



St Mary's School
CAMBRIDGE

Early Years

The Cambridge school for girls

www.stmaryscambridge.co.uk

Independent day and boarding school



Contents

Our aims	02
Transitions	02
Our team	03
Communication	04
Starting Preschool	06
Starting Reception	08
Our Houses	09
The School day	10
Our curriculum	13
Assessment	18
Parents as Partners	20
Attendance	22
Health	24
Policies	27
Uniform and equipment	30

Term dates



Scan here.

Important contact numbers

Reception – 01223 311666

After hours for late stay and twilight – 01223 222903

Emergency number – 07921 897593

Dear Parents

It is a pleasure to welcome you to St Mary's Junior School. I very much hope that as you come to explore our community further you will see what we see: a happy, thriving, academically aspirational and innovative learning environment where every girl is valued, supported and encouraged.

Throughout your daughter's time with us we aim to create a calm and exciting learning environment where children feel welcome and are encouraged to harness their natural curiosity as we support them in becoming enthusiastic, life-long learners.

We place each individual child at the centre of everything that we do, to enable them to develop to their potential and become a kind and caring member of our community. We are passionate about every girl having the best possible start to their school lives and this is reflected in our bright, airy and engaging classrooms where independent and creative thinking are encouraged. Our enthusiastic specialist staff use their experience to provide a child-centred, academically ambitious curriculum through which girls discover a love of learning. We know that young girls learn best when they are motivated through playful learning experiences and are given opportunities to direct their own learning. With the use of our specialist facilities, both inside and out, and a well-resourced department, our team easily spark these curious young minds, catering for individual learning styles and needs.

This information pack aims to give you a little flavour of our school and life in our Preschool and Reception classes. However, the very best way to learn about the values and ethos of a school is to visit and see the children in action and I would encourage you to arrange an appointment to see us for yourself. In doing so, I am sure you will enjoy the excited chatter, the purposeful buzz and nurturing atmosphere. I look forward to welcoming you to St Mary's Junior School.



Louisa Ankin
Head of Juniors





Our aims

We aim to:

- provide a strong moral and spiritual framework
- promote a strong sense of responsibility towards others both inside and outside the school community
- promote independent learning in each pupil through encouraging a sense of her own worth and talents
- provide the highest academic education
- enrich the pupils' lives with creative, challenging and enterprising opportunities
- nurture core values of integrity, justice and respect for diversity and human dignity.

Smooth transitions

We understand that the transition into the Early Years is a critical phase in a child's educational journey. A smooth transition ensures that children feel secure and supported as they adapt to new routines and environments.

This foundational step helps to build their confidence, fosters a positive attitude towards learning, and establishes a sense of belonging within the school community. By prioritising a seamless transition, we aim to create a nurturing atmosphere where each child can thrive both academically and socially from the very beginning.

Before your daughter's start date, you are invited to visit our

setting for play sessions, including our regular 'Stay and Play' sessions that run throughout the year. These visits aim to help increase their comfort and confidence in a new setting and assist us in building positive relationships with children and their families. Preschool transition play sessions will be scheduled at a convenient time for you leading up to your daughter's start date. If your daughter is starting in Reception,

she will be invited to attend our move up morning during the summer term, where she will meet other girls in her year group and her class teachers.

All new parents will have 'Transition meetings' in the summer term with their daughter's new class teacher. This meeting provides an opportunity to share key information about your daughter and to learn about the curriculum and year group expectations.

100% of St Mary's pupils said they are happy at school, it is a safe place to be and they enjoy all that the school has to offer.
2024 Junior School pupil positivity survey

Meet our Early Years team

At the heart of our Early Years setting is Mrs Ellie Tagger, our **Early Years Lead Teacher**. She oversees the day-to-day running of both our Preschool and Reception classes.

Mrs Tagger is joined by Ms Hannah Laurence, our Early Years Teacher. Together, they provide a nurturing and engaging learning environment. Both classes are supported by our wonderful teaching assistants, Ms Melanie Osmant and Mrs Cindy O'Connell.

To enrich the children's experiences, we have specialist teachers delivering PE, Music, Computer Science, Spanish, and Social Emotional Literacy. When needed, extra support is provided by Mrs Pascale Lavoie, our Head of Learning Support.

In our Early Years setting, every child's class teacher is also their Key Person. This special role means they are there to:

- Help your child feel happy, safe, and confident as they settle into school life
- Tailor learning and care to suit your child's individual needs and interests
- Build a trusting relationship that supports your child's wellbeing and development
- Work closely with you to guide and support learning at home
- Connect you with more specialist support if ever needed

We're here to ensure your child's journey through Preschool and Reception is full of joy, curiosity, and growth.



Subject	Teacher
PE	Mrs Cindy O'Connell
Music	Mrs Elise Dudley
Computer Science	Mr Andrew Severy
Spanish	Mr Richard Day
Social Emotional Literacy	Mrs Louisa Ankin



100% of St Mary's pupils said that they like their teachers, they help them do their best and create fun and engaging lessons that help them learn.

2024 Junior School pupil positivity survey

Early Years classroom and staff communication

Communications from the school

Please refer to the St Mary's website for more information.

In a bid to be efficient, cost effective and environmentally friendly, most communications from the school are sent electronically. Keeping parents fully informed about school events is a priority. Please check your emails daily. Emails are sent after 4.00pm by school post. If you require hard copies of letters and forms, please inform the school office. However, please check your child's bag every night in case we have sent a communication home with her as well. There is also a wealth of information on the parent portal.

