncertainty, surprise and excitement all contribute to the desire young children have to be outside. It cannot be the same indoors, a child cannot *be* the same indoors - outdoors is a vital, special and deeply engaging place for young children.

6. Outdoors should be a dynamic, flexible and versatile place where children can choose, create, change and be in charge of their play environment.

Outdoor provision can, and should, offer young children an endlessly versatile, changeable and responsive environment for all types of play where they can manipulate, create, control and modify. This offers a huge sense of freedom, which is not readily available indoors. It also underpins the development of creativity and the dispositions for learning. The space itself as well as resources, layout, planning and routines all need to be versatile, open-ended and flexible to maximise their value to the child.

7. Young children must have a rich outdoor environment full of irresistible stimuli, contexts for play, exploration and talk, plenty of real experiences and contact with the natural world and with the community.

Through outdoor play, young children can learn the skills of social interaction and friendship, care for living things and their environment, be curious and fascinated, experience awe, wonder and joy and become 'lost in the experience'. They can satisfy their deep urge to explore, experiment and understand and become aware of their community and locality, thus developing a sense of connection to the physical, natural and human world.

A particular strength of outdoor provision is that it offers children many opportunities to experience the real world, have first-hand experiences, do real tasks and do what adults do, including being involved in the care of the outdoor space. Settings should make the most of this aspect, with connected play opportunities.

An aesthetic awareness of and emotional link to the non-constructed or controlled, multi-sensory and multi-dimensional natural world is a crucial component of human well-being, and increasingly absent in young children's lives. The richness of cultural diversity is an important part of our everyday world; this can and should be explored by children through outdoor experiences. Giving children a sense of belonging to something bigger than the immediate family or setting lays foundations for living as a community.

8. Young children should have long periods of time outside. They need to know that they can be outside every day, when they want to and that they can develop their ideas for play over time.

High quality play outdoors, where children are deeply involved, only emerges when they know they are not hurried. They need to have time to develop their use of spaces and resources and uninterrupted time to develop their play ideas, or to construct a place and then play in it or to get into problem-solving on a big scale. They need to be able to return to projects again and again until 'finished' with them.

Slow learning is good learning, giving time for assimilation. When children can move between indoors and outside, their play or explorations develop further still. Young children also need time (and places) to daydream, look on or simply relax outside.

9. Young children need challenge and risk within a framework of security and safety. The outdoor environment lends itself to offering challenge, helping children learn how to be safe and to be aware of others.

Children are seriously disadvantaged if they do not learn how to approach and manage physical and emotional risk. They can become either timid or reckless, or be unable to cope with consequences. Young children need to be able to set and meet their own challenges, become aware of their limits and push their abilities (at their own pace), be prepared to make mistakes, and experience the pleasure of feeling capable and competent. Challenge and its associated risk are vital for this. Young children also need to learn how to recognise and manage risk as life-skills, so as to become able to act safely, for themselves and others.

Safety of young children outdoors is paramount and a culture of 'risk assessment to enable' that permeates every aspect of outdoor provision is vital for all settings. Young children also need to feel secure, nurtured and valued outdoors. This includes clear behavioural boundaries (using rules to enable freedom), nurturing places and times outside and respect for how individual children prefer to play and learn.

10. Outdoor provision must support inclusion and meet the needs of individuals, offering a diverse range of play-based experiences. Young children should participate in decisions and actions affecting their outdoor play.

Provision for learning outdoors is responsive to the needs of very active learners, those who need sensory or language stimulation and those who need space away from others – it makes provision more inclusive and is a vital learning environment. When children's learning styles are valued, their self-image benefits. Boys, who tend to use active learning modes more than girls and until they are older, are particularly disadvantaged by limited outdoor play.

All children need full access to provision outdoors and it is important to know and meet the needs and interests of each child as an individual. Young children react differently to the spaces and experiences available or created so awareness and flexibility are key to the adult role. Observation and assessment (formative and summative), and intervention for particular support, must be carried out outside. While it is important to ensure the safety of all children, it is equally important to ensure all are sufficiently challenged.

