

Welcome to St Saviour's

Our mission

St. Saviour's was established by the National Society in 1865 for the education of children in the parish of Poplar, guided by the principles of the Church of England. We have at our heart the spiritual and moral wellbeing of all our pupils, striving for excellence whilst not being elitist, keeping the faith whilst remaining inclusive in serving a multicultural community. We aim to provide a good education so as to enable every child to flourish in their potential as a child of God.



Our school aims

- To be a safe, happy, caring community of learners.
- To help all individuals regardless of their race, gender or disability to acquire the skills and knowledge needed to achieve or exceed their full potential in a rapidly changing world.
- To promote the Christian faith whilst developing an understanding of and respect for a wide range of religious values, languages, cultural traditions and different ways of life.
- To encourage an enjoyment of life-long learning, curiosity, creativity and perseverance.
- To foster the virtues of hope, honesty, friendship, fellowship, justice, endurance and reverence.
- To encourage positive parental and community involvement.
- To promote healthy lifestyles including social, emotional and mental wellbeing.
- To provide a curriculum that is inspiring, progressive, broad and balanced.
- To celebrate achievement in all fields.
- To promote our partnerships within our community in Poplar and beyond.



Our school values

Care

- For each other and the school
- For our local community
- For God's creation

Respect

- Aiming for the best from ourselves and for others
- Honouring our Christian values
- Valuing the difference in others

Inspire

- Being open to new challenges and experiences
- Fostering creativity in everything we do
- Deepening our sense of the spirit

At St Saviour's we invite parents to be part of our community, and to share and uphold our values and aims for your child at all times. All adults are role models that can inspire children to be the best they can be. We know you are the child's first teacher and continue to play a key part in their education and development of their character.

Welcome to our Early Years

“Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child’s experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.” - Early Years Framework 2014

The Early Years Foundation Stage (EYFS) applies to children from birth until the end of Reception year.

St Saviour’s School **aims** to provide children in the Early Years with:

- A happy, positive and fun start to their school life in which they can establish solid foundations on which to expand and foster a deep love of learning;
- A structure to learning that has a range of starting points and unlimited opportunity for development;
- A wide range of new and exciting learning experiences and allowing them the opportunity to consolidate, explore and test them out;
- The opportunity to develop socially, physically, intellectually and emotionally;
- The opportunity to develop independence in a loving and secure environment, alongside recognising their own strengths and achievements whilst continuing to work towards personal goals.

Admission

Children are admitted to the Early Years in one annual intake in September. There are 31 places in our Nursery, 21 full time, 10 part time. Full and part time places are allocated taking age into account.

Our Reception class offers 30 places, in line with the Department of Education’s Guidance on class sizes. Families make a separate application for Reception in accordance with Tower Hamlets guidance and the school’s admissions policy. All places are allocated according to the school’s admission policy, by the governing body.

The EYFS Principles

The Early Years is based upon four principles:

- **A Unique Child**
- **Positive Relationships**
- **Enabling Environments**
- **Learning and Development**

A Unique Child

At St Saviour’s School we recognise that every child is a unique learner who can develop confidence, resilience, persistence, curiosity and determination. We recognise that children are individual and thus develop in unique ways and at varying rates demonstrating a variety of the Characteristics of Effective Learning. We use appropriate targeted praise and encouragement to develop a positive attitude to learning. Furthermore we encourage a Growth Mindset in all

children through a safe environment so that children know that making mistakes is a part of the learning journey. All children's ideas and contributions are valued equally. We value each child as a child of God. This means that every child is equally enabled to reach their full potential.

Health, Safety, Welfare and Inclusion

Children learn best when they are healthy, safe and secure, when their individual needs are met and they can form positive relationships with the adults caring for them. We follow the safeguarding and welfare requirements detailed in the Early Years Foundation Stage Statutory Guidance (2014).

We need to:

- Promote the welfare of children;
- Promote good health, preventing the spread of infection and taking action when children are ill;
- Manage behaviour effectively in a manner appropriate for children's development and needs – house points are awarded in Reception to praise children for positive behaviours;
- Ensure that the adults looking after the children are appropriately vetted and suited to doing their job;
- Ensure that every child receives enjoyable and challenging learning to meet their needs;
- Ensure that the premises, furniture and equipment is safe and suitable for purpose;
- Maintain records, policies and procedures for safe and efficient management of the setting and the children.

