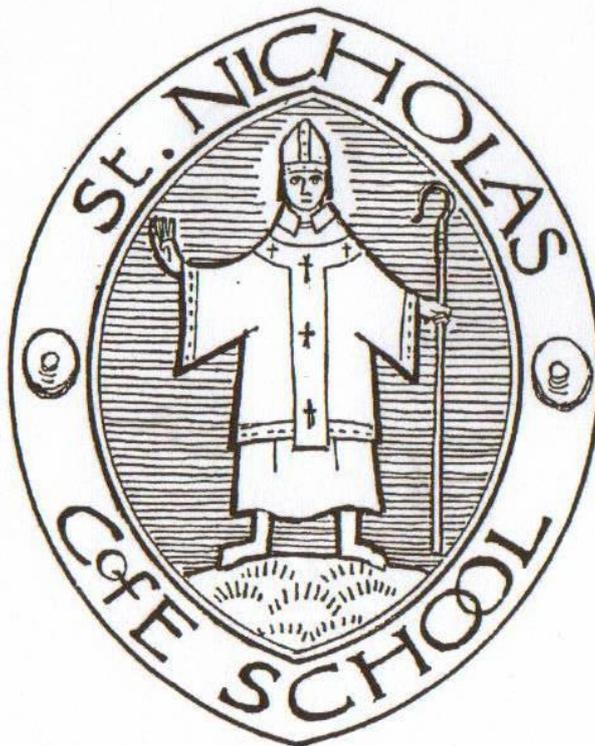


St Nicholas Church of England
Voluntary Controlled Infant School

Home - School

Partnership Guide



Teachers, Parents/Carers and children
Striving for excellence

Introduction

The Curriculum in the Early Years Foundation	1-2
The Curriculum in Years 1 and 2	3-4
Calendar of curriculum topics.....	5
Targets.....	5
Parents and the School.....	6-11

Appendices

- 1. High Frequency Words for reading in Year R and Year 1**
- 2. High Frequency Words for reading in Year 2**
- 3. 44 Phonemes**
- 4. Handwriting formation**
- 5. Reporting**
- 6. Home – School Agreement**
- 7. Our Golden rules**

Introduction

Welcome to our home-school partnership guide, this is aimed at informing parents and carers about the curriculum and providing some ideas of ways in which to support the children in their learning.

Parents often comment that they would like more information of this sort, so each term we will send home a Curriculum Outline booklet with information about topic work we will be doing and how you can support your child.

In this guide we hope to provide you with information on the progression of Basic skills in English and Mathematics.

In February 2016, the school gained the Primary Quality Mark for the 6th time. The mark acknowledges our commitment to achieving high standards in Literacy and Numeracy. It shows that the school:

1. Has a strategy and an action plan to improve children's reading, writing and mathematics.
2. Assesses children to find out if they need extra help.
3. Has targets for improving basic skills in the school.
4. Has plans to help children improve their reading, writing and number work.
5. Reviews the progress made by all of the children.
6. Provides regular training for all staff to continually improve the teaching of basic skills.
7. Uses different ways of teaching based on what each child needs.
8. Has good books and other materials to support children's learning.
9. Encourages parents to help their children with reading, writing and number work.
10. Monitors whether we are becoming better at teaching basic skills.

Children cannot learn if they are not behaving well and they may also prevent other children from learning. Included in this booklet are the school behaviour policy and our home-school agreement.

We were delighted that in our last OFSTED inspection (January 2013), the school was judged as outstanding in all aspects. Additionally, in our last church inspection (March 2018) we were judged as outstanding and our Christian values and beliefs underpin every aspect of the school. We hold high expectations for everyone and wish to maximise the learning potential of every pupil.

I hope that you will find this guide to be of use in supporting your child during the time that they are a pupil at St Nicholas Infants School and we welcome your involvement with your child's learning. Further information can be found on our school website www.st-nicholas.medway.sch.uk

Mrs G. Johnson
Headteacher

The Curriculum in the Early Years Foundation Year.

