



Rollesby Primary School
with Nursery



New Starter Pack



learning, achieving, understanding

Please complete this paperwork and return the relevant sections to school.

Thank you.

If you require any assistance, or further information, please contact:

office@rollesby.norfolk.sch.uk

mrs.barnard@rollesby.norfolk.sch.uk

or nursery staff

mrs.staff@rollesby.norfolk.sch.uk

mrs.brown@rollesby.norfolk.sch.uk

mrs.pearson@rollesby.norfolk.sch.uk

Key Person

We run a working system that encourages children to form a close relationship with their designated key person. In addition to helping children to feel safe and secure this system also gives all parents/carers a point of contact within the group with a member of staff who works closely with their child. Your child's key person is responsible for maintaining your child's developmental profile. When your child leaves us this person will support your child through the move, liaising as necessary with you and their new setting to aid a smooth transition.

We remain flexible with our key person groups; if for any reason we feel a child would be happier or better suited to another group due to bonding or developmental needs we strive to accommodate the change.

You can make an appointment at any time throughout the school year with your child's key person, Nursery Lead, Headteacher and, if applicable, the school SENDCo, (Special Educational Needs and Disabilities Co-ordinator) to discuss any aspects of your child's life at Nursery.

Your child's key person will be

Mrs.

Photograph and Video Consent Form

For more information on how Rollesby Primary School with Nursery collects and uses photographs and video, please refer to our Photo and Video Guidelines.

We collect and use photographs for the following purposes. Please tick the box to confirm you agree to the use of photographs for that purpose.

For display in access-controlled areas of the school such as corridors and classrooms.	
For display in public areas of the school such as reception.	
For use in the school newsletter and other printed documents such as the prospectus.	
For use on the school website.	
For use on social media* such as the school Twitter or Facebook page.	
School photographs can be provided to the media for publication or broadcast.	
Name, pupil number, and class will be shared with the external photographer to help with facilitating the purchase of photographs directly from the photographer.	
For use in the school yearbook, with photos shared with the yearbook production team.	
My child's first name may appear on the school's newsletter.	

I have read and understood the information, and I agree for my child's photographs and video to be used for the purposes described.

Child's Name.....

Signature of child or parent/carer**

Name of parent/carer.....

Date

*The school can only provide control of the school social media accounts and cannot guarantee, nor control and re-publication, sharing or household or personal use that follows the publication on social media.

**Children can sign this form where they can demonstrate an understanding of their data rights.

If you wish to withdraw consent, please ask the school office for a consent withdrawal form.

Consent Forms

These consents will remain in force while the pupil attends Rollesby school, unless specifically withdrawn by the parent or guardian.

I (name)

the parent/guardian of

Consent to the child named above taking part in educational visits and journeys and consider them to be of sufficient capability and responsibility to undertake such visits or journeys under the reasonable supervision of school staff.

Consent to them accessing the internet in school, which is filtered through Norfolk's LEA's service provider and supervised by the class teacher.

Give permission for my child to take part in food activities which form part of the curriculum. They can

- a) eat a variety of foods
- b) should not eat the following foods (allergies)
- c)

.....

.....

I will apply sun cream before my child comes to school and **give permission** for further sunscreen to be applied later in the day if necessary.

I accept that the school can accept no liability for doing this and that I will not hold the school responsible if my child has a problem due to the application of sun protection (or lack of it).

I/we take note of the aims, values, responsibilities, and expectations of the Governing Body, as expressed in the brochures of Rollesby Primary School with Nursery.

Thank you for your co-operation.

Signature of parent/guardian

Date



Online Learning Journals or Scrapbooks have grown in popularity over the last decade or so, offering parents and settings a special way to record and document children's learning and development.

