

Nursery Information Evening

September 2025

Scan the QR code
for St Agatha's
Instagram:



Learning
Together in
God's Love

Welcome to Nursery

Ducklings Class

Mrs Sones - Class Teacher

Mrs Peck - Teaching Assistant

Cover teachers: Mrs Cahill and Mrs Hubbard

Class
Saint

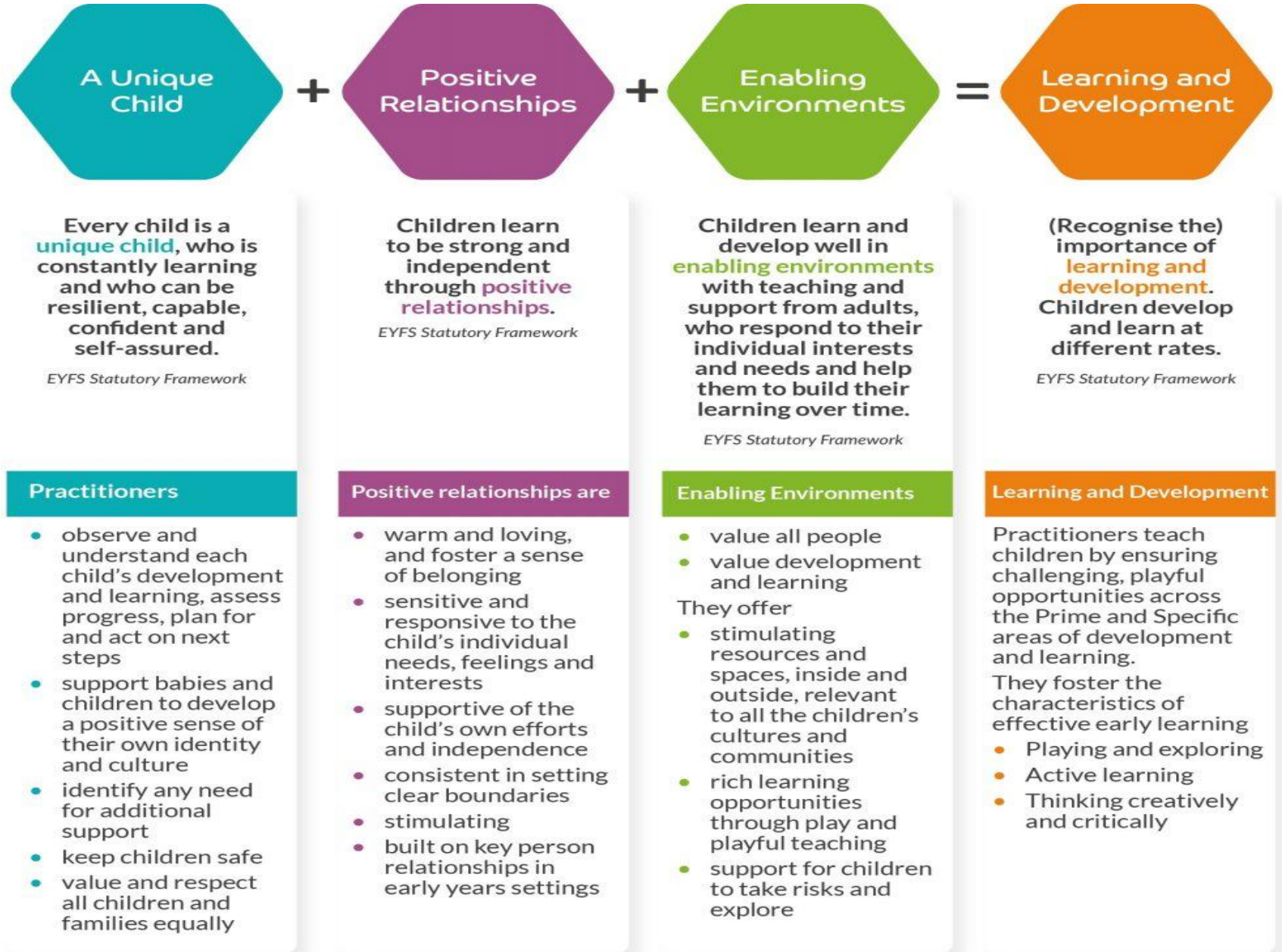
St. Therese of Lisieux

1st October



The Early Years Foundation Stage

Four underlying principles



Areas of Learning

Prime Areas:

These areas are particularly important for building foundations for learning, forming relationships and thriving:

- Communication and language
- Personal, social and emotional development
- Physical development

Specific Areas:

These areas enable the prime areas to be strengthened and applied:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

The areas are then divided into further strands for us to observe, assess and teach the children at their individual level and to help them move their learning forward.

