



**AVON HOUSE  
PREPARATORY SCHOOL**

**FOUNDATION 2**

**Kingfishers and Mallards**

**Parent Pack**

Please read and keep



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Dear Parents,

We would like to introduce ourselves as the Foundation 2 class teachers. We look forward to getting to know you and your child over the next academic year. This pack contains information about life in Foundation 2 at Avon House Preparatory School and we hope it will answer many of the questions you might have.

The children can arrive at school from 8.00am where we offer a meet and greet service at the school front. The children are supervised in the Pre-Prep playground until they are required to line up in their classes as soon as the morning bell is rung at 8.30am. In the event of heavy rain, children will go directly to their classrooms from 8.00am. Please ensure children are carrying their own school rucksack. At 3.30pm the children will be dismissed from their classrooms. Please wait in the Pre-Prep playground by the Foundation 2 classroom doors.

All pupils will be given a Reading and Communication Diary which we will use to communicate with you and for you to write any messages for the Foundation 2 staff to read. Main school communication will always be via iSams, emails or newsletters.

School lunches are prepared and cooked on the premises by Thomas Franks, the school catering company. They produce a wide choice of food and cater for vegetarian, halal and other special diets. The Weekly Menu is displayed outside the school kitchen and is published on the Parent Portal. Pupils eat lunch in the School Hall and are supervised by their class staff who encourage the children to eat and support them with developing their table manners.

Your child will need a small fruit snack to have mid-morning. We suggest a few batons of carrot, a few raisins or grapes or a small apple or banana. The fruit snack needs to be put into a Tupperware style container with your child's name on it, which they will keep in a tray. Drinking water is available for the children throughout the day in their regulation school water bottles which they will be given on the first day of term. Water bottles remain in school and are not sent home.

We will be following a themed topic-based curriculum covering all the seven EYFS areas, more information on the curriculum will be available via the Parent Portal at the start of each term.

Parents consultations will be held in the Autumn and Spring Terms and a meetings schedule will be sent out nearer the time.

We are looking forward to an exciting year full of wonderful topics.

Yours sincerely

Mrs M Palmer  
Mallards Class Teacher

Mrs P Tant  
Kingfishers Class Teacher (and EYFS Coordinator)

## The Early Years Foundation Stage

Avon House Preparatory School plans activities and experiences that help children to progress in their development and learning. The Government's Early Years Foundation Stage (EYFS) is organised into seven areas of learning and development (three prime and four specific areas). All areas of learning and development are important and inter-connected. The three prime areas are particularly crucial for igniting children's curiosity and enthusiasm for learning and for building their capacity to learn, form relationships and thrive. These three prime areas are:

<b>Personal, Social and Emotional Development</b>	<b>Communication and Language</b>	<b>Physical Development</b>
<ul style="list-style-type: none"> <li>• Develop a positive sense of themselves and others</li> <li>• To help them develop positive relationships and respect for others</li> <li>• Manage feelings and understand appropriate behaviour in groups</li> <li>• Have confidence in their own abilities</li> </ul>	<ul style="list-style-type: none"> <li>• Have opportunities to experience a rich language environment</li> <li>• Develop confidence and skills when expressing themselves</li> <li>• Speak and listen in a range of situations</li> </ul>	<ul style="list-style-type: none"> <li>• Have opportunities to be active and interactive</li> <li>• Develop co-ordination, control and movement</li> <li>• Develop an understanding of the importance of physical activity</li> <li>• Make healthy choices in relation to food</li> </ul>

It is also important to support children in the four specific areas, through which the three prime areas are strengthened and applied. The specific areas are:

<b>Literacy</b>	<b>Mathematics</b>	<b>Understanding the World</b>	<b>Expressive Arts and Design</b>
<ul style="list-style-type: none"> <li>• Encourage children to link sounds and letters</li> <li>• Encourage children to read and write</li> <li>• Develop interest in a variety of reading materials including poetry, fiction and nonfiction texts</li> </ul>	<ul style="list-style-type: none"> <li>• Have opportunities to develop and improve their skills in counting</li> <li>• Understanding and using numbers</li> <li>• Calculating simple addition and subtraction problems</li> <li>• Describe shapes, spaces and measures</li> </ul>	<ul style="list-style-type: none"> <li>• Have opportunities to explore, observe and find out about people, places, technology and the environment</li> <li>• Guide children to make sense of their physical world and community</li> </ul>	<ul style="list-style-type: none"> <li>• Provide a wide range of media and materials to enable exploration and play</li> <li>• Share thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play and in design and technology</li> </ul>

