

Yaxley Infant School



Handbook 2025-2026

This handbook seeks to inform you about the practices and procedures at Yaxley Infant School. For information about our curriculum and ethos please visit our website at

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STARTING SCHOOL

At Yaxley Infant School we know how important it is to have a positive start to school life. Children are admitted into school during the school year in which they are five. We have thought very carefully about our intake procedures in order to make the transition from home and pre-school to school as smooth as possible. We have excellent liaison with our pre-school settings and as a result, already know your child well before they start school. Children who attend Stretton pre-school (Main Street) use our school site regularly and are therefore already familiar with some aspects of school:

October Information about when and how to register from the school office or pre-school setting.

November School introduction tours with the Head Teacher

January Admission forms must be submitted online to the Local Authority.

April The admissions service send out an email to inform you of the place allocated for your child. It is important that you confirm acceptance by email or telephone and bring in your child's birth certificate so that he/she can be registered at school.

May Teachers start visiting preschool settings

June 18th June Open Evening for parents at 7pm. This is an opportunity for you to take the time to explore our wonderful environment, without the children and meet the staff. You will also receive your "Welcome pack" with lots of dates and information.

Tapestry permission letter will be sent to you as part of the initial welcome letter and a reply will confirm your permission to add you to our system to access Tapestry. Once we have your permission we will add you to the Tapestry system and begin our learning journey together in June.

June & July Stay and play sessions 25th, 27th June & 3rd July- see your welcome pack for more information.

September Foundation Stage teachers, teaching assistants meet with parents /carers and child at home or if preferred at school. We find that this first visit to see your child in their home environment is crucial in the development of a positive relationship with school staff and makes his/her first day at school much easier.

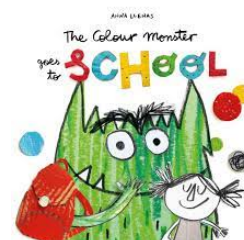
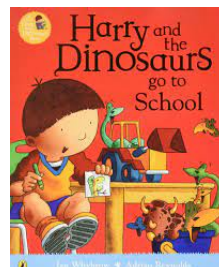
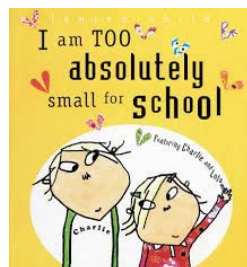
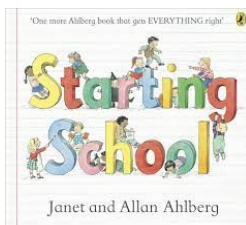
Play together, learn together, grow together.

Children are admitted into school and will attend for only am or pm sessions initially. Generally the younger children attend in the morning and the older children in the afternoon. Further home visits meetings can be arranged to discuss whether or not your child is ready for full time attendance. Most children will attend full time after the second week but occasionally there are children who we, and parents, feel would benefit from a further period of part time attendance. This decision is always made in partnership with parents/carers.