Young children should take an active part in decisions and actions for outdoor provision, big and small. Their perspectives and views are critical and must be sought, and they can take an active role in setting up, clearing away and caring for the outdoor space.

The Vision and Values Partnership

The 'Early Years Outdoors' Vision and Values have been developed by a group specially convened for the purpose. This group includes:

- Bexley EYDCP
- British Association for Early Childhood Education (Early Education)
- Diane Rich, Rich Learning Opportunities
- Early Childhood Forum
- ESTYN (HMI Education and Training in Wales)
- ESIS (Wales)
- Grounds for Learning
- Helen Bilton, author and consultant
- Integrated Inspection Scotland
- Kent EYDCP
- Learning through Landscapes
- Margaret Edgington, author and consultant
- Marjorie Ouvry, author and consultant
- Mindstretchers (Scotland)
- National Assembly for Wales
- National Day Nurseries Association
- Neath Port Talbot LEA
- Nursery World magazine
- Paddy Beels, Wingate Nursery School
- Pre-school Learning Alliance
- Sightlines Initiative
- Stirling Council
- Sue Humphries, author and consultant
- Thomas Coram Institute
- West Sussex EYDCP

Information for Parents/Carers about the Administration of Medication

Holley Park Academy recognises that there may be occasion where it is necessary to make arrangements for the administration of prescribed medication to pupils in school. This leaflet provides guidelines for you, to ensure the safe administration of your child's medication during school hours.



What you, as a Parent/Carer need to do.

- If the doctor has prescribed medication for your child that needs to be administered during school hours you must come to the school office with the prescribed medicine to speak to the member of staff responsible for administering medication in school. (Do not ask school to administer medication that is prescribed 3 times a day or less) **DO NOT LET YOUR CHILD BRING MEDICINE INTO SCHOOL THEMSELVES.**
- You will be required to complete and sign a consent form before we can accept medication into school.
- The medication **MUST** have the pharmacy label clearly displaying your child's name and the prescribed dosage on the bottle. The bottle must also be sealed and not tampered with otherwise we will not accept the medication. You may need to request two bottles from the doctor, one to be left in school and one for home.
- Any long-term medication (more than 5 days) may require a meeting to discuss a care plan to ensure longer term needs are met in school.

Please remember that you the parent/carer are ultimately responsible for your child's medication. Please keep us informed of any changes.

Asthma/Allergies will be dealt with separately as we are aware the medication needed to treat Asthma is not always required daily.

What we, as a school can do to help you with the administration of medication for your child

- We are prepared to give prescribed medication to children in school in some instances.
- We will complete a medical form detailing your child's individual medical needs and requirements (all done in confidence)
- We will follow the instructions on the label to ensure medication is administered correctly.
- If we have difficulties administering the medication we will inform you straight away.
- Any non-prescription medication or medication not clearly labeled by a pharmacist is not permitted in school.





Am I ready for school/?



Tips for parents

When your child starts primary school there are a number of skills that they should ideally have mastered. Use this sheet as a guide to help track their progress.

Self-care

- I know when to wash my hands
 - I can wipe my nose
- I can ask for help if I don't feel well

Speaking & literacy

- I am interested in reading stories & looking at picture books
- I am able to talk about myself, my needs & feelings
 - I am practising recognising my name when it's written down

Getting dressed & undressed on my own

- I can button & unbutton my clothes
- I can put my own shoes & socks on
- I can put my coat on & use a zip

Interest in the world & new activities

- I enjoy learning about the world around me
 - I am interested in exploring new activities or environments
 - I like asking questions

Eating

- I can use a knife & fork
- I can open my packed lunch on my own
 - I am confident at opening wrappers & packaging

Writing skills

- I like tracing patterns & colouring in
- I enjoy experimenting with different shaped scribbles
 - I am practising holding a pencil

