



PARENT HANDBOOK

2018-19

LANCASTER STEINER SCHOOL, LUNE ROAD, LANCASTER, LA1 5QU

(01524) 381876

enquiries@lancastersteinerschool.org

www.lancastersteinerschool.org

Ofsted URN: 132095

Company Number: 3364291 Registered Charity Number:1066821

CONTENTS

Welcome	3
Lancaster Steiner School Vision.....	3
History of Lancaster Steiner School	3
Lancaster Steiner School Values.....	3
Introduction to Steiner Waldorf Education	5
School Structure and Organisation.....	7
The School Governance Team.....	8
The Office Team.....	9
The College of Teachers	9
Safeguarding.....	10
Staff Members 2018-2019 and Email Addresses	13
Volunteering in the School.....	14
School Festivals.....	16
Cherry Trees Kindergarten	18
Afternoon Kindergarten	22
Lower School	23
Policies and Procedures	30
Communication	32
Daily Attendance and School Routine	33
School Practice and Guidelines	35
Appendix 1 – Further Information and Recommended Reading	37

WELCOME

Welcome to our school. We hope that your time as a parent at the school will be happy, fruitful and fulfilling. This handbook is intended to ease your entry into the life of the school by providing answers to the questions you may have as a new parent.

LANCASTER STEINER SCHOOL VISION

At Lancaster Steiner School children will discover the joy of learning and experience the richness of childhood in an unhurried, thorough and creative environment, laying foundations for a lifelong love of learning. We strive to develop free thinking, confident, socially responsible individuals who are able to embrace their community, sustain their livelihoods and to positively shape the world.

To realise this vision we draw upon the innovative approach and world-wide experience of Steiner Waldorf education. The School is registered with the Steiner Waldorf Schools Federation.

HISTORY OF LANCASTER STEINER SCHOOL

Steiner Education in Lancaster began in 1990 when a group of committed parents worked together to develop Rainbow Toddlers for 0-3 year olds. Since then the project has grown, extending the education for children up to the age of 11 with the formation of Cherry Trees Kindergarten in 1994 for 3-6 year olds and Lancaster Steiner School in 1999 for 6-11 year olds. In 2002 the Kindergarten and Lower School moved to its current location in a 120 year old building, which was formerly a Methodist Chapel.

LANCASTER STEINER SCHOOL VALUES

Our values are rooted in the philosophies of Rudolf Steiner.

THE IDEALS OF TRUTH, GOODNESS AND BEAUTY, GROW FROM THESE ROOTS.

“The True, the Beautiful, the Good—through all the ages of human conscious evolution these words have expressed three great ideals: ideals which have instinctively been recognized as representing the sublime nature and lofty goal of all human endeavour. In epochs earlier than our own there was a deeper knowledge of beings and their connection with the universe, when Truth, Beauty and Goodness had more concrete reality than they have in our age of abstraction.” – Rudolf Steiner

Putting these ideals into practise, we endeavour to work together with the values of:-

INTEGRITY

To act with integrity is to be honest and transparent in our dealings with each other. We recognise that when our community has a strong sense of unity developed through trust and open mindedness, we all benefit.

COMPASSION

Through showing kindness, caring and a willingness to help others we embody compassion in our friendships, and fellowship as a wider community.

INCLUSIVITY

Recognising that we live in a world rich in variety and embracing that diversity.

COLLABORATION

Be happy to take responsibility and be involved, working together in a ethos of cooperation and support within our skills and capacity.

APPRECIATION

By acknowledging the efforts of individuals and the role they play in our community we are respectful and thankful. We foster reverence for the natural world.

ENABLEMENT

Helping every member of our community to grow their creativity, and wisdom, and nurture individuality.

These ways of being guide us towards our vision.

OUR VISION

Our vision is to develop free, morally responsible and integrated individuals equipped with a high degree of social competence enabling them to embrace their community, sustain their livelihoods and to positively shape the world.

We aim to enable deep creative learning through Steiner pedagogy, a positive environment and to be rated as a 'good' school. We also aim to be an effective organisation.

INTRODUCTION TO STEINER WALDORF EDUCATION

Across the world Steiner schools share a distinctive curriculum and teaching method. Their establishment and growth began when Rudolf Steiner an Austrian philosopher, scientist and educator, outlined a syllabus and pedagogy based on an essentially holistic understanding of the nature and development of the human being.

The first school to practice this new form was started in Stuttgart, Germany in 1919 and, as it was sponsored by the Waldorf-Astoria Tobacco Factory, was called a Waldorf School. Since its inception, the Waldorf movement has grown considerably and there are now over 1,200 kindergartens and schools worldwide.

Some key characteristics of Steiner Education are:

CREATIVITY

The use of drawing, painting, music, movement, poetry, modelling and drama enhances the learning experience in *all* subjects. A high value is placed on *play* in the early years, *imagination* and *creative thinking* throughout the school. This encourages a strong sense for the artistic and cultural life and is supported by an aesthetic teaching environment.

CONTINUITY

The rhythms of the day, week, month and year give a context that is enhanced by seasonal celebrations. The children are taught by the same class teacher from age 6 to 11, supported by a range of subject teachers. Key subjects are taught in 'Main lessons': blocks of up to four weeks of the same topic for two hours every morning, allowing for depth, integration and focus.

ACTIVITY

There is a central place for structured movement, the outdoor environment and learning through doing across the entire age-range. The school timetable may include traditional games, sports, drama productions and an extensive programme of hand crafts and the development of manual skills.

THE INDIVIDUAL AND SOCIETY

Social and emotional skills are fostered in a variety of ways, by the recognition of childhood as a time of wonder, by the family-like environment of the Early Years, and the provision of clear adult authority and guidance. We strive to imbue pupils with social awareness and responsibility; to respect the environment and the unique value of each individual.

INCLUSION AND DIFFERENTIATION

Whole class teaching is combined with individualised and differentiated learning. Imaginative engagement with the lesson material allows all learners, regardless of strengths, weaknesses or learning style, to work at different levels *within* their class group.

THE SPOKEN WORD

The oral and narrative tradition is brought to life through recitation, drama, singing and an extensive use of poetry, stories, myths and legends from all cultures, often told rather than read. Modern languages are introduced formally from age six. This helps to develop confident, articulate and flexible individuals.

AGE-APPROPRIATE

Not too soon, not too late. The lesson content and its method of presentation are linked to the children's emotional, social, physical and intellectual development. Formal education, which begins at age six, is introduced in a way and at a pace that respects the child's developmental journey. This helps to foster co-operation and non-competitive learning, not by measuring children against one another, but against their own potential.

ASSESSMENT

The unique qualities of each child can be observed and described, but not always measured. The development of every pupil is closely monitored, mainly through on-going formative assessment and in-depth study.

EXCELLENCE

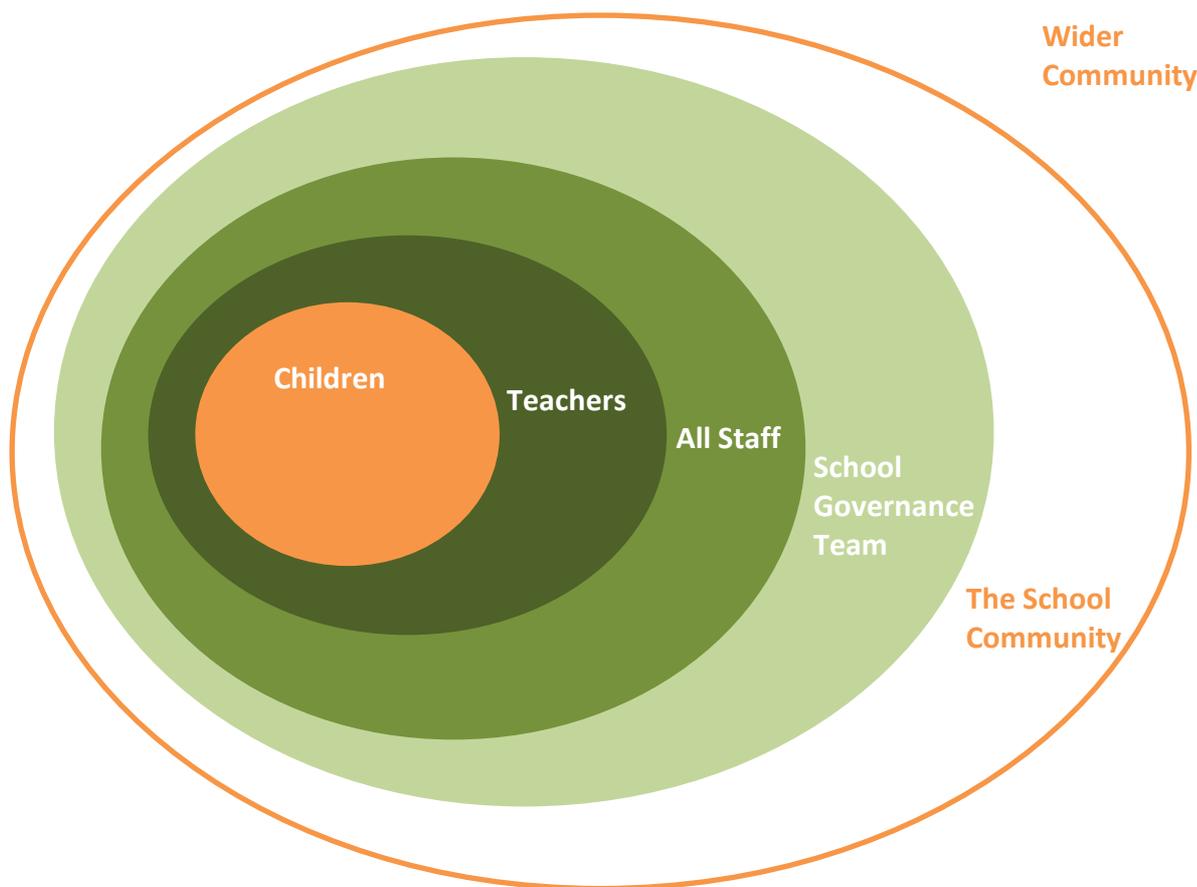
Every pupil is expected to give of their best across *all* disciplines, thus avoiding one-sidedness and early specialization. Hard-work, determination and good teaching can always build on innate ability. In academic exams, further education and employment opportunities Steiner students compare favourably with their contemporaries from other schools. Steiner graduates are appreciated for their independent minds, flexible thinking, creativity and resourcefulness and noted for their contributions to society and culture.