Some useful books about starting school-

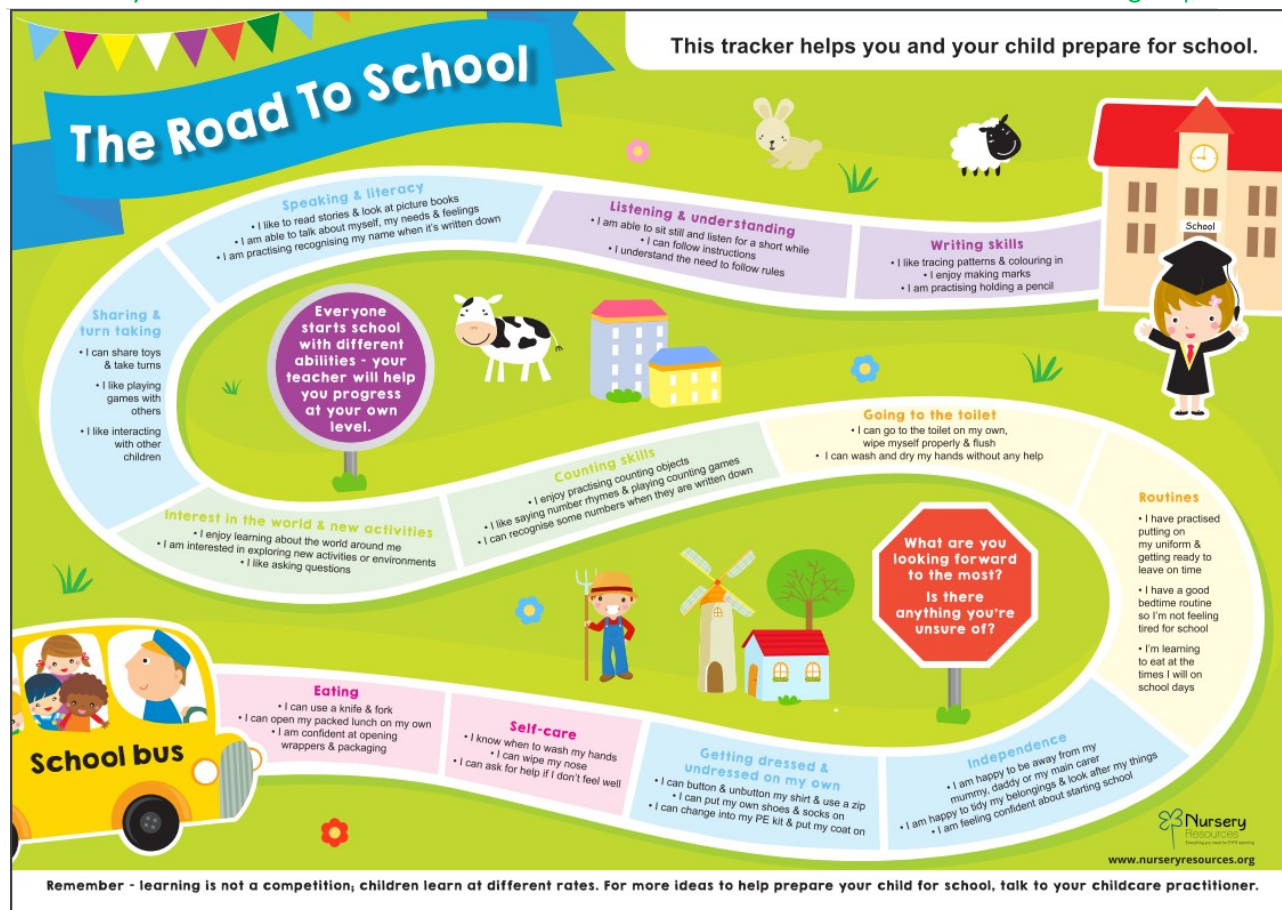
Starting School Stories

Here are some great stories that could be shared with your child which are based around starting school. Below are the links to each story on YouTube, if you are unable to find a hard copy of the books. Just click on each image and the link to the story will open in a new window.



The Road to Starting School

The image below gives some ideas of the types of activities and tasks that you could be supporting your child with in their preparation to start school. This is not an exhaustive list and it might be that your child is not able to do some of these things before they start - that is okay. Just let the school know if there is anything your child struggles with and we will continue to support them. Of course, we will continue to build on their learning from their nursery/preschool experience.



The Early Years Foundation Stage (EYFS)

In September 2021, a new Early Years Foundation Stage (EYFS) framework became statutory and this is the Curriculum for Reception. The Early Years Foundation Stage (EYFS) has 7 areas of learning and development. All areas are important and interconnected, but 3 areas have been identified as crucial for igniting children's curiosity and enthusiasm for learning.

