

Welcome to St Cuthbert's Catholic Primary School



Early Years Foundation Stage Reception

The Federation of St Cuthbert's & St Sebastian's Catholic Primary Schools

St. Cuthbert's Catholic Primary School

Our Mission Statement



As missionaries of our faith, our school community strives to embody the Christian values of St Cuthbert sharing in humility, spirituality, tolerance and kindness.

Each individual is nurtured and celebrated within our inclusive and equitable setting; appreciating and embracing diversity within the world around them.

In Love with Christ: Be the best I can. Be kind to one another. Amen²

Contact Details

Address:	St Cuthbert's Catholic Primary School 30 Church Road Liverpool L13 2BA
Telephone Number:	0151 228 4137 (School Office)
Email address:	cuthberts-ao@st-cuthberts.liverpool.sch.uk
Website:	www.stcuthbertsliverpool.co.uk/
Session Times:	8.45am – 3.15pm

Senior Leadership Team

Head Teacher & DSL:	Mrs Claire Bellis-Knox
Assistant Head Teacher /Curriculum Lead:	Miss Danielle Garvey
Assistant Head Teacher/ SENCo:	Mrs Kate Lunt
Senior Teacher/ Early Years Lead:	Mrs Holly Delahunty
Business Manager:	Mrs Lorraine Fay

Reception Team

EYFS Co-ordinator:	Mrs Holly Delahunty
Class Teacher:	Mrs Holly Delahunty
Learning Support:	Mrs Becky Povey Mr Shehzad Siddiq

The Federation of St Cuthbert's & St Sebastian's Catholic Primary Schools

2025 – 2026

190 school days with 5 Training days

Training Days:

Training Day 1: Monday 1st September 2025

Training Day 2: Tuesday 2nd September 2025

Training Day 3: TBC

Training Day 4: TBC

Training Day 5: Monday 20th July 2025

Autumn Term 2025

Starts: Monday 1st September

Ends: Friday 19th December

Half Term: Monday 27th October to Friday 31st October

Christmas Break: Monday 22nd December to Friday 2nd January

Spring Term 2026

Starts: Monday 5th January 2026

Ends: Friday 27th March 2026

Half Term: Monday 16th to Friday 20th February

Easter Break: Monday 30th March to Friday 10th April

Summer Term 2026

Starts: Monday 13th April 2026

Ends: Monday 20th July 2026

May Day: Monday 4th May

Half Term: Monday 25th May to Friday 29th May

Settling In Process

Wednesday 3rd September – Friday 5th September.

Your child will be allocated a morning or afternoon session. The morning session will be from 8.45-11:30 and the afternoon session will be from 12:30 -3.15. These sessions give children the opportunity to develop relationships with staff and other children in the setting.

Monday 8th September - Friday 12th September

Children will attend Reception for the whole day 8:40-3:15 and stay in school for lunch. Reception staff will accompany the children to the lunch hall each day. If your child has any difficulties settling in, we will work with you and your child to devise a settling in plan to suit the needs of your child until they feel secure and settled in the unit.

What we do to help the Settling in Process

- ✓ Half day session – only fifteen children will attend each session throughout the first two days allowing for children to have the focused attention they may need.
- ✓ Each child will be given a 'Key Person' who will pay special attention to that child and do all they can to help them settle in. The 'Key Person' will speak to you, the parents, on a regular basis to keep you informed of your child's adjustment to school life.
- ✓ Get to know your child and their interests so that we can plan activities which we think they will enjoy thereby making their time in the unit as happy as possible so that they look forward to coming to school.
- ✓ Each session follows a similar routine so that the children adjust to school life as quickly as possible.