Children in the Early Years Foundation year follow the Early Years Foundation Stage, (EYFS) Curriculum. This encompasses of three prime Areas of Learning.

The areas of learning are:

- Communication and Language
- Physical development
- Personal Social & Emotional Development

And four specific areas of learning:

- Literacy
- Mathematics
- Understanding of the World
- Expressive Art and Design

In the early teaching of language and literacy skills the following may be covered:

- Listening to rhymes, stories and songs.
- Listening to others.
- Responding to instructions.
- Describing story settings, events and characters.
- Questioning and explaining
- Building up a range of vocabulary through personal experiences and through listening to books.
- Gaining an awareness of rhyme and rhythm.
- Learning the phonemes (sounds) which are needed to decode words for reading and spelling (see Appendix 3). There are approximately 44 phonemes.
- Developing phonic knowledge by hearing and saying initial sounds of words eg b for bat.
- Beginning to know which letters represent the sounds
- Confidence and enjoyment in handling books.
- Recognising some familiar words
- Blending sounds to read and write simple consonant vowel consonant (cvc) words i.e. cat, pan etc
- Reading, writing and spelling high frequency words from Year R list (see Appendix1).
- Writing for a range of purposes.
- Writing their name.
- Forming letters correctly.(see Appendix 4)
- Confidence in writing independently

In the early teaching of mathematical skills the following may be covered:

- Developing counting, recognition and formation of numerals, firstly 1 – 5 then 1 – 10, and then up to 20 or more.
- Accurately counting a group of up to 10 objects and then up to 20 or more.
- Comparing two groups of objects and knowing which is largest.
- Beginning to use the vocabulary involved in adding and subtracting.
- Using language such as 'more' and 'less' to compare two numbers.
- Finding one more or one less than a number from 1 – 10, 10-20.
- Using language relating to size or position such as big/small, behind/in front.
- Talking about the shapes of everyday objects
- Sorting and matching shapes
- Comparing quantities, using words such as 'heavier' and 'lighter'.

During the Early Years Foundation Year the children are gradually introduced to a wide range of activities. There is an emphasis on learning to concentrate for longer periods. The children learn through play and interactive experiences.

Parents can help their children by:

- Reading to them as well as hearing them read.
- Playing games involving letter sounds and names.
- Playing games involving the use of numbers.
- Counting objects, eg 4 plates for dinner.
- Practising writing the child's name.
- Reading signs and number in the shops and the street.

Teachers will be able to suggest further activities to parents who wish to support learning at home.

The Curriculum in Years 1 and 2

In Years 1 and 2 schemes of work incorporate the requirements of the National Curriculum. Work is organised into termly topics with an emphasis on the development of Basic Skills in English, Mathematics and Computing.

The development of English Skills includes:

In Year One:

- Applying knowledge of all letter sounds in words (Appendix 3)
- Reading, writing and spelling high frequency words from the list. (see Appendix 1)
- Writing lower case and capital letters using correct formation (see Appendix 4)
- Writing sentences using full stops and capital letters, question marks and exclamation marks.
- Writing about personal experiences
- Reading and writing simple instructions and labels.
- Writing outlines of story plots and settings.
- Recognising and spelling words using the correct tense endings eg 'ed' and 'ing'
- Using poems as models for writing their own poetry.
- Using non-fiction texts as models for their own non-fiction writing.
- Writing extended sentences using words such as 'and', 'but', 'so', 'because', 'while'
- Grammar skills including identifying statements, questions, exclamations and commands

The development of Mathematics skills includes

In Year one:

- Counting, reading, writing and ordering numbers working with numbers 1-100 and beyond.
- Understanding addition and subtraction and using signs to record the calculations.
- Knowing by heart pairs of numbers which total to 10, 20 and 100
- Being able to add and subtract mentally using methods such as counting on – doubles.
- Solving problems using money.
- Comparing lengths and weights using standard units kg, g, cm, m.
- Recognise and name 2D and 3D shapes referring to sides, faces, corners
- Investigating patterns and sequences
- Exploring symmetry, positions and directions.
- Understanding place value up to 20 i.e. 15 is 10 and 5.
- Read the time o'clock and half past.
- Count in 2's, 5's and 10's.

