

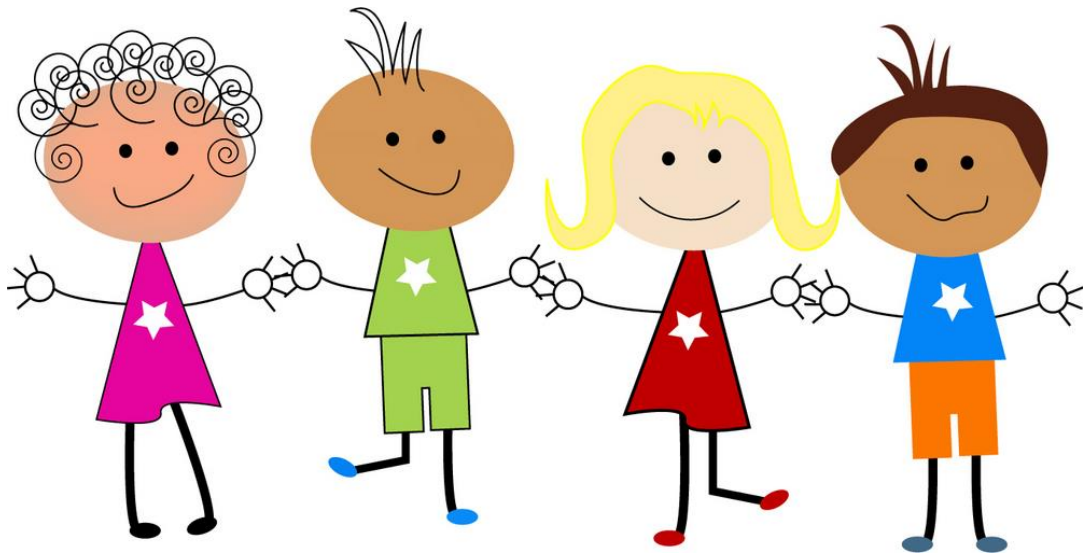


# St Peter's School

## Early Years Phase

## Handbook

2025/2026



**St Peter's School**

La Rue du Presbytere, St Peter, Jersey JE3 7ZH

Email: [admin@stpeter.sch.je](mailto:admin@stpeter.sch.je)

Tel: 01534 481536

Dear Parents/Carers,

We would like to welcome you and your child to the Early Years Phase at St Peter's School. We hope your time with us is a happy one. Relationships are at the heart of all that we do and we very much look forward to joining you in making a successful partnership that will enable your child to flourish.

We recognise that starting Nursery/Reception can be a big step for all involved and we aim to work with you to make this transition as smooth as possible.

This booklet provides information that you will need to make a positive start to life at St Peter's School. If you have any questions which are not answered by this booklet, please do not hesitate to speak to a member of Staff, who will be happy to help.

Yours sincerely,  
The Early Years Team



### **Meet the Early Years Team**

Mrs Rachel Mckay  
Miss Amelia Coutanche  
Mrs Cindy Turmel  
Miss Ealish Kinley

Ms Nasima Rashid: Headteacher  
Mr Andrew Devlin: Deputy Headteacher  
Mrs Charlotte Sewrey: School Business Manager  
Mrs Jacqueline Harrison: School Secretary  
Mr David Le Cornec: Caretaker



## Our Core Values

St. Peter's Core Values underpin everything we do at the school. They represent our school ethos and principles.

At the centre of our school is the firm belief that everyone in our community – pupils, teachers, parents/carers & visitors – share a responsibility for the learning, wellbeing, safety & enjoyment of everyone at our school through these Core Values.

We formally launched our new Core Values in Autumn Term 2022 following consultation with staff, parents and children. All were keen to ensure that the values reflected three key aspects of a successful school:

- 1) The development of personal, social skills which promote well-being and a sense of community and collaboration which engender a sense of pride and belonging. A focus on moral, empathetic perspectives which create a caring community that trusts and respects people and demonstrates empathy.
- 2) Developing effective learners and ensuring progress for all within a culture of positivity and belief. (Everyone in the organisation must want to improve and be given the opportunity to develop the skills to improve and be resilient to challenges along the way.) A focus on positive learning skills and attitudes to enable children to persevere and stay motivated.
- 3) Ensuring success. Children and staff must do well, and there can be no excuses. Outcomes must be strong for all from their starting points and must feel successful as learners and people. A focus on children being as confident as possible because they achieve highly and develop independence.