Characteristics of Effective Learning

In planning and guiding children's activities, practitioners must reflect on the different ways that children learn, and then reflect these in their practice. A child's individual learning characteristic will determine the way they respond to both the teaching and learning taking place in the environment. The focus of the CoEL is on how children learn rather than what they learn i.e. process over outcome. Underpinning the CoEL is the understanding that during their earliest years, children form attitudes about learning that will last a lifetime. Children who receive the right sort of support and encouragement during these years will be creative, and adventurous learners throughout their lives.

Playing and Exploring – Engagement

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

Active Learning – Motivation

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

Creating and Thinking Critically – Thinking

- Having their own ideas
- Making links
- Choosing ways to do things

Learning to Learn...

The EYFS characteristics of effective learning support our whole school learning to learn policy, which uses Winnie the Pooh characters to teach special messages about the way we learn.

At St Agatha's School, we learn to be resilient, reflective, resourceful, respectful, risk takers and form good relationships with our friends.

These 'R' words help us to learn more effectively and will be continued throughout the years at St Agatha's School. They complement the characteristics of effective learning planned for in the Early Years curriculum.

Learning to Learn...

Pooh says...

I am
RESILIENT!



- I can become absorbed in my learning.
- I can recognise and manage distractions.
- I can create my ideal environment for learning.
- I know when I need to take time out to think.
- I am good at noticing things.
- I can use my previous learning.
- I don't give up when things get tricky.
- I can learn from my mistakes.
- I understand that sometimes learning can be a slow process.

Tigger says...

I am a
RISK TAKER!



- I know if I am wrong about something I can still learn from it.
- I can put forward my ideas even if they are not the same as other people's ideas.
- I think in creative ways and use it to further my learning.
- I know that my thinking might sometimes take me in a different direction.
- I can take risks in order to solve problems.
- I think about risks but I still have a go.

Eeyore says...

I am
REFLECTIVE!



- I can plan ahead.
- I can plan for the time and resources I will need.
- I can plan to overcome any obstacles I may meet.
- I can be flexible.
- I can make changes to my plans if necessary.
- I can think about my work as I go along.
- I can see new opportunities.
- I can think about what is important in my learning.
- I can be my own learning coach.
- I can recognize how I learn best.
- I can talk about how I learn.
- I can talk about my work when it is going well or when it is challenging.

Piglet says...

I am
RESOURCEFUL!



- I am good at asking questions.
- I am curious.
- I can think more deeply during learning.
- I can see connections between different events and experiences.
- I can use my imagination to ask 'What if ...?'
- I can work logically and systematically.
- I can give evidence to support my thinking.
- I can spot the strengths and weaknesses in information.
- I can use a wide range of resources appropriately.
- I can spot future opportunities.

Kanga says...

I have good
RELATIONSHIPS!



- I know when it is best to learn on my own or with others.
- I can share my ideas.
- I can listen to other people's ideas.
- I can contribute to and draw strength from a team.
- I can see someone else's point of view.
- I can imitate other people's good ideas and good behaviour.
- I can use my knowledge of another person to explain their actions and feelings.

Owl says...

I am
RESPECTFUL!



- I respect and recognise other people's view points.
- I respect other people's property.
- I respect school property.
- I respect school rules.
- I respect the similarities and differences between myself and others.
- I respect my culture and the culture and beliefs of others.

Catholic Social Teaching

Your child will learn how they can apply the Catholic Social Teaching Principles in their learning and across school life.