What you can do to help the Settling in Process

- ✓ Before your child starts school, talk to them about what will happen and show them the pictures from this booklet.
- ✓ Explain that they will be coming to school each day and that you will leave them to have fun with their friends and return to collect them at home time.
- ✓ Be patient with the settling in process, sometimes it may take longer than you had hoped.
- ✓ Please try to hide any anxieties you may have about leaving your child, as any upset you may express will result in further uncertainty for your child.
- ✓ Always collect your child on time, they will be waiting for you and may become anxious as they see other children being collected by their parents.

Daily Routine

8:40am: Self Registration & Key Person Time

Children are welcomed into Foundation Unit by staff and encouraged to self-register. This is to help them recognise and begin to write their name. All children gather together and count the children. This is also to inform staff of the attendance of children in school. [We do check this too!]

9.05am: Collective Worship

The children gather together to sing a morning prayer and reflect on the gospel value of the week.

9.10am: Literacy Counts Session

The children come together to follow an adult led input in accordance with the Literacy Counts scheme. This helps them to develop a level of concentration for a short period of time and exposes children to high quality texts.

9.25am: Continuous Provision (Child Initiated Time)

Children are encouraged to explore all areas of the space and access the different provisions independently or with adult support. It is during this time that practitioners observe and take time to extend the child's skills and knowledge based on the child's interests.

10.45am: Phonics Session

Children follow ReadWriteInc phonics scheme. A meeting will be held in September to give parents more information about introducing phonics.

11.30am: Story Time/Rhyme Time

Whole class join together to enjoy reading for pleasure or nursery rhymes.

11:45 -12.45pm: Lunch

12:45pm: Mathematics

The children come together to follow an adult led input in accordance with Early Years Framework. This helps them to develop a level of concentration for a short period of time and exposes children to high quality texts.

1.00pm: Continuous Provision (Child Initiated Time)

This is the time of the day where the children choose what activities/resources they want to explore. It is during this time that practitioners observe and take time to extend the child's skills and knowledge based on the child's interests.

1:45pm - Specific Area of Learning (RE, Knowledge & Understanding, Art & Design)

The children come together to follow an adult led input in accordance with the Early Years Foundation Stage Curriculum. This helps them to develop a level of concentration for a short period of time.

2:00pm: Continuous Provision (Child Initiated Time)

The Federation of St Cuthbert's & St Sebastian's Catholic Primary Schools

This is the time of the day where the children choose what activities/resources they want to explore. It is during this time that practitioners observe and take time to extend the child's skills and knowledge based on the child's interests.

2.45pm: End of the Day Review, Story and Prayer

Children come together to discuss children's interests and learning that has taken place throughout the day. This helps them to self-evaluate, praise other children and make plans for the following day.

Whole class gather together for story time

Home time – please collect your child at 3:15pm

Home Time

Please collect your child from the Reception door. Please be patient as children will be released to parents one at a time ensuring a safe handover.

Handover Protocol

Safeguarding is a key priority in our school. We have set out the procedures we use to ensure a safe handover of our children to parents/guardians at the end of the school day.

To aid with continuity for the children, it is the parents' responsibility to arrive on time for drop off or pick up.

Collection of Children Policy

1. Children may only be collected by a prearranged authorised adult over the age of 16.
2. If a child is to be collected by a different adult, the parent/guardian must inform the class team beforehand. A password will be requested from the parent to share with the new adult. They will then be asked to share it on arrival to collect the child.
3. Parent/guardian must inform the class teacher via dojo if a different person is collecting their child and inform them of the password. The different adults will be asked for the password on arrival.
4. Teaching Staff will have the right to refuse to handover a child to an unfamiliar adult if they are unsure of the individual or the password is not shared correctly.
5. In the interest of safeguarding Parents/Guardians should be mindful that only one child at a time will be collected.
6. Parents/Guardians should give staff the time and space to conduct the handover safely.
7. If parents/guardians wish to speak to members of the staff team this should be done at a pre-arranged date and time. This may not be possible at the end of the school day.
8. Staff will not be able to engage in any other activity other than ensure a safe handover is complete.

