



# FORRES SANDLE MANOR

INDEPENDENT PREPARATORY SCHOOL

## Welcome to Forres Sandle Manor Pre-Prep Department Foundation Stage

We believe that happy children succeed and it is our belief that in our warm, caring environment every child has the chance to achieve their full potential in all aspects of school life – academic, creative, artistic, sporting, social and moral.

Within the Pre-Prep department we work as a team to ensure that your child has the best possible start to their education. We aim to provide a wide range of opportunities and ensure that everyone has the chance to make the most of their talents and abilities.

Our children are valued and provided with stimulating, caring and enriched learning environments in which they are encouraged to develop a sense of self-worth and also show consideration and kindness to others.

I hope you enjoy reading our Parent Pack and that you find it useful. Please do not hesitate to contact us if you have any questions. We look forward to welcoming you and your child into our community.



## Staff You Child Will Meet



Headmaster  
Mr Rob Tasker



Deputy Head  
Mr Will Peak



Head of Boarding (DSL)  
Mr Richard Martin



Head of Pre-Prep (DDSL)  
Mrs Tracy-Jane Spottiswood

## Pre Prep Teachers



Mrs Bev Kendall  
Nursery Manager



Mrs Jayne Davis  
Nursery



Miss Lauren Davis  
Nursery



Miss Emma Grey  
Nursery

Miss Adele English  
Nursery



Mrs Sarah Holdom  
Reception Teacher



Mrs Tracy-Jane Spottiswood  
Year 1 Teacher



Mr Chris Hosking  
Year 2 Teacher

### Director of Music



Mrs Ali Dos Santos



Mr Chris Hancock

### Pre Pre Co Ordinator



Miss Vikki Barnes

## Teaching Assistants



Mrs Caroline Carver



Mrs Celina Chismon



Miss Charly Froud

## GSAs



Mr Lewys John



Miss Chiara Andereotti



Mr Jack Perks

## How do I contact the school?

Forres Sandle Manor School  
Fordingbridge  
Hampshire  
SP6 1NS

### Telephone

+44(0) 1425 653181

# How will my child be learning?

Your child will be learning skills, acquiring new knowledge and demonstrating their understanding through the seven areas of learning and development and the Characteristics of Learning.

The Two year old class concentrate upon the Prime areas of EYFS:

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development



These Prime areas are those most essential to your child's healthy development and future learning.

As the children grow and move through the Nursery, and taking into account their development, additional areas become areas of focus:

- Mathematics
- Literacy
- Understanding of the world
- Physical Development
- Expressive Arts and Design

These areas are of equal importance and are dependent upon each other. We plan for these areas to be delivered through Continuous Provision, Objective Led Planning and Adult Directed experiences. We follow a cycle of observation, planning and assessment (the three 'I's – Intent, Implementation and Impact).

The children in the EYFS learn by playing and exploring. Being active, being creative and critical thinking take place both indoors and outside.

## **Child Initiated Learning**

Observation and knowledge of the child enables practitioners and teachers to plan for children's learning following their own interests. We very much believe that if a child is interested they will be curious and invested learners. Our planning is therefore dynamic, 'in the moment' and child directed. The process is evidenced and monitored through our 'Big Book Planning', demonstrating that the professionals teaching and supporting your child are ensuring that activities are suited to your child's needs and across the areas of learning.

## **Continuous Provision**

The classrooms are divided up into areas of learning e.g. the writing area, role play area and construction area. Each of these areas is resourced with appropriate equipment for high quality indoor and outdoor learning. The resources can be independently accessed by the children, are clearly labelled and always available.

'Knowing that adults, space, time and materials will be 'constant', the same today as yesterday, helps young children to assume more responsibility for what they do and to follow their own consistent threads of thinking and doing without unnecessary hindrance and over dependence on adults'.

### **Objective Led Planning**

Each week, following assessment of the children's needs, we plan for some of the areas of continuous provision to be enhanced with appropriate resources. to extend and develop the children's learning. In this way we are able to assess children's learning away from the point of teaching and encourage children to consolidate and rehearse new skills.

### **Adult Directed Experiences**

Children are also taught in small groups with the adult directing the learning and working towards key objectives.



# How can I support my child's learning?

All the fun activities that you do with your child at home are important in supporting their learning and development. Never underestimate how important it is to chat with your child and just enjoy being with them. It will have a long lasting effect upon how they feel about themselves.