SCHOOL STRUCTURE AND ORGANISATION

OVERVIEW

Steiner Schools are run co-operatively; the staff and parents work together sharing responsibilities for the good of the children and the school.

This co-operative way of working is often challenging as it engenders a sense of shared responsibility that can be demanding at times. Such challenges embody our expectations of the pupils to accept responsibility for the ways in which they work together. However, parents will tell you that the time and effort spent in such work and relationships is rewarding for themselves as well as for their child's education and development.



THE SCHOOL GOVERNANCE TEAM

The School Governance Team (SGT) is made up of the Trustees and the Teacher Coordinator. As the school is a Charity and a Company Limited by Guarantee, the Trustees have responsibility for the legal, financial and employment areas of the School. Any Trustee can be nominated and elected at the AGM by the members of the company. All parents can be members (the Company can be joined by filling in a simple form available from the office).

The SGT meet fortnightly and the Trustees meet monthly.

The Agenda and Minutes of these meetings are available from the School Office. If you would like something raised at an SGT meeting please send an email to: trustee@lancastersteinerschool.org

The School Governance Team for 2018-19 is as follows:

Chair	Gisela Renolds
Vice-Chair	Mark Mukerji
Treasurer	Jonatan Pinkse
Secretary	David Barton
Management Team	Shabnam Cadwallender
Early Years	Shabnam Cadwallender
Strategy and Business Planning	Jonatan Pinkse
Human Resources	Gisela Renolds, Mark Mukerji,
Monitoring of Quality of Teaching	Shabnam Cadwallender
Complaints / Governance	Shabnam Cadwallender
Safeguarding	Sara Nobili
Inclusion	Shabnam Cadwallender
Equality	Cherry Canovan
Health and Safety	David Barton
Steiner Waldorf Schools Fellowship	Dave Barton

THE OFFICE TEAM

Ola Mustapha is our School Manager and Bursar. She holds responsibility for the financial and administrative management of the school and works with the Teacher Co-ordinator, the Treasurer and Chair of Trustees. Ola's office hours are 1.30pm – 4.30pm on Tuesdays, Wednesdays, Thursdays and Fridays.

Heather Holt is our School Administrator, she deals with pupil records and HR. She also works in the office covering general administrative and receptionist duties. Heather's office hours are 8.00am – 2.00pm on Mondays and 8.00am – 4.30pm on Wednesdays.

Emma Gittens is our Admissions Coordinator and is the first point of contact for prospective families. She also works in the office covering general administrative and receptionist duties. Emma's office hours are 8.45am – 2.30pm on Tuesdays and Thursdays.

THE COLLEGE OF TEACHERS

The College of Teachers are responsible for maintaining standards in teaching and the curriculum, festivals and all other areas relating to learning and teaching, pedagogical/educational policy and related decision making of the School. If you have a concern or wish to have something discussed at the weekly college meeting, please contact the School Office, or talk to your Class teacher.

Oak Class (Class 1 & 2)	Angela Welbourne & Elspeth Mukerji
Willow Class (Class 3 & 4)	Rowan Brook-Thompson (covering)
Birch Class (Class 5)	Louise Duirwyn
Sessional Teacher	Rowan Brook Thompson
Kindergarten Lead	Rachel Theobald

THE MANAGEMENT TEAM

The Management Team is made up of the School Manager, the SendCo, the Teacher Coordinator and a representative from the Trustees. The Management Team meet monthly to handle the management of the school.

THE TEACHER COORDINATOR

The School's Teacher Coordinator is **Louise Duirwyn**, she is responsible for ensuring all staff are working towards the School Improvement Plan, ensuring checks of duties and actions for staff, mentoring, appraisal and peer review and Schools Inspection Service lead.

SPECIAL EDUCATIONAL NEEDS COORDINATOR

The Special Educational Needs Co-ordinator is **Elspeth Mukerji**, she is responsible for overseeing the wellbeing and progress of all pupils. She works with staff, pupils, parents and when necessary external agencies/specialists to ensure that pupils receive the right support to remove barriers to learning and help them succeed.

SAFEGUARDING

Lancaster Steiner School is committed to safeguarding and promoting the welfare of its pupils, we endeavour to provide a safe and welcoming environment where all children are respected and valued. We are alert to signs of abuse and neglect; we follow the procedures outlined in our policy.

Parents are kept informed through regular updates on the notice board and in the newsletter, please feel you can approach our DSL at any time.

DESIGNATED SAFEGUARDING LEADS

The Designated Safeguarding Lead (DSL) is **Rachel Theobald**, she is responsible for overseeing any concerns you may have about any children within the school or any member of staff. You can arrange to meet with Rachel during the school day, however please be aware that she is also the Kindergarten Lead and her priority during her teaching hours must be to her class. The Deputy Safeguarding Lead is **Elsbeth Mukerji**.

ONLINE SAFETY

We recognise that the use of technologies and social media present particular challenges and risks to pupils both inside and outside of school. Children and young people may expose themselves to danger, whether knowingly or unknowingly, when using the internet and other technologies. Additionally, some young people may find themselves involved in activities which are inappropriate or possibly illegal.

Our pupils are not using technologies or the internet in school time, however we deliver Online Safety across the school as an integrated part of our curriculum to enable all pupils to learn about and manage the associated risks effectively. We also support parents and the school community (including all members of staff) to become aware and alert to the needs of keeping children safe online, for example by providing updates via the school newsletter.

PREVENT

Our school also recognises its legal duty under section 26 of the Counter-Terrorism and Security Act 2015 known as The Prevent Duty whereby in the exercise of their functions, we need “to have due regard to the need to prevent people from being drawn into terrorism”.

At Lancaster Steiner School, we believe it is essential that children be given the opportunity to explore the notion of diversity and come to value and understand Britain as a multi-ethnic and very diverse society. Providing a safe learning environment in which children can raise sensitive issues and concerns without fear of reprimand or ridicule, and explore boundaries of what is acceptable, will foster an open attitude to diversity.

BRITISH VALUES

Our school is committed to serving its community and surrounding areas. We recognise the diverse nature of the United Kingdom and understand the crucial role our school plays in preparing children for their future adult life and in becoming responsible citizens and independent thinkers in our ever-changing society, thus preparing them to contribute positively in modern Britain.

We are committed to promote Fundamental British Values (FBV). We strongly believe that FBV should be thought, and talked about, within the context of the more fundamental concept of Learning to Live Together, and only in the same breath as talking and thinking about equalities.

HOME TIME

Kindergarten parents must collect their children from the Kindergarten classroom, please ring the bell at the main entrance to gain entry.

For Lower School parents, as we have a small school building, to avoid congestion it is requested that parents wait outside for their class teacher to release them out to you. If you think your child needs help with the process of collecting their things, then feel free to come into school to give them a hand.

If you are sending someone to pick up other than yourself or a person you have already given permission for, please inform the School Office of the arrangement and ensure that this person has the child's individual password which was provided by each family at the beginning of the school year.

MOBILE PHONES AND CAMERAS

Parents are politely requested not to use their phones whilst in the building. Parents are also requested not to take photographs during normal school time, however during festivals and community events we understand that parents may wish to photograph their own children. We ask parents to be mindful that if you take photos of your child there may be another child in the photo, so therefore request that photos are not shared on social media unless direct permission has been gained from that parent to you personally.

MORNING ARRANGEMENTS

The school garden gate is opened at **8.45am** and is then monitored by a member of the teaching team.