We encourage parents/carers to be involved with this, not only through reading and commenting on our observations, but by uploading their own pictures and comments of their child for us to enjoy too. This partnership creates the 'warp and weft' of the tapestry which grows as your child develops into a true keepsake of their early years. This also allows parents, carers, grandparents and family to join in with a child's Nursery (and Reception) life in a way that wasn't previously possible. When parents are separated, or one parent working away, it allows both to have equal access to their child's learning, and a means to keep up to date with their child. **Once parents have read and agreed the Information and Consent Form, they are able to set a password and can then view their child's Tapestry.**

Simply go to this link: www.eylj.org/login/, or if you have an iPhone or iPad, visit the iTunes store and download the Tapestry app from the Education section (search for TapestryMobile). There is also an Android App available on the Google Play store. Log in using the email address you have given us and the password you will be able to set after returning the consent form. You also have the option to receive an email whenever a new observation is added to your child's Learning Tapestry – just tick or untick the relevant box if you would like to change this setting.

Once logged in, you will see your child's observations on your home screen in a list – selecting any one of these will open up the observation for you to look at. You may add comments in the box at the bottom of the observation if you would like to - and we would love to receive such comments!

Security

The Tapestry on-line Learning journey system is hosted on secure dedicated servers based in the UK. Access to information stored on Tapestry can only be gained by unique user id and password. Parents can only see their own child's information and are unable to login to view other children's Learning Journeys.

Adding an entry to your child's Learning Tapestry

Choose the 'Add Observation' option (or the 'plus' icon on your iPhone/iPad) and add the relevant information in the boxes on screen. Photos and videos may be uploaded by choosing the 'add media' option. When you have saved your observation, you may go back to the home screen at any time by choosing 'home'.

We really hope you enjoy using Tapestry. If you have any problems, or if internet access is a problem and you would like to view your child's electronic 'scrapbook' in school, please let us know.

Tapestry: Online Scrapbooks – Information & Consent

We use the wealth of information gathered about individual children to create a Learning Tapestry file, which contains detailed individual observations of self-initiated activity in a particular context, photos and special moments as well as pieces of children's work. These are to be used to document and monitor the individual learning and development progress of each child in Nursery/Reception.

The information contained within each learning file is to relate to an individual, identifiable child; therefore it is to be treated as personal data. This means that such information is to be stored securely when not in use. The aim will be to avoid unauthorised access to potentially sensitive data.

Consent must be obtained from parents and carers should their child be photographed amongst a group of children; and where consideration is to be given to including that image in a learning file belonging to another child. It will be anticipated that this will be a regular occurrence, as group activity shots are to be encouraged.

Where possible, therefore, 'blanket' consent will be requested from parents and carers for group images to be included in the learning files of other children. Parents and carers will also be permitted to restrict their consent. This may mean that group images can only be included in specified learning stories, for example, those which are to belong to close friends. Should it not be possible to obtain consent, the relevant image must not be shared across learning files of other children.

Individual learning files are provided for the benefits of the individual child and their parents or carers.

Parents and carers are therefore to be given the responsibility for choosing what to do with any personal data contained in the learning file, once it is to be in their possession. However parents must be made aware that they are not permitted to 'publicise' another child and must therefore be reminded that they must not share, distribute or display said images (for example on Facebook or other social networking sites).

Child's Name..... D.O.B

I would like to access my child's online scrapbook.

My email address is.....

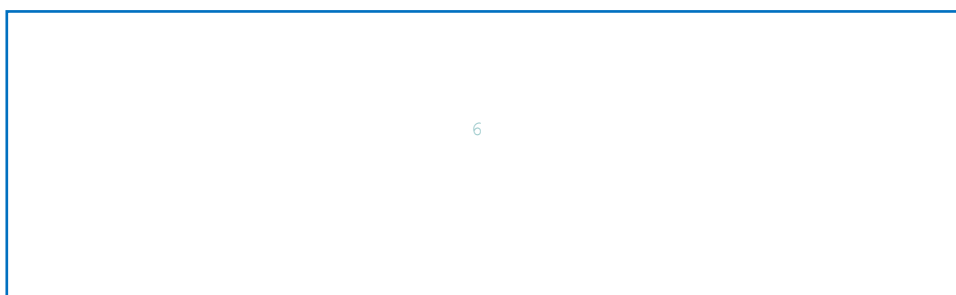
I consent to my child's photo in group situations being included in the scrapbook of other children.
Yes/No

I will not share, distribute, or display photos or information about other children.