Communicating with the school

We operate an 'open door' policy and welcome all our parents into school. Class teachers are present at both drop off and collection to welcome you and your daughter. An informal chat may be required in the morning to resolve any worries or to

communicate any changes in daily arrangements for your child. Parents are advised to email class teachers directly to make appointments for longer (or more private) conversations. All major correspondence should be addressed to the Early Years Lead teacher, Mrs Ellie Tagger or the Head of Juniors, Mrs Olivia Buchanan.

Pre-Prep Planner

At the start of the academic year, all girls are issued with a Home School Communication logbook. This will act as an effective communication tool, and should be brought to school each day in the plastic wallet provided to the girls on their first day. Class teachers and parents will use the book to record any important messages. This may include notes highlighting a change to a collection arrangement, a play-date, or simply that a pupil may have had a poor night's sleep. Insight of this nature is invaluable. These books are also used as your child's reading log.

Newsletters and blogs

Parents are kept informed about the general life of the school and the wellbeing of their child via weekly newsletters from the Head of Juniors.

School calendar

There are a large number of events taking place at school. Please note that sometimes events do need to be rescheduled and we will ensure that changes to the calendar are communicated in a timely fashion.

Your details

Please keep the school informed about changes to your email address, home address and/or telephone numbers (including daytime contact numbers). Changes should be notified in writing to the school office at: juniorschool@stmaryscambridge.co.uk

Data Protection

Information about how we use your data and that of your child can be found in the school's Privacy Policy on the website. Your attention is also drawn to the Taking, Storing and Using Images Policy on the school website.





Starting Preschool

Starting Preschool is a delightful and transformative experience for children. It marks the beginning of their learning journey, where they embrace independence and develop essential communication skills. The joy of making new friends and engaging in interactive play fosters their social and emotional growth. Preschool provides a nurturing environment where children explore, discover, and build the foundation for their future education, truly allowing them to flourish and be themselves.

Sessions and 15 hours funding

Our minimum session requirements in Preschool are two full days or four half days weekly.

We offer universal entitlement of up to 15 hours per week. This is an entitlement to funded childcare for parents of children aged 3 and 4 and these hours are paid for by Cambridgeshire County Council, subject to parents meeting the eligibility criteria and prompt receipt of the necessary paperwork. Universal entitlement can be used for our afternoon sessions, Monday to Friday, 12.30-3.30. These hours must be fixed in advance on a termly basis. If you wish for your daughter to attend additional afternoon session(s) once term has begun, you will be charged for this at our normal half-day rate. Universal entitlement is only available in the Preschool class.

Toileting

It is a pre-requisite that on joining Preschool at St Mary's, girls must be toilet trained and not using pull ups.

We understand that sometimes accidents still happen at this age, and we will help your daughter change her clothes if needed, in line with the school's Intimate Care Policy. Please ensure that your daughter has spare underwear in school.

The School day in Preschool

8.00-8.30am	Larks: Optional morning club
8.35am	Registration
8.35-9.45am	Lessons
9.45-10.00am	Morning snack
10.00-10.30am	Indoor/outdoor provision
10.30-11.45am	Lessons
11.45-12.15pm	Lunch
12.15-1.05pm	Outdoor play
1.05-1.30pm	Calm time
1.30-2.30pm	Lessons
2.45-3.00pm	Afternoon snack
3.00-3.15pm	Story time and home time
3.10-4.00	Coach House Club
4.00-5.00pm	Late stay
5.00-6.00pm (Mon-Thurs)	Twilight



“Thank you to all staff for making these precious years so incredibly inspiring and fun for our little girl.”

Junior School Parent

The School day in Reception	
8.00-8.30am	Larks: Optional morning club
8.35am	Registration
8.35-9.45am	Assembly and Lessons
9.45-10.00am	Morning snack
10.00-10.30am	Indoor/outdoor provision
10.30-11.45am	Lessons
11.45-12.15pm	Lunch
12.15-1.05pm	Outdoor play
1.05-2.30pm	Lessons
2.45-3.00pm	Afternoon snack
3.00-3.15pm	Story time and home time
3.15-4.00	Coach House Club
4.00-5.00pm	Late stay
5.00-6.00pm (Mon-Thurs)	Twilight

Starting Reception

Transitioning from Preschool to Reception is a pivotal step in a child’s educational journey, building upon the foundational skills acquired in Preschool. This move is critical for enhancing their independence and further developing their social abilities.

In this new phase, children are exposed to a more structured learning environment that encourages them to take on greater responsibilities, both academically and socially. The transition helps reinforce their ability to navigate group dynamics, collaborate with peers, and engage in more complex problem-solving tasks. As they adapt to the routines and expectations of Reception, their confidence grows, setting a robust groundwork for future educational experiences.

Girls in Reception join in with morning assemblies during the week. Assemblies are formal occasions, which foster the development of listening skills and collective spirit. Once a week, children join in with a hymn practice. We invite visiting speakers to lead an assembly related to charity work or linked to areas of the curriculum.

We have weekly collective worship where the school community comes together to celebrate key events of the liturgical calendar and Christian year.

Across the Early Years

Girls spend their day primarily with their class teachers, engaging in a combination of child initiated and adult directed tasks. Children will have access to our outdoor area throughout the day and we value the opportunities that learning in the outdoor environment provides.

Specialist lessons are 35 minutes in duration and girls will be accompanied by one of our teaching assistants and the specialist subject teacher.

All parents are invited to attend a 'Welcome to the Year ahead' presentation at the beginning of the Autumn term, where you will be provided with a timetable for your child. This will highlight the days Reception children will need their PE kits for PE and for Woodland Explorers. Preschool will not require additional PE clothing. For details of clothing requirements, please refer to the uniform section.



