



PARENTS' HANDBOOK 2019

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Iona School, 310 Sneinton Dale, Nottingham. NG3 7DN.

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admin@theionaschool.org.uk

Company number: 1911659, Registered Charity number: 516999

www.theionaschool.org.uk

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School Policies are available to view in the School Office and on the school web site.

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WELCOME

Welcome to the Iona 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.

ETHOS

The Iona School is non-doctrinal and non-sectarian but has a Christian orientation. Our seasonal festivals are of an open nature and children from all religions freely participate.

The work of the teachers is inspired by the wisdom and contemporary relevance of Rudolf Steiner's educational philosophy and how it prepares children for the changing modern world. The school's ethos and teaching supports the rule of English civil and criminal law.

We aim to give the children:

- Eternal values
- Self confidence
- A love of learning
- The ability to work with others
- Enduring and practical skills
- Open and tolerant attitudes
- Spiritual freedom

The task of the education at the Iona School can be summarized thus:

- Fostering healthy development in every child
- Enabling children to reach their potential
- Helping children to develop the skills they need to contribute to society

A BRIEF HISTORY OF IONA SCHOOL

The Iona School is founded on the educational ideas and spiritual world-view of the philosopher and educator, Rudolf Steiner (1861 – 1925). A list of Rudolf Steiner's basic books and educational lecture cycles is given in the section, 'Teacher Development and Appraisal'.

The first school based on Rudolf Steiner's indications was founded in Stuttgart, Germany in 1919. This was in response to a request to provide education for children of the workers of the Waldorf Astoria cigarette factory – hence the name Steiner Waldorf.

The Iona School was founded in Nottingham in 1985. After spending its first year in temporary accommodation, the school moved to its present site. The school has grown and developed over the years and is a member of the Steiner Waldorf Schools Fellowship (SWSF). The SWSF organize regular conferences throughout the year. We are a primary school with a Kindergarten and three combined classes.

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WHAT IS A STEINER WALDORF SCHOOL?

Integral to Steiner Waldorf education is its view of each child as a unique spiritual individual developing through evolving phases of childhood towards an adulthood in which the individual spirit can find full freedom of expression. Every step in the child's education may be seen as geared to this end.

As the growing child comes to meet more of the world around him, s/he gradually harnesses the capacities of willing, feeling and thinking which are there inside him or her. The unfolding of these faculties is intimately bound up with the child's physical, emotional and spiritual development, and Steiner Waldorf education strives to harmonize these steps.

The school years work with three broad developmental stages, and in a large school these may be sketched in approximately 7 year intervals: within the first 7 years the child will attend Nursery and Kindergarten. From 7 years to puberty at around 14 the child is part of the lower school – the Class Teacher time. Then inside the 7 years between 14 and 21 the child completes the upper school and according to the individual teenager may go onto further education at college or another establishment.

Currently Iona School provides education to cover the years from Kindergarten to Class 5/6.

During these three periods, one can distinguish distinct differences in the child's relationship to the world and consciousness of his or her self.

It is readily apparent in the baby and toddler how an instinctive imitation of the world around them develops their faculties of walking, speaking and thinking. The Nursery and Kindergarten curriculum consciously seeks to build on this natural developmental process.

This faculty of imitation extends far beyond the mere copying of physical actions. The young child senses the moral quality of each adult in each deed, and on this builds early awareness of the feeling for goodness in the world. This is an essential foundation for every individual growing into the contemporary world - a foundation easily eroded by pressure for early academic training.

It is only in the second seven-year period, when the physical body of the child is well established, that formal education begins. This is the class teacher period, and here, moving from imitation, the guiding principle is now imagination.

In these years particularly the teacher can appeal to the child's sense of beauty, drama and the artistic. The child gradually develops an objective awareness of the world around; also his own imaginative soul life develops. He or she is able to explore artistically, colorfully and dramatically all that is presented during the school day.

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Within this broad outline of development, common to every child, the child matures as an individual. The Steiner Waldorf curriculum - unique to this education - is built around these natural stages of child development. Each teacher works sensitively and creatively with the curriculum to meet both the general needs of the children and the particular needs of the individuals in the class.