Name of parent/carer..... Date.....

Signed.....

Getting to know you!

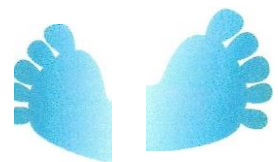


Please add your photo!

My name is:

I like to be called:

My birthday is:



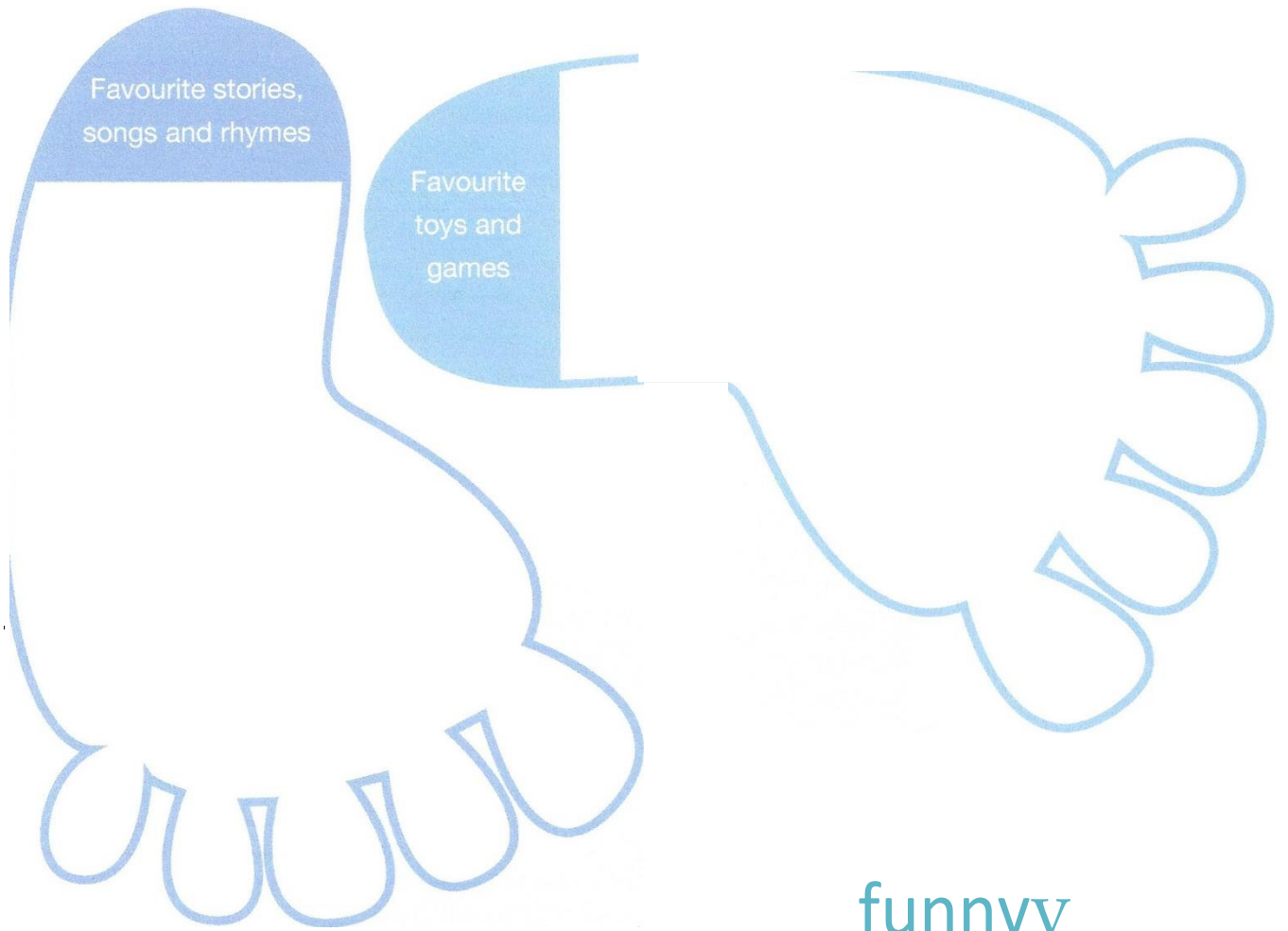
Special people