Ref: Understanding The Revised Early Years Foundation Stage (2012)



## **Long Term Plans for Early Years Foundation Stage September 2024 - July 2025**

Avon House Preparatory School aims to provide a welcoming and happy learning environment which is safe and secure, where children can play, explore, experiment, develop confidence, be curious and learn. We believe that early learning should be fun and meaningful.

We believe that our curriculum is a base for a solid foundation for lifelong learning, preparing children for later life by working toward the goals laid out in the Early Years Foundation Stage Framework.

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development
- Literacy
- Mathematics
- Understanding the world
- Expressive Arts and Design

We at Avon House Preparatory School realise that parents are the main educators of their children and therefore we will encourage effective partnerships between the teaching team and parents. Together our aim is to help children achieve the above goals by: -









- Helping children understand that written symbols, both words and numbers have meaning.
- Supporting children's explorations, and developing an understanding of the world around them.
- Encouraging the use of written and spoken language.
- Encouraging the children to develop self-esteem and confidence in themselves as well as respect for others.
- Providing the children with the opportunity to use mathematical concepts in a way they will understand.
- Supporting and encouraging children to solve problems and draw on a variety of resources.
- Providing a wide range of resources and materials for children to explore their creative skills.
- Promoting the use and development of gross and fine motor skills and encouraging children to be confident in using them to their full ability.
- Creating an environment in which children will learn to respect and care for each other and all living things, as well as the environment we live in.







In the EYFS we have a Foundation Tree where every term we send home a different set of coloured card leaves for you to write on when your child has achieved a target at home. The leaves are sent into school so that we can recognise home achievements.

In Foundation 2 at the end of the Autumn and Spring Terms you will receive a report detailing your child's progress in Foundation subjects, with their next steps. At the end of the academic year you will receive a transition summary detailing their progress across the 7 areas of learning and development.

















## Phase 2 grapheme information sheet



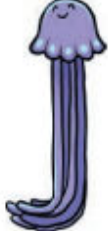















Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 <b>S</b>	 snake	Show your teeth and and let the <b>s</b> hiss out <b>ssssss ssssss</b>	Under the snake's chin, slide down and round its tail.
 <b>a</b>	 astronaut	Open your mouth wide and make the <b>a</b> sound at the back of your mouth <b>a a a</b>	Around the astronaut's helmet and down into space.
 <b>t</b>	 tiger	Open your lips; put the tip of your tongue behind your teeth and press <b>t t t</b>	From the tiger's nose to its tail, then follow the stripe across the tiger.
 <b>p</b>	 penguin	Bring your lips together, push them open and say <b>p p p</b>	Down the penguin's back, up and around its head.

 <b>i</b>	 iguana	Pull your lips back and make the <b>i</b> sound at the back of your mouth <b>i i i</b>	Down the iguana's body, then draw a dot (on the leaf) at the top.
 <b>n</b>	 net	Open your lips a bit, put your tongue behind your teeth and make the <b>nnnnn</b> sound <b>nnnnn</b>	Down the stick, up and over the net.
 <b>m</b>	 mouse	Put your lips together and make the <b>mmmmm</b> sound <b>mmmmm</b>	Down, up and over the mouse's ears, then add a flick on the nose.










Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 d	 duck	Put your tongue to the top and front of your mouth and make a quick <b>d</b> sound <b>d d d</b>	Round the duck's body, up to its head and down to its feet.
 g	 goat	Give me a big smile that shows your teeth; press the middle of your tongue to the top and back of your mouth; push your tongue down and forward to make the <b>g</b> sound <b>g g g</b>	Round the goat's face, up to his ear; down and curl under his chin.
 o	 octopus	Make your mouth into round shape and say <b>o o o</b>	All around the octopus.
 c	 cat	Open your mouth into a little smile; make your tongue flat and move it up towards the top of your mouth to say <b>c c c</b>	Curl around the cat.
 k	 kite	Open your mouth into a little smile; make your tongue flat and move it up towards the top of your mouth to say <b>k k k</b>	Down the kite, up and across, back and down to the corner.
 ck	 sock	Open your mouth into a little smile; make your tongue flat and move it up towards the top of your mouth to say <b>c c c</b>	c Curl round the heel of the sock. k Down the sock, up and across, back and down and to the corner.  <b>Catchphrase:</b> Rock that sock!
 e	 elephant	Open your mouth wide and say <b>e e e</b>	Around the elephant's eye and down its trunk.









## Phase 2 grapheme information sheet

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 	 <p>jellyfish</p>	Pucker your lips and show your teeth use your tongue as you say <b>j j j</b>	All the way down the jellyfish. Dot on its head.
 	 <p>volcano</p>	Put your teeth against your bottom lip and make a buzzing <b>vvvvv vvvvv</b>	Down to the bottom of the volcano and back up to the top.
 	 <p>wave</p>	Pucker your lips and keep them small as you say <b>w w</b>	From the top of the wave to the bottom, up the wave, down the wave, then up again.
 	 <p>box</p>	Mouth open, then push the <b>cs/x</b> sound through as you close your mouth <b>cs cs cs</b> ( <b>x x x</b> )	Start at the top, then across to the bottom of the box. Start at the top, then across to the bottom of the box.
 	 <p>yo-yo</p>	Smile, tongue to the top of your mouth, say <b>y</b> without opening your mouth <b>yyy</b>	Down and round the yo-yo, then follow the string round.
 	 <p>zebra</p>	Show me your teeth and buzz the <b>z</b> sound <b>zzzzz</b> <b>zzzzz</b>	Zip across, zag down and across the zebra.









Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase Catchphrase
 qu qu	 queen	Pucker your mouth, then open it as you say <b>qu qu qu</b>	Round the queen's face, up to her crown, down her robe with a flick at the end.  qu Quick, it's the queen!
 ch ch	 cherries	Pucker your lips and show your teeth; use your tongue as you say <b>ch ch ch</b>	ch Chew the cherries, children.
 sh sh	 shells	Show me your teeth and push the air out <b>shshshshsh shshshshsh</b>	sh Share the shells.
 th th	 thumb	<b>Voiced:</b> Tongue on your teeth, teeth almost closed to make a 'buzzing' <b>th th th</b> <b>Unvoiced:</b> Tongue on your teeth; push the air out <b>th th th</b>	th Thumbs up, we're having fun.
 ng ng	 ring	Open your mouth a bit and then use your tongue at the back of your mouth to say <b>ng ng ng</b>	ng Bling on a ring.
 nk nk	 pink panda	Open your mouth a bit and then use your tongue at the back of your mouth to say <b>ngk ngk ngk</b>	nk I think I am pink.

## How to say the Phase 3 sounds

Grapheme	Catchphrase	Pronunciation phrase	Grapheme	Catchphrase	Pronunciation phrase
ai	 tail in the rain	Open your mouth wide and say <b>ai ai ai</b>	oo	 hook a book	Pucker your lips and keep them small as you say <b>oo oo oo</b>
ee	 sheep in a jeep	Smile with your lips apart and say <b>ee ee ee</b>	oo	 zoom to the moon	Open your mouth just a bit, put your hand on your tummy, pull your tummy in and say <b>oo oo oo</b>
igh	 a light in the night	Open your mouth in a relaxed way and say <b>igh igh igh</b>	ar	 march in the dark	Open your mouth wide, push your tongue down and say <b>ar ar ar</b>
oa	 soap that goat	Make an 'o' with your mouth and say <b>oa oa oa</b>	or	 born with a horn	Make an 'o' with your mouth, push your tongue down and say <b>or or or</b>

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Grapheme	Catchphrase	Pronunciation phrase	Grapheme	Catchphrase	Pronunciation phrase
ur	 curl the fur	Open your mouth in a relaxed way, push your tongue down and say <b>ur ur ur</b>	ear	 get near to hear	Smile with your lips apart, push your tongue to your teeth as you say <b>ear ear ear</b>
ow	 wow owl	Open your mouth wide then move your lips together as you say <b>ow ow ow</b>	air	 chair in the air	Open your mouth wide, push your tongue down as you say <b>air air air</b>
oi	 boing boing	Make an 'o' with your mouth then move your lips out as you say <b>oi oi oi</b>	er	 a bigger digger	Open your mouth in a relaxed way, push your tongue down and say <b>ur ur ur</b>

## Ideas For Helping Your Child To Learn Their High Frequency Words

- Ideally spend about 5-10 minutes on them with your child each evening
- Make it quick and fun!
- Lots of praise for how well your child is doing
- Read the word on each card to your child. Say it in a sentence e.g. ‘The’ ... “The dog is barking.”
- See if they can read them to you
- Some words can be sounded out e.g. I T – it
- Some words can’t be sounded out e.g. was
- Turn the cards face down and let child turn over and read them one at a time – how many do they score?
- Hide cards around the room – can they find them and read them?
- Make another set of cards using the inside of a cereal box and play ‘pairs’ with them
- Make up some ‘silly sentences’
- Let your child copy words onto paper – use felt pens, crayons or whatever you have at home

Tricky words which will be learnt throughout the year:

Phase 2	Phase 3	Phase 4	Phase 5
into I go the no to	he she we me be you are her was all they my	said have like so do some come little one were there what when out	oh Mrs Mr people called their looked asked could



## Foundation 2 Books to Read With Your Child

Brown Bear, Brown Bear, What Do You See?	Bill Martin Jnr
Guess How Much I Love You	Sam McBratney and Garth Williams
The Little Red Hen	Byron Barton
The Very Hungry Caterpillar	Eric Carle
Owl Babies	Martin Waddell and Patrick Benson
Where the Wild Things Are	Maurice Sendak
Stone Soup	Marcia Brown
Not Now Bernard	David McKee
There was an Old Lady who Swallowed a Fly	Pam Adams
The Tiger Who Came to Tea	Jill Tomlinson
The Gruffalo	Julia Donaldson & Axel Scheffler
Winnie the Witch	Valerie Thomas & Korky Paul
The Elephant and the Bad Baby	Elfrida Vipont & Raymond Briggs
We're Going on a Bear Hunt	Michael Rosen
Daddy Calls Me Man	Angela Johnson
Handa's Surprise	Eileen Browne
The Owl Who Was Afraid of the Dark	Jill Tomlinson
I Will Never Eat a Tomato	Lauren Child
Rosie's Walk	Pat and Laurence Hutchins
One Snowy Night	Nick Butterworth
The Rainbow Fish	Marcus Pfister
The Three Robbers	Tomi Ungerer
Hair Love	Matthew A. Cherry
Farmer Duck	Martin Waddell
Mixed Me	Taye Diggs
Once There Were Giants	Martin Waddell and Penny Dale
Each Peach Pear Plum	Allan Ahlberg and Janet Ahlberg
Sulwe	Lupita Nyong'o
The Snail and the Whale	Julia Donaldson
Once Upon an Alphabet	Oliver Jeffers
The Cat from Hunger Mountain	Ed Young
Astro Girl	Ken Wilson-Max
How to be a Lion	Ed Vere
Traditional Rhymes	
Alphabet Books	
Counting Books	
Rhyming Books	

## Educational Visits

When a packed lunch is required (for example when on an educational visit), we recommend packing a fruit snack plus a healthy lunch. Lunch suggestions include a sandwich / pasta pot / salad bowl with limited, small, snack accompaniments. Large sharing bags are not permitted. No chocolate or sweets, however a small biscuit bar such as a Penguin / Kit Kat is allowed. A named water bottle is required. No nuts, fizzy drinks or glass bottles.



## Uniform

### School Uniform Regulations

**Winter/Summer uniform:** All pupils should wear Winter uniform from the 30<sup>th</sup> September until the Easter holidays and Summer uniform from after the Easter holidays. From September to the 30<sup>th</sup> September, pupils have the choice of either wearing their Summer or Winter uniform.