We request medical information on admission in order to ensure we can meet the child's needs. We aim to include all children regardless of their gender, ethnicity, faith, socioeconomic background or cultural group. Children with additional needs are assessed in order to have their needs met. Please ensure this medical information is updated with any changed circumstances to keep your child safe when in our care.

All support staff are trained in first aid and the school nurse is able to ensure medical information and any care plans are kept up to date.

We aim to provide a safe and secure learning environment at all times whilst also recognising that children learn through taking risks in challenges, and that younger children can at times be prone to taking more risks. We talk to the children about the need for rules to be followed by themselves and others, and the children learn to follow class rules and routines in their play and with their peers.

When out on educational visits the children will wear high visibility jackets and have an increased adult/child ratio in order to keep them safe. We aim for children in Nursery to have one adult between two, and in Reception one adult between four children depending on where and how we are travelling.

During the start and at the end of the day a member of staff guards the gates to the Nursery and the whole school, focussing on the safety and wellbeing of children entering the premises.

Staff are also there to welcome parents, talk about the day and pass on any messages. At the end of the day if a child has not been collected, then the whole school Child Protection Policy is followed to ensure a child's safety.

At St Saviour's School children are offered a selection of organic fruit, bagels, water and milk throughout the day. Children are encouraged to help themselves to refreshments and snacks and to also tell an adult if they are thirsty or hungry. Children pay for school lunch in Nursery, while Reception children are entitled to a free lunch through Tower Hamlet's Mayor's Meals. We employ Tower Hamlets Catering service which holds the Gold Food Standard. Menus are distributed to parents so you are aware of the provision. As a Healthy School, we require all packed lunches to meet the Healthy School's standards. This means juice and sugary snacks are **not** to be consumed unless there is a celebration or a party and this is agreed beforehand with staff. Packed lunches are allowed, but should not be shared due to potential allergies which could put other children unknowingly at risk.

As an inclusive school we aim to meet the needs of all children. Staff run Talk Boost, which has been supported by the school's Speech and Language Therapist. The school's Play Therapist can support children facing early trauma or who are experiencing life events that require more emotional support in order to feel happy and understand the world. Our school's Educational Social Worker is able to support parents with a range of subjects from how to set behavioural boundaries at home, alongside bedtime routines as well as supporting adults with other issues.

Positive Relationships

We recognise that children learn to be independent and confident by having secure relationships. We aim to develop caring, respectful and professional relationships with children and their families. In line with our vision and religious character we promote prosocial virtues such as kindness, generosity, forgiveness, tolerance, trust, moral bravery, ecological awareness and empathy. We recognise that it is through our relationships with others that we learn how to adopt these characteristics. Staff and adults model positive relationships with each other, and also between children. Older pupils or Early Years Mentors spend time in Nursery and Reception setting up play opportunities for children, reading with them, putting on theatre performances and other experiences. This allows children in the EYFS to be a part of the school, and lessens barriers and worries about growing older, and older children in the school. It also allows time for siblings to be together learning and playing.

We believe that parents and carers are the child's first educator and therefore work closely to ensure they are involved in their child's learning journey at St Saviour's. We want parents and carers to feel they can talk to us about their child at any time whilst also feeling comfortable in our setting. We begin the transition to school with parental workshops and home visits in order to develop a picture of your child through valuing home experiences and learning and assessing how we can help your child at school. Every class has three formal teacher/parent conferences to share how your child is progressing and their next steps. It is also an opportunity to discuss their learning at home and beyond. Further meetings may be scheduled as needed alongside daily contact with staff and families. We value all forms of learning both in and out of school and encourage you to share learning experiences with staff. In the summer term a written report of the child's learning and progress is produced for both Nursery and Reception children. In Reception this is measured against the EYFS Early Learning Goals.

Enabling Environments

At St Saviour's School we acknowledge that the environment plays a key role in supporting and extending the children's learning. We therefore aim to provide accessible and language-rich environments for the children. Furthermore we begin each learning journey through observing the children and finding out their interests and development stage, before planning challenging yet achievable activities and experiences to extend their learning.