Kindergarten parents are asked to bring your children into school through the school garden and hand over to a member of the Kindergarten staff or their class teacher from **8.55am**. This handover is reassuring for the younger children and helpful for communication between home and school. Should Kindergarten children want to play for 10 minutes with friends or siblings in the garden this is fine, but please stay with your child and take them into Kindergarten as usual when the bell goes (legally we need a higher ratio of staff to be responsible if children under school age are outside).

Lower School parents can leave their children in the garden under the care of a member of staff from **8:45am**. The bell rings for the start of the school day at **8.55am** and all children now go into school via the back door. If Lower School parents need to speak to someone in the office please ring the bell to enter school via the front door.

The children have 5 minutes to hang their coats up and change into their slippers before classes begin. The register is taken at **9.00am**. If you arrive after **8.55am** please come in by the front door.

School Structure

School Development & Planning

Secretarial & Reception duties

Data input and handling

Management of personnel records

Financial management inc. Budgeting

Ordering of supplies

Publicity (with Marketing Team)

Admissions

Pupil Data

The Office and Maintenance Team

School Manager & Bursar
Administrator
Admissions Coordinator
Cleaner

The Early Years Team

EY Co-ordinator
Kindergarten Teachers
Kindergarten Assistants
(meets weekly)

Pupil Progress

Safeguarding

Behaviour Management

EY Curriculum Development

EYFS Assessments

EY staff training

Risk Assessments

SEND

The College of Teachers

All main teachers meet weekly with the School Bursar and Teacher Coordinator

The Lower School Team

Class Teachers (DSL)
Subject Teachers
Teaching Assistants

Teacher Coordinator

SEND

LS Curriculum and Assessment Development

Pupil Progress

Maintaining Cohort Files and Record Keeping

Classroom Displays

Behaviour Management

Risk Assessments

Safeguarding

Links with other schools

School development and planning

Attends SGT meetings

Policy review

Housekeeping

SIP/SISEF

Monitoring & appraisal

Links to other schools

Recruitment

School Improvement Plan

Staffing

H & S/ Premises

Admissions

Policy review schedule

Strategic Planning

Safeguarding

The Management Team

Day to day management

Teacher Coordinator
Chair of Trustees
School Manager & Bursar
(Reports to the Trustees through monthly report)

Senior Governance Team (SGT)

The Trustees
Teacher Coordinator
School Manager & Bursar

STAFF MEMBERS 2018-2019 AND EMAIL ADDRESSES

EARLY YEARS

Rachel Theobald Kindergarten Teacher / Early Years Coordinator	kindergarten@lancastersteinerschool.org
Julie Harris	Early Years Team Member
Bregje Pinkse	Early Years Team Member
Ifa Mithborwala	Early Years Team Member
Claire Geraghty	Early Years Team Member
Elsbeth Mukerji	Rainbow Toddlers Group Leader
Angela Welbourne	Garden Explorers Group Leader

LOWER SCHOOL

Angela Welbourne & Elspeth Mukerji Oak Class (Class 1 & 2) Teachers	oakclass@lancastersteinerschool.org
Rowan Brook–Thompson Willow Class (Class 2 & 3) Teacher (covering)	willowclass@lancastersteinerschool.org
Louise Duirwyn Birch Class (Class 5) Teacher and Teacher Coordinator	birchclass@lancastersteinerschool.org
Rowan Brook–Thompson Sessional Teacher	rowan@lancastersteinerschool.org
Elsbeth Mukerji Special Educational Needs Coordinator	sendco@lancastersteinerschool.org

SCHOOL OFFICE

For general enquiries please contact	enquiries@lancastersteinerschool.org
Ola Mustapha School Manager and Bursar	bursar@lancastersteinerschool.org
Heather Holt Administrator	officemanager@lancastersteinerschool.org
Emma Gittens Admissions Coordinator	admissions@lancastersteinerschool.org

VOLUNTEERING IN THE SCHOOL

Sending your child to Lancaster Steiner School signals real choice and commitment. Your involvement as a parent will be a crucial factor in the success of your child's education. We foster an ethos of volunteering and request at least one parent from each family to join one of our volunteer teams which are as follows:

MAINTENANCE TEAM

Are you a budding gardener who can spare an hour or two pruning the trees, tending the beds and planters or litter picking? Perhaps you're a dab hand with a drill, a saw or a paintbrush, perhaps you're a builder, roofer, carpenter, or welder? If you've got green fingers or you're into DIY then this team's for you.

FINANCE TEAM

Are you into accounting? A mathematical genius? Could you set the budgets for the year and oversee the annual accounts? Do you understand the financial requirements of the school and relish the opportunity to review the finance policy? If so the finance team are just waiting to "add" you on!

FUNDRAISING AND CRAFTS TEAM

Are you bursting with ideas? Are you the king or queen of logistics? Can you write a bid, bake a cake or knit a rainbow unicorn? Have you been searching for an outlet for your organisational prowess? Could you run the shop or a marathon?

MARKETING AND PUBLICITY TEAM

Are you a whizz with web design, a top blogger, into Facebook or tweeting, a budding journalist or creative writer? Maybe you're a top photographers or artist just waiting for an opportunity to share your skills? If so sign up.

ADMINISTRATION TEAM

Are you naturally organised and efficient? A whizz on word? So you have a burning desire to file? Is your telephone manner polite and your typing up to speed? Could you juggle a phone enquiry, a scraped knee and still get the newsletter printed by 3.15pm? Then become an 'office angel'.

EARLY YEARS TEAM

This team is for the menders of well-loved wooden toys, fixer uppers, or those with a love for blanket washing. Perhaps you have an abundance of patience, a knack for tidying wellingtons or would like to regularly assist at the toddler groups?

LOWER SCHOOL TEAM

Could you regularly help with handcraft or listen to readers? Do you fancy spending some time in the sun (or rain) down at the allotment with the Lower School children. Could you be the accompanying adult on weekly nature walks, outings to the local library, museum or nature reserve?

FAIRS, GIGS, MARATHONS, QUIZZES AND CAMEL RACES

And as if that wasn't enough commitment! Then there's the helping out with the actual events such as the fairs and fundraisers. There will be requests for help for events that individual parents have organised along with the regular annual school fundraising events. All parents are asked to contribute whether it is time helping on the day, baking or buying food, cleaning or any number of other tasks. We rely heavily on the fundraising done by these events to support our Bursary Fund.

MAINTENANCE DAYS

The school holds regular half termly maintenance days to maintain and improve our school building and grounds. These are good community building days, productive, with plenty of brews and a shared lunch. Each family is expected to commit to at least half of these every year.

THE SCHOOL SHOP

We run a small school shop and we are always looking for volunteers to help run it and take it to events. We can order books through our suppliers for you and often will be cheaper than other sources of Steiner books. We also stock the art materials used in school such as painting sets, block crayons, pencils, modelling wax. We have a small range of small toys for birthday gifts and stock a variety of wooden toys. Please ask in the office if you would like to take a look in the shop cupboard and coming up to Christmas time we will be doing an order to our main suppliers and if you pre-order there is a significant discount.

SCHOOL FESTIVALS

The celebration of festivals throughout the year is important to mark the seasonal changes and the rhythms of the earth outwardly and inwardly. This creates a further supportive rhythm in the lives of the children as they move up the school. Each festival has its own distinctive mood and parents are encouraged to join with the teachers and children in building a tradition of marking the festivals. The Lower School children learn about festivals celebrated in other cultures throughout the year and connections can be made between cultures and their traditions. On these occasions the parents, children, staff and friends of the school community come together and celebrate. The festivals include the sharing of children's poems, drama and songs, and shared meals. The Lower School also hold half termly assemblies for the sharing of pupils' work, to which all parents are invited. Detailed arrangements for each festival will be sent out to all families nearer the individual dates, some festivals are celebrated as a whole school community, some are conducted as part of the school day:

MICHAELMAS / HARVEST FESTIVAL

Michaelmas is the first festival of the school year and marks the changing season to autumn. It is a festival of courage and giving thanks for the harvest and looking forward to the year ahead with courage, perseverance and strength. The Lower School usually perform a play about St Michael for the school community.

LANTERN FESTIVAL

This festival falls at the time of Martinmas and near the time of the Hindu festival of Diwali. It is a festival celebrating the divine spark within us as the cloak of winter darkens around us. As the evenings draw in, all the children, from the toddlers to the Lower School, make lanterns. The whole school community then comes together one evening to go on a lantern walk around the local area. As darkness falls, the children guide us with their lights, and sing songs along the way, making this an exciting event for all. Following the short walk we return to the school for some warming homemade soup and bread and watch the Lower School present the story of Saint Martin who, in an act of caring and generosity, cut his cloak in half to share with a stranger one winter's night.

ADVENT SPIRAL

For some the Advent Spiral is a time to remember the Christmas story, for others it is a festival of transition from one season to the next. By creating a relationship to nature in this time of outer darkness and inner light, we move towards the true preparation for Christmas, and away from outer materialism. The Advent Spiral has become a popular tradition and is one of the festive highlights of the year. It traditionally takes place during the late afternoon on the last Sunday of November or first Sunday of December either here at school or at a venue in the centre of the town. As we sing a selection of simple seasonal songs, a spiral of evergreens and candles is created by each member of the school community, resulting in a beautiful image to leave with and reflect upon.