In Year two:

- Reading, writing and spelling high frequency words from the list. (see Appendix 2)
- Correct letter formation leading to joined handwriting. (see Appendix 4)
- Reading a wider range of texts showing understanding through discussion and use of correct style in their own writing.
- Writing longer, more complex stories, and poems.
- Use of punctuation such as commas and question marks.
- Using a range of styles in writing.

- Demonstrating use of interesting vocabulary i.e adjectives and adverbs and more complicated sentence construction.
- Grammar skills including, suffixes, prefixes and grammatical patterns.
- Learn how to plan a draft piece of writing and edit their work.

In Year Two:

- Counting in steps of 2,3,5 from 0
- Counting in 10's from any number
- Using adding and subtraction facts to 20 fluently
- Recalling and using multiplication & division facts for 2, 5 and 10 times tables
- Read analogue time correctly
- Working out $\frac{1}{2}$, $\frac{1}{4}$, $\frac{3}{4}$ of lengths, shapes, sets or quantities.
- Count in fractions eg 1, $1\frac{1}{2}$, 2, $2\frac{1}{2}$, 3.
- Read and understand block graphs, tables and tally charts.
- Column addition and subtraction
- Using the 4 operations (+, -, x, ÷) to solve number problems.

Parents helping at home

Parents wishing to help their children further at home can ask teachers for advice on current methods used. They can also help by:

- Helping children to learn to spell words
- Listening to them read.
- Reading stories to children.
- Encouraging them to read signs, labels, newspapers etc.
- Playing games involving letters and sounds.
- Playing games using numbers or maths skills.
- Playing games involving maths and English skills on a home computer.
- Allowing your child to use money in real life situations eg buying a comic or small toy.

Calendar of Curriculum Topics

	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
FOUNDATION STAGE	Ourselves	Toys	Let's Build	Explore Medway	Our World	
YEAR 1	Ourselves	Toys	Let's Build	Explore Medway	Our World Animals and Plants	Our World People and Places
YEAR 2	Ourselves	Toys	Let's Build	Explore Medway	Our World Animals and Plants	Our World People and places

Targets

Targets are a measure of children’s progress at school. At the beginning of the year teachers and children will work together to decide on targets for writing. The targets agreed are challenging but achievable. Children know where they are heading and the work they need to do in order to achieve their target. Most often the targets will be individual. However, group targets may also be used where the needs of several children are similar.

A child may be required to demonstrate that he/she has met his/her target on more than one occasion before being set a new one. Sometimes children achieve a target that later lapses and they forget the skill. In this case the target may be repeated.

RE Topics

	Term 1	Term 2	Term 3	Term 4	Terms 5 & 6
Foundation Stage	Special people Special places	Incarnation Christmas	God	Salvation Easter	Introduction to other faiths: Judaism, Hinduism, Buddhism, Sikhism, Islam
Year 1	God and creation	Incarnation Christmas	Gospel – good news	Salvation Easter	Judaism
Year 2	Our Special School	Incarnation Christmas	Gospel – good news	Salvation Easter	Hinduism

Parents and the School

We aim to establish a positive working relationship between home and school in which parents and teachers feel able to discuss children's progress and needs. Children need security and the partnership between home and school helps to achieve this. The School will inform parents of any problems and we hope that parents will inform us of home circumstances that may affect the child's performance at school.

Prospective parents may telephone or write to arrange an appointment to visit the school.

We are always ready to welcome parents to discuss problems and the home-school contact book is another means of communication.

Home-school agreement

The home-school agreement is a written statement of the expectations between parents, the school and the child (for those able to understand). The agreement is signed as the child commences his or her education at St. Nicholas.