SCHOOL HOURS

The school day begins at 08.30 for the Kindergarten, 08.50 in the main school and finishes at 15.15. It is essential that all children are in school by 08.50 so that sessions can start promptly. School is open for children at 08.30.

The importance of punctuality cannot be over-emphasised. All classes begin their day with a verse. In the younger classes there is an emphasis on rhythmic speech, music and movement at the beginning of the day. This regular early morning pattern is a very important part of the classes' daily rhythm and late arrivals can be very disruptive and disturbing.

BREAKFAST CLUB

If parents need to drop their children off earlier than 08.30, the Breakfast Club is open from 08.00 to care for them until 08.30, when they become the responsibility of the teachers.

An extra charge is made for this service, all children must be booked in advance, please speak to the receptionist who will direct you to the booking forms.

COLLECTING CHILDREN

Children should be collected promptly at the end of the school day: 15.15. If parents or carers are late their children will be placed in After School Care and the appropriate charge will be made.

If a child is going to be collected by someone other than a parent or usual carer (including a situation where your child is collected to play at a friend's home), the following is required:

- The school must be given written authority in advance, or on the morning of the day in question, identifying the person who will be collecting the child (eg *I give permission for Bill to be collected by Ann Carpenter on Tuesday 10th April 2018*) A password must also be provided.
- Arrangements must be made to identify any person collecting who is not already known to staff
- Saying that a child will be going home with another child does not give authority
- Only in an absolute emergency should the office be contacted regarding collection arrangements, this must be done by telephone (0115 9415295) please ensure you have a password ready.

Please note that it is a legal requirement that we can only allow a child to leave the premises with an 'authorised' person or a person over 18.

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AFTER SCHOOL CARE

This runs from 15.15 to 17.30, Monday to Friday, during term time.

Sessions should be booked in advance in the After School Club folder in Reception and any session booked will be charged to your account unless 24 hours notice is given.

Please see the Financial Information Sheet for up-to-date details of costs.

SCHOOL ATTENDANCE

Regular school attendance is important. Pupils need to attend regularly if they are to take full advantage of the educational opportunities available to them. Irregular attendance undermines the educational process.

Parental responsibility extends beyond securing regular school attendance. Parents should ensure that their children arrive at school on time, properly attired and in a condition to learn. Furthermore, they need to see themselves as partners with schools in the education of their children.

REGISTRATION

All the school doors open at 08.30. This time is sufficient for all pupils to come into their classroom. Registration is done at 8.50am. The registers close at 09.00. Your child **MUST** be at school by 08.50. Children should not be left unsupervised in classrooms before 08.30.

LATENESS

We expect that by 08.50 we will have heard from parents whose children are going to be late or absent. You can do this by contacting Reception on 0115 9415295 or by emailing: reception@theionaschool.org.uk. If we have not heard from you by 09.00 your child will be marked as an unauthorised absence. This has implications for your child's attendance record and for their education.

Where there have been persistent incidents of lateness parents/carers will receive a letter advising them of the concerns and the school will provide opportunities for parents/carers to seek support and advice to address these issues. If this persists we have a duty to involve the LEA.

REPORTING ABSENCES

In case of illness the school should be informed, by phone, before 09.00 on the each day of absence. If the illness continues beyond two or three days it will be necessary to communicate further. This should be followed by a letter of explanation for the school records.

REQUESTS FOR ABSENCE FROM SCHOOL

Medical: Where possible, parents should try to arrange medical appointments out of school hours. If this is not possible, teachers should be notified in writing at least 24 hours in advance of the appointment.

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Family Holidays: these should be taken during school holidays. Parents wishing to do otherwise must request permission from the College of Teachers, in writing, prior to the holiday taking place, otherwise the absence will be recorded as unauthorized. Forms for this purpose can be obtained from the school office. Please hand these back to the office well in advance, so that teachers can incorporate this into planning for plays etc.

Authorising an absence is at the discretion of the College; requesting permission does not guarantee authorisation. It is important that both parents with responsibility sign the holiday/absence request, we will not process this without both signatures.

COMMUNICATION

Contact details for the Iona School:

The Iona School, 310 Sneinton Dale, Nottingham. NG3 7DN. Tel: 0115 9415295.

Email: admin@theionaschool.org.uk

- Financial queries related to fee payments (during term time and school holidays): fiona@theionaschool.org.uk
- Admissions/Change of contact details: dominique@theionaschool.org.uk
- Correspondence of Chair of College: rob@theionaschool.org.uk

Because the Iona School (like all Steiner Waldorf Schools) has no head teacher at its centre, the role of the Communications Manager is very important. The Communications Manager acts as the conduit between school and parents and can be contacted in the school office during term time only.

Yet new parents soon discover how important they themselves are for the healthy running of the school. The social life of the community depends on each individual teacher's and parent's participation and it is difficult to imagine Iona functioning at all without the active involvement of both parties.

In the sections which follow, we outline some key parts of the communication network which play their essential part in maintaining a healthy community and for community building.

PARENTS' EVENINGS

Parents' Evenings are held at least twice a year for each class and at least once for Kindergarten:

- Parents are told about the lessons that children have been having and may take part in some classroom activity and experience the kind of approach we take with the children
- Look at their child's work
- Preview of what is coming up
- Discussion about the class as a whole - social issues
- Practical issues e.g. preparation for outings
- School issues e.g. fundraising, management
- Parents have the opportunity to put items on the agenda and ask questions
- There is no public discussion of individual children

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MEETING PARENTS OF INDIVIDUAL CHILDREN

During the course of the year the Class Teacher will try to have at least one meeting with the parents of each child in the class or Kindergarten. This meeting will provide an opportunity to

- discuss your child's progress
- share observations about your child's development
- discuss if there is the need for any extra support
- discuss any issues which you or the teacher think are relevant to further mutual understanding of your child and to help meet his/her needs

Such meetings may be requested by the teacher or by the parents.

If a child is experiencing difficulty in some aspect of life (academic, social or health) it may be helpful for parents and teachers to have a number of shorter meetings to ensure that a supportive dialogue is established.

WRITTEN ANNUAL REPORTS

A written report for all school age children will be sent to parents annually and will be completed before the end of the summer term. These reports contain general information about the work covered in the course of the year and teachers' comments about the child's relationship to the work and the progress made.

PARENTS EMAIL LIST

The Communications Manager will contact you by email regularly to remind you about school events, with requests for help, school announcements and to circulate the newsletter and any other topical information relating to Steiner education in the form of press releases. New families will be asked to register for this service at the Administrators meeting.

SOCIAL MEDIA

Iona School also has a Facebook page and is on Twitter. Parents can opt to join these groups that are managed by the Communications Manager.

- Parents are not expected to post pictures of pupils other than their own children on social networking sites.
- Parents are not to take pictures of school events on their mobile or any other recording device.
- Parents should make complaints through official school channels rather than posting them on social networking sites.
- Parents should not post malicious or fictitious comments on social networking sites or the internet about any member of the school community.
- Any comments on social media sites that could be interpreted as bringing the school into disrepute will be handed to our legal team who will decide on an appropriate course of action.

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NEWSLETTER

Our Newsletter provides parents and teachers with up-to-date information on the various events and happenings at Iona School. Items to be published should be brief and should have the contributor's name at the end. Any items for inclusion should be sent to the following e-mail address - dominique@theionaschool.org.uk

SCHOOL WEB SITE: WWW.THEIONASCHOOL.ORG.UK

The school has a website that is largely aimed at current and prospective parents in the UK and overseas. It carries general sections on the school and its curriculum and the admission procedure. With our current parents in mind we also have a section which gives term dates and a diary of important events including dates of parents' evenings.

AREAS OF RESPONSIBILITY

THE IONA SCHOOL ASSOCIATION: STRUCTURE AND ORGANISATION

The Iona School Association (ISA) is a company limited by guarantee and a registered charity. ISA provides the legal framework for the practice and development of Steiner Waldorf Education at the Iona School.