Everyone is special
Human Dignity



Thinking of everyone
The Common Good



Taking part
Participation



Everyone should have a say
Subsidiarity



Caring for God's gifts
Stewardship



Showing we care
Solidarity



Putting people most in need first
Preferential Option for the Poor



Sharing fairly
Distributive Justice



Being peacemakers
Promoting peace



What is Tapestry Childhood Education Platform?

Tapestry is an online system that supports us with:

- Documenting children's learning and development
- Working in partnership with families and carers
- Developing a child-centred approach to planning and assessment



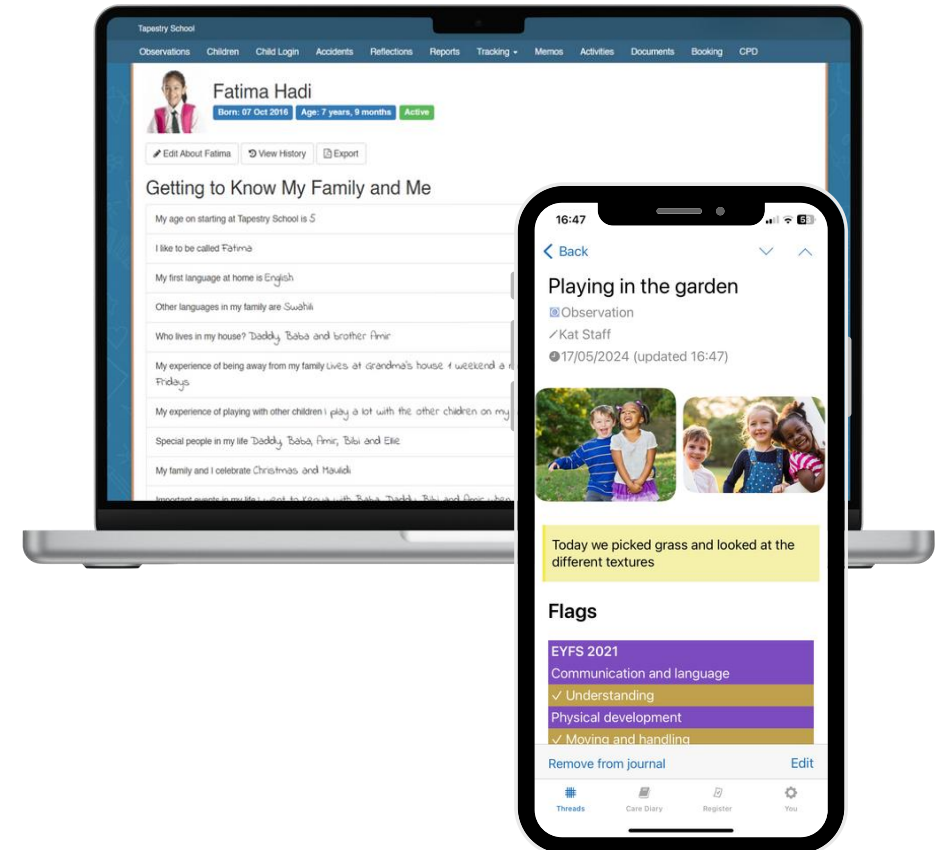


Documenting children's learning and development

Each child will have their own learning journal on Tapestry so we can:

- Follow your child's learning and development
- Plan experiences to help them to make progress

Through the journal we will share 'observations' with you.





Working in partnerships with families

Tapestry helps us to communicate with the families in our community, and to build stronger relationships with you.

Observations

For capturing each child's learning and special moments.



I'm included in printed journals!



Memos

For notices, updates and newsletters.



Activities

For sharing activities with children and their families.



Reports

For recording the narrative of a child's journey and progression.

I'm included in printed journals!