Our Houses

There are four Houses: Brookside, Cavendish, Elms and Paston. The Houses are named after buildings owned by the school. Upon entry to the school, your child will be assigned to one of the four Houses. The children collect House Points for their Houses which can be awarded for many reasons such as outstanding effort in their learning or polite manners. They will also have opportunities to represent their House during Sports Day, charity events and a variety of competitions

throughout the year. The Houses also provide a support system where the older children are encouraged to look after younger children in their House.

House points are regularly awarded, and we celebrate these achievements as a class. Each week a child who has exemplified a particular Mary Ward value has hot chocolate with the Head in the winter, and lemonade in the summer.



The School day

Arrival to school

Parents will appreciate how busy the roads around the city centre become in the mornings before school and in the afternoons at collection time. We do not offer parking for parents on the Junior School site but we run a drop off and pick up system on the front drive of school. In the mornings between 8.00am and 8.30am parents can enter the 'In' gate and follow the driveway to the front of the school. They can then walk their child to the main front door where she will be received by a member of staff who

will arrange for her to be taken to the Coach House (Preschool building).

We politely request that parents show consideration for our neighbours in Chaucer Road when transporting children to and from school and do not block driveways or park on the verges or on yellow lines.

There is free (up to 9am) parking on Trumpington Road from where parents and children can walk to the rear gate of the school.

The school day begins with registration at 8.35am. Girls should be accompanied to the

Coach House no later than 8.35am. Our 'Larks' Morning Club runs from 8.00am to 8.30am.

This provision is free of charge.

Food and drink

The girls are provided with morning and afternoon refreshments, including milk and a healthy snack, prepared by our school chef and his team. A two-course school hot lunch is provided for all children.

Preschool and Reception children eat lunch together in the dining hall and have their snacks in the classroom, supervised by two Early

“Single sex programmes...create an institutional and classroom climate in which female students can express themselves freely and frequently and develop higher order thinking skills.”

Dr Rosemary C. Salomone

Years staff members. All food is cooked and prepared on site by the catering team in the school kitchen. Children are encouraged to eat a balanced meal including protein, vegetables or salad and carbohydrate. A vegetarian alternative is offered.

If children have a food allergy, this should be communicated to the school before your daughter joins us. All medical needs and other dietary requirements must be supported by a letter from a doctor. The School is able to accommodate most

dietary needs and encourages parents to discuss these with us. Please note, our school operates a no nut policy.

Details of dietary requirements are highlighted on the girls' placemats and all staff serving food have up to date dietary information. Our staff of course encourage the girls to use a knife and fork correctly, and continually promote good table manners. Weekly menus are available on the school website and are displayed in the Coach House and in Acton House foyer.

Should your daughter be attending Coach House Club and then joining Late stay, they will be provided with a sandwich and biscuit snack.

All girls should bring in a filled, reusable water bottle each day. We ask that water only is provided in these bottles, and that the container is clearly labelled with your daughter's name.

Birthdays

The girls very much enjoy sharing treats on their birthdays. You are more than welcome to provide cake or other, to share





as part of morning snack. We ask that you arrange this with your daughter's class teacher beforehand and respect our no nuts policy.

Going home

If you are collecting your daughter at 3.15pm, please wait for the class teacher to bring them to the green side gate at the front of the main school. If any pupil is not collected by 3.20pm, they will automatically be taken to Coach House Club. **This provision is free of charge** and is available for Preschool pupils until 4pm. It is run by Preschool staff

who offer a range of classroom-based activities. To collect your child from Coach House Club, you will need to ring the bell at the green side gate at the front of the school to be allowed access to the Coach House.

At 4pm, our after-school provision becomes 'Late Stay' from 4.00 – 5.00pm. The charge for this provision is £11 a day. Collection from Late Stay is the same as above. A healthy tea is offered at 4pm.

From 5.00 – 6.00pm on Monday – Thursday, the after-school provision is

called 'Twilight' where the girls are relocated to the school library. This provision costs an additional £11. Collection from Twilight is via the front door to the main building.

You can book your daughter in to attend these clubs on a regular basis or they can be booked in on the day by phone, email or a note to the teacher.

Our curriculum

A curriculum is a plan that outlines the educational content and learning experiences students will engage with during their studies. It serves as a guide for both teachers and students, ensuring that educational goals are met. A curriculum provides structure to the learning process, fostering intellectual growth and personal development. By specifying areas of study and skills, it helps prepare students for future challenges and opportunities.

As an independent school, our exemption from the statutory Framework for the Early Years Foundation Stage gives the ability to provide a flexible, broader, more balanced and more creative curriculum for our girls.

We believe that every pupil is unique. Through positive relationships and an enabling environment, we teach the girls to value learning, be resilient, capable, and motivated individuals. Through self-initiated play, exploration, investigation, and adult-led learning, we carefully lay lasting foundations in both the Prime and Specific Areas. All girls are given equal access and opportunities to develop their knowledge, skills, and understanding in:

The prime areas

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

The specific areas

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

The Prime Areas are crucial in igniting the girls' curiosity and enthusiasm for learning and for building their capacity to learn, form relationships and thrive. The four Specific Areas enable the Prime Areas to be strengthened and applied.





How we deliver our curriculum

The delivery method of our curriculum is vital in ensuring that it not only meets the academic needs of our pupils but also caters to their interests and developmental stages. By employing a varied and dynamic approach, we create a learning environment that is both challenging and enjoyable.

Our methods engage students actively, fostering a love for learning and encouraging them to explore subjects in depth. Tailoring our teaching strategies to the unique needs of each child helps to nurture their curiosity, sustain their enthusiasm, and support their holistic development.