Homework

Children's learning at school is consolidated and extended through homework. The homework policy is available at the school. It is hoped that parents will support the children by encouraging them with set tasks. Homework may be given as follows:

- | | | |
|---------------------------|---|--------------------------------------|
| Foundation Stage children | - | 10 minutes a night reading |
| | - | 10 minutes a week mathematics |
| Year 1 children | - | 15 minutes a night reading/spellings |
| | - | 15 minutes a week mathematics |
| Year 2 children | - | 20 minutes a night reading/spellings |
| | - | 20 minutes a week mathematics |

Additional homework may be given once a week for specific purposes eg to support topic work, practise of handwriting, spellings.

Open Evenings and Reports

Open Evenings are held once in terms 1, 3 and 6 (see Appendix 5) to enable parents and teachers to meet to discuss their child's work if they wish. On these evenings the child's work and their progress cards may be viewed.

During the year pupils take home completed work books to share with parents. Parents and pupils complete an evaluation form which is returned to school with the work.

School Fund

The school fund exists to provide additional items for which there is no allocation in the school budget; this includes subsidising outings and visits from educational theatre groups. Parents are asked to support the fund by contributing £7.00 per family per year. This can be paid in full in September, or by two payments of £3.50 in September and January.

Parent Help in School

Offers from parents who wish to help in school are always welcome. This can take many forms – listening to children read, helping with group activities, or offering a special talent. In line with our Safeguarding children policy, all parents wishing to help in school will be required to complete a DBS (Disclosure and Barring Service) check. (Please contact the office.)

P.T.F.A.

Parents are automatically members of this association. Meetings are held regularly to which all are invited. A committee is elected annually.

The P.T.F.A. is invaluable in its support of the school, providing additional funds through its activities such as Christmas Fair, sponsored events and draws, and also organising a weekly/monthly cake stall. Please contact Mrs Johnson or Mrs Gooch should you wish to be involved, or come to the meeting in September.

Green Footsteps

As part of our aim to be a 'Healthy School' we actively promote 'Walking to School', children are encouraged to walk to school every day and there is a weekly trophy for the class with the most 'walks'.

During the fine weather children may ride scooters or bicycles to school – there are bike racks at the top of the field. Parents must supply locks and take full responsibility for leaving bicycles or scooters on site.

Bookshop

A magazine from the Scholastic bookshop is sent home 3-4 times a year. Those who wish may order books which are of a good quality and often of great educational value.

Pastoral Care, Health and Welfare

The school is a happy and safe place because we keep our golden rules:

Listen to people
Be safe
Do the right thing

Children are taught about what these rules mean and are encouraged to keep them.

We actively promote British values and our Christian values of Friendship, Respect, Thankfulness, Forgiveness and Compassion.

The Headteacher is responsible for the internal organisation, management and discipline of the school. The policy for Managing Behaviour and the discipline procedures are on our school website and paper copies can be provided upon request.

We endeavour to nurture our children, to enable them to grow in their faith, become high academic achievers, develop enquiring minds and take responsibility by being global citizens. Our role, in partnership with parents, is to build the foundations for a successful education, to enable each child to discover the joy of learning, to help them to fulfil every aspect of their potential and to encourage their growth into effective citizens, ready to play their part in the world and their community.

Arrival and departure

Parents are asked to bring the children on to the playground from 8.45 a.m. A teacher is on duty from 8.50 a.m. and children are escorted to their classrooms when the bell rings at 9 a.m.

In the case of bad weather children may go straight into class once the bell has been rung.

As far as possible we ask that parents allow the children to go into school unaccompanied. If a child is extremely distressed arrangements will be made individually.

The children are returned to the playground at 3.05 p.m. and must be collected from there by parent or nominated adult. In the event of the adult being delayed children will wait with a teacher. If it is possible please telephone to advice of a delay. Please emphasise to your child, as we do, that they must stay with the teacher until their adult has been spotted by the teacher.

The School Site

There is no vehicular access to the school site for parents.

Montfort Road is a cul-de-sac. Many Parents bring children to school by car. Parking near the school gates and turning cars in Montfort Road is a very dangerous exercise. Small children cannot be seen from many positions by car drivers and unnecessary risks are taken every day.