These are the **"Prime"** areas:

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

These prime areas are strengthened and applied through the remaining 4 **"Specific"** areas of:

- literacy;
- mathematics;

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- understanding the world; and
- expressive arts and design.

- **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.

- **Physical 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.

• **Personal, social and emotional 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.

• **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).

• **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.

• **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.

• **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.

Characteristics of Effective Learning

We ensure that our environment and delivery of the curriculum incorporates the three characteristics of effective teaching and learning:

Playing and exploring - children will have opportunities to investigate and experience things, and 'have a go'. 'Children's play reflects their wide ranging and varied interests and preoccupations. In their play children learn at their highest level. Play with peers is important for children's development.' Through play, our children explore and develop learning experiences, which help them make sense of the world. They practice and build up ideas, learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems.

Active learning - children will have time and space to concentrate and keep on trying if they encounter difficulties, and enjoy their achievements. 'Children learn best through physical and mental challenges. Active learning involves other people, objects, ideas and events that engage and involve children for sustained periods.' Active learning occurs when children are motivated and interested. Children need some independence and control over their learning. As children develop their confidence, they learn to make decisions. It provides children with a sense of satisfaction as they take ownership of their learning.

Creating and thinking critically - we encourage and support children to have and develop their own ideas, make links between ideas, and develop strategies for doing things. 'When children have opportunities to play with ideas in different situations and with a variety of resources, they discover connections and come to new and better understandings and ways of doing things. Adult support in this process enhances their ability to think critically and ask questions.' Children should be given the opportunity to be creative through all areas of learning. Adults can support children's thinking and help them make connections by showing interest, offering encouragement, clarifying ideas and asking open ended questions. Children can access resources and move around the classroom freely and purposefully to extend their learning.

More details of EYFS can be found online on the following websites:

<https://www.gov.uk/early-years-foundation-stage> and
<https://foundationyears.org.uk/eyfs-statutory-framework>

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ALL ABOUT OUR SCHOOL

Yaxley Infant School is set in attractive secure grounds with an outdoor classroom, conservation area, trim trail and quiet seating area.

The school was opened in 1973 and has undergone extensive improvements to make it the spacious, pleasant open plan learning environment it is today.

The school serves the area south of Broadway and has a PAN (Pupil Admission Number) of 180. It operates a flexible class structure designed to best meet the needs of the local community. Cambridgeshire local authority is responsible for setting the admission policy and criteria. At the end of Year 2 the children generally transfer to the William de Yaxley Academy which is a short walk away on Landsdowne Road.

School Times:

8.45am doors open - registers at 8:55am - 12 noon

1.00pm - 3.00pm

There will always be a Teacher or a Teaching Assistant to welcome the children into school and take any messages from parents. At the end of the day the children are released to the known adult from their classroom door. Children will be handed over to the adult who is collecting them on that day. Please inform the school in the event of the arrangement being changed for the collection of your child. There is a form available at the school office for this purpose, or you can download one from the school website. Please ensure you contact the office with any changes to collection before 2.30pm on that day to ensure the office has time to pass the message onto class teachers.

OUR PLAYGROUND/SCHOOL GROUNDS

Please help to keep our children safe in the playground by:-

- Supervising them closely at the beginning of the school day. Please keep your child with you until you hand them over to the Class Teacher.
- Not bringing dogs onto the playground/grounds
- Ensuring children do not ride bicycles or scooters in the playground
- Ensuring children do not use the trim trail whilst it is unsupervised by staff i.e. before and after school
- Staying with your child until they are welcomed into school
- Not smoking within the school grounds

ATTENDANCE

Parents have a legal responsibility to ensure that their children receive full time education. Regular attendance is essential if children are to progress well. If your child is absent, please telephone school daily. If absence from school is not explained it will be classified as unauthorised. Unauthorised means that we have had no indication from a parent / carer of the reason for the child's non-attendance. If school does not receive a phone call from home by 9.15am please expect a text message, followed by a phone call from school to ascertain the whereabouts of your child. This is in line with National Child Protection and safeguarding recommendations.