The Characteristics of Effective Learning

are central to our educational approach. These characteristics are continually nurtured, with an understanding that each girl learns in different ways. **Playing and exploring** involves engaging with the environment through hands-on interaction, fostering curiosity and discovery. **Active learning** emphasizes the importance of motivation

and persistence, encouraging children to take pride in their achievements and to keep trying even when faced with challenges. **Creating and thinking critically** involves making connections between ideas, developing problem-solving skills, and thinking deeply and innovatively. By honouring these characteristics, we ensure that our girls

develop into confident, capable, and creative learners.

Our girls develop their **Communication and Language** through classroom relationships and discussion, presentations, role-play and collaborative learning. They will develop the confidence and skills to express themselves and to speak and listen in many different situations.

Physical Development provides opportunities to be active and to develop co-ordination, control and movement skills. Children are helped to understand the importance of physical activity and to

make healthy choices at lunchtime.

Personal, Social and Emotional Development

helps pupils to have a positive sense of themselves and others. Children will learn to form positive relationships, foster their social skills and learn how to express and manage their feelings. Children are helped to understand appropriate behaviours and to have confidence in their own abilities.

The fundamentals in **Literacy** are taught daily through a structured synthetic phonics programme, wide-ranging literature and a wealth of opportunities

for writing. We use creative approaches like Drawing Club and Story Dough to make literacy engaging and meaningful for our youngest learners. Our approach not only fosters creativity and confidence but also develops key literacy skills, such as narrative building and vocabulary expansion. We ensure literacy learning is both enjoyable and impactful.

We use a mastery approach to teaching **Mathematics**, focusing on helping children develop a deep understanding of key concepts. We start with hands-on activities using concrete objects, then move to pictures

and finally to numbers and symbols. This step-by-step process ensures children build strong foundations before moving on. We encourage children to talk about their thinking, use mathematical vocabulary, and solve problems in different ways to deepen their understanding. Our approach assumes that every child can succeed in mathematics, with support tailored to their needs, whether they require extra help or more challenge.

We teach **Understanding the World** by encouraging children to explore and make sense of their environment, people,

and communities. Through hands-on activities, discussions, and real-life experiences, we nurture curiosity and foster an appreciation for the natural world, technology, and cultural diversity. Children engage in topics that are linked to their interests, which help them investigate and question, laying the foundation for critical thinking and a broader understanding of the world around them.

We teach **Expressive Arts and Design** by encouraging children to explore their creativity through a wide range of materials, techniques, and imaginative play. We introduce a focus



artist fortnightly, inspiring children with different styles and cultural influences to develop their own artistic expression. By incorporating STEM activities, children can explore design, construction, and problem-solving, fostering a blend of creativity and logical thinking.

Religious Education in the curriculum

As a Roman Catholic school, religious education is taught as part of 'understanding the world' and also through discrete lessons. It includes development

of knowledge of the Catholic faith and other world religions and underpins our school ethos. Each child's faith and cultural heritage is respected in line with our ethos and the characteristics of a Mary Ward school.

These characteristics play an active role in day-to-day teaching and learning so that children's social and moral understanding develops alongside their academic education.

Children also learn the Fundamental British Values through the curriculum - democracy, rule of

law, individual liberty, mutual respect and tolerance. An understanding of these values encourages children to develop a positive attitude to diversity and equality and to respect different cultures and beliefs.

They develop a tolerant outlook and begin to understand their own, and others, behaviour and begin to distinguish right from wrong.

Our ethos is reinforced in the interaction between pupils and adults in the classroom and playground, and further explored in assemblies and weekly House

meetings. Prayer and worship is part of daily school life. Where a pupil or member of staff is not a Christian, they are invited to think quietly during times of reflection.

For further information regarding the Early Years Foundation Stage, please access the website www.gov.uk/government/publications/early-years-foundation-stage-framework--2.

For further information on the EYFS Curriculum at St Mary's Junior School, please read the EYFS Provision Policy on the school website.

Children for whom English is an additional language (EAL)

If your child's first language is not English, the class teacher will plan a programme to provide opportunities to learn and reach a good standard in English language.

The teacher will communicate with you, using an interpreter if appropriate, so that the programme is understood and supported at home.

Woodland Explorers

Our Early Years pupils take part in weekly

Woodland Explorers sessions. This enables them to explore the natural world around them as well as providing an opportunity to engage in a variety of challenging and stimulating experiences. We ensure that children are appropriately dressed for these activities and ask that you provide suitable waterproof clothing (as per our uniform list) to make sure that they can go out in all weathers.

All children have equal access to the curriculum and resources in accordance with our Equality Policy.



Outings and visits

School trips and workshops make an essential contribution to the education and personal development of pupils at St Mary's School. We organise excursions and visiting speakers, which are designed to help the girls enhance their learning connections and to deepen their understanding of the world.

Both trips and workshops support the thematic learning. Our termly calendar lists the major visits that are due to take place during each term and further details are provided in a letter sent to parents in good time before a visit is undertaken.



Copies of our 'Educational Visits' policy may be viewed on our website. Scan here.



Assessment

The progress of each child is carefully monitored, ensuring we provide a curriculum that is tailored to individual requirements. Assessment informs planning, teaching, and learning. It measures progress and success, as well as highlights areas for development.

At St Mary's, we assess children through regular, focused observations during play and daily activities. These observations help us understand each child's development across the seven areas of learning. We also consider the Characteristics of Effective Learning; engagement, motivation, and thinking, by noting how children approach and interact with activities. Using this information,

we identify their strengths and areas for development, enabling us to plan individualised next steps that support and challenge them appropriately, fostering their growth and progression.

In order to keep parents informed about their child's experience at school, we will record observations using an online learning profile platform. This allows us to share photographs and notes with parents

on a regular basis. More detailed information about this process will be sent out at the start of the year.

Each pupil will have a Learning Journey folder in which we keep artwork and other pieces of work. Parents and pupils are welcome to view the folder at any time.