Going to the toilet

- I can go to the toilet on my own, wipe myself properly & flush
- I can wash & dry my hands without any help

Independence

- I am happy to be away from my mummy, daddy or my main carer
- I am happy to tidy my belongings & look after my things
- I am feeling confident about starting school

Listening & understanding

- I am able to sit still and listen for a short while
 - I can follow instructions
- I understand the need to follow rules

Sharing & turn taking

- I can share toys & take turns
- I can play games with others
- I can interact with other children

Counting skills

- I enjoy practising counting objects
- I like saying number rhymes & playing counting games
 - I can recognise some numbers when they are written down

Routines


- I have practised putting on my uniform & getting ready to leave on time
- I have a good bedtime routine so I'm not feeling tired for school
- I'm learning to eat at the times I will on school days









ADMISSION / CONTACT FORM

Would you please provide us with the following information to help us help your child:

Child's Surname:	_____	Child's Forenames:	_____
Date of Birth:	_____	Gender:	Male <input type="checkbox"/> Female <input type="checkbox"/>
Child's Address:	_____	Home	
	_____		_____
Postcode:	_____		_____


Who has parental responsibility for the child named above:


Full name/s	1. _____	2. _____
Date of Birth	_____	_____
Address (if different from above)	_____	_____
Daytime 	_____	_____
Mobile 	_____	_____
Email Address 	_____	_____
Place of work Job Title & 	_____	_____
Relationship to child	_____	_____


Details of brothers / sisters

Name:	Age:	School:
_____	_____	_____
_____	_____	_____
_____	_____	_____

If your child is unwell we may need to contact someone who could look after him/her. This could include yourself if you are usually available during the day.

	1 st Contact	2 nd Contact
Name:	_____	_____
Address:	_____	_____
	_____	_____
Daytime 	_____	_____
Relationship to child:	_____	_____

Name of your child's doctor: _____
 Address and  _____

Name of your child's dentist: _____
 Address and  _____

Does your child have any of the following health problems?

	Yes	No		Yes	No
Asthma	<input type="checkbox"/>	<input type="checkbox"/>	Wears glasses	<input type="checkbox"/>	<input type="checkbox"/>
Eczema	<input type="checkbox"/>	<input type="checkbox"/>	Regular hospital treatment	<input type="checkbox"/>	<input type="checkbox"/>
Fainting / Blackouts	<input type="checkbox"/>	<input type="checkbox"/>	Receives specialist help (e.g.	<input type="checkbox"/>	<input type="checkbox"/>
Epilepsy	<input type="checkbox"/>	<input type="checkbox"/>	Child & Family Unit)		
Food Allergy (e.g. nuts)	<input type="checkbox"/>	<input type="checkbox"/>			
Diabetes	<input type="checkbox"/>	<input type="checkbox"/>			
Speech Difficulty	<input type="checkbox"/>	<input type="checkbox"/>			
Hearing Difficulty	<input type="checkbox"/>	<input type="checkbox"/>			

Would any of these affect your child's ability to take part in any school activity?
Are there any other details that would be helpful to us?

Yes ☐ No ☐

Could you provide the following Educational Information:

Has your child attended a nursery?

Yes ☐ No ☐

If yes, All day ☐ A.M. ☐ P.M. ☐

Name of Nursery: _____

Year of Admission to Nursery: _____

Number of Terms Attended: _____

Has your child attended another school?

Yes ☐ No ☐
 Infant ☐ Junior ☐ Primary ☐

If Yes, _____

Name of School: _____

To which religion (if any) is your family affiliated? (see notes)

To which ethnic group do you consider you belong to? (see notes)

Which languages are spoken at home?