We would greatly appreciate, in the event of your child experiencing sickness or diarrhoea, that you keep your child away from school for **48** hours after it ceases. This is the time stipulated by Public Health. This gives you a chance to see if it is completely cleared or indeed, develops into something more serious. It also helps to prevent the germs from spreading to other children. We also need to be vigilant to symptoms of Scarlet fever, Mumps etc. and having a test if your child has symptoms is essential and contacting the GP.

Medical or dental appointments may be classified as authorised absences provided the school receives a note or telephone call from the parent and a copy of the appointment letter/text.

Punctuality is equally important and it is vital that children come to school on time every day as they begin learning as soon as they enter school. If your child does arrive late for school you will be asked to sign the late arrivals register so that we can monitor the frequency of lateness. The register is called at 8.55-9.00 am each day. The children who arrive late at school after this time without a reasonable explanation from parents are marked as unauthorised absence, in line with the DFE regulations and this could result in a fine.

If, for circumstances beyond your control, you need to take your child out of school during term time, you should request an authorisation for term time leave form from the office or you can download one from the website. This should be submitted to school **at least four weeks in advance of the requested period** of absence. Please note that requests for an annual holiday will not be granted unless there are for exceptional circumstances. Cambridgeshire County Council have a policy of fining parents/carers for taking term time leave for holidays. These measures have been taken as there is a wealth of research showing that

children's progress dips significantly when their attendance falls below 90%. A copy of the full attendance policy can be viewed on our school website and should be read before requesting term time leave.

HEALTH AND WELL BEING

When your child enters school we require you to complete contact details which will enable us to contact you in an emergency. If your child becomes ill or has an accident **we would need to contact you quickly!** Please make sure that this information is kept up to date and ensure that we know of any alterations immediately. Under the Data Protection Act we need to ensure all information is accurate. You can download a 'Change of Circumstances' form from the school website or request one at the office. Our privacy notices and more information on data protection can also be found on our website.

Accident Procedures

Despite every effort, care and concern it is possible that your child may become ill or have an accident whilst at school. Minor accidents are dealt with in school. The incident is recorded and the child checked by a qualified paediatric First Aider. If your child needs hospital attention, we will do our utmost to contact you first. Children who have had first aid administered will have a slip in their book bags explaining the injury and first aid administered. If we are at all concerned we will contact you **immediately** by telephone.

Medicines

We do not administer medicines in school unless your child has a serious long term condition e.g. diabetes. If your child is taking an antibiotic or other type of medication and the doctor says, your child is well enough to be in school, doses can usually be organised around the school day. Alternatively, we are happy for you to come into school and administer the medicine to your child and you are asked to report to the school office between 12 noon and 1pm. Our medicine and management of medical conditions policy can be found on the school website.

Medicals

Each child is seen during their first year in school by the school nursing team. Other regular dental, hearing and eyesight checks are sometimes made. Your child may also be offered the flu vaccine as part of a national programme. Children are never examined or vaccinated without the consent of their parent

or carer.

Head lice

Head lice can be a problem in school, so regular checks need to be completed by you. If you discover that your child has head lice, please treat as soon as possible and please inform the school so that we may notify other parents to check their children so that the problem is quickly dealt with.

It is well worth checking your child's head on a weekly basis. The best way to keep your child's hair lice free is regular combing with conditioner and using a fine comb. If your child's hair is long please ensure it is tied up.

If you require any further information on this subject, please contact our school nurse at the Oak Tree Centre, Huntingdon 0300 3003030 or through the school office.

Sun Safety

In the summer months please ensure your child has a sunhat, but not sunglasses, in school. Please apply sun cream to your child before they arrive in school each day.