In addition, parents are invited to attend our consultation evenings in the Autumn and Spring terms, talking to their

“St Mary’s is the best learning environment for both our daughters, even though they are so different!”

Junior School Parent

child’s class teacher about their daughter’s progress and areas for ongoing development. Written reports are issued at the close of the Autumn and Summer terms.

Please read the Marking, Assessment and Tracking Policy on the website for further information.

How we support our children with SEN or disabilities

Please refer to the Equality Policy, SEND Policy, EAL Policy, Assessment Policy, EYFS Curriculum Policy on the school website or ask reception for a copy. The term Special Educational Need or Disability (SEND) refers to a wide range of conditions including learning difficulties, physical difficulties, social, emotional and mental health difficulties. If a child has a greater difficulty in learning than the majority of others

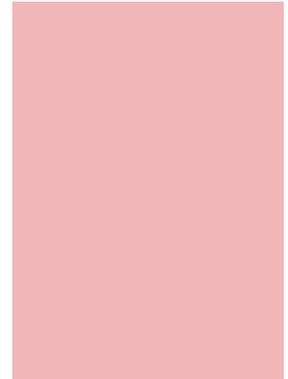
in her class, or has a disability we will identify her individual needs in order to support her progression and to provide a safe and supportive environment.

Where a disabled child requires special educational provision, she will also be covered by the SEN provision in school.

As the teacher is continually assessing and monitoring the children, she will identify any needs at the earliest opportunity. We always work with parents to discuss the child’s particular needs and / or disability provision.

For Early Years children, learning support usually involves small groups of 1:1 teaching with a specific target, sometimes out of the classroom. A learning support assistant may also support the child within their lessons and work planned will be differentiated to meet the child’s needs.

Our Special Educational Needs leader provides guidance and support to the teacher and learning support assistants working with the child. The SEN leader also helps monitor the child’s progress.





Parents as Partners

Parents' involvement in their child's learning process is a cornerstone of educational success, particularly in the early years. At St Mary's, we value a collaborative approach, where teachers and parents work hand-in-hand to support the child's development.

Regular communication, be it through daily touchpoints, informal discussions, or structured parents' evenings, ensures that parents are well-informed about their child's progress and any challenges they may face. Celebrating achievements, encouraging self-expression, and addressing specific needs promptly are all part of this partnership. By fostering a nurturing and responsive

environment both at school and at home, we aim to provide each child with the best possible start on their educational journey.

'Share my learning' play exhibitions

Each half term we invite parents to our 'play exhibition' sessions. These sessions are an opportunity for girls to share their learning with their parents. Parents will have the opportunity to look at their children's work, as

well as the classroom displays. Girls relish the time engaging with their parents on their accomplishments.

Online learning profile platform

We use an online learning profile platform to record, track and share your daughter's learning and progress during their time in the Early Years. Parents have access to their child's profile (using a personal email address and a secure password

“St Mary’s School, Cambridge has changed our daughter’s life. She is happy and inspired every day and we are really grateful to everyone at the Junior School for the support they have given her.”

Junior School Parent

to log in) and can add their own comments to the school’s entries, as well as create observations at home and upload them to the journal. When something new has been added to a child’s learning journal, parents will be emailed as an alert and can then log on to view the latest entry. Information with further details and information to ascertain logins is provided by the school when your daughter starts with us.

Workshops

We offer a range of informative workshops throughout the year to support your child’s learning and development. These

include sessions focused on our phonics scheme, mathematics, and literacy, providing insights into how we teach and how you can support learning at home. We also host workshops on broader topics such as sleep, reading for pleasure, positive parenting strategies, and sessions with a focus on Special Educational Needs and Disabilities (SEND). These workshops are designed to share our current practices, answer your questions, and equip you with tools and strategies to help your child thrive both in school and at home.

Learning at home

Home learning in Preschool and Reception is designed to complement the learning that takes place in school. In Preschool, home learning focuses on play-based activities, practical tasks, and games that reinforce key areas of development in an engaging and enjoyable way. We encourage parents to share a reading book with their child regularly during the week, fostering a love of stories and supporting language development. In Reception, home learning becomes more structured, with a focus on phonics and

mathematics. Parents are encouraged to hear their child read regularly to build confidence and fluency, while also continuing to read aloud to their child to nurture a lifelong love of reading. These activities play a vital role in supporting your child’s learning journey.

Our PTA

Our Parent-Teacher Association (PTA) is at the heart of our school community, bringing together parents, carers, and staff to support our children and enrich their school experience. The PTA organises a wide range of events and initiatives that foster a sense of community, raise

funds for valuable resources, and create lasting memories for our children. New members are always warmly welcomed, whether you’d like to contribute ideas, lend a hand at events, or simply connect with other parents. Joining the PTA is a fantastic way to get involved, meet new people, and make a positive difference to our school. We look forward to welcoming you!



Attendance

School attendance and punctuality are very important to the progress of your child. Leave of absence should only be requested in exceptional circumstances. Unless there are **exceptional circumstances**, the school follows local and national guidance and will not authorise absences to accommodate additional holidays. Parents are particularly requested to **respect School term dates when planning family holidays**. All requests

need to be submitted to the Head of Juniors via email. The school will make the decision if the circumstances befit authorisation and the absence will be recorded accordingly as per government guidance.

Regular medical appointments (other than emergencies) should be arranged out of school hours. The school monitors attendance closely and has a duty to report poor or irregular attendance.

Absence for illness

Parents are asked to telephone the school before 9.00am to report pupil absence due to illness.

Alternatively, an email can be sent to **juniorschool@stmaryscambridge.co.uk**. If pupils are absent from school and the reason is not known to the school, the school will phone you as soon as possible to check on the whereabouts of your child.

If pupils are unwell and unable to come to school they are

not allowed to attend school social events the same day.

Please do not send your child to school if she is feeling unwell or is infectious. We rely on everyone in our school community to take responsible care to protect the health and well-being of all the other members of our community. Please remember that the period of absence from school for sickness and any other gastro-related illness is 48 hours after the last episode.

Absence for any other reason

For all other reasons, permission for absence

should be sought from the Head of Juniors at least one week in advance. Such requests should be for educational reasons and come rarely; regular and punctual attendance is important for the work of individual pupils and classes. We expect parents, as a condition of acceptance of a place for their daughter at the school, to respect term dates and plan holidays accordingly within these limits since the school holidays are generous. Term dates are published well in advance to avoid such occurrences. This applies particularly to the final week of term.

Attendance

Absences will be authorised for participation in representative games or activities and for unique family occasions such as weddings and funerals. Regular medical appointments (other than emergencies) should be arranged out of school hours. Unless there are exceptional circumstances, it is school policy not to authorise absences to accommodate additional holidays. The school monitors attendance closely and has a duty to report poor or irregular attendance.

Attendance statistics

Each pupil's attendance is recorded using an electronic registration system, twice each day. The attendance statistics are monitored by the Deputy Head and concerns will be discussed with parents.

Late arrival into school is registered. Please ensure your child arrives on time to start the school day in a calm, organised manner. We advise that your daughter arrives at least 10 minutes before the start of the school day.

Adverse conditions (including extreme weather)

In the event of adverse conditions (e.g. extreme weather, travel issues, loss of electricity or fire at school) the school will attempt to notify parents in advance by a text message, updating the school website regularly and alerting BBC Radio Cambridgeshire and Heart Cambridge to broadcast a message. In most circumstances the school will remain open. If the school has to be completely closed, parents and staff will be contacted via the communication channels outlined above.

Physical contact

There are occasions when it is entirely appropriate for staff to have physical contact with pupils. Such occasions might be when demonstrating an exercise or technique in a lesson or during the administration of first aid. Physical contact might occur if a pupil is upset or distressed or where pupils with special educational needs or disabilities need more physical contact to assist their everyday learning. Staff always use their professional judgement at these times and will always respect the child's wishes.

If your child has a toileting accident or needs first aid it will only be administered by trained staff. They will always explain what is happening and ensure that another adult is present or aware of the action being taken. The teacher will inform the parent of the type of accident and the actions taken at the end of the school day or as soon as possible if the accident is more serious.

For more information please refer to our First Aid Policy, Staff Behaviour Policy and Intimate Care Policy on the website.

Health

Maintaining a safe environment

The safety of our pupils is our highest priority, and because they are so young, we need to be particularly vigilant. We will therefore:

1. Only allow a pupil to go home with parents, unless we have received advance permission (preferably in writing) that they may be collected by another adult.
2. Never allow a child to leave the premises unsupervised.

3. Ask all visitors to identify themselves and to state their business before they are given access to the premises. Visitors sign in and out and wear a visitors lanyard for the duration of their visit.

4. Register all pupils at the start of the morning and afternoon sessions.

Health and safety

We update and review our risk assessments on our classrooms and other indoor and outdoor areas, and inspect and clean all the equipment and toys used regularly by

the girls. Daily checks are also completed to ensure ongoing safety in the Early Years classrooms and outdoor areas.

Health forms

You have already submitted information regarding your child's health to the school. Parents and their children need to be aware that information that is submitted can be passed onto relevant parties within the school i.e. the Class Teacher and those teachers responsible for pupils on trips or sports functions.

“One of the things I love most about the school is how the staff are totally adept at bringing learning to life and that they really do go ‘above and beyond’ to support each child’s learning and development.”

Louisa Ankin, Deputy Head of Juniors

Illness

If your child becomes unwell during the day we will keep her comfortable until you are able to pick her up. If there is a serious illness or emergency, every effort will be made to contact parents by the fastest means available. If parents cannot be contacted and hospital treatment is required, arrangements will be made to take the pupil there. Please ensure that the school has up to date and accurate details of how you may be contacted. Parents are also reminded of the importance of vaccinations for the protection of the individual and the

school community. Vaccinations should be arranged at the pupil’s own GP surgery.

First Aid

If your child has a minor accident in school and needs treatment a paediatric trained first aider will administer first aid. All accidents are recorded in the EYFS accident book and parents are informed of grazes, minor injuries and head bumps with an appropriate note, verbally by telephone or when the child is collected.

All EYFS staff member hold full Paediatric First Aid training and a number of teaching and support staff in the

whole Junior School are paediatric first aid trained. In addition, our Medical Centre is located in the Senior School and staffed by registered nurses (or a

qualified first aider in their absence).

Medicines

We ask that you do not give your child over the counter medicines

to bring to school. At the start of the year, you will be asked to give permission for us to give pain relief or antihistamines if needed during the





For further details about health please read the First Aid Policy and the Day Girls' Medicine and Illness Policy found on the website.

Scan here.



school day. You will be informed if these have been given.

Written permission is needed if your child requires prescribed medication to be kept in school or if your child needs to carry her own medicines. You will need to complete the appropriate medical forms, giving permission for one of the trained staff to administer the medication.

The medication should be handed to the teacher in the prescribed container

with the pharmacist's label. The medication will be prescribed as directed and with another adult present. Please remember to collect the medication at the end of the day if required at home. Disposal of empty containers or remaining medication is the responsibility of the parents.

Pupils with inhalers and epi pens should have two in school, which must be clearly named. One will be kept in the locked medicines cabinet in the medical room and

the other will be kept in a safe place by the class teacher and this will be known to your child. The class teacher will take the medication with the child every time she leaves the school premises during the school day e.g. for school trips and games.