Is there anything else that you would like to share with us that you consider would be helpful:
 (e.g. court orders affecting contact; childminder who cares for your child)

FOR OFFICE USE ONLY

Birth Certificate seen Yes ☐

No ☐

Date of completion of this form: _____

Date of Admission: _____

Admission Number: _____

EDUCATION SAFEGUARDING TEAM

NOTES OF GUIDANCE FOR COMPLETION OF ADMISSIONS FORM

PARENTAL RESPONSIBILITY:

- All natural mothers, except where the child is subsequently adopted
- All natural fathers married to the child's mother at the time of birth, or subsequently
- Natural fathers who are not married to the child's mother may obtain parent responsibility by:
 - Court order
 - Formal agreement lodged at court
 - Residence order
 - Named on the child's birth certificate if the child was born after the 1st December 2003
- Adopted parents
- Guardians appointed by will or agreement
- All persons holding a residence order
 - Where there is a Placement Order in force the Adoption Agency share parental responsibility with the birth mother/father and the prospective adoptors once the child is placed with them but the Adoption Agency decides how the parental responsibility is exercised.
 - Special Guardianship Order where the birth parents parental responsibility is suspended except in relation to agreeing to an adoption order.
 - The Local Authority share parental responsibility when a Care Order (including an Interim Care Order) is in place. Foster carers do not have parental responsibility.

There is a presumption of paternity when a couple are married but this can be rebutted, for example through DNA testing.

CARERS

A person who does not have parental responsibility but who cares for the child for part of the day, i.e. grandparent, childminder etc.

TO WHICH RELIGION IS YOUR FAMILY AFFILIATED?

Christian - Church of England
Christian - Methodist
Christian - Roman Catholic
Christian - Please specify

Jehovah's Witness

Hindu

Jewish

Muslim

Sikh

No religion

If other, please specify

TO WHICH ETHNIC GROUP DO YOU CONSIDER YOU BELONG?

*Our ethnic background describes how we think of ourselves. This may be based on many things, including, for example, our skin colour, language culture, ancestry or family history. **Ethnic background is not the same as nationality or country of birth.***

The Information Commissioner (formerly the Data Protection Registrar) recommends that young people aged over 11 years old have the opportunity to decide their own ethnic identity. Parents or those with parental responsibility are asked to support or advise those children aged over 11 in making this decision, wherever necessary. Pupils aged 16 or over can make this decision for themselves.

Please study the list and select one only to indicate the ethnic background of the pupil or child named on the Admission/Contact form.

White

- British
- Irish
- Traveller of Irish Heritage
- Gypsy/Roma
- Any other White background

Mixed

- White and Black Caribbean
- White and Black African
- White and Asian
- Any other mixed background

Asian or Asian British

- Indian
- Pakistani
- Bangladeshi
- Any other Asian background

Black or Black British

- Caribbean
- African
- Any other Black background

Chinese

Any other ethnic background

I do not wish an ethnic background category to be recorded

(Taken from the Guidance for Local Education Authorities on schools' collection and recording of data on pupils' ethnic background in compliance with the Data Protection Act and the 2001 national population Census)

September 2020

Dear Parents/Carer,



At the end of the school day your child will be dismissed from class.

Your child will only be allowed to leave the school building when the teacher responsible sees your child's designated carer on the school yard. Any changes to the designated carer must be made in writing to the class teacher in advance of pick up.

Children will only be dismissed to a responsible adult aged 18 or over.

Any child not collected at this time will be brought to the school office and then into Afterschool Club which may be chargeable.

Nursery – end of session

Reception - 3.10p.m.

Y1/Y2/Y3/Y4/Y5/Y6 - 3.15p.m.

Yours sincerely,

Mrs. S. Richards
Executive Headteacher

_____ CUT _____

Child's Name _____ Class _____

Designated Carer/Carers

1. _____

2. _____

3. _____

Name _____ Signature _____ Date _____



Pupil Consent Form

CHILD'S NAME: _____ CLASS: _____

Dear Parent/Carer,

There are a number of activities which happen in school and for which we seek parent/carers permission. To ensure that we hold the correct consents for your child, could you please read and sign, whether you consent or do not consent to each of the following statements **(please tick the appropriate box)**. **There are eight separate consents and a signature to complete.**

1. Local Outings

From time to time, we take children out of school on local visits (e.g. Oxclose Church, Oxclose Community Academy or around the vicinity of the school). Please indicate whether you give permission for your child to go on any local outings, which may arise.