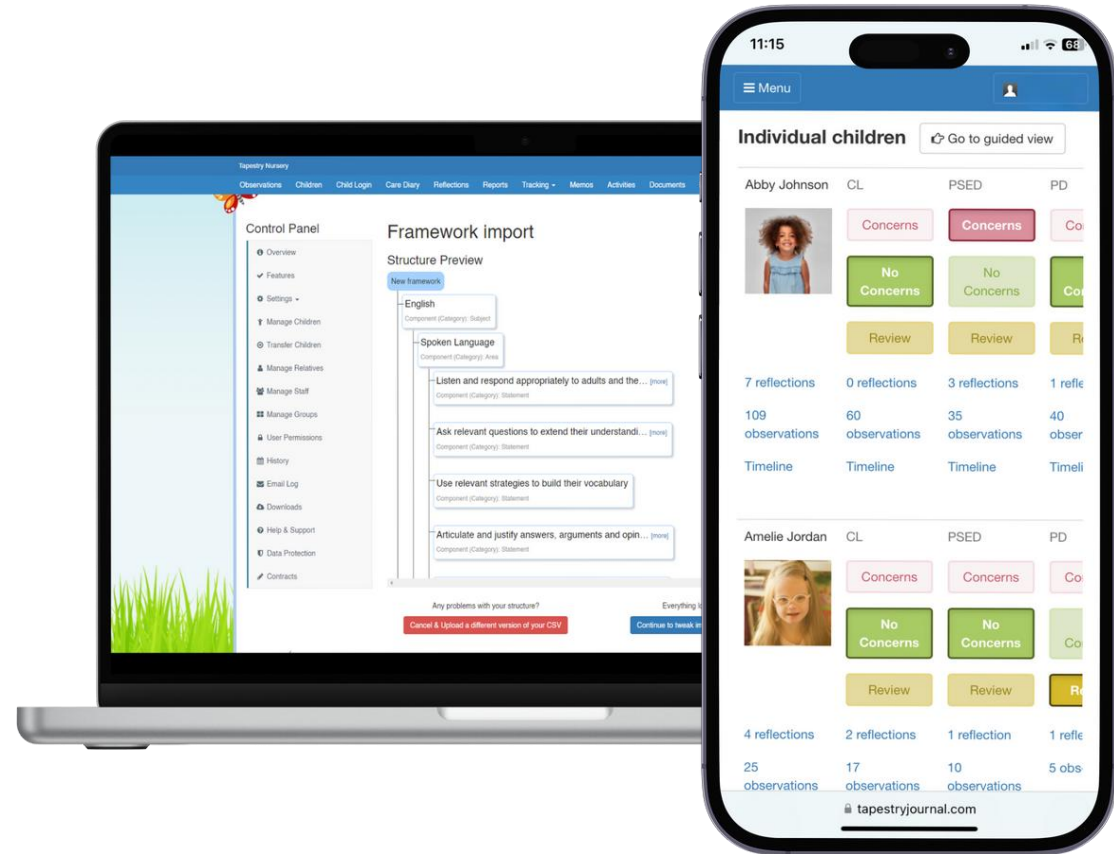


Developing a child-centred approach to planning and assessment (EYFS)

Tapestry provides our staff and leadership team with an overview of each child, so we can monitor, support and celebrate your child's progress.

In Early Years, we use:

- EYFS framework
- Development Matters
- Our own curriculum



PDF and professionally printed journals



At the end of your child's time with us, we will provide you with a PDF copy of their journal. You can also export a PDF copy yourself whenever you like.

You also have the option to purchase a professionally printed book version through publisher Group Hugs.

The PDF (and printed) journal will include all the observations in your child's journal, made by both us and you. This is a lovely keepsake of your child's experiences.



How is the data kept safe?

Data security is Tapestry's highest priority:

- No data is sold to companies.
- Data is shared with the sub-processors used to help provide the Tapestry system. Sub-processors are under a written contract that ensures they comply with UK data protection law.
- Data added to Tapestry accounts is stored on servers based in the UK and the EU. The company that hosts their servers and databases, AWS (Amazon Web Services), are ISO 27001 accredited. They have a complete and appropriate set of security procedures covering physical and technical security.
- Data is stored separately for each setting and school.
- Tapestry runs annual penetration tests to identify any vulnerabilities in the system.
- Tapestry runs regular automated tests and internal security reviews to examine the configuration of its servers.
- Tapestry's developers and support team require our permission to access our data, and they are DBS-checked annually.
- Every staff and family login is password protected, with two-authenticator factor available.
- Connections between users and the Tapestry servers are encrypted. Connections between the Tapestry apps and its servers are similarly encrypted. Connections between Tapestry employees' computers and Tapestry are encrypted. All data is encrypted at rest on Tapestry's servers, including all backups. Tapestry encrypt using industry best practice.