Learning and Development

Through recognising that each child is unique, that they need positive relationships and enabling environments and that practice should include children of all abilities and needs, children are taught the prime and specific areas of the Early Years Framework.

The Early Years' Curriculum

"All areas of learning and development are important and interconnected." -EYFS Framework 2014

There are seven areas of learning in the Early Years' curriculum. Three of these areas are prime areas of learning, with the other four being specific areas of learning.

Prime Areas of Learning	Specific Areas of Learning
<ul style="list-style-type: none">• Personal, Social and Emotional Development• Communication and Language• Physical Development	<ul style="list-style-type: none">• Literacy• Mathematics• Understanding the World• Expressive Arts and Design

The four specific areas of learning help to strengthen and develop the prime areas of learning. All areas of the Early Years' curriculum depend on each other, carrying equal importance and cannot be delivered in isolation from others.

All areas of the curriculum are delivered through a balance of adult focussed and child initiated activities.

St Saviour's is a Storytelling school and use stories as a stimulus for children's writing and communication and language development. Furthermore we follow the Cornerstones' thematic curriculum, which supports children in all areas of the Early Years' curriculum through firing the imagination and giving children the opportunity to learn new things about themselves and the world they live in.

All staff are also trained in using Tales Toolkit which is a way of helping children to tell stories in a physical, inventive manner. Oracy is a key skill in the Early Years' curriculum and telling stories is a magical way of developing language, valuing culture and communicating.

Characteristics of Effective Learning

The Early Years also includes the characteristics of effective learning and teaching. All activities and learning are planned both in Nursery and Reception around these characteristics.

They demonstrate the need for children to think critically about their play, learning and the world around them. The three characteristics are:

- Playing and Exploring - children investigate and experience, they build on what they know and they 'have a go;'
- Active Learning –children focus and keep trying even when they encounter a problem, they also enjoy their successes/achievements
- Creating and Thinking Critically –children have and develop their own ideas, link ideas and choose ways of doing things.

Learning through Play

Learning through play is an important part of our Early Years practice. We believe that children learn through activities and experiences that inspire them. Using children's interests as a starting point we provide children with stimulating, active play experiences both indoors and outdoors of the provision. This allows children to play and explore whilst developing their learning and understanding the world around them. Children are given the opportunity to think creatively and critically alongside other children or on their own. They are able to practise skills, build on and revisit prior learning and experience at their own pace. Play gives children the opportunity to pursue their own interests and inspire those around them. They learn to adopt, negotiate, communicate, discuss, investigate and ask questions. We believe that adults play an important, active role in child initiated play through observing, modelling, facilitating and extending their play. Getting the balance right between child initiated play, which is controlled, and adult led activities is very important to us. Due to the experimental nature of play children will make muck and mess as part of their exploration. Uniform is expected at all times for all children, so we therefore provide overalls and wellingtons for water, mud and other exciting messy mixtures. Having fun and learning through play and experiences means that children will get their clothes dirty despite the precautions taken.

Teaching

We include direct, adult led taught sessions either whole class or in small focus groups for the children. These sessions help children to learn specific skills and knowledge which are not only important in supporting certain strands in the Early Years, but also later on in your child's schooling. Examples of such teaching are phonics, reading and mathematics. You will have key words to learn to read and write, stories and songs to listen to and enjoy as well as numbers and maths puzzles to solve. Teaching and the curriculum follows your child's interests whilst balancing the need for them to experience the full range and develop as a whole child.

Assessment, Observations and Portfolios

Assessment is an essential part of the learning and development of children in the Early Years. It involves practitioners observing children to understand their level of achievement, interest and learning styles. From this we can then shape children's learning further. To ensure that we are collecting evidence on the children's learning, we use iPads to collect moments of learning through the 2Simple App, which parents can also view and add to at home, alongside Special Books which showcase children's independent and initiated learning. Teachers in Reception

also track children's writing through writing books and 1:1 adult child assessment in phonics and mathematics, both of which are conducted in a child friendly manner.