Here are just a few things which your child might enjoy:

## Ideas for developing gross and fine motor skills

- Play outdoors! Run, jump, climb and go for walks.
- Encourage children in making and doing, building, drawing and threading beads and pasta.
- Explore water and sand. Fill and empty containers and introduce appropriate vocabulary.
- Paint with fingers, brushes and feet. Perhaps the whole body in the summer in the garden with a hose pipe near by! Great fun!
- Use big brushes and paint with water on the wall or paving.
- Strengthen fingers with playdough, plasticine and clay.
- Play and sort with tweezers to pick up buttons, sequins and other small items.
- Trace letters or pictures in sand, flour, shaving foam and glitter.

## Ideas for helping socially

- Encourage your child to use the toilet independently, wash their hands and get dressed by themselves, especially with fastening zips, buttons and buckles.
- Play games that encourage sharing and taking turns. Help your child to lose!
- Encourage your child to talk about how they feel and discuss why that might be.
- Support your child in thinking about how they could solve problems or issues which they bring to you. Resilience is key!

## Ideas for helping with Maths

- Talk about shapes and patterns which you see around you and in your home.
- Cook and discuss weighing and measuring.
- Point out numbers around you.
- Use numbers as a daily task eg how many plates do we need to put on the table so that everyone can have one?
- Pour and play with water. The bath is a great place for this.
- Play board games and practice counting backwards and forwards on a number line and using dice.
- Sing counting rhymes.
- Handle real coins and money.
- Count things as you go along – steps, red cars, dogs and stairs.

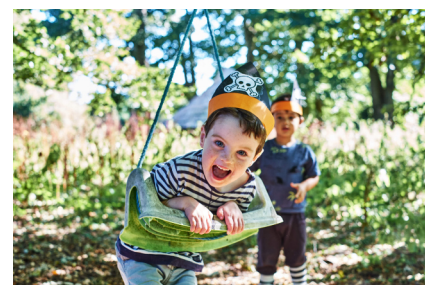
## Ideas to help with Knowledge of the world

- Plant seeds and bulbs.
- Go for walks.



## How can I support my child's learning?

- Cook and bake.
- Use the weather. Go puddle jumping in frozen and water puddles.
- Draw shadow pictures.
- Explore the beach.
- Collect leaves and do rubbings.
- Talk, talk, talk....



### Ideas to help with Literacy

- Your child will have a reading book in the Reception class. Please do read with them everyday.
- Read lots of stories and not just at bed time. Keep some books in the car and where ever your child spends time so that they can 'read' them. Snuggle up together throughout the day and share a lovely book.
- Remember information books and poems too.
- Learn some Nursery rhymes.
- Read Traditional Tales.

## Remote Learning

There have been occasions when learning has had to go online. In the Nursery, following ideas such as those above would be perfect occupations and your Key Workers will guide you in these activities.

In the Reception Class, you will be provided with learning and activities through Google Classroom. These will be supported with the required resources.

## What does a typical day look like in the Nursery?

**FSM Nursery Timetable**

	Monday	Tuesday	Wednesday	Thursday	Friday
0900 - 1005	CLL / PD Read, write Inc. & Continuous Provision  Swimming	CLL / PD Read, write Inc. & Continuous Provision  PE	Midweek Mindfulness Yoga  CLL / PD Read, write Inc. & Continuous Provision	Ballet  CLL / PD Read, write Inc. & Continuous Provision	Chef of the week & Continuous Provision
1005 - 1115	Snack and Break Time				
1115 - 1145	Maths Continuous Provision	EAD – Music	PE	Maths Continuous Provision	Maths Continuous Provision
1150 - 1315	Review of Morning – Lunch Time / Break Time				
1315 - 1330	Story Time	Story Time	Story Time	Story Time	Show & Tell Continuous Provision
1330 - 1515	All Learning Areas Continuous Provision	Forest School	All Learning Areas Continuous Provision	All Learning Areas Continuous Provision	Weekend Book Choosing Celebration Assembly
1515	Review & Story Time				

Two years olds are required to do at least 15 hours a week once they have settled in.  
Three Year olds are required to do 20 hours a week, again, once they are used to being in the Nursery.

Breakfast care:	7.30 am – 8.30am
Session One:	8.00 am – 1pm (including lunch)
Session Two:	1pm – 3.30 pm
Wrap around care:	3.30 – 6pm

Many of our Nursery Children first meet our Nursery staff at Tree Tots which is on a Wednesday afternoon at 2pm.

## What does a typical day look like in the Reception Class look like?

8.00 – 8.25 Before School Care

8.25 – 8.45 Registration

8.45 Assembly or Tutor Time

9.00 – 10.30 Session 1 & 2

10.30 -10.40 Snack

10.40 – 11.10 Breaktime

11.10 – 12.00 Session 3

12.00 Lunch

1.00– 1. 15 Breaktime

1.30 – 3.30 Session 4

3.30 End of the day

3.30 – 4.30 Activities and Tea Club

Activities vary over the school year and are booked half termly. Tea Club must be booked 48 hours in advance.