Key Stage 2 Collection

All of the above protocols are applicable.

The only exception is that in upper KS2 some parents/guardians may authorise their children to walk home unsupervised. This is to be authorised via our Pupil Medical and Welfare form. Staff have the right to ask a child to remain in school until collection if this arrangement has not been authorised.

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Marital/Custody Scenarios

Unless there is a Court Order in place and the school has had sight of this, we as a school do not have the right to prevent a child leaving with either parent who has parental responsibility.

Parent/Guardian Concerns

Should a parent/guardian come to collect a child and we suspect that they may be under the influence of drugs or alcohol, or otherwise unable to care for their child, we will ensure the child remains on site. We will then attempt to contact another carer (e.g. the other parent or emergency contact) to ask them to support in escorting the adult and child home. We may also contact the Children's Services for advice and support.

Please keep us updated of:

- Change of address or telephone number, in particular mobile phone numbers.
- Changes to the named people on the collection form.
- Change of emergency contact numbers.

Medication

If your child requires medication during school hours, a senior member of staff will oversee the administration of it but it must be prescribed by a doctor and have a label stating:

- ✓ Child's name
- ✓ Date
- ✓ Expiry Date
- ✓ Dose
- ✓ Frequency.

An adult must hand the medication to a member of the Foundation Stage team and sign the appropriate documentation in order to give school permission to administer the medication. Please DO NOT leave medication of any kind in the possession of your child.

Please complete the Pupil Medical and Welfare Form which will enable emergency medication to be administered if required.

The Federation of St Cuthbert's & St Sebastian's Catholic Primary Schools

Attendance

Every child has the right to attend school every day. Frequent and unnecessary absence has a detrimental effect on children's academic education and social and emotional development. The expected level of attendance nationally is 97% and above. Our schools target is to exceed this. Attendance levels that fall below 95% are considered to be a cause for concern and will be referred to the Education Welfare Service for investigation.

Everyone associated with our school has the responsibility to ensure that our children attend school regularly. We operate a First Response System where we will telephone you if we are not informed of the reasons your child is absent. School admin staff and SLT will monitor registers every day and may visit the homes of those children who are absent without explanation. Those whose attendance falls below 90% are considered to be persistent absentees and may be subject to a penalty notice.

Please make sure that:-

- ✓ Your child attends school regularly and on time.
- ✓ You contact school by 9.15am if your child is too sick to come to school. The contact number is 0151 228 4137.
- ✓ You are able to provide proof of illness if your child is absent. This could be a Doctors' note, medicine bottle with your child's name on it or copy of a prescription.
- ✓ You keep school informed (in confidence) if there are difficult circumstances at home.
- ✓ You should keep your contact details up to date in the school office.
- ✓ You make dental/medical appointments outside school time if possible otherwise appointment letters and cards must be shown to school.
- ✓ You DO NOT TAKE HOLIDAYS IN TERM TIME. Parents who take children on holiday in term time will receive a fine from the Local Authority.
- ✓ You help school in our aim to improve attendance.

We will:

- ✓ Inform parents regularly if their child's attendance is giving cause for concern.
- ✓ Aim to support families who are experiencing difficulties.
- ✓ Refer families requiring support to the Education Welfare Officer.
- ✓ Inform the Education Welfare Officer of any pupil absent for five or more school days. If there are safeguarding issues this will be two days.
- ✓ Invite parents/pupils to meet with governors to formally agree improvements in the form of a contract.
- ✓ Use Penalty Notices via Education Welfare when necessary.
- ✓ Delete a child's name from the school register only when it is clearly known that the child has moved to another school. This must be confirmed by the receiving school.
- ✓ Challenge the parents of those children in Foundation 2 who have poor attendance. These parents may be asked to reconsider their place in the Foundation Unit.
- ✓ Promote the importance of good attendance.
- ✓ Recognise and reward good attendance throughout the school with weekly assemblies, termly and annual prizes, medals and certificates.