Snacks

All children are provided with a mid morning snack of fresh fruit or vegetables. Studies have shown us that children's learning is less effective when they are hungry or thirsty. We encourage the children to bring a translucent bottle of **plain fresh drinking water** each day. Water bottles can be bought from the school office. Milk is also available daily and you can sign up for your child to receive milk by logging onto www.coolmilk.com Milk is provided free of charge for under 5's and those children who attract pupil premium. If you are in receipt of benefits your child may be eligible for pupil premium. This will mean your child will receive free milk beyond the age of 5 and reduced cost of school trips and access to additional services and support if needed. Please ask for a form at the school office if you think you may be eligible.

We achieved National Healthy School status through our extensive work in developing health awareness and regularly work with the PSHE Service. We also are silver modeshift holders as we encourage our children to walk to school.

COMMUNICATION

Recent newsletters are on the website, our closed Facebook group and sent to parents via email, each fortnight throughout the school year and are an important link between home and school. Unless you request otherwise you will receive your newsletter and other communications by email. We also use a text messaging service for reminders and important short messages. We will always inform you by text of any changes to club arrangements or if the school is going to be closed due to bad weather and we would be grateful if you would wait for a message rather than phone school. It is important to keep the lines open for emergencies. Sometimes calls may be monitored for training purposes. We value your opinion and regularly seek feedback from you to find out how you feel about the service we provide and what we can do to make further improvements.

THE EXTENDED SCHOOL DAY

Children in Foundation Classes are eligible to join in with our after school sports activities from the second term they are in school. In addition to the extra curricular activities which take place in school there are opportunities for children to attend breakfast clubs and out of school clubs for working parents.

Before and after school childcare is available at the William de Yaxley Academy and provided by Junior Adventures Group (JAG). There is a walking bus to school in the mornings and again after school. More information and books can be found here. <https://www.energy-kidz.co.uk/breakfast-and-after-school-clubs/william-de-yaxley-c-of-e-academy/>

INCLUSION

Our school aims to be an inclusive school. We hope to make all our children feel welcome, happy and to look forward to their school day. Every child is different, and we view differences as an opportunity for adults and children alike to learn more about themselves and others.

The school has a policy for supporting children with special educational needs. This policy is updated each year in consultation with the Governing Body and is available on the school website. Our aim is for all children to have access to all aspects of school life, as far as is reasonable and practicable. We endeavour to prevent disabled pupils in our school being placed at a disadvantage. We will take all reasonable steps to ensure that people with as disability are not

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treated differently without lawful justification. We will make reasonable adjustments for disabled pupils. Our accessibility plan (available on the school website) describes the arrangements we have already made and the further proposals planned, to improve physical access to the school, access to the curriculum and access to written information

In order for effective partnership working between home and school to take place, we anticipate that parents will want to inform the school at the earliest opportunity if their child has a disability or a special educational need and the exact nature of it so that the school can plan effectively for the child to be a full member of the school community. If, at any time, you are concerned about the progress of your child or you are concerned that they may have a learning difficulty or special educational need which hasn't yet been identified, please ask for an appointment with our SENCo - Mrs Richards, who may be able to arrange for some assessments in school. There will be occasions when we are concerned about the progress of individual children and will want to seek advice from other professionals for example a Specialist Teacher or Educational Psychologist. We will always seek the permission of parents and carers in this event and involve them at every step of the process. It is often helpful to complete an Early help assessment form, so that we can be sure of including all the relevant information and the views and opinions of parents/carers.

Many services require parents/carers to engage in parenting courses before they will engage in more direct work. Please look out for fliers.

Learning and our curriculum

Information about our learning progressions and content can be found on our school website. Each term teachers will also inform parents of the key areas of learning and detail any areas you can help with at home. We teach the National Curriculum in school and also offer religious education through the [Cambridgeshire agreed syllabus](#).