**School coats:** The regulation coat must be worn by all pupils. If children do not have a school coat they may be excluded from trips or outings.

**Shoes:** All pupils require black shoes with Velcro fastening (no pumps).

**Jewellery and religious artefacts:** For health and safety reasons, we do not allow any adornments or religious emblems. No items of value should be brought into school. Analogue watches may be worn in the Prep Department once pupils can tell the time.

**Hair:** Hair accessories are to be kept to a minimum. Hair must be tied back where possible with dark blue or black hair bands and hair ties only. Short hair must be neat and well-groomed, without grooming products.

### Class Uniform List

Your child has a choice of wearing either Uniform A or Uniform B, however we ask that children do not alternate between the two (for example if you choose Uniform A, this has to continue for the duration of the term).

#### Uniform A – Winter and Spring Terms

- \* Royal Blue V-Neck Pullover
- \* Sky Blue Polo Shirt
- \* Grey Trousers
- Short Grey Socks
- \* Outdoor Coat
- \* Waterproof Trousers (for weekly walks)
- \* Woolly Hat
- Navy or royal blue gloves
- \* School rucksack
- Black Shoes, Velcro fastening
- Wellington boots (for weekly walks)

#### Uniform A – Summer Term

- \* Royal Blue V-Neck Pullover
- \* Sky Blue Polo Shirt
- \* Grey Shorts
- \* Long Grey Socks, royal blue bands
- \*\* Outdoor Coat
- \* Waterproof Trousers (if wet)
- Summer Cap (buy from School Office)
- \* School rucksack
- Black Shoes, Velcro fastening
- Wellington boots (if wet)

*\*Items to be purchased from Forest Casuals*

*\*\*There is a lightweight Regatta jacket available from Forest Casuals for the Summer Term if required.*

## Uniform B – Winter and Spring Terms

- \* Royal Blue V-Neck Cardigan
- \* Sky Blue Polo Shirt
- \* Grey Tunic
- Grey Tights or Long Grey Socks
- \* Outdoor Coat
- \* Waterproof Trousers (for weekly walks)
- \* Woolly Hat
- Navy or royal blue gloves
- \* School Rucksack
- Black Shoes, Velcro fastening
- Wellington boots (for weekly walks)

## Uniform B – Summer Term

- \* Royal Blue V-Neck Cardigan
- \* School Summer Dress
- Short white socks\*\*\*
- \*Outdoor Coat\*\*
- \* Waterproof Trousers (if wet)
- \*Summer Cap (*buy from School Office*)
- \* School Rucksack
- Black Shoes, Velcro fastening
- Wellington boots (if wet)

Your child will also require a PE Kit plus a separate Dance Kit.

### PE Kit (all year round)

- \* Sports PE T Shirt
- \* Sports PE Shorts
- \* Royal Blue PE Sweatshirt
- \* Royal Blue PE Joggers
- Short White Socks
- Plain White Trainers – no flashing lights (purchase from any retailer)
- \* P.E. Bag

### Dance Kit (all year round)

- \* Navy blue dance t-shirt
- \* Navy blue lycra dance shorts
- Short White Socks
- \* Black ballet shoes

\*These items are of a regulation design and only obtainable from the official school outfitter:

Forest Casual and Schoolwear: 144 High Road, Loughton, Essex IG10 4BE  
Tel: 020 8508 2848 [www.forestcasualwear.co.uk](http://www.forestcasualwear.co.uk)

All items of clothing must be clearly and securely named. Sewn in labels can be ordered from Forest Casual and Schoolwear – style 2, blue writing. Forest Casuals also offer an initialling service on some uniform items.

*\*Items to be purchased from Forest Casuals*

*\*\*There is a lightweight Regatta jacket available from Forest Casuals for the Summer Term if required*

*\*\*\*Long white socks maybe worn with the Summer dress if there is cold weather*



## **School Hours**

The school year is divided into three terms. The current year's term dates are included in this pack.