Suncream

As the girls in Early Years spend a significant part of the school day outdoors, during warmer months we ask that you apply sunscreen to your daughter before morning drop off. We

understand that it is necessary for the girls to generally have a second application of sunscreen within the day, and to be applied effectively, this needs to be done by an adult. Permission will be sought, and staff notified when this has been granted. We ask that you provide a named bottle of sunscreen for this purpose, and also that your daughter has a school white sun hat in school throughout the summer months.

Policies

All of our school policies are located on our school website stmaryscambridge.co.uk and copies can be requested from reception. We have highlighted some key policies below.

Safeguarding and welfare requirements

If a parent feels that the early years safeguarding and welfare requirements are not being met they should discuss their concerns with the class teacher in the first instance.

If concerns are unresolved then the Independent Schools Inspectorate (ISI) should be contacted on **020 7600 0100**.

At St Mary's School, Cambridge safeguarding children is everyone's responsibility. Safeguarding pupils describes the action we take to promote the welfare of pupils and protect them from harm. We believe that safeguarding is everyone's responsibility and that everyone who comes into contact with pupils and families has a role to play in keeping pupils safe. The school has a duty to consider at all times the best interests of the pupil and take action to enable all pupils to have the best outcomes.

Through their day-to-day contact with pupils and direct work with families all staff understand how to identify concerns they have about a child's welfare.

Mobile Phones and Image-Sharing Devices

To protect the privacy and safety of all children, the use of personal mobile phones and other image-sharing devices is not permitted within the setting. Only school-owned devices are used to capture and share images for educational purposes, in line with our Safeguarding Policy.

If parents have a safeguarding concern about a child they should, in the first instance, contact the Designated Safeguarding Lead (DSL) at the Junior School, Mrs Louisa Ankin (Deputy Head of Juniors):

Tel: **01223 224141**

Email: **lankin@stmaryscambridge.co.uk**

We have other key members of staff who are Deputy Designated Safeguard Lead teachers (DDSL).

Further information is displayed on the safeguarding posters around the school.

For more information on safeguarding and children's welfare please refer to the Safeguarding and Child Protection Policy on the website.

Complaints Policy and Procedure

Any matter about which a parent of a pupil is unhappy and seeks action is classified as a complaint and is subject to the Complaints Policy and Procedure. Parents are encouraged to bring any complaint/s to the school's attention as soon as possible. In the first instance parents should normally contact the class teacher.

If the parent remains dissatisfied then the complaint should be put in writing to the Head of Juniors who will deal with the matter in accordance with the

Policy. If the complaint is against the Head, parents should make their complaint to the Chair of Governors.

Parents may also contact **Ofsted** on **0300 123 1231** or **0300 123 4666** between the hours of **8.00am to 6.00pm**, or the Independent School Inspectorate on **020 7600 0100** if the complaint refers to the **EYFS** requirements.

Missing child and uncollected child procedure

The safety of the pupils is paramount and we ensure that all pupils can be accounted for

at any time during the school day. The main doors to the Early Years building are opened at 8.00am and are supervised until their closure at 8.35am.

Admission to the building after this time will be by doorbell only. Teachers hand over each child to her parent/ carer at the end of the school day. No pupil will be allowed home with any other adult, other than the designated parent or carer, unless the teacher has received notification in writing or by email.

If circumstances arise during the day that

require another adult to pick your child up from school, please notify the school office by email and the message will be passed on to the class teacher.

During the day, pupils are supervised and no child can leave the building without an adult. In the unlikely case of a child going missing in school, the teacher would alert another member of staff and begin a search. If the pupil is not found in the school environment, the parents/carers would be called and the police informed. If a pupil were to go missing on a

field trip, then a similar procedure would be implemented although the police would be called immediately.

If a pupil is not collected after 6.00pm and the parents/ carers have not contacted the school, a member of the school's Senior Leadership Team will try to contact the parents or guardians. After a reasonable length of time, the Social Care Duty Officer will be called, and their advice will be taken.

Full information regarding the Uncollected Child and Missing Child Procedure

can be found on the website. Please also read Pupil Supervision and Duty of Care Policy.

Equality policy

We pride ourselves on creating a supportive environment for all who attend our school. The school is committed to providing equal opportunities for all children, whatever their ethnicity, religious beliefs or cultural background. All classrooms promote an inclusive ethos where every pupil is valued. Where possible we make reasonable adjustments to the curriculum and facilities so that every pupil is given the opportunity

to fulfil their potential in accordance with our Equality Policy. When English is an additional language, we provide practical learning support. We ensure pupils are treated as individuals and provide individual support within the classroom when it is needed. Advice is sought from the SEN (Special Educational Needs) leader when appropriate.

Our shared sense of belonging and collaborative approach is reflected in the Mary Ward values. These are promoted through our House assemblies and in our day-to-day learning. We actively

welcome diversity and consider all our children to be special.

Behaviour

Girls at St Mary's are encouraged to behave towards each other with kindness and consideration. We expect them to be respectful, honest, helpful, and polite, and to work conscientiously and to listen to others, as well as to value differences and diversity.

We explain to pupils why some forms of behaviour are unacceptable and hurtful to others. We rarely need to impose sanctions, but when it is necessary to do so,

teachers are quick to respond and will explain the inappropriateness of a particular action. Parents are informed verbally when any sanction or reproof is needed, and in cases of repeated instances of hurtful or inappropriate behaviour, they will be invited into the school to discuss the situation and to agree a collaborative means of moving forward.

Copies of the school's Behaviour policy may be viewed on our school website.



Further details of the Equality and SEND Policies can be found on the website.