(Please add photographs if possible)



I will usually be brought to Nursery by:

I will usually be collected by:



likes routine
independent
talkative
anxious
sensitive
kind

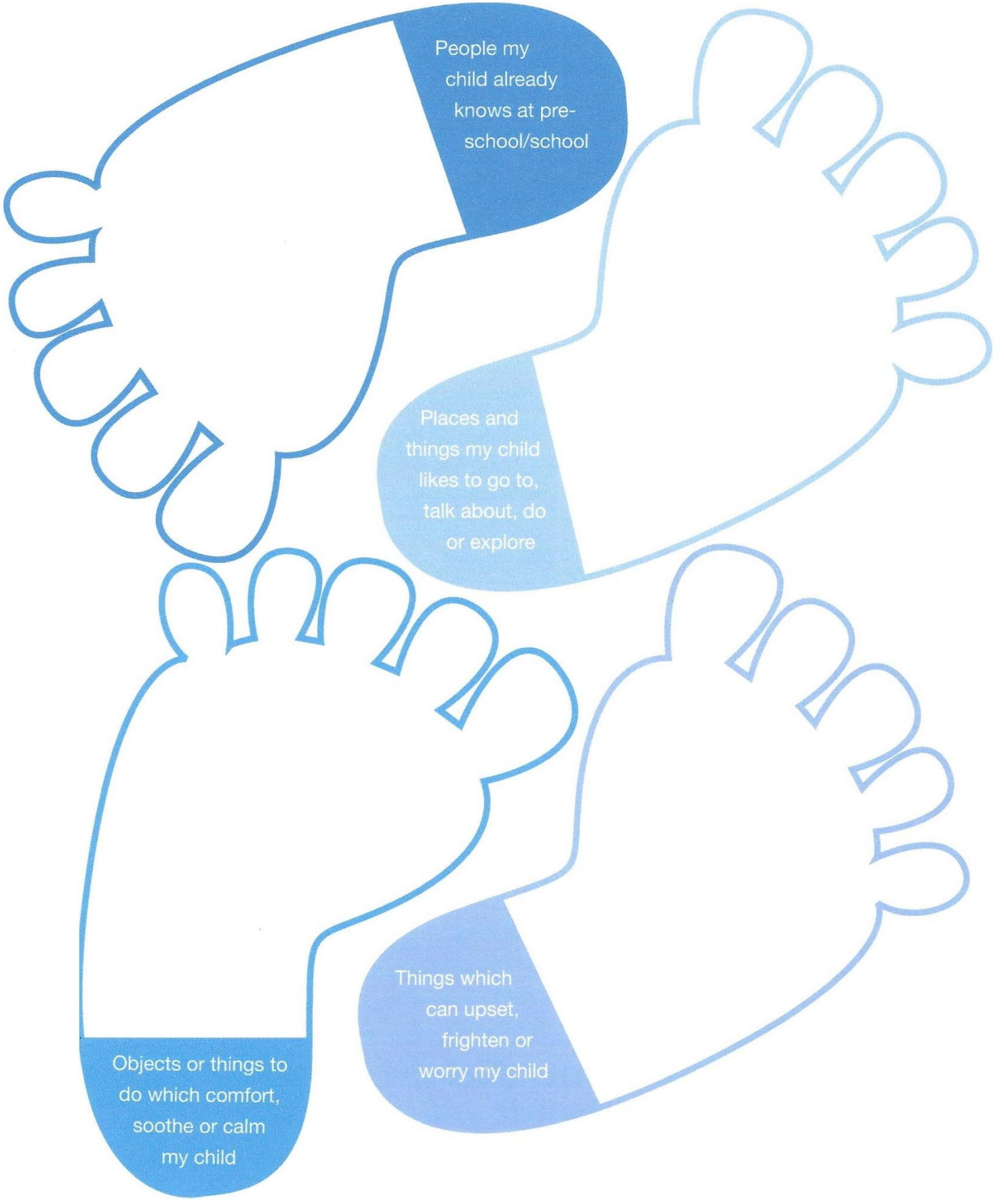
dreamy
adventurous
curious
friendly
confident