The school gates open at 8.00 am and pupils may arrive from this point. The school operates a meet and greet service for all pupils with senior staff on duty to assist as children arrive. Please note different arrangements are in place at the start of the Autumn Term for children new to the school in Foundation 1 and Foundation 2 (see welcome letter for details). Staff on duty in the playgrounds will ring the bells at 8.30 am ready for children to register in class. The school gate is locked at 8.30 am.

Breakfast Club operates from 7.30 am and at 8.00 am Breakfast Club pupils in Foundation 2 to Year 6 are sent to the correct playground while Foundation 1 pupils go straight to class.

The school day finishes at 3.30 pm for Foundation 1 to Year 1 and at 3.40 pm for Years 2-6, with the exception of Mondays when the Prep Department only (Years 3-6) finishes at 4.15 pm. Children are to be collected from the correct playground. Pupils who are not picked up by 3.40pm will be taken to the library where you will be charged a late collection fee.

Extra-curricular clubs finish promptly at 4.30 pm (apart from Monday which is a 4.15pm finish) at which time children in clubs should be collected from the main gate. All children who are uncollected will be taken to the library. The main school gate is locked at 4.30 pm and all parents collecting after this time should use the main school reception door. Siblings collecting pupils must be 14+ years.

## **Wraparound Care Breakfast Club, Tea Timers and Holiday Club**

The school offers a service whereby our staff will take care of children at either end of the school day.

Breakfast Club operates from 7.30 am. Breakfast will have a hot food option as well as cereal, yoghurt, fruit and a drink offering.

Tea Timers is run after school, on-site by our staff who provide a variety of activities until 6.00pm.

Tea Timers is open to all our pupils subject to availability with those booking termly in advance given priority. We will do our best to accommodate occasional users but this may not always be possible due to the restrictions of staff to pupil ratios.

Pupils are taken to Tea Timers after lessons or a club where they are registered and split into age related groups.

Further details for Wraparound Care can be found on the School's website.

Our Holiday Club, which operates during some weeks of school holidays, is open to all children aged 3-11 years and offers a wide range of activities for children to enjoy. Dates and further details can be found on the School's website.

## Assemblies

The school enjoys joining together as a group to share school news, celebrate successes and sing.

The Pre-Prep Department have their own assembly on Monday mornings. This is a time to celebrate Pre-Prep birthdays and any awards children have received outside school. They will also listen to and share in a story with a message or moral or find out about topical festivals and religious celebrations.

The Prep Department also have an assembly on Monday mornings. This will be a time to share information and hear a short message with a moral.

We have a whole school assembly every Friday at which visiting speakers are invited to talk to the children on a variety of subjects. During this assembly our weekly awards are presented across the whole school: Kindness; Helpfulness; Resilience; Presentation; Courtesy; Organisation; Perseverance; Exemplary Behaviour. The weekly award, star of the week and STEM winners are announced in our newsletter The Weekly Flight every Friday.

On occasion, parents are invited to attend assemblies. Parents who attend are asked to stay for the duration of assembly in order to not disrupt the proceedings by leaving.

## House System

Avon House Preparatory School operates a house system throughout the school. All children are assigned to a house on entry, and they usually stay in that house throughout their time at school. House points can be awarded for class work, acts of kindness, helpfulness and general good manners as well as sporting achievements and inter-house competitions etc. Each child has a scroll in their classroom to which their house points are added and they are awarded a Bronze Award certificate in assembly for achieving 25 house points and the subsequent award for each additional set of 25 house points. In the Foundation Stage, the children have a 'smiley' chart and are awarded smiley face stamps rather than house points. They receive a certificate in assembly for every set of 10 smiley stamps. Each house is led by a member of staff who encourages the children to participate in house events. House meetings are held at regular intervals.

The houses are named after famous people with a local connection:

Cavell (blue; House Leader Mr J Evans): Edith Cavell (1865-1915) was born in Norfolk. She trained as a nurse and served in the British Red Cross Hospital during the First World War and is famous for helping British soldiers to escape from German-occupied Belgium. Her uncle was Rector of All Saints, Woodford Wells.

Churchill (purple; House Leader Mr J Babra): Winston Churchill (1874-1965) was a Member of Parliament for Wanstead and Woodford, who later became Prime Minister during the Second World War. He was also an officer in the British army, a historian, a writer and an artist.