I give permission for my child to go on local outings

☐

I do not give permission for my child to go on local outings

☐

2. Photographs in School

We like to keep a photographic record of what goes on in school and on the visits the children make (in books, learning journey, displays etc). Most parents/carers are happy for their child to be photographed in this way.

I do wish my child to be photographed in school

☐

I do not wish my child to be photographed in school

☐

3. School Website

We like to share our children's achievements, events, news and other important information on our school website. Please indicate whether you give permission for us to use your child's image, year group and first name on our website.

I do wish my child to appear on the school website

☐

I do not wish my child to appear on the school website

☐

4. Plasters (hypoallergenic)

Staff - throughout the school day, breakfast club, dinnertime, after school clubs and trips - monitor children for any first aid required. If your child needed a plaster, please indicate whether you give permission for us to use a hypoallergenic plaster on your child.

I do give permission for my child to have a plaster applied

☐

I do not wish my child to have a plaster applied

☐

5. DVD Recordings

During the year there will be occasions when we film DVD recordings of the children in school, performing their Christmas productions, assemblies, etc. The DVDs may then be sold to parents and carers as a keepsake. Most parents/carers are happy for their child to participate in this way. (Consent needs to be given for every child in a class before any DVD recordings can be made and produced.)

I do wish my child to be recorded on DVD

☐

I do not wish my child to be recorded on DVD

☐

6. Parent / Carers taking photographs and recordings

During the year there will be occasions when parents and carers wish to record or take photographs of children in school. For example, Christmas productions, Community Assemblies, Sport's Day etc. Consent needs to be given for every child in a class before any recordings or photographs can be taken at any school event. Please note that we have a **'No Mobile Phone Policy'** in school so recordings and photographs **MUST** be taken using other technology such as cameras and iPads. By signing the end of this document you are agreeing that you will not upload pictures or recordings of any child, other than your own, to any form of social media.

I give consent that my child can be present when other parents/carers take photographs or recordings at school events

☐

I do not give consent to my child being present when other parents/carers take photographs or recordings at school events

☐

7. Party Lists and Christmas cards

We often receive requests from parents asking us to provide them with class lists for sending out birthday party invitations and Christmas cards (we would give first names only and initials of surnames if there are more than one child with the same name).

I consent to the disclosure of my child's name to other parents for sending birthday party invitations and Christmas cards

☐

I do not consent to the disclosure of my child's name to other parents for sending birthday party invitations And Christmas cards

☐

8. Food Tasting Permission

On occasion your child may be involved in experiencing tasting different foods. This may be for example, as part of a multicultural or health topic. Please indicate your preferences below.

I give permission for my child to take part in food tasting sessions as part of the curriculum

☐

I do not give permission for my child to take part in food tasting sessions as part of the curriculum

☐

Please note that other parents and carers sometimes send in sweets/ home made foods for their child to share with the class. For example, birthday treats and cakes. If you would prefer that your child does not receive foods (other than those provided by school), please tick here. ☐

Consent Return Form

Please complete all parts of this consent form and return to the school office. Please contact the school office should you require any additional information regarding any of the consents listed above.

Please note: You have the right to withdraw consent at any time; you can do this by ringing the school office on 0191 2193740 or by emailing your request to info@holleyparkacademy.co.uk

Consent remains valid for the time your child is in school unless it is withdrawn. The withdrawal of consent only applies from the date it is withdrawn; it does not have retrospective effect.

Please acknowledge you have ticked all seven statements above and you give us the consent to make changes as instructed:

Signed:.....

Date:

Parent/Carer (please print name):