For more information on how Tapestry keeps data safe visit their website:

tapestry.info/security/



SCAN ME





How to access Tapestry

Tapestry is accessible both from a browser (e.g. Chrome, Firefox, etc) via tapestryjournal.com, and an app, available to download for iOS and Android.

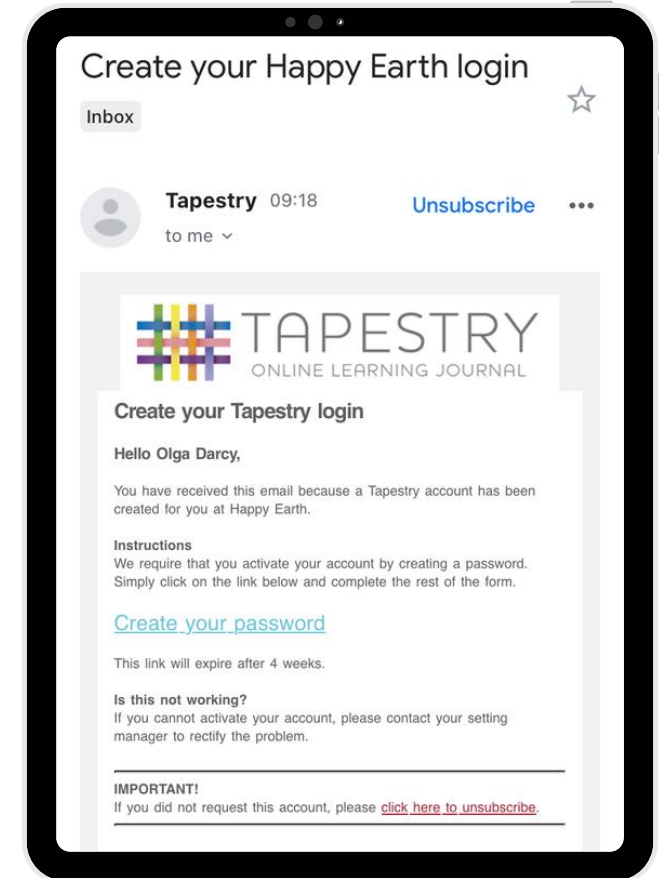




How to access Tapestry

Once we have your signed consent forms, we will set you up with your profile.

- You will use this profile to view and contribute to your child's journal.
- You will receive an email with an **activation link** to activate your Tapestry profile - don't forget to check your spam!
- You will need to **choose a password**. You can use this to log in to both the Tapestry app and the desktop version.
- You will also be able to set up a **4-digit PIN** to quickly log in to the app.





Further information

Visit the Parents & Carers section on Tapestry's website for more information and FAQs: tapestry.info/parents-carers/



SCAN ME

Topics

Autumn Term

- Me and my community
- Exploring Autumn
- Once upon a time
- Sparkle and Shine
- Christmas

Spring term

- Starry night
- Winter wonderland
- Puddles and rainbows
- Signs of Spring
- Easter

Summer term

- Sunshine and sunflowers
- Creep, crawl, wiggle
- Big wide world
- Splash

Day to Day...

- Say goodbye to parents/carers and organise our belongings.
- Come into class and choose an activity; self-registration; toilet and handwashing.
- Good morning - register and prayers; short carpet session.
- Time to free-flow between indoors and outdoors and choose our own learning.
- Toilet and hand wash; fruit and milk time; free access to water bottles throughout the day.
- Quiet reading and book sharing time.
- Short carpet session.
- Time to free-flow between indoors and outdoors and choose our own learning OR complete an adult directed task.
- Tidy up; carpet time- story, reflection on the morning and lunchtime prayer.
- Home time or lunchtime (hours dependent)
- Afternoon session: short carpet sessions; group activities (child initiated and adult directed); time to free-flow between indoors and outdoors and choose our own learning.
- Fruit and water time.
- Story/song/rhyme time
- Reflections; end of the day prayers; home time

Day to Day...