HOMEWORK - 'challenge'

Through the introduction of home activities, we aim to develop an effective partnership between the school, parents and carers in supporting your child's progress. Weekly challenges for the children, or sometimes the family to complete will be placed on tapestry to embed, consolidate skills and understanding across the curriculum. Generally, children can choose to write, draw, paint or construct to demonstrate what they have learnt in school that

week. Challenges will be placed on tapestry on Fridays and children/families can record their home learning on tapestry for the teacher and year team to see and respond to.

In addition, children will bring home a reading book to share. Information about how to support your child's reading can be found on our school website. Other activities may be sent home to develop additional literacy skills. A library book can be chosen from the class collection at any time. It is good to encourage your child to take responsibility for handing in their challenge or changing their self chosen book. Independence is an important life skill and one we try to foster from an early age.

ASSESSMENT AND PROGRESS REPORTS

Assessment of children's attainment in the Foundation Stage (Reception) and in Key Stage 1 (Year 1 and 2) is continuous. We assess children in all curriculum areas as part of everyday learning and teaching.

- to ensure that work is appropriately matched to the ability of individual children or groups of children
- to provide information for the teacher
- to inform parents/carers of their children's progress
- to give feedback to the children so that they know what they can do well and how they can improve

Children in Foundation Stage and Years 1 and 2 are also assessed according to the current statutory requirements. In Year 1 teachers undertake a statutory phonics screening during the month of June to confirm their assessment of this part of Early reading. In Year 2 teachers will use the teacher assessment framework to inform their judgements in reading and mathematics

The results of these assessments at the end of each key stage and teacher assessments are reported to you in your child's annual report.

Parent/Carer/Teacher consultations are held at least twice a year, usually during the Autumn and Spring Terms. This is an opportunity for you to discuss your child's progress with his/her class teacher. These consultations are an opportunity for you to discuss your child's work and to agree shared learning targets for your child.

Annual reports are sent out during the Summer Term with an invitation for you to come and discuss the report with your child's teacher, see your child's work, meet their new teacher and look at displays should you so wish.

CHILD PROTECTION

Children will not be allowed to leave school alone during school hours. If your child has a medical appointment which requires release from school, please arrange to collect your child from the school office. You will be requested to sign your child in on arrival or out when collecting, staff will also ask for proof of appointment.

In the interest of your child's security he/or she should not arrive or return home without an adult. If your child's regular arrangement for collection at the end of the day changes, please collect and fill in a slip from the school office or download it from the school website giving details of who will be collecting him / her.

Personal safety is taught to the children as part of our Personal, Social and Health Education Curriculum. We endeavour to provide a safe and welcoming environment where children are respected and valued.

All staff members are trained in Basic Child Protection and will be alert to signs and symptoms of abuse and neglect and will follow the Local Safeguarding Children Board (LSCB) procedures to ensure that children receive appropriate and effective support and protection. The Headteacher is a trained Designated Person for Child Protection and will ensure appropriate procedures and practices are carried out in school to ensure the safety and well-being of the children.

It may be helpful for parents/carers to know that the law requires all school staff to pass on information which gives rise to a concern about a child's welfare under the Education Act 2002 (section 175/157), schools must "make arrangements to safeguard and promote the welfare of children" including risk from neglect, exposure to inappropriate materials eg computer games, movies, physical, emotional or sexual neglect. The staff will seek, in general, to discuss any concerns with the parent/carer, and where possible seek their consent to a referral to other agencies. **This will only be done where such discussion and agreement seeking will not place the child at increased risk of significant harm.** Schools are encouraged to take the attitude that where there are grounds for concern they should be very cautious and seek advice from other agencies, rather than to risk a child's safety.

In accordance with local Information Sharing protocols, we will ensure that information is shared securely and sensitively. Information will only be shared

with other services where it is deemed necessary and proportionate to ensure that children are safe and receive the right service.

Schools will seek advice from Social Care when they have reasonable cause to suspect a child may be suffering or likely to suffer significant harm.

Occasionally, concerns are passed on which are later shown to be unfounded.