We teach our children about our Core Values and reward system from Nursery upwards and the way we work each day to reflect these values. Staff are expected to work within these principles when interacting with each other, children, parents and the community.

### **What does this mean?**

<b>Curiosity:</b>	<ul style="list-style-type: none"><li>- Seeing things differently and thinking in new and innovative ways with a questioning mind is vital in a rapidly changing world. The world we live in today will be very different to the world of the future.</li><li>- Every invention has needed someone with a curious mind to think it up!</li><li>- We teach pupils to always show curiosity and have an enquiring mind and be determined and not give up! We promote and develop creative approaches to learning and encourage pupils to think for themselves and ask questions.</li></ul>
<b>Resilient:</b>	<p>Life is full of challenges! We all need to learn to bounce back when we meet challenges. Learning new skills and knowledge can be tricky at times, and it is sometimes tempting to give up.</p> <p>We promote a 'growth mindset' where pupils know that practice and determination are key to success. We teach strategies to enable pupils to have the resources to draw on when they are finding things tricky.</p>
<b>Motivated</b>	<p>Often the most successful people are those that work hard, try their best and put in lots of effort. It is about working hard on what you are good at, and even harder on those things you find less easy.</p>

	We praise motivation and encourage pupils to try hard and produce their best so they make the as much progress as possible.
<b>Perseverance</b>	We encourage persistence in doing something despite difficulty or and not to worry if it takes longer achieving success. This is a sign of real strength and patience because it shows staying power!
<b>Confidence</b>	<ul style="list-style-type: none"> <li>- Every child should achieve and progress to become the best they can be.</li> <li>- We believe in every child and have high expectations of them all</li> <li>- We teach pupils strive for success and feel pride in their achievements.</li> </ul>
<b>Pride</b>	<p>We are often proudest of those things that were hardest to achieve. To promote self-esteem and confidence we need to feel a degree of pride in what we have accomplished.</p> <p>We use praise and positive feedback to promote pride, and we celebrate pupil's achievements. We encourage the pupils to take pride in the school and its surroundings and look after our resources and the natural world.</p>
<b>Independence</b>	<p>We encourage children to be independent because ultimately, we want to help them stand on their own 2 feet! Independence shows progress. Our expectation is that pupils will make good progress across the school, and that every child will feel the achievement that 'getting better' at something gives.</p> <p>We plan to ensure pupils make good progress in lessons, through providing both support and challenge for learners. We encourage pupils to recognise their own and other people's progress.</p>
<b>Achievement</b>	<p>Some achievements are large, some are small, but seeing visible success with what you are achieving boosts confidence and builds aspiration.</p> <p>We plan to ensure pupils achieve successes in lessons and we celebrate and acknowledge achievement, academically and in all aspects of pupil's development.</p>
<b>Community</b>	<ul style="list-style-type: none"> <li>- We believe developing a strong sense of community is vital to pupil's development as future Jersey citizens.</li> <li>- We teach pupils to work together in groups, teams and as a school, and plan events that bring our community together.</li> </ul>
<b>Kindness</b>	We care. First and foremost, we care about each and every child that we teach, but we also strive to work with their families closely too. Being kind ensures that all feel safe, welcome and part of a wider community. It helps us share and work well together.
<b>Respect</b>	<p>Each one of us is different and our school is made up of pupils from a range of cultural, religious and ethnic backgrounds. By respecting people's differences we will be able to focus on how similar we all really are.</p> <p>We teach pupils to accept and respect differences, and to respect each other. We do not tolerate bullying or discrimination and teach pupils to develop inclusive attitudes.</p>
<b>Empathy</b>	<p>We teach pupils to empathise, look after and support each other.</p> <p>We aim to be honest and open in our dealings with pupils and parents. We aim to build understanding relationships with pupils and their families through clear communication and open dialogue.</p>

## **The Early Years Phase**

**The Nursery** is an integral part of St Peter's School and aims to offer high quality educational experiences that will enhance your child's early learning skills and dispositions.

**The Reception** year is the final year of the Foundation Stage; and is a smooth continuation of the learning that was started in Nursery. In Reception there are well-planned, structured play activities, with clearly identified learning objectives that cover all areas of the curriculum. There is a balance of adult-led and child-initiated experiences as both are equally important and provide opportunities for children to learn and consolidate skills and knowledge. At different points of the day your child will work with a range of adults in the class, taking part in both child-initiated and teacher-led learning experiences that are based on their needs and interests.

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## **Starting School**



### **Nursery**

The Nursery door will open at 8:30am and the school day starts properly at 8:45am. Use the drop off time to spend some time with your child playing at an activity or reading a story, speak to a member of staff if necessary and socialise with other parents. When you drop your child off in the morning encourage them to do their morning jobs independently, such as hanging up their coats, putting away their lunch and checking in their name.

The Nursery provides education for up to 30 children. All children are entitled to 30 free hours over the week. However, these will be built up to and will be accessible when children are ready.

### **Reception**

The Reception door will open at 8:30am to give your child time to settle before school starts at 8:45am. During this time there will be a range of activities available for your child to access once they have put away their belongings. This is a good opportunity for you to raise any questions you have, or to inform us of any information which may impact on the day ahead.

### **End of day arrangements**

Home time is from 2:50pm for Nursery and 2:55pm for Reception. Children will be ready with their belongings and a member of staff will be on the door and will call your child to come to you. To safeguard the children in our care, please inform us in advance if the person collecting your child is to change. We will not let a child go with someone who is not known to us without prior consent.



## **Attendance / Punctuality**

It is vital to your child's education that they attend school regularly and on time. Consistent lateness or absence can affect your child's academic and social progress and is unsettling for the child. Leave during term time will not be authorised unless there are exceptional circumstances. Registers are completed promptly at 8.50am. If you arrive late at school for any reason you must take your child via the school office and ensure that you sign them in so that we know they are here. If your child is unwell you need to inform the school office by 9:15am.

## **Medicines in School**

If your child requires medication at school, it **must** be prescribed by a GP, even if over the counter, clearly labelled and given to the class teacher. A form must also be completed via the school office before we can administer the medication. If the dosage requirement is 3 times daily, then the medication will not be accepted at school as the middle dose can be given by parents/carers after school (for example antibiotics).

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## **Snack and Lunch**

### **Snacktime**

Each morning the children are provided with a healthy snack. We encourage the children to try unfamiliar foods, serve others and talk politely around the table, encouraging them to develop valuable social skills. In order to provide snack, cooking ingredients and other perishable goods we request the following:



**We ask for a contribution of £40 per term towards snack fees.**

Where possible money should be paid termly in the first week of each term, methods of payment will be sent you before your child's start date. The teachers are available to discuss any difficulties and no family will be financially disadvantaged. We aim to be cost efficient and non-profit making. However, where any surplus arises it will be used to provide extra resources for the children.

### **Lunchtime**

Every child will need to bring in a named packed lunch **or** order a hot lunch each day.

If your child is bringing in a packed lunch please provide food you know your child enjoys and they can manage by themselves. We encourage healthy lunch boxes, therefore sweets and chocolate are not allowed. Please peel and cut any fruit you provide and include a spoon if your child has a yogurt (Frubes are discouraged as they result in sticky jumpers). Any food left over will be kept in your child's lunchbox so you can gauge what they have eaten. Please note that we are a **nut free school**, we would appreciate your support in ensuring that no nuts of any kind be brought into school for any reason. Foods sent in for lunch, or any class event, should be carefully checked to make sure they are nut-free. Further details regarding the hot lunch menu and ordering system will be sent to you ahead of your start date in September.