- Morning session: 8.45am – 11.45am
- All day session: 8.45am – 2.45pm
- Additional hours provision: 2.45-3.20pm (£3.50 daily charge)
- Please arrive promptly so your child has time to settle in and begin their learning.
- The Nursery doors close at 8.55am. If you are late, please go to the school office to ensure your child is registered.
- If you are going to be late to collect your child, please telephone the school office.
- If someone different is collecting your child, please notify the school office in writing via email. This includes regular arrangements or one-off playdates.
- If you wish to speak to the class teacher, they will be on the door to greet you at the beginning and end of the day. Please be mindful that our priority is to help the children first and ensure they are welcomed into the classroom and dismissed safely.

Important Information for Children Staying All Day

- Children will need to bring a healthy packed lunch if they are staying over lunchtime. Our school has a **NO NUTS** policy (including, for example, Nutella and peanut butter, some cereal or fruit bars) and it is very important this is followed to ensure the safety of those with nut allergies.
- Fruit and milk are offered in the morning and afternoon. Please label water bottles that you provide from home. Please do not bring extra snacks from home.
- If possible, please provide water bottles/drinks that your child can open themselves. There will always be an adult available to help but it is also great if your child can manage this independently.

Uniform

- Navy blue jogging trousers
- School polo shirt or plain white polo shirt
- Red school sweatshirt with school logo
- Black Velcro shoes (to aid independent dressing)
- White/grey socks
- Girls - red and white checked dresses for the summer
- Boys - grey shorts for the summer (elasticated waist for independence)
- Book bag
- Cap for the summer
- Long hair must be tied up (small hair bands only please)
- For pierced ears, small studs should be worn
- No other jewellery or watches please as they may get lost or broken

Please also ensure your child brings in a full water bottle each day, labelled with their name and preferably one that your child can open and use independently.

Please DO NOT bring in toys or stationery from home. We have everything your child will need in school.

Preparing for the Outdoors

- On hot days, please ensure you have applied high factor sun cream before your child comes to school in the morning and that they have a sunhat and a full water bottle.
- Please send your child in with waterproof, warm outdoor clothing for wet, cold days, as we will always go outside into the nursery garden (unless extreme weather conditions happen). We already have many pairs of wellies.
- Please bring a spare change of clothes for your child to keep in their locker for if they need to change. Please note, Nursery life can be messy, even if a child is wearing an apron! But this is what the nursery uniform is for - exploring and experimenting in.

Home Learning

- Every Monday, we will share information via email about what we will learn in the coming week in our 'Nursery News'.
- The 'Nursery News' will list ways that you can support your child at home each week.
- We will occasionally send home learning sheets in your child's book bag for you to complete over the weekend.
- Please support your child to become as independent as possible with toileting, good hygiene practices (e.g. handwashing, blowing nose) and dressing, particularly with their outdoor clothes and sweatshirts.
- We will introduce 'Mystery Reader' sessions, rhyme bags and story sacks and the library in the Spring term.

Developing Early Reading Skills

During the Nursery year, our aim is to develop a love of reading for all children. Even before your child begins to 'decode' words, they will experience a huge variety of learning experiences which will develop their communication and language skills and start them on their journey to becoming a reader.

Learning opportunities in Nursery include:

- Daily reading – fiction and non-fiction; 1:1, small group and whole class;
- Daily song and rhyme time;
- Weekly music session: singing; exploring sounds;
- Independent reading and book sharing time;
- Story tables - books, props and puppets for children to retell stories;
- Topic tables - non-fiction texts and real/replica objects to explore;
- First Phonics: environmental sounds; instrument sounds; body percussion; voice sounds; rhythm and rhyme; initial sounds and alliteration; oral segmenting and blending.