strong willed
lively
sociable
active

funnyy

Words that describe
my child

(Please circle and add any others)



People my child already knows at pre-school/school

Places and things my child likes to go to, talk about, do or explore

Objects or things to do which comfort, soothe or calm my child

Things which can upset, frighten or worry my child

Everyday things

How does your child separate from you?

What stage of toilet training is your child at?

How does your child tell you they need the toilet?

What experience does your child have of playing with other children?

How does your child make their needs known?

Child's Name:
Date of Birth:
Baseline Completed on:
By:

Two Year Old Starting Points

Please highlight/tick all the statements you feel your child can do confidently without support.

Birth to three: Communication and Language. I can:

- Understand single words such as 'cup', 'milk', 'daddy'.
- Understand frequently used words such as 'all gone', 'no' and 'bye-bye'.
- Understand simple instructions like: "Give to nanny" or "Stop".
- Recognise and point to objects when you ask me about them.
- Focus on an activity that I have chosen.
- Find it hard to pay attention to you when I see something interesting.
- Feel really frustrated when I can't make myself understood.
- Use words and actions to let you know how I am feeling.
- Join in with pretend play like 'putting the baby to sleep'.
- Pronounce words that have more than one syllable such as 'banana'.
- Understand what is happening in stories with the help of the pictures.
- Identify familiar objects when you describe them, eg I can point to the big boat in a book.
- Understand simple questions about 'who', 'what' and 'where' (but generally not 'why').

Birth to three: Personal, Social and Emotional Development. I am:

- Beginning to understand how to wait for my turn.
- Interested in other people. I notice and ask questions about differences such as skin colour, types of hair, gender, special needs and disabilities.
- Learning how to make friends with other children.
- Learning about feelings.
- Beginning to show you that I am ready to use the potty.

Clap and stamp to music.

Explore and move around in spaces: I can fit into such as large boxes, dens and tunnels.

Show you I am learning how to kick, throw and catch balls.

Walk, run, jump, and climb and I am learning to use the stairs independently.

Use a scooter or ride a tricycle.

Birth to three: Literacy. I:

Love listening to songs and rhymes.

Enjoy joining in with songs and rhymes.

Can copy finger movements and other gestures.

Sing songs and say rhymes independently.

Love to share books with you.

Like to repeat words and phrases from my favourite stories.

Share my ideas and ask questions.

Like to use props to act out familiar stories.

Am interested in familiar print. I notice the first letter of my name, bus or door numbers and logos.

Love to draw and give meaning to marks I make.

Make marks on my picture for my name.

Birth to three: Mathematics. I can:

Put objects inside others and take them out again.

Join in with finger rhymes with numbers.

React to changes of amount, eg if you build a tower with three blocks and take one away, I'll notice.

Compare amounts, saying 'lots', 'more' or 'same'.

Count by making sounds, pointing and saying some numbers in order.

Count in everyday routines and play. I sometimes skip numbers – '1-2-3-5.'

Build with lots of different resources such as blocks and boxes.

Do inset puzzles.

Use words and gestures to compare size and weight, eg 'bigger/little/smaller', 'heavy'

Birth to three: Understanding the World. I enjoy:

Exploring the natural world such as splashing in puddles and looking for worms.