Please note that the school gates are closed daily at the beginning of school and again at the end of the day. (**Please park away from the gates**, it is better to walk a few yards than expose your child and everyone else's to such hazards.) **Parking is not allowed anywhere within the grounds of the Youth Centre.**

The school site has been designated as a NO SMOKING area by the Governors. This is for the health and safety of all.

Snacks

Milk is available under the Cool Milk scheme to drink at playtime. Children under 5 years are entitled to free milk if requested; there is a small charge for children over 5 years.

At the start of the school year in September each child is given a bottle for drinking water. Water is always available in the class. Bottles are sent home on Fridays for cleaning- please ensure your child brings it back in on Monday for refilling. Replacement bottles can be purchased from the office.

The school is part of the free fruit and vegetable scheme. This means that fresh fruit or vegetables are available daily for the children to eat, and most really enjoy it. Only fruit or vegetables may be brought in as a snack from home.

Please do not send children to school with crisps, sweets or chocolates for playtime as we wish to encourage healthy eating habits.

Lunchtime

All children attending this school are entitled to a free school meal daily.

We ask that parents notify us where children have allergies or may not eat particular foods for religious reasons.

Alternatively, children may bring a packed lunch in a suitable named container. Given the number of children and adults who do suffer with allergies, in particular to nuts we ask that all parents refrain from sending in items of food which may contain nuts. It is school policy to encourage healthy eating and parents are asked not to include sweets and bars of chocolate in packed lunches.

Personal Property

Please ensure that **all items of clothing are named**. Children may bring a small toy to play with at playtime, for example a book, skipping rope, small drawing pad and crayons or a **pocket sized** figure/teddy. Electronic toys are not permitted, nor toys that are deemed to be unsuitable e.g. toys that are too large, unsafe or may promote aggressive play.

Toys such as balls, stilts, dressing up clothes etc are available for the children to play with every lunchtime play.

Reasonable precautions will be taken to safeguard children's property but no liability can be accepted for loss or damage.

Jewellery

Wearing of jewellery is discouraged. Earrings should be small studs only.

For safety reasons **jewellery is not allowed for PE**. Earrings must be removed or the child may not participate in lessons. The school cannot accept responsibility for any jewellery brought to school.

School Uniform

Although optional uniform is usually worn and comprises of:

Grey trousers, shorts, skirts or pinafores.

White shirts and school tie

Royal blue v neck sweatshirt, v neck jumper or cardigan

Allowances are made for children from different cultural backgrounds who may wear clothing to meet with their religious observances.

Please name all items of clothing.

Sensible shoes are the most practical footwear for most of the year. In the summer sandals may be worn providing they are not high heeled, or have thin straps. Flip flops are not suitable. Boots are not suitable for wearing during school time. If you wish to purchase boots your child should wear them to and from school and should change into suitable shoes or plimsolls for lesson time.

PE Kit

Shorts tracksuit bottoms/jogging trousers

T-shirt

Plimsolls

Please place all items in a named draw string bag. Although plimsolls are sometimes worn for outside PE, children have bare feet for gymnastics and dance. If your child has a reason for wearing plimsolls for indoor PE e.g. has a verruca, please write a note for your child's teacher.

Please name all items of PE kit

School Shop

Items of uniform may be purchased at Uniform Base, 11 Railway Street, Chatham kent ME4 4HU.

There are a various ways in which you can order/purchase uniform:

- 1) In store
- 2) Via the internet – there is a £4.95 delivery charge
- 3) By phone you can either order for store collection or purchase for home delivery – delivery charge advised at time of order.
- 4) By email you can either order for store collection or purchase for home delivery – delivery charge advised at time of order.
- 5) By post – you can send your order form to them and pay either in store or over the telephone.

They accept most major credit/debit cards they also offer a cash deposit saving scheme

Absences

The school follows the advice of the Local Authority with regard to absences. Parents are asked to ensure that their children attend school regularly and that they arrive on time.

Absences are only authorised for:

- i) **Sickness** - Please phone the school on the first day of absence, and every subsequent day of absence to keep us informed. **Follow up with a note of explanation when your child returns to school.**
 - ii) **Medical and dental appointments** – where possible these should be avoided in the school day. If appointments are needed in school time a pupil pass must be requested from the office. Please provide a copy of the appointment letter.
 - iii) **Term Time holiday** –. From September 2013 The Headteacher may not grant any leave of absence during term time unless there are exceptional circumstances. It is the Headteacher's decision as to whether the request meets the criteria for exceptional circumstances. The Headteacher will determine the number of school days a child can be away from school if the leave is granted. Work will always be set for the pupil to complete during any leave approved. The work must be brought into school on the child's first day back at school.
- i) An absence without leave will be marked as unauthorized which could result in a penalty notice (fine), payable by each parent. If a penalty notice is issued parents must pay £60.00 within 21 days or £120.00 within 28 days.

In order to encourage children to attend school, certificates are awarded to the children with the highest percentages of attendance each term. The class with the highest weekly attendance receives a trophy as a reward to display in their classroom.

MEDICINES

Children should not bring pills, tablets or medicines to school with them, in any kind of unmarked bottles. Although the School is not obliged to administer any medicines, if it is essential that a medicine prescribed by a doctor is to be administered to a child (during the day), who is otherwise fit enough to attend, parents must call at the Office to complete a medical consent form and medical plan.

These medicines **MUST** be marked with the child's name and the exact dose to be given written on it. The spoon for measuring the dose should be included.

No patent medicines purchased from the Chemist will be given to a child and **lozenges** etc should not be sent in with a child.

High Frequency words for reading

Reception Year

1. I	14. you	27. the	40. me
2. up	15. are	28. dog	41. she
3. look	16. this	29. big	42. see
4. we	17. going	30. my	43. it
5. like	18. they	31. mum	44. yes
6. and	19. away	32. no	45. can
7. on	20. play	33. dad	46. but
8. at	21. a	34. all	47. did
9. for	22. am	35. get	48. got
10. he	23. cat	36. in	49. had
11. is	24. to	37. went	50. if
12. said	25. come	38. was	51. man
13. go	26. day	39. of	52. may

Year 1

1. up	21. for	41. our	61. then
2. on	22. friend	42. out	62. them
3. at	23. from	43. play	63. there
4. is	24. full	44. pull	64. they
5. am	25. get	45. push	65. this
6. in	26. going	46. put	66. today
7. us	27. has	47. one	67. too
8. all	28. have	48. or	68. took
9. and	29. he	49. our	69. tree
10. ask	30. here	50. out	70. two
11. away	31. him	51. ran	71. way
12. be	32. his	52. saw	72. went
13. been	33. house	53. say (s)	73. were
14. by	34. look	54. school	74. what
15. big	35. love	55. see	75. when
16. cat	36. much	56. seen	76. where
17. dad	37. not	57. so	77. will
18. day	38. now	58. some	78. with
19. do	39. one	59. than	79. very
20. dog	40. or	60. that	

Year 2

1. about	32. girl	66. parents	102. May
2. after	33. good	67. pass	103. June
3. again	34. grass	68. past	104. July
4. another	35. half	69. path	105. August
5. any	36. help	70. plant	106. September
6. back	37. her	71. poor	107. October
7. ball	38. hold	72. pretty	108. November
8. bath	39. home	73. prove	109. December
9. beautiful	40. how	74. people	110. four
10. because	41. improve	75. should	111. five
11. been	42. jump	76. sister	112. six
12. behind	43. just	77. sure	113. seven
13. both	44. kind	78. sugar	114. eight
14. boy	44. last	79. take	115. nine
15. brother	45. laugh	80. their	116. ten
16. busy	46. little	81. these	117. eleven
15. came	47. live	82. three	118. twelve
16. can't	48. made	83. time	119. thirteen
17. child	49. make	84. told	120. fourteen
18. children	50. many	85. want	121. fifteen
17. Christmas	51. mind	86. water	122. sixteen
18. class	52. more	87. who	123. seventeen
19. climb	52. money	88. whole	124. eighteen
19. clothes	53. most	89. wild	125. nineteen
20. cold	54. Mr	90. would	126. twenty
21. dog	55. Mrs	91. Monday	127. yellow
22. don't	56. must	92. Tuesday	128. white
23. door	57. name	93. Wednesday	129. orange
24. down	58. new	94. Thursday	130. purple
25. even	59. next	95. Friday	131. gold
26. every	60. night	96. Saturday	
27. everybody	61. off	97. Sunday	
28. eye	62. old	98. January	
29. fast	63. once	99. February	
30. father	64. only	100. March	
31. first	65. over	101. April	