Scan here





Preschool

Uniform and equipment

Uniform is compulsory for all students in our Preschool and Junior School and all items marked with a star (*) must be purchased from our uniform supplier Bee Wear.

stmaryscambridgeuniform.bigcartel.com/products

Long hair must always be tied back and off the face and hairbands must be in school colours.

The only jewellery items permitted at school are:

- small, plain, stud gold or silver earrings
- a small plain watch
- discreet religious necklaces.

Winter uniform

- Navy blue polo shirt with logo*
- Navy blue tracksuit with logo* (includes sweatshirt and trousers)
- Navy or white socks
- Navy coat
- Navy school hat*
- Navy school scarf*
- Navy mittens
- White, black or navy shoes with a strap or laces to keep them securely on the foot. High-heels, sandals or slip-on pumps are not permitted. Trainers or other athletic shoes are most appropriate for the Preschool girls and Velcro fastening is preferred

* To be purchased from our uniform supplier (see p30)

Summer uniform

Worn during the Summer term and optionally until the end of the first half of the Autumn term.

- White polo shirt with logo*
- Navy cycle shorts
- White sun hat
- White socks
- White, black or navy shoes (as for winter uniform)

Additional items

- Indoor shoes: navy, white or black plimsoles, pumps, crocs or slippers
- Wellies
- A pair of waterproof trousers

Please provide a change of underwear/trousers in case of accidents

Optional items

- PE drawstring bag*



Reception

Uniform and equipment

Uniform is compulsory for all students in our Junior School and all items marked with a star (*) must be purchased from our uniform supplier Bee Wear.

stmaryscambridgeuniform.bigcartel.com/products

Long hair must always be tied back and off the face and hairbands must be in school colours.

The only jewellery items permitted at school are:

- small, plain, stud gold or silver earrings
- a small plain watch
- discreet religious necklaces.

Winter uniform

- Navy winter uniform
- School cardigan with logo*
- School tunic dress*
- White (long or short sleeve) open neck blouse
- Navy tights or navy knee-high socks
- Navy coat
- Navy school hat*
- Navy school scarf*
- Navy gloves
- Black or navy shoes with a strap or laces to keep them securely on the foot. High-heels, sandals or slip-on pumps are not permitted. Plain black leather or patent leather ankle boots (with no fur or trimmings) can also be worn during cold weather.

Optional winter uniform

- Navy trousers*
- White long-sleeved polo-collar top (half-buttoned)
- School blazer*

Summer uniform

Worn during the Summer term and optionally until the end of the first half of the Autumn term.

- School cardigan with logo*
- School summer dress*

- White sun hat
- White socks (knee high or ankle)
- Black or navy shoes with a strap or laces to keep them securely on the foot. High-heels, sandals or slip-on pumps are not permitted.

PE kit

- White short sleeve polo shirt with logo*
- Navy blue tracksuit with logo* (sweatshirt and trousers)
- Navy cycle shorts
- White ankle sports socks (no trainer socks)
- Trainers (predominantly white, Velcro straps are recommended)
- PE drawstring bag*

Additional items and equipment

- School document bag*
- Indoor shoes: navy, white or black plimsoles, pumps, crocs or slippers
- A pair of waterproof trousers
- Wellies

Optional items

- Navy school fleece*

*To be purchased from our uniform supplier (see p32)



St Mary's School
CAMBRIDGE

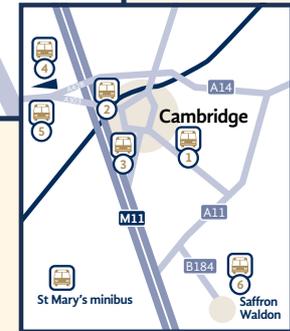
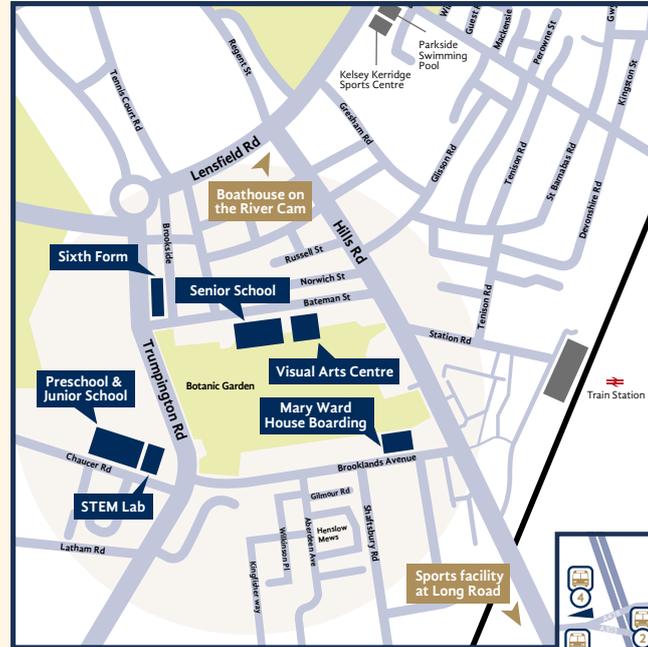
ADMISSIONS

St Mary's School
Bateman Street
Cambridge CB2 1LY

Admissions: +44 (0)1223 224 167
Reception: +44 (0)1223 311 666
admissions@stmaryscambridge.co.uk

stmaryscambridge
 St Mary's School, Cambridge
 StMarysSchoolCambridge

stmaryscambridge.co.uk



PARK AND RIDE

1. Babraham Park and Ride
2. Madingley Park and Ride
3. Cambourne
4. Trumpington Park and Ride
5. Milton Park and Ride
6. Saffron Walden