At the end of the EYFS, the class teacher assesses children against the 7 areas of the EYFS curriculum. Through this it is determined whether the child is:

- **Emerging:** Children are working towards becoming confident in this area
- **Expected:** Children are working confidentially in this area
- **Exceeding:** Children are working well above age related expectations

This information is shared with both the Year One class teacher and the parents through their end of year report and parents' meetings.

Transition to Year One

At the end of Reception the children will move to Year One, where a variety of strategies are put in place to support this, some of these happening throughout the year or when the children are ready. These include:

- Working with their new teacher in the Reception and later in the Year One classroom (transition week)
- Going to assemblies
- Cross moderation with Year One, looking at the children's work and the Early Learning Goals
- Playing in the big playground with all of the Reception staff to support them
- Setting up an appropriate Year One classroom environment for the Summer Term while still keeping elements of the EYFS curriculum and environment in the Autumn Term
- Using the EYFS alongside KS1 curriculum for the first term, where appropriate.

Attendance and Absence

At this important time in your child's development and learning we aim for outstanding attendance.

Every minute lost matters. Holidays in term time are not agreed. However, if your child is not well enough to come to school we ask parents or guardians to call us on the day and to inform us of your child's absence and subsequent day thereafter. If a child is taken ill while at school, we will call parents during the day or inform them at home time depending on the severity after seeing a first aider. If a child has a wetting accident we will provide a change of clothes and support them, where necessary, in changing in a bathroom area.

Safeguarding

Safeguarding is a duty of care all staff have for all the children in school. As part of our statutory duties we are bound by the guidance of and in line with "Keeping Children Safe in Education", have a duty to prevent radicalisation and other local and national arrangements. As such staff are tasked to notice any changes in children and report any child reported incidents to the Designated Safeguarding Lead. All staff, volunteers and parents play an active role in

making sure children are protected from harm. Persistent or prolonged or patterned absence may be seen as a safeguarding issue.

Dates for 2017 to 2018

September '17						
M	Tu	W	Th	F	Sa	Su
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

October '17						
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16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

November '17						
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27	28	29	30			

December '17						
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18	19	20	21	22	23	24
25	26	27	28	29	30	31

January '18						
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

February '18						
M	Tu	W	Th	F	Sa	Su
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12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

March '18						
M	Tu	W	Th	F	Sa	Su
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12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

April '18						
M	Tu	W	Th	F	Sa	Su
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9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

May '18						
M	Tu	W	Th	F	Sa	Su
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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

June '18						
M	Tu	W	Th	F	Sa	Su
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4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

July '18						
M	Tu	W	Th	F	Sa	Su
						1
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9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

August '18						
M	Tu	W	Th	F	Sa	Su
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Dates

Autumn Term		
Term 1	04/09/17 - 20/10/17	
Half Term	23/10/17 - 27/10/17	Blue
Term 2	30/10/17 - 20/12/17	
Christmas Holiday		
Spring Term		
Term 3	08/01/18 - 09/02/18	
Half Term	12/02/18 - 16/02/18	Blue
Term 4	19/02/18 - 29/03/18	
Easter Holiday		
30/03/18 - 13/04/18		Blue
Summer Term		
Term 5	16/04/18 - 25/05/18	
Half Term	28/05/18 - 01/06/18	Blue
Term 6	04/06/18 - 23/07/18	
St Saviour's School Birthday 01/12/17		Purple
Parent, teacher, pupil conferencing		Green
Inset Day 1 04/09/17		Red
Inset Day 2 05/09/17		Red
Inset Day 3 05/01/17		Red
Inset Day 4&5 To be set		Red
Bank Holidays		
Christmas Day	25/12/17	Yellow
Boxing Day	26/12/17	Yellow
New Year's Day	01/01/18	Yellow
Good Friday	30/03/18	Yellow
Easter Monday	02/04/18	Yellow
May Bank Holiday	07/05/18	Yellow
Spring Bank Holiday	28/05/18	Yellow

Parent and teacher conferencing is an important time to share information about how your child has settled in, is progressing in their learning and socially and emotionally. Reports are sent home once during the year in line with government

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Uniform

All St Saviour's children from Nursery to Year 6 wear uniform, it is expected that the uniform policy is adhered to at all times. We want children to feel they belong to our school community and not be distracted by superficial fashions and labels. Please encourage your child to dress independently and label their clothing as invariably items can be confused or lost and as such cause distress. Children are responsible for their items, toys are not allowed in school unless on specific days at the teacher's request for a project.