Learning about my family and other families.

Learning about the differences between people.

Birth to three: Expressive Arts and Design. I enjoy:

Mark making. I am starting to make marks intentionally.

Exploring paint, using my fingers and other parts of my body as well as brushes and tools.

Expressing ideas and feelings through mark making. I sometimes give meaning to my marks.

Taking part in action songs, such as 'Twinkle Twinkle Little Star'.

Taking part in pretend play. I pretend one object represents another, e.g. holding a wooden block to my ear and pretending it's phone.

Exploring different materials, like playdough, using all my senses to investigate them.

Expressing my ideas through making simple models

Any Other Information:

Child's Name:

Date of Birth:

Baseline Completed on:

By:

Please highlight/tick all the statements you feel your child can do confidently without support.

Communication and Language. I can:

Listen to longer stories and remember what happens.

Use lots of different words and speak in sentences.

understand simple questions and instructions.

Answer questions about why something happened.

Talk about my favourite book and sing lots of nursery rhymes

Explain things, including how I feel.

Use talk in pretend play.

Personal, Social and Emotional Development. I am:

Able to use resources by myself. I am becoming independent!

Good at helping and doing little jobs.

Beginning to understand how others might be feeling.

Becoming more confident interacting with new people or going out.

Keen to play with other children.

Able to solve problems when playing with my friends.

Learning about rules and able to follow them most of the time.

Able to feed myself and pour a drink.

Becoming more independent an getting dressed and undressed.

I can go to the toilet, brush my teeth, and wash and dry my hands.

Physical Development. I can:

Move in a variety of ways, crawling, jumping, running, etc.

Walk up steps using alternate feet.

Skip, hop, stand on one leg and hold a pose.

Wave flags using large muscle movements and make marks on a big scale.

Join in with group and team activities.

Use and remember sequences and patterns of movements which are related to music and rhythm.

Choose the right tool for the job.

Work with my friends to move and carry large objects.

Use one handed tools such as scissors.

Hold a pen with a comfortable grip.

Literacy. I:

Understand print has meaning.

Understand we read English from left to right.

Know we read pages in a book one at a time.

Can spot and suggest rhymes.

Count or clap syllables in a word.

Recognise words with the same initial sound.

Use my knowledge of sounds and letters in my play.

Can write some letters, and/or some or all my name,

Mathematics. I can:

Recognise groups of up to three objects without having to count them individually.

Say numbers in order past five.

Say one number for each item in order: 1,2,3,4,5.

Count how many objects are in a set and know the total.

Show 'finger numbers' up to 5.

Match numerals with the right amount up to 5.

Experiment with making my own marks and symbols as well as numerals.

Use mathematical words to compare amounts, eg 'more than', 'fewer than'.

Talk about shapes using everyday words like 'pointy'.

Use mathematical words like: 'sides', 'corners', 'straight', 'flat', 'round'.

Understand position through words alone, e.g. "The bag is under the table." with no pointing.

Make comparisons between objects relating to size, length, weight, and capacity.

Talk about patterns.

Copy and make simple patterns.

Use words such as 'first', and 'after' to describe events.

Understanding the World. I like:

To explore natural materials using all my senses

To talk about what I explore and investigate using a wide range of words.

Learning about my own life story and my family's history.

To know 'how' and 'why' things work.

I can understand the important parts of life cycles.

I can talk about the differences between materials and changes I notice, e.g. when cooking.

To talk about differences I have experienced or seen in photos.

Expressive Arts and Design. I am:

Able to take part in pretend play.

Beginning to make up complex 'small worlds' using animal sets, dolls and dolls houses etc.

Able to make detailed 'small worlds' with blocks and construction kits.

Learning to develop my ideas about how to use materials and what to make.

Drawing with increasing detail, such as representing a face with a circle, eyes, mouth, etc.

Able to show different emotions in my drawings, like happiness and sadness.

Interested in colour mixing.

Able to remember and sing entire songs.

Able to create my own songs.

Any Other Information:

