

# Harlow Green Community Primary School



*Early Years Prospectus  
2025-2026*





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# p.1 Welcome

*Welcome to Harlow Green Community Primary School and the foundation stage of your child's education. This booklet is intended to help you to find out about starting Nursery and Reception so that you can prepare for this exciting step in your child's life.*

We are extremely pleased and honoured that you have decided to choose Harlow Green as the school to support your child's early education.

Beginning Nursery part-time and then Reception full-time are major events in your child's life. There will be lots of new things to learn and experience and, of course, you will want to ensure your child is well-prepared to make the best of these opportunities.

We believe that parents and carers, along with the wider family, are the child's first teachers. At Harlow Green, we recognise the individuality of every child and family, and our aim is to work together to ensure that each child makes the best possible progress whilst enjoying their time in our Early Years setting.

*Growing happy, healthy and successful, together.*

This prospectus is not an exhaustive list and so we would encourage you to visit our website at [www.harlowgreen.org](http://www.harlowgreen.org) where you will find more detailed information about Nursery and Reception as well as the whole school.

If you have not yet chosen the school for your child and are interested in a visit, please contact the school office where the staff will make the necessary arrangements.



# Class Organisation

*Harlow Green Community Primary School is a two-form entry school and, as such, we have a Nursery and two Reception classes. Altogether, we can support up to 112 children aged 3-5 years old.*

## Nursery

Our Nursery is scheduled from Monday to Friday with children attending for 5 morning or 5 afternoon sessions or, if eligible, 5 full day sessions (the full week must be taken).

There are 52 places available in our Nursery which is organised into 26 morning and 26 afternoon places. Each Nursery session is three hours long with morning sessions scheduled from 8.45am until 11.45am and afternoon sessions 12.30pm until 3.30pm.

Families who are eligible for 30 hours provision may take up this offer at our school attending 8.45am until 3.30pm each day.

## Reception

Doors open at 8.45am for Reception classes to begin at 9.00am with the end of the day being 3.20pm, Monday to Friday. There are 60 places available within Reception.

Before and afterschool childcare provision may be accessed by Reception pupils. This service is operated by *Lamesley Childcare*, who offer breakfast and afterschool club provision on our school site as well as holiday club provision (currently at another venue).

## Staffing Levels in Early Years

Within Nursery and Reception, the ratio of adults to children is increased in comparison to KS1 and KS2 due to the developmental needs of our youngest pupils. We believe that quality interaction with adults is essential in supporting children who are at the early development stage.



## Nursery Staff

Unlike private childcare nurseries, our Nursery class is led by a qualified teacher. Our teacher is supported by a Level-3 Teaching Assistant along with an apprentice Teaching Assistant to increase the adult to pupil ratio.

## Reception Staff

As children move into full time education in Reception, the children move into one larger room staffed by two teachers and two Teaching Assistants. The staff will be assigned as key adults to children, but all will be involved in their support during the working day.

***Please note that personnel may change annually and within year. Staff organisation is correct at publication.***

# School Uniform

*The wearing of uniform is an essential part of being a pupil at Harlow Green Community Primary. We want children to understand the importance of wearing appropriate clothing and presenting themselves positively whilst developing a sense of belonging.*

The majority of our uniform is sold through a local supplier. However, it can also be purchased, without school logos, at many retailers.

## General

- Green jumper/cardigan
- Yellow polo shirt
- Grey trousers/pinafore/skirt
- Black sensible shoes /Wellingtons for outdoor play
- Book folder (available to purchase from the school office)
- Water bottle (no juice allowed)

## PE Uniform (On PE days children wear PE uniform all day)

- White t-shirt
- Green Hoodie
- Black tracksuit bottoms
- Black plimsols or trainers

## Coats

Pupils should always come to school with an outdoor coat appropriate to the weather conditions. We do not state what type of coat children should wear but, for those who wish, there are *Harlow Green Primary School* coats available through our suppliers.

## Spare Clothes

Within Nursery and Reception, children may have an accident from time-to-time. We request that parents provide their child with a bag of spare clothes and underwear in case this situation occurs. Otherwise, we may need to contact you to come in with a change of clothes. The bag of clothes can be kept at school on your child's peg.



## Messy Play

Our children will get messy! Although it is important that children wear the correct uniform at all times, please remember that your child's uniform is their working outfit and many of the activities in Early Years classes involve 'messy play' (paint, glue, mud etc.) – this is a big part of the Early Years Curriculum. We provide aprons for painting and creative activities, and also for using the mud kitchen. Throughout the day staff encourage children to keep themselves clean and dry but accidents do happen so please bear this in mind.



## Naming Property

When a child has misplaced an item of clothing, it can be very challenging for staff to locate it if it has not been labelled with their name. Parents/carers should ensure that all uniform is clearly labelled with the child's name, this includes shoes.

## Shoes

In Early Years, we strongly encourage children to become more independent in terms of dressing themselves, and for some children shoes can be a little bit tricky. Children need to be able to change their shoes independently for P.E. and for outdoor activities where wellies are needed. It is important that children can unfasten and refasten their school shoes without needing much help; black Velcro fastening shoes are often the best. Trainers are not permitted.



# The School Day

*Establishing clear routines with children at home is essential to provide security and stability and this is no different in school. The school day is organised with an understanding of the children, the environment and resources available in order to support the most effective provision.*

## Start of the School Day

The classroom doors for Reception are opened for pupils at 8.45am each day and remain open until 9.00am which allows a staggered and calm entry each morning. For Nursery, sessions begin at 8.45am or 12.30pm. Children in Nursery are dropped off and collected from the Nursery cloakroom door at the front of the building. Children in Reception enter and exit at their classroom doors which access the playground.

## Teaching and Learning Time

Children will participate in focused English and Maths activities, daily phonics and creative activities, as well as having the opportunity to engage in self-chosen activities in the areas of provision. Throughout the day, we ensure a balance between direct teaching, child-initiated play and outdoor learning.

## Lunchtime

Children are invited to stay for either the meal provided by the school or their own packed lunch. Children eat their lunch with their friends in the shared dining area and are supervised by school staff. This is a key time for socialising and developing independence. **All Reception children are entitled to a free school meal.**

## End of the School Day

The school day ends for Reception children at 3.20pm and at this time children in Reception are collected from their classroom doors from the playground.

Nursery sessions end at 11.45am (morning session) and 3.30pm (afternoon session). Nursery children should be collected from the Nursery classroom door located at the front of the school.



# The Learning Environment

*The learning environment within the Early Years setting is at the heart of provision. The space and resources available – both indoors and out – provides the context, opportunity and interest for children to learn and apply themselves in many ways.*

Our Early Years phase is organised into Nursery and Reception classroom areas that both benefit from direct access to a highly-resourced, zoned, outdoor play area.

At Harlow Green, we strive to ensure a balance between structured teaching and child-initiated play. There is regular dedicated time where children will access the environment following their own desires and interests which allows them to implement their learning through their own play.

## Continuous Provision

The classroom areas are set up to support children in developing their knowledge and skills across the seven areas of learning. Both Nursery and Reception have sand, water and malleable material areas; cut and stick, transient art and painting areas, role play, music, reading and writing areas as well as science, technology and 'small world' areas. Within each area, children are encouraged to select and put away their own resources from a selection of continuous provision. Enhancements are also placed in areas to develop specific interests and topics that develop and change throughout the year.

## Reception

The Reception staff team work very closely together to plan and create a shared learning environment which allows for the space to be allocated for each area of learning. During independent learning time, the children have access to shared indoor and outdoor provision, this enables children from across the year group to play and work together.

During discrete teaching of Phonics, English and Maths, the children from across the Reception groups are mixed and taught by all members of staff in turn. This means that all the adults in Reception will get to know and interact with your child over the year.

## Nursery

Children in Nursery are supported in their learning by all Nursery staff. During each session, adults will support them in their play, work with small groups of children to deliver direct teaching and focus on specific knowledge and skills during small group adult-led activities. Children also access the outdoor environment every day in most weather conditions.