CANDLEMAS / SNOWDROP FESTIVAL

The teachers and children come together in school to mark both the Christian celebration of Candlemas which marks the day when Mary presented Jesus at a temple 40 days after his birth and the Celtic festival of Imbolc which celebrates the goddess Brigid and the coming of the spring, as symbolised by the snowdrops emerging out of the cold earth. We celebrate the returning of the light by singing spring songs and creating a beautiful display of flowers and candles.

EASTER EGG HUNT

Easter, as a celebration of renewal, marks the festivities of spring, which we celebrate by hand painting eggs for an egg hunt in our school garden.

MAY DAY

Traditionally celebrated with maypole dancing, this is a beautiful festival. The children spend the weeks beforehand practising their dances and songs. On the day the whole school community is invited to watch the children, dressed in their finest with garlands of flowers perform their routines around the may pole and rejoice at the coming of the summer.

MIDSUMMER

The Midsummer Festival marks the end of the school year and the beginning of the summer. At this festival we give thanks for the bounty of summer and the strength it gives us to face challenges with song, dance and the exciting opportunity for the Lower School children to leap over the specially constructed St John's fire. The leaping of the fire is a midsummer tradition in many countries which is seen as a symbolic statement of Will – the will to get new endeavours off to a good start and to rid ourselves of doubt and weaknesses. Each year when we build the fire together, the Lower School children place wishes for their achievements in the year ahead within the kindling made by the Kindergarten children. This festival, held in the school garden, usually ends with a family picnic.

CHERRY TREES KINDERGARTEN

Our Kindergarten is for children aged 3 to 6 years. The Kindergarten age is one of the most important phases in a person's life. In a young child's smile and laughter you can see the joy and challenge of learning to play, of first finding friends and of discovery and learning. So much is achieved during this important bridge between home and school. As children of this age are so sensitive to their environment, both physical and emotional, it is important that they are given the chance to develop in harmonious, beautiful surroundings that are worthy of imitation. This is one of the first criteria of our Kindergarten, and is reflected in the atmosphere of the Kindergarten room, the quality of our toys and materials and most importantly in the example the teachers give.

Perhaps the truest reflection of successful Kindergarten work comes in the quality and imagination of the children's play. Shells or conkers that a child picks up may be tea and biscuits for friends one moment, the tickets for a ride in a bus of lined up chairs the next, or gifts given to a princess: they are a bridge to different lands. Imitation of adults and friends gradually transforms into a fantasy and play that becomes one of the most distinctive aspects in the emergence of each child's individuality.

The fluid active imagination expressed here is a delicate gift. It deserves time and caring space for its development and is easily hampered through over-stimulation, or too early fixation in the abstract alphabet of formal learning. Once won, though, the nurtured imagination forms a real foundation for intellectual development and the creative, flexible thinking skills needed in adult life.

SETTLING IN

Children start Kindergarten at different ages and with different experiences of being away from their parents and carers. Each child is also different – some children adjust quickly to being in a group without their parent or carer, whilst other children need longer to feel confident. This step away from the home environment into a larger group is a significant change for most children so we take it quite slowly at first.

With a younger child it is helpful if the parent / carer stays with them at Kindergarten for the whole of the first one or two mornings. The child gets to see that the routines and order of the morning stay the same and this does a lot to reassure them and help them to feel safe and confident away from you.

After this it is often helpful to leave the child for some of the morning and come back into Kindergarten for outdoor time and the story. This could be done for one or more sessions until your child has settled well. We can be flexible and take our lead from what each child needs.

HOW CAN PARENTS HELP?

It is good to have a similar routine when you arrive each morning. You can start this by helping your child to put their coat on their peg each morning, their shoes or wellies on the racks and slippers on before they come into Kindergarten.

In the Kindergarten adults have a very 'low key' approach. The teacher and assistants will be busy with an activity at the table that the children can choose to join or not. We ask parents to help with this or another simple job. This way your child has the security of knowing that you are there and

that they can come back to you. They can also take the first steps on their own into play with the other children.

We keep conversation between adults to a minimum. This helps the children to engage in their own play and conversations with each other. We ask you to also help us with this.

In the Steiner Kindergarten, the overall Key Person role is held by the Kindergarten teacher **Rachel Theobald**, who has the overview of all the children in their group. It is the Kindergarten teacher who will write up the assessments, reports and feedback to parents.

Lancaster Steiner School Cherry Trees Kindergarten meets the requirements of the Early Years Foundation Stage (EYFS). Where our own practice is in conflict with Early Years goals in the EYFS we have received exemptions and modifications in line with other Steiner schools around the country. Details are available on the Kindergarten notice board and from the School Office.

THE KINDERGARTEN DAY

After arrival the day begins with a practical or artistic activity. There is profound satisfaction in the luminous colours that come from painting on wet paper, or in making bread which is later eaten in the snack time. When this is cleared away plenty of time is given for the development of imaginative play, not forgetting the importance of tidying up afterwards. Now it is 'ring time': songs, finger plays and simple movements are used in rhythmic activities that the children do together.

For their snack the children sit around the table and talk quietly amongst themselves, or their teacher can introduce a topic to direct their thoughts in a fruitful way. Later the children put on their waterproof clothes and go to the garden where no matter what the weather they can play in the open or quietly watch the passing miracles of nature.

Then we have the story telling, a time when the children listen to and fill with their own imagination the contours of the tale, usually the same story is repeated for several sessions to allow the children to become fully immersed in the story. At first the story is an adventure, with new friends and companions; so the story becomes a gift for the growing child.

DAILY, WEEKLY AND SEASONAL RHYTHMS OF THE KINDERGARTEN

In the Kindergarten the daily activities are interwoven with weekly and seasonal rhythms. The daily activity follows a weekly cycle: thus Monday is apple crumble day and Wednesday is baking day. The games in 'ring time' have a seasonal flavour and the story is often connected to the time of the year. There is a nature table in the Kindergarten room hosting natural objects of the season. At the various festivals of the year parents are able to join with their children in simple seasonal celebrations. Participation in this weaving of rhythms gives the children a strong sense of security in the world and self.

DAILY RHYTHMS

09.00 - 10.30 daily activity, free play and seasonal activities
10.30 - 11.00 raisin time, tidy up time and ring time
11.00 - 11.30 snack time
11.30 - 12.30 getting ready to play out, garden time
12.30 - 13.00 washing hands, toilet, story time

WEEKLY ACTIVITIES

Monday	–	making apple crumble
Tuesday	–	outdoor day
Wednesday	–	making bread rolls
Thursday	–	painting
Friday	–	making soup - each child brings a vegetable for this

SNACKS FOR THE WEEK

Monday	–	apple crumble
Tuesday	–	rice cakes and oatcakes
Wednesday	–	homemade bread
Thursday	–	rice cakes and oatcakes
Friday	–	soup

All food we provide is vegetarian and we use a dairy-free margarine. Special dietary needs are arranged with parents during the initial interview. We try to source local and organic food when possible. Many of our apples during Autumn come from local apple trees so please do save your apples and bring them into school if you have an apple tree!

HOURS

Kindergarten starts at 9.00am and finishes at 1.00pm. The side gate is opened at 8.55am and Kindergarten children are asked to come in around the back of the building in the morning. The gate and doors shut at 9.05am and we ask all parents to be punctual when dropping off and collecting their children. This helps to maintain the rhythm of the day for the children. If you do arrive after 9.05am you will need to ring the bell to ask the office staff to let you in the front door and sign the late book. When picking up your child either at 1.00pm or 3.15pm please ring the bell to enter at the front of the building.

CLOTHING REQUIREMENTS

The children are very active at Kindergarten so they need clothes that they can easily move in and are safe for climbing. They generally get fairly muddy in the garden so older rather than 'best' clothes are better. To support children's imaginative and deep play, we also ask that clothing is not decorated with pictures of cartoon / film characters or carrying slogans.

All children need a pair of slippers. Children need slippers that allow them to move easily, safely and have some grip. Pumps are inexpensive and easy to resource and knitted ones are usually available to buy at School fairs or via the contact on the notice board.

Children will go out in wet and muddy conditions and so will need a hat for winter and summer, wellingtons, a warm waterproof coat and waterproof trousers. Layers that can be removed or added to adjust temperature are best. To help protect from the sun we request that children have their upper arms covered. Please send children to school with sleeves (besides their jumper and coat) and with something warm on their legs for the garden during the winter months.

Tuesday is our outdoor day, it would be very helpful to us to have the children dressed ready to go out to play. This means, depending on the weather, waterproofs and wellies, all with your child's name in them. A warm hat and gloves too.

All children need to have a complete change of clothes kept in a bag in Kindergarten. Please ensure these are replaced if used during the day. Please write your child's name in all footwear. If you borrow any of our clothing can you return them, please, washed if appropriate.