Morris (yellow; House Leader Mrs S Gleadell): William Morris (1834-1896) was born in Walthamstow and lived in Woodford during his early years. He studied at Oxford University and became a famous designer of wallpapers and fabrics. He also wrote books and poems.

Pankhurst (orange; House Leader Ms A Heath): Emmeline Pankhurst (1858-1928) was born in Manchester. She became famous for leading the suffragette movement, campaigning for votes for women. Her daughter, Sylvia, lived in Woodford Green for many years.

A House Captain from Year 6 is selected each year by the staff and children in the relevant house.



## **Behaviour Management and Reward Systems**

The pupils discuss and agree their class charter as a set of behaviour guidance for the year with their class teacher as they enter their new class and this is displayed in their classroom.

The pupils are encouraged to behave in line with their class rules with praise and rewards used to promote this. We have a behaviour system named 'Going for Gold'. Each class displays a chart made up of gold, silver, green, yellow and red card on their wall. The pupil starts the day on the green panel. For an achievement or if the pupil's behaviour is positive the pupil's icon will be moved up the chart to silver and so on. At the end of the day if an EYFS pupil is on silver or gold they will receive the corresponding colour star sticker, Pre-Prep and Prep pupils will receive one house point for silver and two for being moved to gold. If however a pupil's behaviour is not in line with the class charter they will be given a verbal warning. If the behaviour continues then they will be placed on yellow and then onto red. For pupils placed on yellow or red, a card will be given to them which will go to lessons that are taught by specialist staff. Pupils on red in EYFS will be given thinking time whereas Pre-Prep pupils will have 5 minutes withdrawn from Golden Time (this is where the children have free choice of a range of 'fun' activities on Friday afternoons). Prep pupils will miss the following morning break with timeout on 'The Wall.' At the end of each day the pupils' names will be reset on green.

At the end of each week, one pupil from each class will be chosen by their class teacher as the 'Star of the Week' and will receive a special certificate detailing the reason. We also award a STEM star of the week.

## **School Policies**

You will find a set of school policies on the School's website which will help you to fully understand school procedures. These include:

- Avon House Mission Statement
- Anti-Bullying
- Behaviour and Discipline
- Curriculum
- EYFS Settling In and Key Worker
- EYFS to KS1 Transition
- First Aid
- Homework
- Out of Hours Care
- Parent Partnership
- Safeguarding (Child Protection)
- Sex and Relationships
- Sickness and Medication
- Supervision of Pupils
- Teaching and Learning

If you need additional help with policies and procedure please contact the Head Teacher or Deputy Head.



## School Clubs

The school offers a number of extra-curricular activities which run before school, after school and at lunchtime.

Application forms are sent home at the end of the previous term. We endeavour to make sure that all children are included in the extra-curricular programme should they wish to be and so clubs are not allocated on a first come, first served basis. In the case of sports clubs, priority is given to those pupils who play in school teams i.e. netball, tag rugby etc.

This is a list of clubs that are offered. Not all clubs are available across all age groups and pupils in Foundation 1 do not start clubs until the Spring Term. Some clubs are only offered in specific terms and will be notified at the appropriate time via the extra-curricular clubs system.

Art for Art's Sake	ICT Explorers
Bat, Bowl, Catch	Karate
Board Games	Lego Club
Coding	Mile Before School
Computing	Mindfulness
Construction Crew	Mini Tennis
Cookery	One Planet
Cricket Squad	Origami
Cross Country	Petite Painters
Dance	Puppet Story Telling
Film Club	Sewing Bees
Football	Strings Club
Gardening	Squash 57
Girls' Cricket	Table Tennis Coaching at WWC
Girls; Football	Tennis at WWC
Hama Beads	Warhammer

## School Communication

The school operates an open door policy allowing parents to meet with staff outside of the normal parent consultations.

If you need to speak to a member of staff regarding anything to do with your child there are several ways you can communicate with school. You can call the School Office, email or required a face to face meeting. The School Office will process your request within 48 hours however if this is a matter of a serious nature then please tell the School Office and the class teacher will respond that day. If you would prefer to speak to a senior member of staff this should be done via the School Office and you will receive a response within 48 hours.

