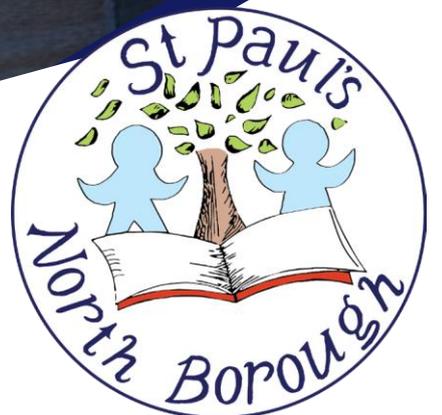




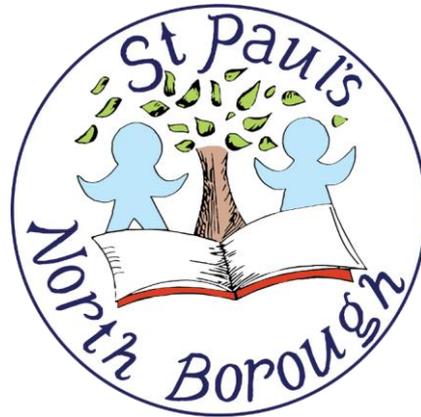
St Paul's Infant School

# Parent/Carer Handbook

*Please see our school website for further information.*



# Welcome to St Paul's Infant School



Welcome to St Paul's Infant School. We are part of the St Paul's and North Borough Federation, with classes from Reception to Year 2. North Borough Junior School are our Federated school, with classes from Year 3 to Year 6.

At St Paul's Infants, we're proud to offer a warm, nurturing, inclusive environment where every child feels welcome and valued. From the moment you walk through our doors, you'll be greeted by smiling faces and enthusiastic learners. We believe children flourish when they feel safe, supported, and respected, and our dedicated staff go above and beyond to make sure every child experiences this each day.

## Staff that can help you



**Mrs Aldridge**  
Head of School



**Mrs Chiverton**  
Executive Head of St Paul's and  
North Borough



**Mrs Forrest**  
SENCo & Assistant  
Head of School



**Miss Lyons**  
Family Liaison Officer

## Teaching and Learning

St Paul's Infant School is founded on the values that have been created, developed and embedded by the school community. These values of Togetherness, Safety, Resilience, Growth and Change, Respect and Aspiration underpin all children's whole school journey, including the curriculum and its delivery.

At St Paul's we believe that creating a friendly, warm and welcoming environment where children are happy, feel safe and are keen to come to school is vital to help support and motivate them to become inquisitive, independent learners. St Paul's also ensures that the children are supported by adults who understand them and their needs within our inclusive environment.

Across the school, lessons are planned using both Development Matters and The National Curriculum. Each lesson is scaffolded to enable all children to show progress academically and move their personal development forward. As well as the content outlined by the Government, St Paul's aims to equip all children with the knowledge and life skills they need to succeed through life.

Our curriculum is constantly evolving to reflect the unique experiences and interests of our children. Staff work thoughtfully to plan real-life learning opportunities that bring the curriculum to life and help deepen understanding. We also make sure our curriculum connects with our local community, offering experiences that broaden children's horizons — from exciting trips and visits to welcoming inspiring visitors into school. These moments spark curiosity, nurture a love of learning, and encourage children to explore the world around them with confidence and joy.

## What does Ofsted say about us?

*“St Paul's is a highly inclusive school. It recognises, nurtures and celebrates each pupil's unique talents. Pupils are happy and safe and quickly develop positive attitudes to learning. Pupils embody the school's values, such as kindness, togetherness and respect, in the way they behave and learn. Parents and carers agree. One parent's comment was reflective of many: ‘I have always described this school as incredibly nurturing and completely supportive of its children.’”*



## Communications

At St Paul's, we believe that communication is the key to good working relationships. We use the application 'Class Dojo', to facilitate communications between staff and parents/carers that do not require face-to-face interactions. Class Dojo is used to send individual messages between parents/carers and staff, as well as to keep parents/carers updated with what happens in class and in school generally, using the Class and School Stories feature. Other communication styles may involve a phone call or face-to-face conversations at the end of the school day.

## Clubs

Clubs are run by our staff and some external organisations to provide the children with extra-curricular activities. Staff run clubs once a week for 8 weeks during terms 4 and 5 for children in years 1 and 2. External organisations run clubs throughout the year; more information can be found on our website.

### Wrap-around care

St Paul's run 'Early Start' Club from 8am until the beginning of the school day at 8.30am. Children bring a packed breakfast with them and engage in activities such as Lego, reading and colouring before the school day begins. Please contact the school office if you require more information about this club.

St Paul's has an affiliation with 'Stars' at North Borough, across the road from St Paul's, which offers wrap-around care before and after school for children who attend either school.

For more information regarding stars, please call or email:

**07563387810** or

**ltanner@north-borough.kent.sch.uk**



## Readiness for School

Getting your child ready for school in the Early Years Foundation Stage (EYFS) is really important. It helps them feel confident and prepared, so they can enjoy learning and settle in happily. By helping your child develop key skills before they start school, you give them the best chance to succeed and feel comfortable in their new environment.

### Can your child...

- Get dressed and undressed without support?
- Put their own coat on and zip it up?
- Put on their own shoes and socks?
- Use the toilet and wipe themselves properly?
- Wipe their own nose?
- Follow instructions given by an adult?
- Share toys and take turns?
- Be kind to the people around them?
- Recognise their name?
- Tell an adult how old they are and count to that number?

## The Early Years Curriculum

The Early Years curriculum is divided into seven areas of learning and development. These are made up of three prime areas and four specific areas. At the end of the academic year, each child's level of development must be assessed against the early learning goals.

Teachers must note whether children are meeting expected levels of development, or if they are not yet reaching expected levels (“emerging”).

### Prime Areas

**These areas are particularly important for learning and forming relationships. They build a foundation for children to thrive and provide the basis for learning in all areas:**

- Personal, Social and Emotional Development:
  - Building relationships
  - Self-Regulation
  - Managing Self
- Communication and Language:
  - Listening, Attention and Understanding
  - Speaking
- Physical Development:
  - Gross Motor Skills
  - Fine Motor Skills

### Specific Areas of Learning and Development

**These areas help strengthen and develop the prime areas and ignite children's curiosity and enthusiasm.**

- Literacy:
  - Comprehension
  - Word Reading
  - Writing
- Mathematics:
  - Number
  - Numerical Patterns
- Understanding the World:
  - Past and Present
  - People, Culture and Communities
  - The Natural World
- Expressive Arts and Design:
  - Creating with Materials



## Home Learning

We believe that children should consistently be given the opportunity to learn, which is why we promote active home learning and celebrate this within school.

### Reading

We expect all children to read at home at least 5 times per week but encourage them to read every day. Stories are read and celebrated within school and home reading is rewarded using our classroom displays, titled 'Our Reading Mission'. Children receive certificates and rewards for however many times they read at home from 50-500 reads throughout the school year.

### Wider Home Learning

In Reception, teachers provide optional home learning activities each term that complement and extend the learning taking place in the classroom. These activities are designed to enrich children's knowledge and experiences beyond school, offering meaningful context for the term's topics. Weekly 'talk topics', phonics videos and handwriting strategies are also shared with home. As children progress into Year 1, they receive one piece of home learning each week, alternating between English and Maths. In Year 2, pupils are set both an English and a Maths activity each week. Every completed piece of home learning earns a dojo point, and staff encourage children to go beyond the set tasks, celebrating any additional effort or creativity shown.

## School Rules

At St Paul's, we use our values as a way to promote positive behaviour. These are treated as our school rules and are demonstrated by the children, staff, parents/carers and visitors. We refer to the school values regularly throughout the school day.

Along with the school values, each class creates a set of rules for their own environment at the beginning of the year. Every child is involved in creating these and has a say on what rules they deem appropriate for their classroom. This is visually displayed within the classrooms and referenced throughout the year by the class teachers and the children themselves.

## Reward Systems

We believe that positive reinforcements enable children to feel valued and respected. Positive verbal feedback is the most common way of recognising children's efforts and behaviour. We also use Class Dojo as our primary reward system. The children collect Dojo points for various reasons throughout the day e.g. kindness, trying their best, demonstrating the school values, home learning. Once the children reach 30 Dojo points, they are invited to change their character on Class Dojo and a celebratory postcard is shared with parents/carers. (Children in reception begin with achieving 10 Dojo points before changing their character.)



## Behaviour

### How do we deal with behaviour issues?

We use positive strategies to help children learn and grow, though sometimes a little extra guidance is needed. Our approach encourages children to think about their actions and make good choices. Staff gently talk with children about expectations and give them the chance to learn, reflect, and make positive changes in a supportive way.

We use green, yellow and red faces to manage behaviour in school. Staff wear the faces on their school lanyards. A green face is shown to praise behaviour and learning. A yellow face is shown to children whose behaviour does not follow the expectations. A second yellow face is shown when an unacceptable behaviour has not stopped. A red face is used to indicate a 5 minute 'thinking time' after a behaviour continues, if a child has hurt another or if a child displays behaviour that is extreme. In some cases, a child's behaviour is recorded weekly on a success record, which is shared with both the Senior Leadership Team and home to help track any patterns.

Please see our school's behaviour policy on our website to find out more about how behaviour is managed at St Paul's.

### How are children involved?

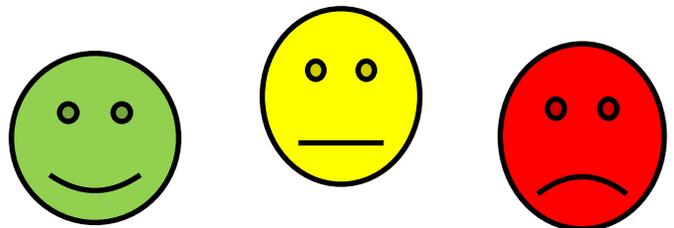
The school and class rules that the children are involved in creating, help to encourage children to try their best, take ownership of their learning, treat others with respect and to follow the behaviour boundaries that are created as a class unit.

As well as conversations about the behaviour expectations, the children are aware of the rewards and sanctions that are in place. Further discussions are also carried out in class circle times, RSE lessons and whole school assemblies.

### How are parents/carers involved?

Parents/carers who are concerned with the behaviour of their child are encouraged to contact the school. A member of staff would be happy to offer advice or point you in the right direction of any support that is on offer. Our Family Liaison Officer, Miss Lyons, is always happy to help and offer guidance wherever it is needed.

We encourage parental involvement from the outset if any challenges arise at school; collaboration between parents/carers and the school is vital in resolving these issues.



## Our aims and expectations:

- To promote a calm, purposeful and happy atmosphere within school.
- To foster positive, caring attitudes towards everyone, where achievements at all levels are valued.
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for their own behaviour.
- To have a consistent approach to behaviour throughout the school with parental co-operation and involvement.
- To raise children's self-esteem.
- To provide clear boundaries for acceptable behaviour, ensuring physical and emotional safety.
- To help children, staff and parents/carers have a sense of direction and a feeling of common purpose.

## Uniform

School uniform is worn by all children. It enables them to foster a sense of community, promote equality, and reduce distractions related to clothing choices. We never expect the children to wear uniform with a school logo on, and we encourage you to purchase low cost, generic uniform (without the logo) from high street/supermarket stores. However, if you would prefer uniform with a school logo; it can be purchased via North Borough Junior School. Our office team will always be happy to support with these purchases.

### School uniform:

- Navy blue sweatshirt / cardigan
- White polo shirt
- Grey trousers / shorts / skirt / pinafore
- Blue gingham school dress
- Black school shoes that can be fastened by the child independently

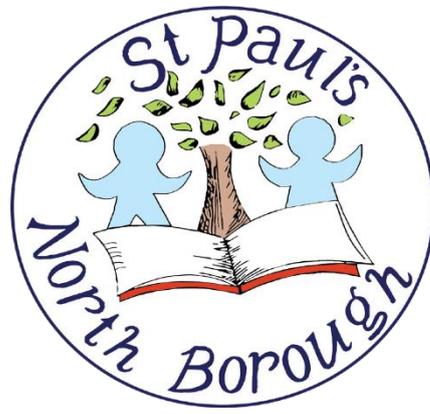
### PE uniform:

(worn to school for 1 day per week)

- White T-shirt
- Black/navy shorts or jogging bottoms
- Black/navy sweatshirt or jumper
- Black plimsolls or trainers that can be fastened by the child independently







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