# The Curriculum

*Within Nursery and Reception, we embed the principles of Early Years teaching balances a play-based curriculum that is supported by a range of focused teaching groups at strategic and scheduled points.*

To support our planning and curriculum, we use *Birth to 5 Matters* guidance to work towards achieving the national Early Learning Goals. The national expectation is that most children will reach the early learning goals by the end of their Reception year. However, we know that every child is an individual and will be supported to make the best possible progress at his or her own pace.

The curriculum is divided into seven areas of learning:

- **Physical Development**
- **Communication and Language**
- **Personal, Social and Emotional development**

The above are often referred to as the *Prime Areas* of learning and the following are the *Specific Areas* of learning:

- **Mathematics**
- **Literacy**
- **Understanding the World**
- **Expressive Arts and Design**

In addition, the Early Years Foundation Stage refers to the different ways that children learn as the *Characteristics of Learning*:

**Playing and Exploring:** children investigate and experience things and 'have a go'.

**Active Learning:** Children concentrate and keep on trying if they encounter difficulties and enjoy achievements.

**Creating and Thinking Critically:** children have and develop their own ideas, making links between ideas, and develop strategies for doing things.

Together with the *Prime* and *Specific* areas these comprise the knowledge, skills and experiences that are developmentally appropriate for children from birth to 5 years.



# Behaviour & Welfare

*In order for children to be able to feel confident and safe enough to engage in their learning, standards of appropriate behaviour must be high. We have three simple rules in school **Ready, Respectful** and **Safe**. Staff have high expectations of all our children with an understanding that part of their growth is to learn boundaries and to develop a clear understanding of the practices which will allow them and others to succeed.*

## Behaviour Management

We take a positive and consistent approach towards managing children's behaviour in Early Years. From the outset, we establish clear expectations and boundaries for behaviour appropriate to the children's level of understanding. We encourage positive behaviour by showing that good behaviour is valued. We focus on activities and routines to encourage sharing, negotiation and conflict resolution with other children. Adults encourage responsibility in caring for others and the environment e.g. helping with tidying, watering plants, setting out activities, handing out drinks, snacks and equipment.

Staff handle issues of negative behaviour in ways appropriate to the child's stage of development and level of understanding. This may include 'time out' of the immediate situation with the support of an adult.

It is our policy to keep parents/carers informed and work in partnership to support each child at their stage. It is clear that a consistent expectation from school and home is essential.



## First Aid

Should your child have an accident or become unwell during the school day, they will be seen by one of our trained first-aiders. You will be informed either by a phone call home or you will be notified at the end of the school day if it was a minor incident. There may be times when your child requires medication, but this can only be administered in school if this medication has been prescribed by a doctor and is required during school hours.

## Toileting

Being toilet trained is a skill that children need in order to develop independence, self-esteem and confidence to thrive at school. Ofsted guidelines state that every child should be able to go to the toilet independently by the age of five. By the time children start Nursery at the age of three, we expect the majority of children to be dry most days, and by the age of four we would expect most children to be reliably dry.

At school, we will support you and your child to achieve this. If toilet training is something you would like support or advice with, or your child is having difficulties with toilet training then please feel free to speak to a member of the EYFS team who will be happy to help you.

# Parental Involvement

*"Parents are children's first and most enduring educators. When parents and practitioners work together in early years settings, the results have a positive impact on children's development and learning."*

*Early Years Foundation Stage: Principles into Practice. Commitment 2.2*

## Communication with Parents

At Harlow Green Community Primary School, we value parents as partners in their child's education. We operate an 'open door' policy, so that parents can discuss any aspect of their child's development with a staff member. Your child's progress will be discussed at a parent's evening in the autumn term and spring term which allows for a discussion between home and school. A written report is provided at the end of the school year and an opportunity to discuss this report with the class teacher will be available, if required.