Girls

Grey dresses, skirts, shorts, pinafore or culottes
Plain white polo tops or blouses
Plain red or grey cardigan
Red or white socks
Red or grey tights
Plain Black shoes or Trainers (no sandals or ankle boots)
Red and white gingham dress (summer)

Boys

Grey Trousers
Plain white polo tops or shirts
Plain red or grey Jumper or cardigan
Black or grey socks
Plain Black shoes or Trainers (no sandals or ankle boots)
Plain grey shorts (summer)

During the winter months, wearing wellingtons into school is permissible. However, these must be changed on arrival.

PE

Plain Black leggings, joggers or cycling shorts
Plain white t-shirt
Trainers or plimsolls

PE

Plain black joggers or shorts
Plain white t-shirt
Trainers or plimsolls

No jewellery may be worn.

Swimming

- Costume/trunks
- Towel
- Swimming hat
- Goggles

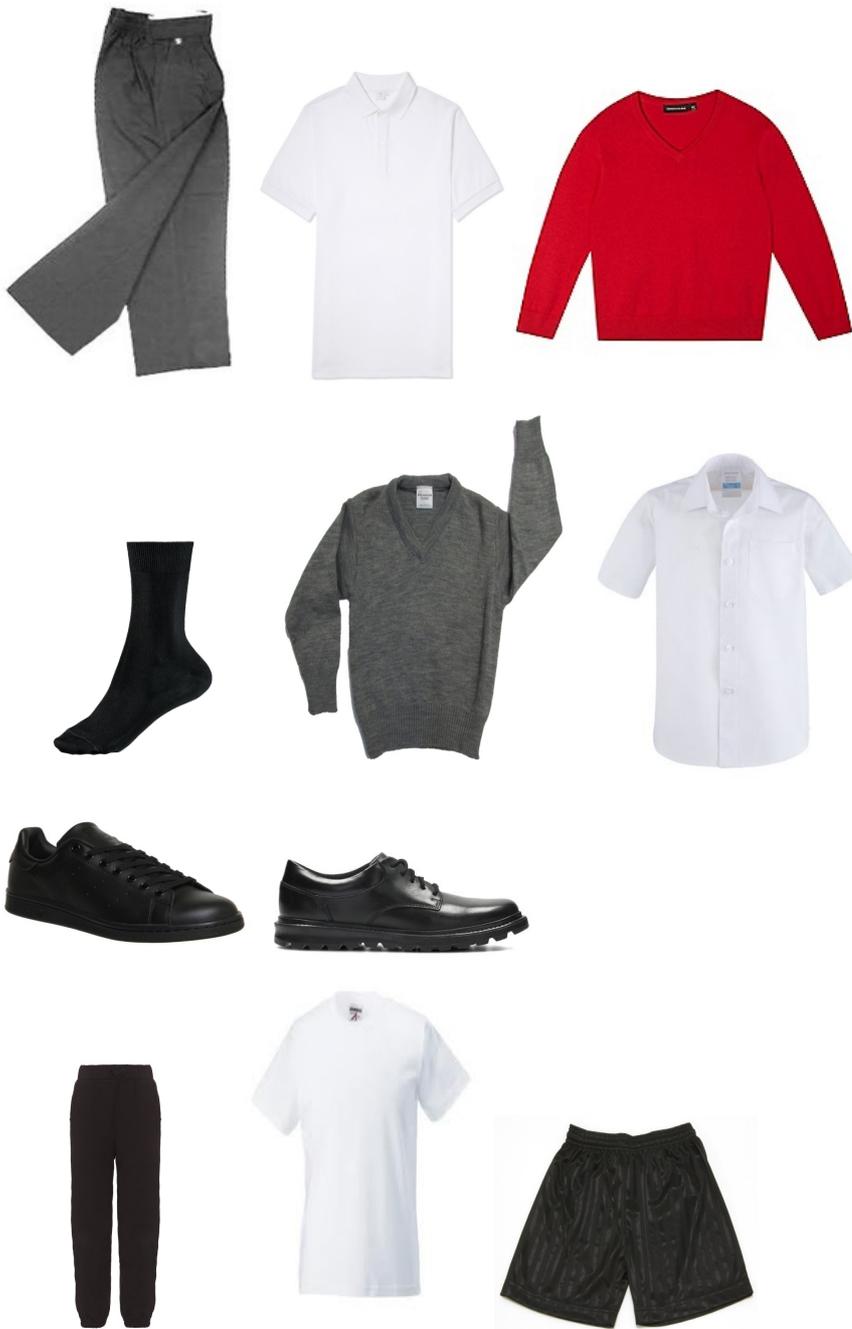
Jewellery/Make-up

In the interest of safety and security no jewellery (apart from wristwatches, which must be removed for PE) is allowed in school. This follows LBTH recommendations. Nail varnish and make-up should not be worn.

Please could we ensure our children wear the appropriate school uniform. Staff will do checks and letters will be sent home.

Uniform with our school logo on them can be purchased from the office only on **Tuesdays**. Otherwise you can purchase them from different Supermarkets such as: Asda, Sainsbury's, Mark and Spencer and Tesco.

Boys' School Uniform





Girls' School uniform



PRICE LIST FOR SCHOOL UNIFORM

Jumpers	£9.00
Small & Large Rucksacks	£8.10
Books Bags	£5.50
Polo tops	£5.50

Ties	£2.75
<i>Storm Jackets</i>	
KIDS 3/4, 5/6, 7/8, 9/10 Yrs	£20.65 + £1.60 for embroidery
KIDS 11/12, 13/14 Yrs	£21.50+ £1.60 for embroidery
ADULT S, M, L, XL, XXL	£24.60+ £1.60 for embroidery

Please note: School uniform can be purchased from Tesco, Asda, Marks & Spencer and Sainsbury's.

St Saviour's Communication Flow Chart 2017 to 18

We know that when parents have a concern that relates to their child at school, whether it is pastoral, curriculum or personal in nature, they often feel the best way forward is to ask to see the Head or Assistant Heads. In our experience many of these concerns can often be quickly resolved by talking first to the class teacher as they know your child best or knowing who to go to in school. We hope this chart helps you to access prompt and relevant information.