TOYS AND JEWELLERY

When children first start Kindergarten they may need to bring a favourite teddy or doll to help make the transition. Apart from this we ask you to leave toys at home. We also ask you to leave jewellery at home.

PARENTS AND TEACHER

The children are at the heart of Kindergarten. It is a space for them to be themselves and to flourish. Please feel free to contact the Early Years Team about any concerns or needs that you have. If you need a long chat please let us know and we can arrange a time to meet or speak on the phone. There is also time at the beginning and end of each morning for a few words, it is important for us to know things such as when a child is tired or upset. Then we know what they are likely to need and we can look after them better.

There is much thought behind all of the information given here. Full explanation is beyond the remit of this handbook, but if you wish to ask, discuss or to understand anything further please ask the Kindergarten teacher.

PARENTS' EVENINGS

There are two types of parents' evenings:

1. Individual meetings - where you meet with the teacher to discuss your own child.
2. Parents evenings - where we all meet together. The teacher will talk about some of the ideas behind Kindergarten work - creative discipline, working through imitation, rhythm and routine and so on, and there will usually be a simple craft activity.

We expect parents and guardians to make it a priority to attend both meetings as these are regarded to be an integral part of Steiner education.

TELEVISION AND COMPUTERS

Children's play and the importance of play is a large subject in itself. Here we need to say that from experience we have found that deep imaginative play flourishes best in certain conditions. To get the best from Kindergarten and to support deep play we ask that you do not let your child watch television or play on the computer in the mornings before they come to Kindergarten.

COLLECTING YOUR CHILD

If a child is collected more than 15 minutes after the end of the booked session, a charge of £6 per hour late will be charged. If your child is to be collected by somebody other than the parent and known carers, details should be left when booking or a message sent via the School Office if last minute change. Parents will need to be set up a password for collection if the adult is not already known to the school and on their Data Collection form. Please note that children will NOT be allowed to leave the building with someone other than their parent / guardian unless the school has been notified in advance.

If you have any difficulty with collection due to an emergency please contact the School Office.

AFTERNOON KINDERGARTEN

The School runs an Afternoon Kindergarten from 1.00pm until 3.15pm. The afternoons are mainly for Kindergarten children who stay all day, though on the days that Lower School do half days (Monday for some, Friday for all) it is open to those pupils as well. All pupils are also welcome in the After School Club which runs from 3.15pm until 4.30pm on Tuesday, Wednesday and Thursday during term time.

Afternoon Kindergarten provides your child with the opportunity to eat their lunch, rest and / or play with their friends in a warm and friendly environment. Some of our activities include drawing, puzzles, sewing and craft and playing with the large collection of Brio, construction and farm sets. We have a great home corner, lovely story books and also access to our garden for outdoor play which we try and do most days.

LUNCH

You will need to provide a healthy packed lunch for your children. Please label your child's lunch box. Water or milk will be provided to drink, please provide a milk alternative for your child as required.

BOOKINGS

Places need to be booked in advance to guarantee a place. Afternoon Kindergarten will be paid as part of your monthly fee. Extra days can still be booked and charged separately.

For individual sessions (not pre-booked in advance) you need to check with the School Office in the morning to check availability and book a place for that day's session.

Please note - no refunds are payable for pre-booked or ad hoc sessions not attended. Please check the fee policy or contact Ola the School Manager & Bursar for the current charges for Afternoon Kindergarten.

LOWER SCHOOL

Teachers are occasionally assisted by volunteers (e.g. on walk afternoons or for handwork). These volunteers are either parents or people from outside the school community who would like to support the school. All volunteers are DBS checked before coming into classes. If you would like to volunteer in Lower school as a reading helper, handwork assistant, nature walk or allotment volunteer please speak to your class teacher or the school office.

Every morning the children take part in a 2-hour lesson delivered by the class teacher known as the Main Lesson. In each lesson 'block', one subject is studied continuously for a period of three to five weeks. This allows the children to become immersed in the subject long enough before moving on to another block and subjects are revisited later in the syllabus to build on what has been previously learned. Each day the timetable aims to provide a balance between academic, artistic and practical activities. The Main Lesson begins each morning with singing, poetry and rhythmic movement. Daily, mental arithmetic and multiplication tables are chanted and clapped and danced. Oral skills, as well as literacy and numeracy, form an integral part of their learning; each morning children recall stories and the content from the previous day's lesson, exercising their listening and conversation skills and memory.

Artistic and practical activities include traditional crafts, knitting, painting; drawing, music and practical work with various materials are integrated into the syllabus. Research demonstrates that the encouragement of manual dexterity through practical work is essential for cognitive development within the child. Such activities are fundamental in fostering the determination and application required to transform an idea into an accomplishment, in this case a useful artefact or work of art. Also in the course of doing, meaningful teaching and learning opportunities present themselves in which the teacher may relate the children's learning from other lessons

Academic success is important in the laying of the foundations for a healthy and fulfilling life; equally important is the task of cultivating in pupils a broad and coherent understanding of themselves and the wider context of the world we live in and their relationship to it. For this reason, integrated into the syllabus is an awareness and respect for nature, the environment and the seasons. Myths, legends and stories are told from many ethnic and cultural backgrounds; these provide a multicultural element in the curriculum as a basis for understanding our common humanity and universal human values. By these means, a sense of connection, security and stability unfolds which helps to prepare the children to take their place in the world, to work enthusiastically, to involve them responsibly and to act with consideration for others.

In this philosophy, education is conceived of as an art. It is the task of the teacher to bring this education to the pupils in such a living and pictorial way that fires their imagination and enthusiasm to imbue a genuine love of learning in each child and a joy of giving their best.

Currently at 11 years old our pupils transfer into local secondary schools to begin their GCSE courses. Educated through the comprehensive Steiner curriculum, pupils will have the necessary key skills in place in literacy, numeracy, social and emotional competence, to integrate into the state system.

We have aspirations to establish a Steiner-inspired secondary provision in the future; please speak to **Louise Duirwyn** if you would like to be involved in setting this up.

LOWER SCHOOL HOURS

	Classes 1 - 2	Classes 3 - 5
Monday	8.55am – 1.00pm	8.55am – 3.15pm
Tuesday	8.55am – 3.15pm	8.55am – 3.15pm
Wednesday	8.55am – 3.15pm	8.55am – 3.15pm
Thursday	8.55am – 3.15pm	8.55am – 3.15pm
Friday	8.55am – 1.00pm	8.55am – 1.00pm

PARENTS' EVENINGS

There are two types of parents' evenings in Lower School we will usually hold at least one of these per term:

1. Individual meetings - where you meet with the teacher to discuss your own child.
2. Class parent's evenings - where we all meet together.

We expect parents and guardians to make it a priority to attend both meetings as these are regarded to be an integral part of Steiner education.

FOOTWEAR, CLOTHING AND HAIR AND JEWELLERY

The children are very active both in lesson time and outdoor play so they need clothes that they can easily move in and are safe for climbing. All footwear and removable clothing should be marked with the child's name. Wellies and black pumps easily get mixed up so name markings make things much easier. Footwear must be suitable for the activities and weather. In winter each child will need a pair of wellies. They generally get fairly muddy in the garden especially in winter so waterproof trousers and jackets are needed, these can be left at school if you wish. It is also a good idea to leave a bag of spare clothes at school in case a change of clothes is needed, especially for the younger classes. We ask all pupils to have their hair tied back for school and the wearing of caps or hats inside school is not allowed. Children are asked not to use nail varnish, makeup or hair dyes. Stud earrings are acceptable but not hanging ones for safety reasons. We request that in general toys are not brought into school from home.

PACKED LUNCHES

The pupils of Lower School will need a packed lunch every day, they have two meals during the school day snack time and lunch time. We ask that these lunches be healthy and to not include sweets or chocolate bars.

HOMEWORK

The children begin to be given homework once a week when they start Class 4, this will be either following on or preparing for Main Lesson material or English or Maths practise. They are given a homework book and are expected to begin to take responsibility for ensuring they bring it in again on the correct day. Homework is currently given out on a Wednesday and returned on a Monday.

SCHOOL TRIPS

Every year the Lower School pupils attend the Christmas play at the Dukes Theatre and during the Summer Term they go on an end of year school trip. These will increase in length to include staying away from home for one and more nights as the children get older. In Class 5 the children attend the Steiner Olympics, this is usually held at Michael Hall School in East Sussex and involves staying away for 3 nights camping.

We also have strong links with Middlewood Trust, where the original school was established and we visit there during the school year for outdoor education sessions.

THE STEINER LOWER SCHOOL CURRICULUM

The Steiner Waldorf curriculum is based on Rudolf Steiner's views of child development, therefore the subjects the pupils study are laid out to fit into this pattern of development. In our school we have joint year group classes, thus making it necessary to combine year group subjects over the school year. Often in joint classes the Year Plan will be designed to cover the subjects of the lower year up to Christmas moving gradually into the higher year by the end of the year.