Parents/carers will appreciate that the member of staff in school with responsibility for child protection (known as the Designated Person for Child Protection) was carrying out their responsibilities in accordance with the law and acting in the best interests of all children.

Under Section 3 (5) of the Children Act 1989, schools or any person who has care of a child "may do what is reasonable in all the circumstances of the case for the purpose of safeguarding or promoting the child's welfare". This means that on rare occasions, a school may need to "hold" a child in school whilst Social Care and the police investigate any concerns further.

We are committed to ensuring that all staff and adults with responsibility for children's safety and welfare will deal with all incidents involving aggressive or dangerous behaviour, and only use physical intervention as a last resort in line with guidance from The Department for Education (DFE). If used, it will be in the context of a respectful, supportive relationship with the child. We will aim to ensure minimal risk of injury to children and staff.

BEHAVIOUR

We operate a positive behaviour policy where good behaviour is praised and rewarded, but where there are clear boundaries of acceptable behaviour. Every class area has displays to promote this and also uses puppets and symbols to encourage positive behaviour.

These strategies are used in school:

- Tommy's Golden Promises - agreed school rules
- Golden awards - whole school reward system
- Puppets to represent the thinking brain and impulsive brain (Tommy Tortoise and Ritzy Rat)
- Integrity Awards
- Circle times/class forums/school council
- SEAL strategies - Social and Emotional Aspects of Learning with puppet (SEALIA) to reinforce our SEAL theme and weekly focus to notice
- Playground/trim trail charters

Where children are struggling to keep to the boundaries of acceptable school behaviour, we might also introduce additional strategies such as individual reward charts or stickers. Usually, when school and homework in partnership, most childrens' behaviour can be successfully supported.

A copy of the school's Behaviour, Anti-Bullying Policy and a full explanation, integrity awards, Tommy and Ritzy etc, can be found on the school website.

<https://www.yaxley.cambs.sch.uk/policies/>

HOME SCHOOL AGREEMENT

The School Standards Framework required Governing Bodies to adopt a Home-School Agreement. The agreement we have developed has followed consultation with staff, governors and parents. Parents will be requested to sign the agreement as part of the initial data collection form.

SCHOOL UNIFORM, CLOTHING AND BELONGINGS

In order to create a sense of togetherness Yaxley Infant School has a school colour which the children are encouraged to wear.

Our school colour is dark green with:

- grey trousers,
- grey skirt or pinafore dress,
- white shirt or blouse,
- green or white polo shirt.
- During the summer months children may prefer to wear green and white checked dresses or grey shorts.

When first purchasing school clothes and shoes for your child please be mindful that they may struggle with lots of buttons and laces. Velcro is a wonderful invention for young children's clothes

Many of the large chain stores stock school clothing at reasonable prices. Green sweatshirts, cardigans and jumpers or the green and white polo shirts and PE kits with the school logo are available from our uniform supplier Total Clothing, you can order online at [Yaxley Infant School - Total Clothing](#) or call into their shop Unit 9 Botolph Trading Estate, Oundle Road, Peterborough, PE2 9QP.

Please ensure that all items of clothing are named.

PE Kit

The children are expected to wear their PE/Games kit with them at school on their specific PE day. Your child's class teacher will let you know the specific days for wearing PE kit.

- training shoes (named),
- a pair of dark green polyester cotton shorts
- white T-shirt (named) are required.
- A track suit will be needed during the colder months. (dark colour/green)

Outdoor learning

We will use the school grounds for outdoor learning all year round. For this reason, we ask the children to have

- a named waterproof jacket which they can wear alone, or on top of a lighter jacket, in school at all times.
- In addition, they should wear sturdy waterproof shoes
- or keep a pair of named wellingtons in school.

Jewellery

For reasons of security and safety jewellery should not be worn to school. If children have pierced ears, they should wear studs but these **must** be removed for PE. This is in line with local authority health and safety advice.