## Water

Please provide your child with a named water bottle that is brought to school each day, we do ask that this only contains water and no juice or squash. This can be refilled throughout the day.



## Uniform

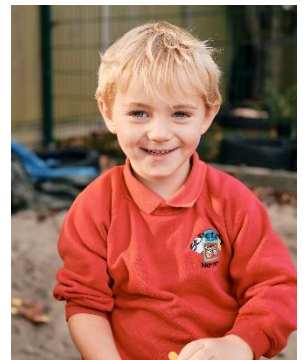
### Reception

Reception children are required to just wear St Peter's School PE kit as uniform each day, therefore there is no requirement to wear the formal school uniform. This consist of a navy tracksuit with school logo, navy blue shorts, a red polo shirt with school logo and sports trainers. This can be purchased from Lyndale Sports or alternatively can be ordered online at <https://www.lyndalesports.com>. Generic items (such as PE shorts) can be bought from high street stores. Every child will need a named draw-string change bag on their peg to include 2 full changes of clothes including socks and underwear.



### Nursery

Children should wear practical clothing, suitable for all types of activities (e.g. painting, digging, climbing and water play). We also have full body 'puddle suits' for when they want to have serious fun! Shoes should be sturdy and comfortable to enable climbing and running, trainers with velcro are ideal. A uniform t-shirt and sweatshirt are available from Lyndale Sports (this is optional). Every child will need a named draw-string change bag on their peg to include 2 full changes of clothes including socks and underwear and a pair of named Wellington boots to go on our welly boot rack outside.



### Summer Accessories

- Named sun hat
- All day suncream applied before school
- Open-toed shoes are not advised for safety reasons
- Strappy tops and vest tops are not suitable



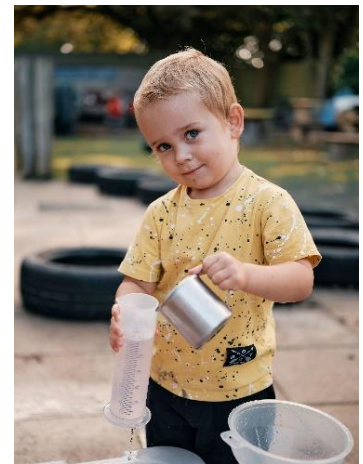
## **Winter Accessories**

- Warm, waterproof coat with a zip they can learn to fasten independently
- Named hats, scarves and gloves
- Knee-high boots are not suitable for nursery

## **Communication**

We work hard to ensure communication is clear with parents/carers. We ensure that you know what is happening in school by the following methods:

- Curriculum Evening (September)
- Termly Class Updates
- Access to your child's Online Learning Journal from home
- Regular Whole School Newsletter
- Parent Consultations/Reports
- Verbal Feedback (End of day)
- Facebook/Website updates



## **Reporting Arrangements**

Autumn Term: Parent Consultation with a focus on settling in

Spring Term: Mid-year Short Report & Parent Consultation

Summer Term: End of Year Summary Report

We have an 'open door' policy, so if you have any concerns at all, please talk to us. We realise that this may not always be possible for working parents so if this is the case, you are more than welcome to e-mail us. It is important to let us know if you or your child is worried or upset about anything as the sooner we know, the sooner we can help!

## **Online Learning Journal**

Upon entering the Early Years Phase, we will create an Online Learning Journal for your child, which will document your child's learning and celebrate their achievements and successes. You will receive a letter in September with the details outlining how you can login to view and share your child's Learning Journal with them at home. We encourage parents/carers to make regular contributions by either commenting on the observations we have added, or by uploading your own photos or comments.



## The Early Years Curriculum

Children in Nursery and Reception follow the Early Years Foundation Stage (EYFS) Curriculum which is based on four principles.

1. A Unique Child
2. Positive Relationships
3. Enabling Environments
4. Learning and Development



There are seven distinct areas of learning in the EYFS (3 Prime areas and 4 Specific areas) as well as a focus on developing key characteristics which are essential for effective learning.