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School Lunches

Reception children will start full-time school from Monday 8th September. Please note that Reception children are all eligible for universal **free school meals**. The funding allocated to school is to support all primary school children (Reception – Year 2) in receiving at least one nutritious meal a day. If you decide that you would prefer to provide a packed lunch for your child, please ensure that is balanced in content and that portion sizes are appropriate.

We are a healthy school and promote NHS Eatwell Guide and healthier lunchbox options.

(<https://www.nhs.uk/change4life/recipes/healthier-lunchboxes>)

Parents who may wish to change from school dinners or packed lunches must give the school office one weeks' notice.

Foundation Stage Uniform

(available from Swan School Wear on Broadgreen Rd)

Winter Uniform

- ✓ Royal blue round neck sweatshirt with white stitched Foundation Unit
- ✓ Royal blue jogging bottoms
- ✓ White polo shirt
- ✓ Trainers or pumps with Velcro fastening (No Laces Please!)

Summer Uniform (optional)

- ✓ Black shorts
- ✓ White polo top
- ✓ Trainers or pumps with Velcro fastening (No Laces Please!)
- ✓ Please note that due to the physical nature of the EYFS curriculum summer dresses are not permitted in the Foundation unit.

School Coat (optional)

- ✓ Black waterproof school coat with white stitched St. Cuthbert's logo.

We also recommend that you leave a pair of wellington boots in the Foundation Unit for those muddy days.

Please ensure that your child's name is on all of their uniform, book bag and/or lunch box.

Jewellery

As a safety precaution, the wearing of chains, necklaces, earrings, bracelets and rings is forbidden in the Unit as such items can easily catch on equipment and cause injury. Children must cover pierced ears with plasters to prevent injury.

What is the Early Years Foundation Stage (EYFS)?

The Early Years Foundation Stage (EYFS) sets the standards that all early years' providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

The EYFS seeks to provide:

- **Quality and consistency** in all early years settings, so that every child makes good progress and no child gets left behind.
- **A secure foundation** through planning for the learning and development of each individual child, and assessing and reviewing what they have learned regularly.
- **Partnership working** between practitioners and with parents and/or carers.
- **Equality of opportunity** and anti-discriminatory practice, ensuring that every child is included and supported.

EYFS Framework

There are seven areas of learning and development that shape educational programmes in early years settings. All areas of learning and development are important and inter-connected. Three areas are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving. These are the prime areas: **Personal, Social and Emotional Development (PSED), Communication and Language (C&L) and Physical Development (PD)** - highlighted in green. Staff will also support children in four specific areas, through which the three prime areas are strengthened and applied. The specific areas are: **Literacy Mathematics, Understanding the World, Expressive Arts and Design** - highlighted in blue.

Play underpins the delivery of our Early Years education, in which the children have the opportunity to play indoors and outdoors. As a Foundation team we carefully plan a curriculum following the children's interests. We have a balance of planned adult directed activities and child initiated activities as well as a diversely stimulating environment in which the children can explore and develop their understanding within the different areas of learning.

Personal, Social and Emotional Development

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

PSED is made up of these aspects:

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

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

Building Relationships: Children at the expected level of development will: - Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs.

Communication and Language

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

CL is made up of these aspects:

Listening, Attention and Understanding: Children at the expected level of development will: - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read

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to and during whole class discussions and small group interactions; - Make comments about what they have heard and ask questions to clarify their understanding; - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Speaking: Children at the expected level of development will: - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Physical Development

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence

PD is made up of these aspects:

Gross Motor Skills: Children at the expected level of development will: - Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor Skills: Children at the expected level of development will: - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.

Literacy

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)

LD is made up of these aspects:

Comprehension: Children at the expected level of development will: - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced

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vocabulary; - Anticipate – where appropriate – key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

Word Reading: Children at the expected level of development will: - Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound-blending; - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Writing: Children at the expected level of development will: - Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; Write simple phrases and sentences that can be read by others.