c	o	a	t	d	g	e	h	r
n	m	p	b	l	f	i	s	u
z	x	j	k	v	w	y	qu	sh
ch	th	ck	ai	ee	oo	ar	or	ay
ow	oi	ng	ear	air	ou	er	igh	

Appendix 3

Agreed letter formation and letter families:

c a d g o q e
b h k m n p r
f i j l t z
s u v w x y

Capital Letters:

A B C D E F G H I J K
L M N O P Q R S T U V
V W X Y Z

Reporting

The pattern of formal reporting will be:

- September: Consultations for parents of children in Foundation stage to share information about the children and to discuss targets for future learning.
- September: An evening to share information about the children and to discuss how your child is settling in for Yr 1 and Yr 2 parents.
- December: Consultations for parents of Foundation Stage to discuss progress.
- February /
March: An opportunity for all parents to look at children's work and discuss progress.
- July: A formal written report to all parents including teacher assessments which is based on classwork, homework and statutory KS1 tests (Year 2 only). An opportunity to discuss the report with the teacher and to look at children's work.

During the year there will be other opportunities to look at children's work. Parents may request a formal discussion with the class teacher and appointments for this would be arranged for a mutually convenient time before or after school.

Teachers may also be approached informally and similarly teachers may ask to talk to a parent if they have concerns.

St.Nicholas Church of England Voluntary Controlled Infants School
Home-School Agreement

The School will try to:

- Be welcoming and open to all parents and offer you opportunities to become involved in school life
- Provide a happy and secure learning environment for your child
- Provide your child with a balanced and broad curriculum, that meets individual needs
- Offer a high standard of teaching across the curriculum
- Ensure your child's safety whilst at school
- Keep you regularly informed of your child's progress through consultation meetings, reports and by using the contact book
- Contact you promptly with any concerns we may have as and when they arise

Signed------(Headteacher)

Date -----

The Parent will try to:

- Ensure my child attends school regularly and on time for the start of the school day at 9am
- Inform the school of my child's absence by telephone on the first day and in writing upon return
- Ensure that a responsible adult escorts my child to, and collects my child from the playground at the start and end of the school day
- Encourage my child to work hard at school and support him/her with homework activities including reading, and communicate with the school about home reading using the contact book
- Support the school in maintaining good behaviour and discipline
- Inform the school promptly of anything which may affect my child's behaviour or performance at school
- Contact the school promptly with any concerns as and when they arise

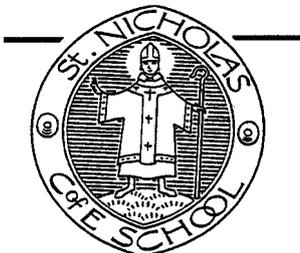
Signed------(Parent)

Date-----

The Pupil will try to:

- Do my best at school
- Keep the Golden Rules
- Be kind and thoughtful

Signed------(Pupil)



Rules of St Nicholas C.E.V.C Infant School

Our School is a happy and safe place
because we keep the Golden Rules

- Listen to people
- Be safe
- Do the right thing

We encourage and promote our
core Christian values of
Respect, Thankfulness,
Friendship, Forgiveness and
Compassion