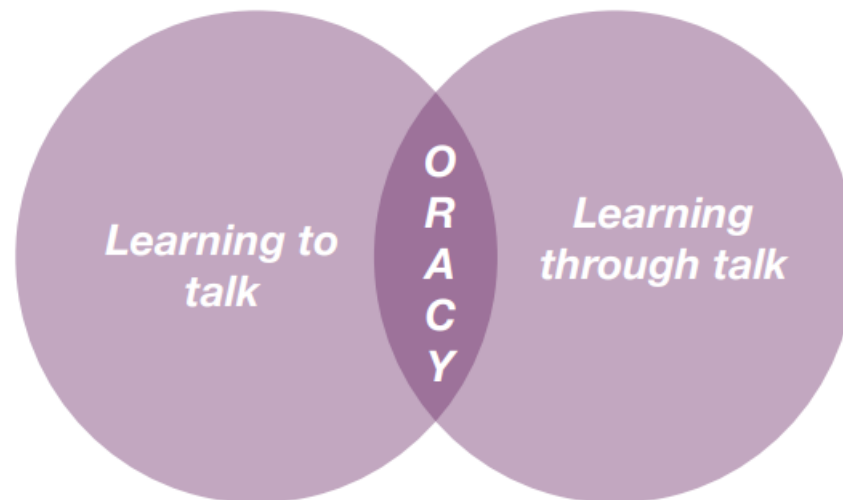
Oracy

DfE: 'The value of talk to children's mastery of language is as important for writing as it is for reading. Pupils should be taught how to engage in dialogue that enhances learning.'

Oracy is the ability to articulate ideas, develop understanding and engage with others through spoken language.

As we build a culture of oracy across the school, listen out for these specific terms from St Agatha's Oracy Framework: physical; linguistic; cognitive; and social and emotional.

Oracy is learning to talk and learning through talk. This is a school priority for this academic year to improve both spoken and written language.



How can parents support reading?

'Children expand their language and vocabulary when they listen to or join in with a story or rhyme'

'Parents who engage their children in books prepare them to become committed and enthusiastic readers'

'Book-related talk introduces children to language that they might not hear in ordinary conversation'

Reading Framework 2021

So.....

Read as
many
bedtime
stories as
you can!

Reading to your child is without doubt the best way to help your child achieve their full potential.

Here's how many words a child would have heard by the time they were 5 years old:

Never read to - 4,662 words

1-2 times a week - 63,570 words

3-5 times a week - 169,520 words

Daily - 296,660 words

Five books a day - 1,483,300

Making sure that children become engaged with reading from the beginning is therefore one of the most important ways to make a difference to their life chances, whatever their socio-economical background.

Parents as Partners

We know that your child will be doing lots of learning naturally when they are not at school, as part of their general development.

We encourage parental contributions and we ask that when your child succeeds at home (whether it be learning to swim, riding a scooter, eating with a knife and fork, helping to tidy up, showing good listening, being kind to their siblings....) you share this special news with us by filling out a 'Wow' moment certificate. You can also provide photographs if you are able to.

These 'Wow' moments will be celebrated with the class.

We will send home the blank 'Wow' moment certificates next week.

Birthdays:

While there is no expectation, we know that some parents like to send in treats on their child's birthday. As we have children with allergies in the setting, we would ask that you only send in small, individually-wrapped treats. We will leave these outside on the benches before pick up so you can decide if your child is allowed the gift or not.

Illness

- If your child is absent due to illness, please telephone the school office and tell them your child's name and details of the illness they are suffering from.
- If your child has been ill with sickness or diarrhoea, please keep them at home for 48 hours (2 days), starting from the time they were last sick.

Thank you for your cooperation.

PSA and Class Reps

- All of the adults in our school community are automatically members of the PSA.
- The PSA do a fantastic job in supporting the children of St Agatha's. Please do volunteer your time and support where you can.
- Those able to take on the role of class rep are greatly appreciated. Thank you so much for volunteering. Any takers???

Key Information and Dates

- INSET day- school is closed for staff training
- Non-Uniform days- children can wear their home clothes in exchange for a monetary contribution (usually for a charity or other good cause).
- Please look at the school website; so much information can be found here www.stagathas.school
- Whole school newsletters- sent via email
- Nursery News- sent weekly
- The Nursery information board outside the classroom.
- **Parent / Teacher Consultations** – Thursday 23rd October and Thursday 12th February

Thank you for joining us.

We are all looking forward to an exciting,
fun-filled Nursery year in Ducklings.

Any questions?

A photograph of three small, fluffy ducklings on a wooden post. One is perched on the left, another is in the middle, and a third is hanging from the edge on the right. The background is a blurred body of water.

Develop a passion for
learning. If you do, you
will never cease to
grow.

Anthony J. D'Angelo