One of the founding questions at the beginning of the school in 1985 was that of finding an organizational form that would help to support appropriate working relationships between parents, teachers and trustees (governors) so that the needs of the children could be met as fully as possible.

- All parents of children attending the Iona School and teachers working in the school are automatically members of the ISA.
- Parents of former pupils and friends who wish to support the school may ask to join ISA by writing to the School Manager.
- You may opt out of membership of ISA whilst your child is still at the school. This should be done by writing to the School Manager.

The Iona School Association is a heterarchical (non-hierarchical) Community of Interest, and a legal reflection of all those involved in the school.

The purpose of the association is to represent the long-term interests of the school by holding an Annual General Meeting in which the school Governance Team (Trustees) is appointed and held accountable for the effective governance of the school. Accounts are approved and auditors are appointed at this AGM. The College of Teachers is responsible for pedagogical governance and works closely with the School Management Team.

THE COLLEGE

The College comprises those teachers who are established in the school and who are committed to its long term development, the School Manager and the Communications and Admissions Manager.

There are three main aspects to the work of the College:

- Management of the Iona School Association
- Pedagogical Oversight and the Development of the Education
- The Open College

THE MANAGEMENT OF THE IONA SCHOOL ASSOCIATION

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This part of the meeting involves the teacher members, the School Manager and the Communications and Admissions Manager. The meeting receives a general overview of the school's finances, prioritises repairs and renewals, discusses safeguarding and other areas of compliance, receives updates on pupil recruitment and deals with day to day management issues which are not part of the normal routine and where there is a need to consider the school's ethos in the decision making process.

In this meeting the school managers are helped to contextualise their work with regard to the educational aims of the teachers who are, in turn, supported by managers to understand the financial and legal implications of their educational planning.

PEDAGOGICAL OVERSIGHT AND THE DEVELOPMENT OF THE EDUCATION

From time to time the teacher members of College meet separately to discuss issues relating to children and pedagogy which may have arisen in the weekly Teachers' Meeting and which require further deliberation with regard to the school's ethos before a decision is made.

THE OPEN COLLEGE

This meeting first started in the autumn term 2018. It takes place once per half term and is open to all teachers, assistants, managers and former College members. The purpose of this meeting is to nurture the spiritual heart of the school and to share questions and ideas about its future development. It is from this forum that teacher representatives are able to engage with parents in the Visioning Group meetings.

VISIONING PROCESS

The Whole School Meeting in 2017 led to a group of parents organising a Visioning Day which took place on Saturday 17th March 2018.

Since then a core group have held a series of meetings with a view to increasing parental involvement in general maintenance of the buildings and fundraising. The need to upgrade the wooden building which houses the kindergarten has been identified as a priority. We aim to improve both the technical performance and appearance of the building. Parents are researching possible sources of funding for this work.

The trustees oversee the work of the school and college, they are all responsible for specific areas of management:

Martin Taylor- martintaylor@theionaschool.org.uk

Safeguarding, HR, Prevent and Channel, Legal issues overview

Robert Parry- robertparry@theionaschool.org.uk

Finances, Health and safety, Fire safety, First aid, Legal issues overview, recruitment of new trustees

Louise Lipman- louiselipman@theionaschool.org.uk

Legal issues overview, equalities and diversity, SMC, Early years, SEND and SENco, Nominated individual, Staff Wellbeing.

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THE SCHOOL OFFICE

Iona's School Office is in the main building. It is open during school hours. All enquiries must go through the office. For enquiries relating to finances, school policies and complaints must be directed to Fiona Stuart, School Manager (fiona@theionaschool.org.uk). All enquiries pertaining to School Admissions or Communications (data, website, newsletter, room hire, press, publicity, fundraising) must be directed to Dominique Allen, Communications Manager (dominique@theioanschool.org.uk). The office is also the place to find general information such as:

- The Iona School prospectus and other general leaflets on Steiner Waldorf education
- Application forms and fee scales for new pupils
- Further details on school policies and health and safety guidelines
- Copies of the current year's accounts

MESSAGES

Important telephone messages will be passed on to children and teachers. The best time to ring in with a message is before 09.30, in time for the 10.40 break. After office hours, messages can be left on the answering machine and will be dealt with first thing the following morning. In real emergencies a message will be taken direct to the teacher of the child concerned.

When office staff are called away or in a meeting, the telephone will default to the answer phone. Messages will be checked regularly.

FAMILY AND CHILDREN'S DETAILS

Details of each child, family contact addresses and telephone numbers are held on our computer database. This is only as accurate as the information given to us. Please do keep us informed of address changes or any other details. Email the change of details to Dominique Allen, Communications Manager at dominique@theionaschool.org.uk

PAYMENT OF ACCOUNTS

Please arrange to pay monthly fees at the beginning of the month and before the 5th of the month (for the month ahead). All invoices are emailed to parents at the start of each month.

The School's bank details are on the top of the invoice, payment is to be made electronically by BACS or cheque. We do not accept cash payments.

WHO TO ASK IF YOU HAVE A QUESTION, CONCERN OR COMPLAINT

Please contact Fiona Stuart, School Manager in the school office who will either answer your question or pass on your question/concern to a teacher as appropriate. In the unlikely event of a complaint the school does have a complaints policy. All policies can be accessed in the school office or via the school website at www.theionaschool.org.uk.

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Iona Classes and their Equivalents in State Schools

The chart below shows the order of the classes at the Iona School and how these correspond with state schools. For the purpose of placing children in their correct classes, Iona takes its year as starting on September 1st, in line with the local state sector.

Age	Iona Class	State School Year
3+	KG Yr1	
4+	KG Yr2	Reception
5+	KG Yr 3 (Transition)	Year 1
6+	Class 1	Year 2
7+	Class 2	Year 3
8+	Class 3	Year 4
9+	Class 4	Year 5
10+	Class 5	Year 6
11+	Class 6	Year 7

CLOTHING

There is no uniform at the Iona School but it is essential that children are dressed in sensible and practical clothing which is appropriate to the season. The way that children present themselves at school does affect their relationship to their work. We need parents to take responsibility for following our requirements, as this is an important issue that affects the teaching environment. Please do not put us in the position of having to address this with you or the children.

IT IS THE RESPONSIBILITY OF PARENTS TO ENSURE THAT THEIR CHILDREN ARE DRESSED APPROPRIATELY.

Shoes should be of a basic “school type” or plain trainers (single colour) – shoes that fully support and protect the feet. Unfortunately, ‘Crocs’ are not ideal school shoes.

They should not:

- have gimmicks (eg flashing lights)
- have ‘designer’ labels
- be fashion shoes
- have high heels
- be ballet shoes

Sandals should be “shoe type” with no open toes or loose straps. **They should not be:**

- flip-flops
- jellies

Socks must be worn at all times.

Wellingtons should not be worn in class.

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Trousers: should be properly fitted. Jeans are acceptable provided they are not high fashion, eg ripped or excessively baggy. They should be: ankle length. They should not touch the floor

Skirts and dresses: are acceptable provided they are a straightforward cut and at least knee length.

Tops: should be simple with no cartoons, logos or writing and they should completely cover the midriff when the hands are raised over the head.

Jewellery: For reasons of safety and distraction no jewelry should be worn. If a child has pierced ears, only studs may be worn.

Haircuts: Regular, suitable haircuts which show the child's face and grooming are helpful to the children.

No hair dye.

No nail varnish.

FOOD CODE

The morning break for Kindergarten is 10.40-11.00, Main School 10.30-11.20 and there is the opportunity for the children to have a snack and drink. The lunch break is from 12.40 to 13.40, which includes time to eat lunch and play.

Children attending the school can either have a vegetarian dinner which is prepared in the school kitchen, or bring a packed lunch. School dinners are ordered each morning at register time. Bearing in mind the need for a nutritious diet and how this can support the child's education, healthy snacks and packed lunches are recommended. Filtered water is provided in each classroom

ELECTRONIC MEDIA

Mobile phones, cameras, iPods, iPad, hand held gaming consoles and other electronic media are not allowed at the school. Parents will be contacted if children are seen with any electronic media in the school, After School Club or Breakfast Club.