### **Prime Areas**

Personal Social & Emotional Development  
Physical Development  
Communication & Language

### **Specific Areas**

Literacy  
Mathematics  
Understanding the World  
Expressive Arts & Design

## Characteristics of Effective Learning

### **Playing & Exploring – Engagement**

Finding out & exploring  
Playing with what they know  
Being willing to 'have a go'

### **Active Learning - motivation**

Being involved & concentrating  
Keeping trying  
Enjoying achieving what they set out to do

### **Creating & Thinking Critically - thinking**

Having their own ideas  
Making links  
Choosing ways to do things

Each area of learning has Early Learning Goals (ELGs) and there are 17 in total. These set out the skills, understanding, knowledge and attitudes which we will support children to reach or exceed by the end of their Reception Year.



## The Importance of Early Years

This period of life is very important both in its own right but also in preparing children for later learning. From the age of three to five, children grow, develop and learn rapidly. They are constantly encountering new experiences which they try to understand. As they do so, they explore the world around them, ask questions, extend their skills, develop their confidence and build on what they already know. Well planned play is central to children's learning in the Early Years. That way learning is both challenging and fun.

## **Classrooms**

The indoor and outdoor 'classrooms' are organised to give children plenty of space to move around, to work on the floor and on tabletops, individually and in smaller and larger groups. We are introducing more and more real life objects as part of our approach to encourage open-ended imaginative play and a sense of curiosity and wonder. Resources are well-organised and labelled so that children know where to find what they need and can be independent; leading their own learning. This means adults can spend more time joining in with children's learning, extending their language and thinking and helping them to make progress.



## **Role of the adult**

The role of the adult is crucial in supporting children's learning through both planned and spontaneous play. Through this supported play children can explore, develop and use their curiosity and imagination to help them make sense of the World in a secure environment. The adult also observes children's interests, strengths and needs to ensure our planning meets the individual needs of our children.

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## **Planning**

In the Early Years we plan a wide range of opportunities for children to learn both indoors and outdoors and within different contexts (e.g. adult-led/child initiated). Planning is always based on children's existing knowledge, skills and interests and is differentiated to ensure all children can make progress with their learning from their starting point.

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## **Parents as Partners**

Parents are their children's first and enduring educators and understand their children better than anyone else. By sharing information about their children's interests, strengths and needs, parents help the staff who work with them to plan experiences and activities that will capture their imagination and enthusiasm. This helps children to make good progress in their learning.

## **Getting your child ready for Nursery/Reception**



We strongly recommend that you spend time talking about starting school in a positive way and making it an exciting experience for your child to look forward to.

If you can, try to involve them in shopping for their uniform (Reception) and lunchbox. Listen carefully to what they say as they may have questions that need answering. If your child has previously been in a different setting (such as pre-school or day care) they may have a 'Special Book' or 'Learning Journey' that they can bring with them on their first day. This will be an opportunity for your child to share their interests and achievements with their new teachers and peers.



Over the Summer period please support your child in preparing for School by encouraging them to:

- Use the toilet independently (this includes wiping themselves) and wash their hands
- Dress and undress independently (e.g. coats/jumpers/shoes)
- Play and share with other pupils and tidy away afterwards
- Recognise their name (Nursery) and be able to write it (Reception)
- Join in and singing and saying of well-known songs and Nursery rhymes
- Draw and mark-make, cut out, dress up and play with construction toys
- Practise counting and matching when helping to lay the table for instance, or sorting buttons into colours and types
- Talk about outings, television programmes and everyday happenings
- Look at books together and talk about the pictures
- Ask questions and be observant
- Carry out simple instructions
- Learn to be as independent as possible, yet respecting the instructions given by an adult

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## **How can I find out more?**

If you have any further questions please talk to the staff in your child's class. They will be happy to talk to you about your child's particular strengths, interests and needs.

Please also find below a few websites that you may find helpful:

- [St Peter's School - Home](#)
- Facebook: St Peter's School – Jersey
- <https://www.gov.je/Education/Preschool/Pages/index.aspx>
- <https://learningathome.gov.je/media/45dj0s30/0778-what-to-expect-when-2018.pdf>