## What will my child eat and drink at school

### Lunch and Snacks

You will have informed us of any special dietary requirements which your child may have, and these will be followed.

Break time – Milk or water, fruit and a plain biscuit may be served along with crackers and cheese, tomatoes, cucumber and carrot.

Lunch time – The kitchen caters for all dietary needs. A variety of meals is provided by Matt White, our Chef Manager, and the children are encouraged to try new foods.

Lunch is served at 12 noon. The Nursery children eat in the Nursery, progressing into the Dining Hall with older children as they approach their Reception Year in the Summer term. Children are served “family style” with a member of staff at every table. This gives us an ideal opportunity to encourage good table manners.

After School Care – the children have a light tea of sandwiches, fruit, plain biscuits and milk or water.

In the Nursery, a supper is served to those children who are staying with us for Wrap-around care.

Please note, fresh drinking water is always available.

The school operates a nut free policy – if you wish to send in cakes or treats to celebrate your child’s birthday, please check with your child’s key worker about possible allergies.

## The School Year

Life at FSM is always busy and exciting. Throughout the year a number of events are held and the children go on regular outings and trips. Some of these are an integral part of the school year, others change depending on topics studied and opportunities that arise.



Throughout the year we encourage the children to be aware of the natural world and the changes which occur through the seasons. Our Forest School is integral to this. We also encourage children to become aware of their school community and that in which they live. We foster awareness of others less fortunate than themselves, by contributing to local and international charities.



## What happens if I am late to collect or my child goes missing at school?

From time to time you may be delayed when you are coming to pick up your children. If this is the case, please could you ring the school to let us know. We will look after your child until you arrive.

In the event that you fail to collect your child, we will follow the Non-Collection of Child policy, which is available for you to read on our website. We will always endeavour to reach you, or your nominated adults, but in the unlikely event that we are unable to reach you it may result in us having to contact social services.

The school has a missing child policy which we will follow in the event that a child goes missing. However, please rest assured that children in the Pre Prep, and especially the EYFS, are never unattended. They are always within sight and sound. Areas are secured appropriately and a key-pad is outside the main exterior door. When we go on trips or into the school grounds, we follow risk assessments and maintain our constant observation of where children are. Should a child go missing on a trip, we will follow our Pre Prep Trips and Outings Policy.

All EYFS Policies are available on our website.

## Partnership with parents

We believe that links between home and school are really important and we try to provide plenty of opportunities for you to see the work your child has been doing and to discuss any queries you may have. It is important that we work together and that you feel comfortable about exchanging information and discussing things which will benefit your child.

Tapestry Online Learning Journal is the main method by which we communicate with parents of EYFS children. Parents are sent regular updates and observations of their children's activities, development and learning.

Parent Teacher meetings are held in the Autumn Term and Summer Term for the Reception class and termly in the Nursery. We believe these are very important. They give you and us, an opportunity to discuss your child, raise any concerns and celebrate successes.



Written reports will be sent to you in the Autumn term and at the end of the Summer Term in the Reception class.

In the Nursery, written feedback as to what your child has eaten or nappies changed etc, is provided every time that your child attends. We also complete the Two Year Developmental check for our youngest children.

Each week a newsletter will be sent home - 'The Hoot'. This includes reports of what the children in Pre-Prep and Nursery have been doing, reminders of forthcoming events and usually photographs of the children at work and play. This is further supported by our 'Next Week in Pre Prep' bulletin.

Each class has a parent who stands as Class Rep. He/she is responsible for organising social events, usually once a term, for parents and also stand as a point of contact between parents and teachers.

FOSM - Friends Of Forres Sandle Manor - is a committee run by parents and staff and involves all members of the school community in social, recreational and supportive activities to help the future development of the school.

The web site also hosts a huge amount of information about the school, pictures and details about forthcoming events. It can be accessed at [www.fsmschool.com](http://www.fsmschool.com)

There are also lots of opportunities during the day to deliver messages and have a quick chat with your child's teacher or Key Worker. Should you have additional concerns or problems which need to be discussed, please do not hesitate to come and meet us at a mutually convenient time.

Before the start of the Reception year, Mrs Holdom will meet with the parents of the new Reception class children to discuss their interests, development and needs. Then, at the end of the Summer term in the Reception class, Mrs Holdom will complete an assessment known as the EYFS profile. This assessment is based on what she, and other members of staff, have observed over a period of time. This will be communicated to you in a written report and also verbally at a Parent Teacher meeting. This information is also shared with the Year One Teacher.