We cannot accept any responsibility for the safekeeping of watches, jewellery or valuables or for any injury caused by children wearing jewellery. If you are considering having your child's ears pierced, please do so at the beginning of the six week break so that they are healed and can safely be removed for PE.

Other essential items

- Book bags (available from uniform providers) should be brought to school every day
- a translucent bottle of fresh drinking water.

Clearly named clothes and belongings make life much easier for your child and the school staff when these go astray. Lost property is kept in a large container near the medical area at the back of the school. Staff are not responsible for unnamed items of clothing.

LUNCHTIME

We have a dedicated team of midday staff who care for the children over lunchtime, 11.50-1.00. We aim to make lunchtimes relaxed and enjoyable for the children with coaches being employed to provide a range of games and activities. School meals are provided free of charge to all infant aged children. Menus are on our website. All meals are cooked fresh on site by our school catering team - Mrs Kenny and Mrs Hugh. We always encourage and demonstrate good table manners and ensure the children enjoy a social approach to their lunchtimes. We encourage healthy choices in packed lunches from home and ask that they are nut free and a nice balance. Sweets and chocolate bars are not suitable for pack lunch boxes.

JOURNEY TO SCHOOL

At Yaxley Infant School we encourage walking or scooting where appropriate on school-related journeys because of the health and environmental benefits that active travel brings. We have achieved our silver award by helping our children understand the benefits not only to themselves but the environment too.

Several scooter racks have been installed in our playground, all scooters left here must be locked to the stand. Please note that this stand is for the use of scooters only and not suitable for bikes.

If you do need to drive to school, we recommend that parents park a distance from the school and walk the last part (park and stride.)

There is parking available next door in the amenities centre. For the safety of children, parents/carers are requested to **reverse** into spaces. There is a gate from the amenity centre car park leading into the school playground. This car park does become very busy and we particularly request that you use it safely and courteously as this facility is at the kind discretion of the Parish Council. The car park at the front of school is for staff and official visitors only. May we also request that you are considerate of the local residents when parking and keep driveways clear. **Do not** park in front of school. This is a common crossing point and parked cars makes this very dangerous.

For security, all school gates are locked during the school day and re- opened at 2.50pm in the afternoon. All doors are also locked whilst the children are in the school building.

PARENTS IN SCHOOL

Yaxley Infant School values and enjoys good relationships with parents/carers. There are many areas of life in school in which we welcome their support and help. This may take the form of regular or occasional classroom support, help on local visits or on day trips outside the locality. Alternatively you may like to join in with supporting the Friends of Yaxley Infant School, a friendly group of dedicated parents who work hard to raise additional funds for the school <https://www.facebook.com/groups/275426102574267/>.

Should you wish to offer your assistance in any way please contact the School Office, your child's class teacher or join the Friends of Yaxley Infant School Facebook group. It is our belief that education is a partnership, so please do join us in our school life as much as you feel you can. All volunteers will be required to provide references and undergo a DBS check (Disclosure and barring).

TRANSITION

At Yaxley Infant School we place great importance in the role of transition. We are ideally located with local pre-schools, William De Yaxley and Fourfields just a short distance away.

Staff from local settings meet regularly and organise a detailed programme of visits and events designed to familiarise the children with their new setting.

AND FINALLY....

I hope this booklet has provided you with all the practical information you need for a successful induction to Yaxley Infant School. No document can accurately describe the many facets of our school, so I hope you will get to know us by participating in school life.

You will be kept up to date with regular newsletters. Please explore our website www.yaxley.cambs.sch.uk and join the closed Facebook group when your child starts school.

We make every effort to work harmoniously and we are always pleased to discuss concerns with parents / carers in order to find a solution to any problems which may arise. In the first instance please speak to your child's class teacher but in the unlikely event that the issue remains unresolved then please contact the Headteacher.

We hope that you and your child/children will be very happy at Yaxley Infant School and look forward to working with you this year.

Mrs Edson

Head teacher