A weekly newsletter is uploaded to your child's online learning journal each Friday night, which will explain what your child has been learning about in school that week as well as listing home learning tasks.

In Early Years, an important way in which we communicate with parents/carers is through an online learning journal called **Tapestry**. Staff and parents can use this app to collect photographs and videos of children's learning and achievements. This journal enables staff and families to share positive information with each other as they progress through the year.

## Learning at Home

The best learning at home is in relation to the regular home-based activities families would normally be involved in such as cooking, eating together, playing games, talking to each other, exploring in the garden etc. These activities support the prime areas of learning and help prepare children for a wide range of learning.

Children in Nursery and Reception will choose a library book each week which we encourage you to share with your child. Children in Reception will also be given weekly home learning tasks; this will consist of a reading book, a Read Write Inc. phonics sound booklet, key words and a task linked to one of the areas of learning within the Early Years Curriculum. We also regularly share ideas supporting your child's learning at home through parent workshops/meetings as well as via Tapestry and the weekly newsletter.





# General Information

## Admission Arrangements

All Reception places are allocated in accordance with the Local Authority (LA) admissions policy. This is published annually in the Gateshead LA *Information for Parents Booklet*, which is made available to parents prior to admission. This can also be found at <https://www.gateshead.gov.uk/article/2796/Primary-school-admissions>

Applications for Nursery should be made directly with the school by filling in an application form available from the school office. Parents/carers can give their children's details to the office staff from 2 years of age. Our Nursery admissions policy can be viewed on the school website.

As part of the induction process, parental meetings are held during the summer term for pupils about to enrol for Reception classes. During the autumn term, Nursery pupils have a preliminary visit. This is followed by attendance on a short session time that is extended to the full session over the following weeks. Depending on the availability of places, and the child's needs, children who attain the age of 3 years, during the year, are admitted as soon as possible following their third birthday. All transition protocols can be altered depending on the needs of the child.

For admission to the Reception class, we will structure the first week to support transition which will be a mixture of short visits and half days building towards longer days. This allows children to get used to the routines as well as providing assessment time for the staff. From the second week, all children attend full time, from 9.00am until 3.20pm and may stay for lunch, if they wish. Should any difficulties arise because of this procedure, the school will endeavour to resolve the difficulties with the parents concerned.

## Equality

At Harlow Green Community Primary School, everybody is equal and discrimination in any form is not tolerated. Staff ensure that every opportunity is used to reinforce equality and that it is unacceptable to judge people on gender, race, faith, physical ability or sexuality. Where issues arise, the school will inform parents/carers of what has happened and how this has been dealt with. Incidents which are deemed to be offensive to particular groups are pursued through the Local Authority policy and are recorded on the council's system.

## Access for Physically Disabled

It is the duty of all schools to promote disability and a specific duty to publish a disability equality scheme. It requires schools to be more proactive in their approach to promoting disability equality and eliminating discrimination. Our definition of disability defines a disabled person as someone who has:

***'a physical impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.'***

This definition covers a wide range of impairments, including hidden impairments such as dyslexia, autism, speech and language impairments, Attention Deficit Hyperactivity Disorder (ADHD). These are all likely to amount to a disability only if the effect is on a person's ability to carry out normal day-to-day activities. The duty puts greater focus on approaches to policy development and management of issues in relation to disability. As a governing body our aim is to increase access to education for disabled pupils. Our school has produced, with this scheme, an Accessibility Plan, which identifies actions based on our self-evaluation that will promote opportunities for participating in the curriculum; accessing the building and services and delivery of information to pupils and adults. The plan can be accessed upon request from the school office.

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# Nursery & Reception Classrooms





# The Early Years Outdoor Environment





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# Notes

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# Contact Us



**E-mail:**

harlowgreenprimaryschool@gateshead.gov.uk



**Phone:**

0191 487 6703



**Address:**

Harlow Green Lane, Gateshead, NE9 7TB

Head Teacher:

Deputy Head Teacher:

Chair of Governors:

Mr M. Malik

Mrs S. Chapman

Councillor K. Wood