Subject lessons include Music, German, French, Form drawing, Handwork, Crafts, Allotment, Art, Biography. These occur after the morning break and in the afternoons. These are often taught by teaching specialists who work throughout the Steiner curriculum with close interaction with the Class Teacher, so that the Main Lesson subjects can be brought into the subject lessons too. Therefore, if the children are doing a Geography Block, then the language teacher will also look at geography, such as giving and asking for directions, describing the home or area you live in. Painting and Drawing lessons will often be very closely connected to the Main Lessons.

Learning a foreign language extends ones understanding of the world and at the same time gives a greater range of possibilities of individual expressions. One of the main aims of learning a foreign language is to generate a positive attitude towards other cultures. The aim of foreign language teaching in the lower classes is to build up an extensive oral vocabulary and to awaken the children to the characteristic sounds, intonations and rhythms of the language. The development of good listening skills is particularly important at this age. The children are also introduced to many aspects of the foreign culture through traditional folklore and customs, poetry and music. The extensive linguistic material learnt orally in the younger classes forms the basis for the subsequent introduction of reading and writing, and a systematic understanding of grammatical usage from class 4 onwards. Then they learn conceptual structure of the language. They gradually start learning vocabulary in a more conscious way and express themselves more freely in speaking and writing with supportive guidance.

In the first three classes the language teacher works strongly with the element of imitation and repetition of all they hear and repeat. During this time they are able to develop sensitivity to the basic intonation patterns of a foreign language in a way which is not possible later. This is also a determining factor in the Waldorf approach. Teaching is entirely through the spoken word, in commands question and answer, singing and reciting and is often accompanied by gestures and lots of movement. Assessment at this level is a matter of the teacher noting the apparent potentials of the individuals in the class and discussing this with, in particular, the class teacher.

From classes 4 onwards a more conscious learning of the language coincides with the new developmental stage children are now entering. They continue to practice what they have learnt but now also begin reading and writing and are made aware of the structure and the spelling of the language. Speech exercises question and answer dialogue and many varied poems all recited by heart and learnt by repetition are essential ways of cultivating good clear pronunciation and sentence melody, as well as reinforcing vocabulary.

The following tables of Main Lesson and Subject Lesson Content are from our curriculum policy which you are welcome to request a copy of if you would like to read about the curriculum in more detail:

	English Language	English Literature	Maths	Humanities	Science	Social Studies
Class 1	First writing, Capitals first, Copy from board first then own sentences by end of year Speaking and listening skills, Recitation of poems, rhymes, plays of story material	Fairy tales told rather than read. Short poems with strong rhymes and rhythms. First reading begun from own work	Whole to part. Roman to Arabic numerals. Introduce 4 operations + - x / Tables begin rhythmically. Mental Arithmetic	Geography: nature study via stories, imaginative pictures and nature walks History: Mythical archetypal pictures	'The World Around Us'-local environment study-observing nature Weekly nature walks, gardening, cooking	R.E: Stories encouraging reverence SMSC: Mutual respect, sharing, taking turns, PSHE: Personal safety, health and hygiene
Class 2	Cursive script – copied from board at first then independent writing Recitation of poems, rhymes, speaking and listening skills,	King of Ireland's Son. Fables. Legends of Saints. Folk Tales Poetry. Reading extended	Previous work developed. Simple geometrical forms Place Value, Number Bonds, Odd/Even Mental Arithmetic, Times tables	Geography: local environment, natural cycles and seasons, nature walks History: Mythical archetypal pictures continues	'The World Around Us'-local environment study - observing natural cycles and seasons, basic life cycles e.g. frog, butterfly Weekly nature walks, gardening, cooking continue	R.E: Christian legends and saints stories, tolerance of different faiths and religions SMSC: Expressing themselves, care for others PSHE: Personal safety, health and hygiene
Class 3	Sentence as subject/ predicate. Parts of speech, Letter writing. Spelling rules, Basic Grammar Speaking and listening skills, oral recall	Old Testament stories. British Folk Tales Poetry Independent Reading	Practical work with number, Time, Money, Weights and Measures. Continue times tables practise Long multiplication & Long division.	Geography: Farming, traditional trades and crafts, weekly allotment visits, shelters History: History of weights and measures, homes & building, traditional trades	Archetypal professions – practical work such as spinning, weaving, pottery, metal work, carpentry etc Farming – study of and practical work at the allotment	R.E: Old Testament and Native American beliefs SMSC: forming opinions and taking part in discussions PSHE: Healthy food and growing fruit and vegetables
Class 4	All parts of speech. tenses. punctuation. essays, letters Dictionary and thesaurus use Class presentations, Speaking and listening skills, oral recall of stories or information given Accounts of events or stories	Norse sagas. Ancient Britain, Celtic Myths or Native American stories, Beowulf (link to History) Alliterative poetry. Reading – class readers, individual reading books Basic Research skills	Continue use of 4 operations inc. using weights and measures, time. Area & perimeter Factors. Vulgar fractions. Free- hand geometry, quadrilaterals, types of triangles	Local Geography: Lancaster through the Ages, Introduction to maps, Weekly allotment visits continue, Physical and cultural geography of Lancashire, Basic Astronomy, moon, sun and North star Local History: social history of Lancashire Ancient Britain – eg Celts, Vikings, Anglo-Saxons, Visits to sites/ museums Biographies of key historical characters through the ages,	Humans and Animals- Specialised diversity of animals/ humans, Pet study – observation and research project and presentation to class Basic human biology – comparison to animals	R.E: Biographies of inspirational people RSE: P4C, Family values, marriage, civil partnership and parenthood SMSC: British values, Fairtrade, ethics PSHE: widening their understanding of health issues and make informed decisions about their own health.

Class 5	<p>Active/ passive. Trans/ intrans. Direct/ indirect speech.</p> <p>Contrast/ compare.</p> <p>All parts of speech continued,</p> <p>Essays and Free writing, descriptive writing, note taking from dictation, sentence structure and paragraphs</p> <p>Class presentations,</p> <p>Class debates, speaking and listening skills</p>	<p>Literature and biographies from Ancient India to Classical Greece.</p> <p>Reading from fictional and factual sources</p> <p>Using dictionaries and thesaurus, factual books and encyclopaedia</p> <p>Introduce online research skills through homework</p>	<p>Continue use of 4 operations and timetables</p> <p>Narrative questions and mixed processes</p> <p>Decimals, ratio and proportion,</p> <p>Factors, LCM HCM, estimation, place value</p> <p>Geometry using tools, angles</p> <p>Pythagoras.</p> <p>Graphs and charts, Averages</p>	<p>British Geography: regional variations, Counties of Britain, infrastructure and transport Settlements Map work, River Study</p> <p>Physical and cultural geography of Britain and where is Britain in Europe and in the World.</p> <p>World Geography: basic/linked to history being studied</p> <p>History: Ancient India, Ancient Egypt, Sumer & Mesopotamia, Classical Greece.</p> <p>Biographies of key historical characters through the ages,</p> <p>Basic world chronology/ timeline linked to Classical Greece and Biographies</p>	<p>Zoology 2 – British Mammal study, Classification Observation</p> <p>Botany – classification, development of plant forms in Earths evolution, local wild plant identification, Climate Regions of the Earth and what grows there, practical growing/plant experiments</p>	<p>R.E: Biographies continue, Comparative religion linked to Ancient World</p> <p>RSE: personal relationships and bodily changes</p> <p>PSHE: health & hygiene for changing bodies</p> <p>SMSC: P4C, Democracy, individual liberty and the rule of law</p> <p>ICT: internet safety, equipment use, use of programmes, internet for research</p>
---------	---	---	---	---	---	---

	Modern Foreign Languages	Physical Education	Music	Handwork and Crafts	Art	Drama
Class 1	By ear only. Songs, games, poems, conversation Numbers 1-10 Colours, Animals Greetings	Running games, Skipping, playground games Basic gymnastic skills	Learning recorder by ear, clapping rhythms, Learning pentatonic songs, listening skills, using glockenspiel/ percussion Aural games listening for pitch	Sewing and knitting, Simple wood whittling	Wet-on-wet watercolour painting, Form drawing, Plasticine, wax and clay modelling, Drawing using wax block crayons	Observation and listening exercises Group recitation and games Performance in seasonal play
Class 2	Still aural – Songs, games, poems, conversation Numbers 11-20 Body parts/ Facial features, Food	Continue running games, Skipping, Basic gymnastic skills	Continue to develop skills begun in class 1	Building on the skills newly learnt in class 1, e.g. knitting Introduce crochet Complex sewing stitches.	Watercolour painting and drawing continues, Form drawing freehand geometrical shapes	Emotion work Solo performance, eye contact Drama exercises Performing in seasonal plays
Class 3	Still aural, with more attention to form and grammar. Numbers up to 100 Asking for things and replying Feelings	Games with rules and tactics, Gymnastics progresses, Ball skills using hand and feet	Singing in rounds, Mirroring melodies on recorders, Xylophone and percussion, Aural games and Daily singing, Individual instrument lessons begin	Continue Crochet Knitting and extend Sewing skills, Felt puppets and toys Introducing embroidery stitches	Watercolour painting eg Creation, Drawing Main Lesson themes	Playing archetypes Analysing & developing scenes Exploring internal monologue: how to convey emotions Performing in seasonal plays
Class 4	Written work and reading begun. Memorise grammatical rules. Basic written vocabulary Present tense Genders	Continue skill practice, Games that involve cooperative working and team skills Bat and ball skills eg tennis, rounders	Learning to read music: Playing and singing rounds and folk songs on recorder, Choral singing, Individual instrument lessons continue	Making a garment to wear Cross stitch, Plaits and braids. Design work for embroidery More complex embroidery stitches. Sewing 3 dimensional toys	Painting landscapes and flora, drawing maps, Clay work - modelling human and animal forms, Themes from Norse Mythology	Performing improvised and scripted monologues. Performing in seasonal plays
Class 5	Syntax. Short talks & descriptions. Some oral translations into own tongue. Basic Idioms Past tense	Assault courses, Individually competitive games Athletics, Steiner Olympics,	Music reading extended, Composition for recorder, ensemble playing and improvisation Individual instrument lessons continue	Knitting on 5 needles e.g. socks. Felt making. Wood whittling and carving Sewing 3 dimensional toys from own pattern Making play costumes and Olympic tunic	Plant studies in paint, pencil and watercolour pencils, Indian patterns and styles, Greek art & architecture using watercolour pencils on top of paintings to highlight forms and map work	Role of a director Work with mime Script writing Design work

POLICIES AND PROCEDURES

STEINER WALDORF SCHOOLS FELLOWSHIP

The school is a member of the Steiner Waldorf Schools Fellowship (SWSF) is a membership organisation for all the Steiner schools and independent Steiner Early Years settings in the UK and Ireland.

The SWSF's aims are:

- to safeguard the ethos and identity of Steiner Waldorf education
- to support our member schools in their efforts to provide high quality Steiner education
- to represent the interests of Steiner education in the wider educational context.

Steiner Waldorf Schools Fellowship

Registered Office: 11 Church Street, Stourbridge. DY8 1LT

Steiner Waldorf Schools Fellowship Ltd. Registered in England No 519230 Registered Charity No 295104 www.steinerwaldorf.org

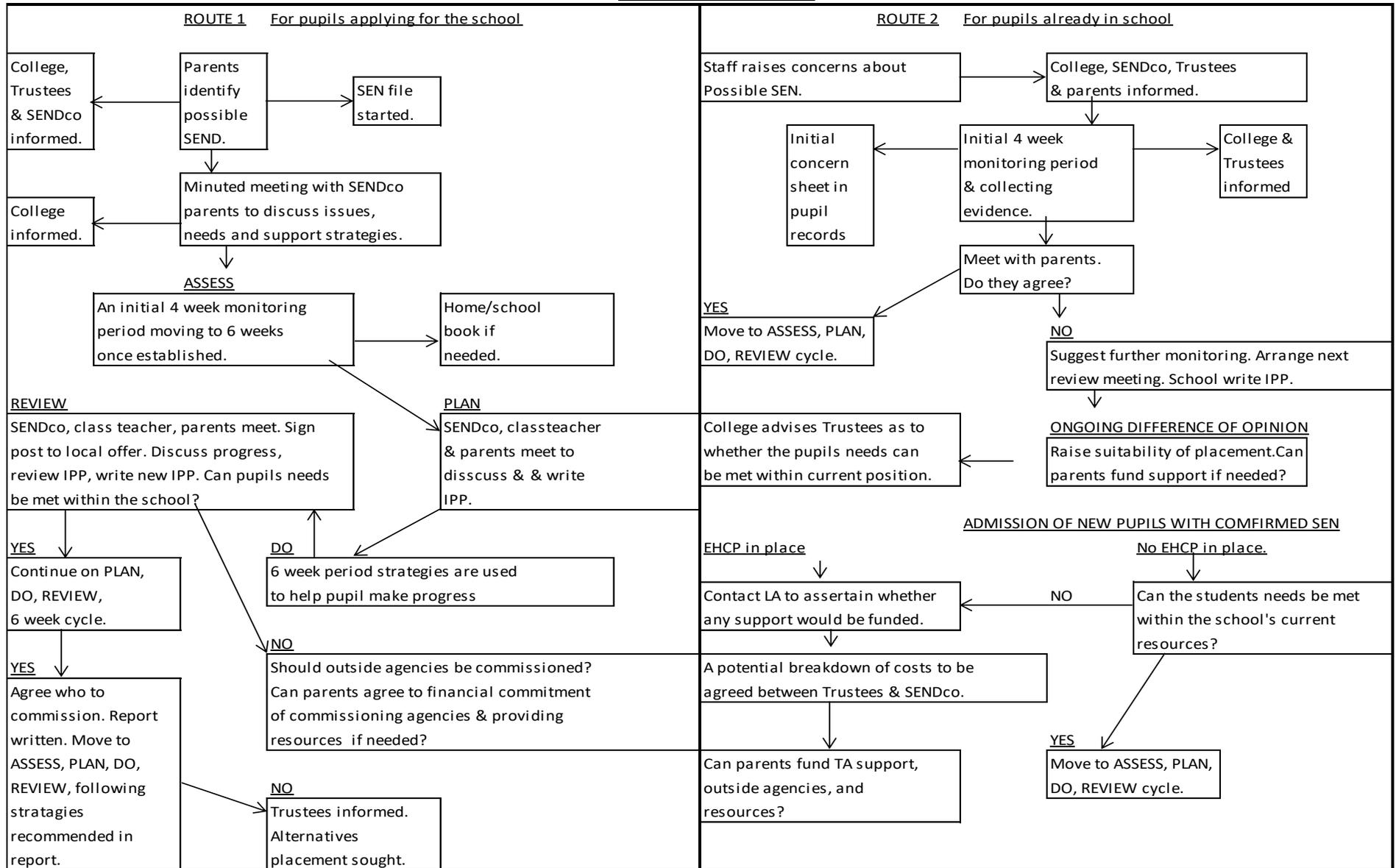
POLICIES

The school has a folder of policies that meet statutory requirements. Copies of these and other school policies are available to read on request from the School Office or are available to download from our website.

IDENTIFICATION OF SPECIAL EDUCATIONAL NEEDS

The School SendCo is **Elsbeth Mukerji**, she is available to meet with parents, please make appointments through your class teacher. There is a formal process to ensure the identification of Special Educational Needs as documented in the following flow chart.

SEND FLOWCHART



COMMUNICATION

Mutual understanding and regular contact between parents and teachers is vital, and for this reason, teachers can be contacted to arrange a meeting at any time throughout the year. Parents' evenings and workshops are organised to provide opportunities for parents to meet the teacher and staff and other parents, and to find out more about the education your child receives and the thinking behind it.

OFFICE

The Office is run by **Ola Mustapha** (School Manager and Bursar) with support from **Heather Holt**, **Emma Gittens** and our volunteer parents. If in doubt about whom you need to talk to or would like some information about any aspect of the school please call in to the School Office. Please would parents come in well before school ends if they need to discuss anything in order for discussions to take place before the children come out of class. You may also like to ring beforehand to make an appointment.

NOTICE BOARDS

There are two notice boards in the corridors, one displays legal certificates, the other displays parent notices and the weekly newsletter.

SCHOOL NEWSLETTER

The school newsletter goes out every other Friday by email and printed copies are available from outside the office. It is important to read the newsletters as they include regular updates and upcoming events.

SCHOOL WEBSITE

The website is updated by Emma in the School Office and parent volunteers Martin, Chris, Ekin and Paul. It includes information about the school and term dates, events diary and policies.

SOCIAL MEDIA

Internet safety is discussed in all classes throughout the school, at a level appropriate to the ages of the children. Although the school actively discourages children from using social media, we have identified that social media sites such as Facebook and Instagram are extremely valuable in raising a wider awareness of the existence of the school. The school has its own public Facebook page <https://www.facebook.com/LancasterSteinerSchool> on which it shares information about events, activities and interesting articles about the education. It also has a parent Facebook Group which any parent can ask to join or if you are friends on Facebook with another parent you can ask them to 'add' you. This is more of an internal information sharing page. Our school Instagram page can be found at <https://www.instagram.com/lancastersteinerschool/>

SCHOOL EASYFUNDRAISING SITE

The school is a member of Easyfundraising, this is a fundraising site which raises money through large companies as you spend and doesn't cost you a penny! Just follow the link below to join. <https://www.easyfundraising.org.uk/causes/lancastersteiner/>

DAILY ATTENDANCE AND SCHOOL ROUTINE

OFFICE

Office hours are 9.00am until 3.30pm, Monday to Thursday 9.00am until 1.00pm on a Friday. In order to open the office for these hours we rely on parent volunteers to step forward and help with general secretarial and reception duties. Please speak to either Ola or Heather if you are interested.

ARRIVING AT SCHOOL

School starts at 9.00am and doors will open for children from 8.55am. For security the outer doors and garden gate to the building is locked at 9.05am. Children arriving after this time will be registered as an unauthorised absence and will need to ring the bell to gain entry to the building. Late arrivals will need to sign the late book which is in the office. Please use this book if your child leaves the building during school time e.g. for dentist appointments. Please ensure that the front and side gates are kept closed and / or bolted at all times.

ABSENCE

Please inform the school office in advance if you intend to keep your child absent from class for any reason. If your child is off sick, please leave a message with the office before 9.30am. The College of Teachers can authorise up to 10 days of holiday absence per year, but applications must be made in writing, please request a Holiday Request Form from the office.

PUNCTUALITY

It is very important for children of any age to have a punctual beginning to the day. We ask all parents/guardians to make sure that they arrive on time so that their child is ready to start the day at 8.55am. For lower school classes the circle time at the start of the day is an essential and important part of the day that prepares everyone for their lessons. If children are late they disturb the rhythm of the session and if repeatedly late, lose continuity of the rhymes and songs.

Please will all parents/guardians ensure that they collect children promptly at 3.15pm - not only does this ensure that children do not worry but also allows the cleaner to start cleaning and teachers to start their meetings. If children are not collected by 3.25pm they will be taken to afterschool club and this session will be charged for at the usual rate. In the event that parents / guardians are unavoidably held up please contact the office as soon as possible with details of alternative arrangements for their child to be collected or an estimated time of arrival in order that arrangements can be made. It is **not permitted** for children to be left playing in the garden unsupervised after school even with parental permission.

LATENESS

Registers are taken at 9.00am and pupils arriving after this time will be marked as late after registers close. These lateness and absence figures are shared on transition and are looked at during our Ofsted inspections.

LEAVING SCHOOL

Kindergarten children and children in Classes 2 - 3 will only be permitted to leave with an adult. You will be asked to complete a data collection form which includes details of people authorised to collect your child(ren). If parents expect that their children will ever need to be collected by another adult who has not been named on the data collection form, a password must be set up

with the office for other adults to use. We can only let children go home with another adult (for example another parent) if we receive prior notification from someone with parental responsibility and the collecting adult knows the password set up by the primary carers. Notification forms are kept on the shelf by the office door. If your child is walking home alone (from Class 4 upwards) we need to be informed of this arrangement.

ABSENCE

If your child is away from Lower School or Kindergarten please telephone the office before 9.15am, leave a message on the answer phone, or send a letter to school beforehand asking permission for the child to be given an authorised absence. Once children reach statutory school age, of 5 years, legal requirements govern their school attendance. To apply for school absence please complete a holiday request form which is available from the School Office.

ILLNESS AND RETURN TO SCHOOL

In accordance with Health and Safety regulations, please ensure that 48 hours has elapsed following an episode of diarrhoea and / or vomiting, before your child returns to school to help stop contagious illnesses spreading. If children are ill in school and the teacher feels they need to go home then parents/guardians will be contacted and must arrange for someone to collect them promptly.

COMMUNICATIONS

In the Kindergarten, parents see the teacher at both the beginning and end of each morning.

Short messages may be passed on to the teacher at the beginning of the morning. If you need a longer discussion with the teacher please arrange a time to meet up. Letters can also be sent with children in the morning if there is anything you would like the teacher to know at the start of the day. Office staff will also be able to pass on messages for you if you wish during school day.

Letters are sent out via their pockets in the Kindergarten cloakroom or given to the children to put into their bags and please check these pockets and your children's bags regularly.

STAFF ROOM

This room is set aside for the use of staff and as a sick room when necessary. We ask that parents respect the privacy of users of this room.

SICK BAY ROOM

Unwell children are currently looked after in the staffroom or disabled toilet / sick room until collected by their parents

PARKING

In order to be considerate to our immediate neighbours please do not park for any length of time outside the houses on Lune Road or at any time on the pavements in the side street directly opposite. Please also minimise noise when leaving during any evening events held at school. There is a small car park behind the chip shop which has plenty of space.

SCHOOL PRACTICE AND GUIDELINES

GENERAL ETHOS

We expect everyone to treat each other, the teachers, office staff, and visitors to school, the classrooms and the school building with respect. To behave in a way that doesn't put themselves or anyone else in danger. To be kind and supportive to each other, with our behaviour and language.

SMOKING

Smoking and alcohol are prohibited in the school building and grounds, whatever the occasion.

MOBILE PHONES

Please read the school's Online Safety policy. We ask parents not to send their children with mobile phones unless by agreement with the teacher. We request that parents who are in the school for an extended period leave their mobile phones in the School Office.

HEAD LICE

All children are asked to have their hair checked regularly. If a child does have head lice could the parent / guardian please let the School Office know so that staff can let the parent body know to check their children's hair to try and stop it spreading (please be assured that this will be handled sensitively and without naming the child / children concerned) The school will check the children's hair if necessary and inform parents if treatment is needed.

BIKES, SCOOTERS, PUSHCHAIRS, CAR SEATS ETC.

Bikes must be left in the cycle racks. At present storage for scooters, pushchairs etc. is not possible within school due to lack of space and so must be left outside in the push chair shed. If booster seats have to be left, these should be stored neatly in the store room.

TELEVISION, DVD AND COMPUTER GAMES

The College of Teachers have noticed that children's play and conversation are highly influenced by television, films and computer games. This can also have a negative effect on behaviour. Whilst teachers would ultimately prefer that all children's viewing is minimised, they recognise that you as a parent or guardian must decide the role that TV and computers play in your family. We would ask, however that children do not watch any TV or play computer games before coming to school in the morning.

SLEEP

Please ensure that your child has adequate sleep before school as not enough sleep can lead to lack of concentration during school.

SCHOOL CORRIDORS

Can parents ensure that any excess footwear, clothing, food and any other items brought in from home are taken home on a daily basis. Please encourage children to get into the habit of putting their footwear away tidily, especially at the end of the day, as this makes keeping the school clean much easier.

MEDICAL CONDITIONS IN SCHOOL

If a child is well enough to be in school we can administer medication following the procedure below. We would however wish to encourage parents / guardians of those children attending in the mornings only, to fit the required number of doses per day into their time at home. Please remember we cover a wide variety of tasks and activities with the children every day and adding to this increases our workload and responsibility. It is the parent's responsibility to fill in a Medication Form available from the School Office for every medication needed. This applies to all forms of medicine. All such medication must be kept in the staff room or in the fridge as required, where the children do not have access. This is for the safety of all children.

If it is a long-term illness or Medical Condition such as Asthma, Diabetes or serious allergies, you will need to speak to your child's teacher and fill in an Individual Healthcare Plan and meet with your teacher to ensure your child's health needs are able to be met during the school day and how best this is arranged. For more information please see our Medical Conditions in School Policy.

CONCERNS AND PROBLEMS

Communication is the key here; whatever it is, please talk about it with the appropriate person before it becomes a major issue. Teachers are open to discuss any problems regarding the teaching and children. For problems relating to your individual child in the classroom you should discuss this with the class teacher. It should be noted however that before school is not the appropriate time to discuss problems with the teachers as they will have their thoughts on the day's lessons with the children and need to concentrate on preparation for the start of the day. It is also often possible to have a word with teachers after school - preferably by prior arrangement.

The Bursar is happy to answer any concerns and questions about management and maintenance issues including school policies, health and safety and volunteering.

Any issues relating to fees will be dealt with by Ola the School Manager & Bursar, she can be contacted at bursar@lancastersteinerschool.org Please call into the School Office if you are unsure of the best person to talk to. If the matter is not solved at these levels it can be brought to the Chair of the Trustees.

COMPLAINTS POLICY

We try to deal with all concerns quickly and effectively. If you are not satisfied with the way the concern has been dealt with please refer to our complaints policy. The complaints policy can be downloaded from our web site (www.lancastersteinerschool.org) it is also available to read in school and can be requested from the school office. Complaint Forms can also be requested from the School Office.

APPENDIX 1 – FURTHER INFORMATION AND RECOMMENDED READING

Steiner Waldorf Schools Fellowship www.steinerwaldorf.org/

Ofsted Report www.ofsted.gov.uk

Recommended Reading

Many of these books are available from our School Library, please ask Heather in office to join.

Books on Steiner Waldorf Education

Understanding Waldorf Education	Jack Petrash
Waldorf Education	C Clouder & M Rawson
Free to Learn	Lynne Oldfield
Waldorf Education in Theory and Practice	R Blunt
School as a Journey	Torin Finser
Educating Through Art: The Steiner School Approach	Agnes Noble

Books on Early Childhood

You are your Child's First Teacher	Rahima Baldwin
Ready to Learn – From Birth	
To School Rediness	M Rawson & M Rose
Work and Play in Early Childhood	Freya Jaffkke
The Incarnating Child	J Salter
The First Three Years of the Child	K Konig
Genius of Play	Sally Jenkinson