Over your child's time in the EYFS, there may be concerns which emerge about your child's development and learning in one or more of the areas of learning. We will discuss these with you at every point and if necessary we will involve our Special Educational Needs Co-ordinator, Mrs Vanessa Beech. Please see the Pre-Prep Policy for Special Educational Needs

## **What do I do if my child is ill?**

Absence from school should be avoided wherever possible, but there are times when it is necessary. If this does occur please inform your child's teacher as soon as possible.

If your child is ill please telephone the office to enable us to look for similar symptoms in other children. As you can appreciate, infection spreads very easily between small children.

## Key Worker

Every child in the Foundation Stage has a Key worker. You will be informed of who they are in writing if your child is in the Nursery. In the Reception class the Key Person is your child's Form Teacher. You are however more than welcome to discuss any queries or concerns you may have with any member of the Pre-Prep department, Mrs Spottiswood or indeed with Mr Tasker.

## Policies

The school has a huge number of policies. Most of these are for the guidance of staff but a number are available to parents. They can be acquired on request from the School Office. Many are posted on our website to make access easier. Those specifically relevant to the EYFS are in a curated folder on the website. Please let us know if you are unable to read these policies on-line and we will print off hard copies for you of those that you require.

## What happens if my child has an accident or is unwell at school?

All Pre Prep staff hold a certificate in Paediatric First Aid and are certificated to administer medication. Any child who becomes unwell or injured during the school day is treated according to their injury. If necessary you will be contacted to discuss the best course of action. For a minor bump or graze you will receive a form to be counter-signed by you, describing the incident and action taken. There is a specific form for head injuries.

## How is my child kept safe at School and Nursery?

FSM has detailed Safeguarding and Child Protection Policies and adheres to the requirements of KCSIE. (keeping Children Safe In Education). These policies are on our website and hard copies are available on request. Any safeguarding concerns should be reported to:

Mr Rob Tasker (Safeguarding Lead) [rtaster@fmschool.com](mailto:rtaster@fmschool.com)

Tracy-Jane Spottiswood (Deputy Safeguarding Lead) [tspottiswood@fmschool.com](mailto:tspottiswood@fmschool.com)

Bev Kendal (Deputy Safeguarding Lead) [bkendal@fmschool.com](mailto:bkendal@fmschool.com)

The number of the school office is: 01425 653181

Forres Sandle Manor has a No Smoking Policy.

Additionally, parents are requested not to use mobile phones.

## Concerns, worries and complaints

There is a Complaints Procedure for parents to follow in the event that they are dissatisfied with the school's actions or decisions. A copy of the procedure can be obtained from the school office or on the website. Parents are provided with the number of Ofsted in this procedure which for ease of reference is as follows 0845 6014771.

## Guide to infectious diseases

To minimise the risk of transmission of infection to other children and staff	
Rashes and skin	Recommended period to be kept away from school
Athletes foot	None
Chickenpox	For five days from onset of rash, or until there are no new lesions
Cold sores (Herpes Simplex virus)	None
German Measles (Rubella)	Five days from onset of rash
Impetigo	Until lesions are crusted or healed. Seek advice from your GP regarding Antibiotics. Please advise Matron
Molluscum Contagiosum	None
Ringworm	None
Scabies	Until treated
Scarlet fever	Five days from commencing Antibiotics
Slapped cheek or fifth disease (Parvovirus)	None
Warts and verrucae	None but please provide a latex sock for children who swim or use the showers in the case of a verruca

<b>Diarrhoea and vomiting illnesses</b>	
Diarrhoea and/or vomiting (with or without a specified diagnosis)	Please keep your child off school for at least 48 hours after the diarrhoea and vomiting has settled. The child should have eaten supper and had a normal nights sleep before returning to school. A longer period of exclusion may be appropriate for children under 5 and older children who cannot maintain good hand hygiene
<b>Respiratory</b>	
<b>Covid-19</b>	If your child is displaying symptoms or if your child is a close contact of a Covid-19 case, please administer a Lateral Flow Test. If necessary, please follow with a PCR Test and keep your child at home until you receive a negative result or until the isolation period has passed.
Flu (Influenza)	None once child is well. Flu is at its most infectious just before and at onset of symptoms. Please do not send your child to school if they have a temperature, a bad cold with a cough or streaming nose which they are unable to manage for themselves. Other symptoms may include a headache, lethargy, runny eyes and sneezing. Requiring regular Paracetamol/Calpol or Nurofen
Whooping cough	Five days from commencing Antibiotic treatment
<b>Others</b>	
Conjunctivitis	Until weeping and soreness has gone. Refer to GP for advice
Glandular fever	None
Head lice	Until treatment has been carried out
Thread worms	None
Tonsillitis	None

# NOTES

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