Learning concerns	Pastoral concern	Concern relating to particular learning or physical needs	Issues relating to staff	Concerns and queries relating to school administration and personal support
Please raise your concern with your child's class teacher in the first instance.	<i>Pastoral care covers our support of your child's individual needs, their emotional wellbeing and helping them with any personal problems they may be experiencing at school.</i>	<i>Where a concern is related to a special need and you feel an adjustment may be required to support issues related to ASI (autistic spectrum indicator), dyslexia or dyspraxia or physical disabilities</i>	Please contact our Headteacher Mrs Smith . She is normally on the playground before and after school or an appointment can be made.	Please speak to Mrs Clark , School Business Manager. These may relate to payments, premises or other operational issues. Please see Mrs Sablon the Family Liaison Officer.
	Please raise your concern with your child's class teacher or team, following this you may wish to talk with the SENCo in the first instance.	Please raise your concern with your child's class teacher in the first instance.		
If you feel the class teacher is unable to help please contact the Phase Leader. This is Mr Dunford for Early Years and our Assistant Heads for the rest of the school.		Please arrange an appointment with our Assistant Head Mrs Prichard-Duggan and SENCO Mr Kelly .		
Please make an appointment to see our Headteacher Mrs Smith , if you remain concerned after following the steps above.				

If you require help and support as a parent then please contact our family support officer, Mrs Sablon who can provide support and information on a range of areas such as;

- Transition between schools and classes
- Family issues such as bereavement, separation, financial worries
- Attendance issues and concerns
- Friendly, non-judgmental support and advice
- One to one support

- Opportunities to meet with other parents and carers, learn as a family through workshops
- Support to manage your child's behaviour and development milestones
- Access to parental programme and workshops in and outside of school

The school purchases additional services to ensure children's needs are met such as a Speech & Language Therapist, a Play therapist and a Social Worker. Access to these services is via a referral from the class teacher and SENCo. If there are any concerns please always ask, our partnership with parents requires communication, we are here so do make an appointment to talk to us.