Please be aware that it is not always possible for staff to talk to you at the end of the day unless by appointment as they have after school activities to attend.

## Staff List

**Head Teacher** Mrs A Campbell  
**Deputy Head** Mr G Biston

**School Governors** Mr M Barrett (Chair)  
Mr J Blake Mrs F Cookson Miss K Lovejoy Mr D Malyon

### Department Heads

<b>Prep</b> Mr J Manning	<b>Pre-Prep</b> Mrs R Telling	<b>Early Years</b> Mrs P Tant	<b>STEM</b> Mrs N Hooley	<b>English</b> Ms H Grant
<b>Humanities</b> Mr J Babra	<b>Languages</b> Miss F Whitestone	<b>RPS</b> Mrs P Hussein	<b>Music &amp; Drama</b> Mr D Reed	<b>Sport</b> Mr M Thornley Mrs S Gleadell

<b>Class</b>	<b>Teacher</b>	<b>Class</b>	<b>Teacher</b>
F1 Puffins	Mrs R Buhorah	F2 Mallards	Mrs M Palmer
F2 Kingfishers	Mrs P Tant	Year 1 Pelicans	Miss R Saharoy
Year 1 Cranes	Miss M Bettany	Year 2 Herons	Miss A Neal
Year 2 Flamingos	Mrs R Telling	Year 3NH	Mrs N Hooley
Year 3KY	Miss K Youngman	Year 4PH	Mrs P Hussein
Year 4FW	Miss F Whitestone	Year 5JB	Mr J Babra
Year 5KI	Miss K Ioakim	Year 6JM	Mr J Manning
Year 6HG	Mrs H Grant		

<b>Class</b>	<b>Support Staff</b>
F1 Puffins	Mrs R Lord
F2 Kingfishers & Mallards:	Mrs P Kalsi & Mrs F Alvi
Year 1 & Year 2:	Mrs N Monehen, Ms A Heath, Miss L Westmaas, Mrs J Chambers
Year 3 & Year 4:	Miss S Young, Mrs R Sehdev, Mrs A Pool
Year 5 & Year 6:	Miss A Feeney, Mr J Evans, Miss J Dade

### Specialist Staff

<b>Inclusion Lead</b>	Miss J Lewis
<b>Art/Design Technology</b>	Mrs E Mistry
<b>Computing</b>	Mr G Biston
<b>Spanish</b>	Mrs V Gagliano Styczynski
<b>School Counsellor</b>	Mrs N Ramasamy
<b>Music (Peripatetic)</b>	Mr W Alexander, Mr S Brooker, Mr D Cook, Mrs O Paliy, Miss M Smith, Mr D Storey
<b>Sport</b>	Mr J Evans
<b>Swimming</b>	Miss C Beckett, Mr P Norris, Miss C Russell

<b>School Bursar</b>	Mrs Z Mughal
<b>HR and Head's PA</b>	Miss J White
<b>Admissions and Marketing</b>	Miss V Barrett
<b>School Secretary</b>	Miss M Diedrick
<b>Welfare Administrator</b>	Mrs R Spelman
<b>Accountants</b>	Messrs. Pawley & Malyon-Salisbury House, EC2M SSQ



## **TERM DATES 2024-2025**

### **AUTUMN TERM 2024**

Commence: Wednesday 4<sup>th</sup> September

Half-Term: Monday 21<sup>st</sup> October – Friday 1<sup>st</sup> November

End of Term: Friday 13<sup>th</sup> December at 1.30pm (F1-Year 5)  
Year 6 Study Skills Session until 2.30pm

### **SPRING TERM 2025**

Commence: Tuesday 7<sup>th</sup> January

Half-Term: Monday 17<sup>th</sup> – 21<sup>st</sup> February

End of Term: Friday 28<sup>th</sup> March at 1.30pm

### **SUMMER TERM 2025**

Commence: Tuesday 22<sup>nd</sup> April

Half-Term: Monday 26<sup>th</sup> May – Friday 30<sup>th</sup> May

End of Term: Friday 4<sup>th</sup> July at 2.30pm