Mathematics

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes. .

Mathematics is made up of these aspects:

Number: Children at the expected level of development will: - Have a deep understanding of number to 10, including the composition of each number; - Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Numerical Patterns: Children at the expected level of development will: - Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Understanding the World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

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UW is made up of these aspects:

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

People, Culture and Communities: Children at the expected level of development will: - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

The Natural World: Children at the expected level of development will: - Explore the natural world around them, making observations and drawing pictures of animals and plants; - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Expressive Arts and Design

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

EAD is made up of these aspects:

Creating with Materials: Children at the expected level of development will: - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.

Being Imaginative and Expressive: Children at the expected level of development will: - Invent, adapt and recount narratives and stories with peers and their teacher; - Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

Home/School Links

We recognise the importance of fostering a good relationship between us, the school, and you, the parents/guardians and we continually strive to ensure good relations between both parties. We value your opinion, views and input as your child's first educator and think it best for all parties concerned if the lines of communication are open at all times. We therefore operate an 'open door policy' and suggest that if you do have any questions, queries or concerns, no matter how small, that you speak to a member of staff. We are always happy and willing to listen to you about any and all matters. Most issues can generally be dealt with by the Foundation staff however, if you have a complaint please contact Mrs C Bellis-Knox or Mrs H Delahunty by phoning or writing to the school.

What we do to promote good home/school relationships

School Website – The school website contains information of any upcoming events, holiday dates or recent activities pertaining to our school - stcuthbertsliverpool.co.uk

Twitter - Follow us on Twitter to see photographs, celebrations and key announcements - @StCuthbertsPri

ClassDojo app - After your child has started school, you will be given a log in for our classdojo app explaining how to access it on your phone. This has proven to be an excellent way for parents to keep up to date with what's going on and it allows you to contact their class teacher directly. Teachers will strive to respond to any messages promptly however there may be a delay at times if they are teaching. They are only contactable during school hours, any messages sent outside of school hours will be answered during the next working day.



Read with Me – From time to time you will be invited into the Unit to take part in Read with Me. These opportunities give you, the parents, the opportunity to observe firsthand what we do in the setting and allows you to 'share' in quality reading experiences with your child.

Parent Meetings – We allocate opportunities during the term in which we invite you into the setting to peruse your child's work and have a one to one chat with the Foundation staff regarding your child's progress.

Star of the Week & Gospel Value – If your child is nominated as our class 'Star of the Week' or 'Gospel Value' they will be receive a certificate and this will be celebrated in our whole school assembly.

St. Cuthbert's Home Visit Policy

Childhood experiences lay the foundations for later life. Parenting has a critical impact on children's emotional, behavioural and educational development, and their health and wellbeing. The school works in partnership with parents to ensure positive outcomes for children and the first step in this partnership is to home visit every family prior to the child coming to Nursery or starting in Reception if new to setting.

Two members of staff from the Foundation Stage Unit will carry out these visits. Both members of staff will wear their I.D badges and carry a mobile phone left on throughout the visit, the number of which will be left in the school office. The safety of our staff is paramount and an informal risk assessment is carried out before entering the home of the family.

The address of the home visit is always left in the school diary located in the school office; also a member of the SLT (Senior Leadership Team) is aware of the visit taking place.

The key-worker will take along a Foundation handbook and share any relevant information with the parents/carers, a home visit record sheet is completed during the home visit. The key worker will explain the settling in period with the parent and will find out the child's favourite toys, interests and any other relevant family background information.

A period of half an hour will be allocated to each home visit. An agreed start date is given at the visit and parents are asked to stay for one hour on this visit to complete all necessary paper work and contact details.

The Lead Practitioner (Holly Delahunty) may also carry out additional Home Visits throughout the year, to support families with varying needs. If these visits are undertaken, the necessary safeguarding procedures are put in place.