Mobile: occasionally Class 5/6 children sometimes need to bring mobile phones to school once they start travelling to and from school independently. These must be left in the teachers care for the duration of the school day and collected at home time.

EQUIPMENT

Essential equipment such as crayons, pens, recorders, woodwork, class readers and Eurythmy shoes, are purchased by the school as and when the child needs them and then invoiced to the parents/carers at the end of the month as required.

LOST PROPERTY

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Parents should ensure that clothing and other items brought to school are clearly marked with the child's name. Items of clothing which have been found are collected in at the end of each day. Please ask at the school office.

CELEBRATING THE SEASONAL FESTIVALS

Festivals are an important part of the school's social and spiritual life. The children take part in plays, musicals, performances, singing, eurythmy and recitation. All parents are invited and encouraged to attend. The starting time of 5pm is designed to help make this possible.

MICHAELMAS

Seasonally this is a time of harvest and the gathering of fruit, a time also when we 'draw in' after the summer and focus on the qualities, portrayed by the Archangel Michael, of courage and strength.

CHRISTMAS

The season of Advent heralds the time of Christmas. During Advent there is much creative activity both in and out of school. To mark the beginning of this period of waiting leading up to Christmas we hold the festival called the Advent Spiral. The mood is one of peace and reverence and is the beginning of several weeks of festive preparation. The Advent Fayre is one of the biggest fund-raising events of the year at the Iona School and is very popular, people return year after year even when their children have moved on. The term finishes with a Christmas Festival in December and Singing around the Tree on the last afternoon of the autumn term.

EASTER

During the time coming up to the Easter festival the children might decorate eggs, and these are then used to decorate the school. At the Iona School the Easter Festival is often celebrated jointly with the school's birthday (29th April) after the Easter break.

ST. JOHN'S TIDE

At midsummer, when the days are long and as the sun reaches its highest point, the school celebrates the birthday of St. John by the lighting of a St. John's fire on the land. Many parents bring a picnic and enjoy socializing on the Land and refreshments are often on sale.

SUMMER/END OF YEAR FESTIVAL

At the end of the school year we have a festival to celebrate the work of the year and say farewell to those that are leaving the school.

SAFEGUARDING

Like all other schools and colleges The Iona school has a responsibility to keep children safe, this may involve reporting any incidences where we feel children are at risk. We practice safeguarding to a very high standard and will not hesitate to report a concern if we feel our information warrants this.

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Please be assured that all our staff are thoroughly checked in line with the DfE ruling and registered on the DBS update service.

All volunteers also have to go through a rigorous suitability checking procedure including obtaining references and have enhanced DBS checking.

If you wish to read our safeguarding the policy is on the website and is updated regularly along with the updated DfE publication "Keeping children safe in education"

If you have a safeguarding concern, please speak to a safeguarding officer or the school manager. You can find up to date information on safe guardians on our website or on posters displayed around the school. Also, should you be concerned and not know who to speak to the school manager can help with confidential concerns.

E-SAFETY

It is increasingly difficult to stay ahead of the curve when it comes to technology, especially when you are a parent trying to keep your children safe as they grow up immersed in this digital world. Cybercrime, grooming, sexting and social media are all very real dangers to children.

Research released for 2017's Safer Internet Day in the UK revealed that one in five children surveyed had been bullied with online images or videos. Additionally, roughly 70% of children had seen images and videos "not suitable for their age" while surfing the web.

So whilst we at the School and Nursery are aware of these issues, we would ask parents to consider the following to ensure their children's ongoing safety

The Iona School and Nursery aims to keep all children within its care safe. This extends to providing our parents with appropriate information on how to keep their children safe at home.

- Use free filtering technology/safe modes. Most online services these days come with privacy or safe modes built-in, it's important to switch them on for your child.
- Filtering tech can block harmful websites, age-restricted games, forums, chatrooms and anything else you choose. Some applications can do everything from create weekly reports for you about browsing to log the keystrokes on a device.
- Monitor your child's internet history for every device they use. Perhaps make a point of checking the internet search history at the end of the day to make sure everything viewed is satisfactory. This is easiest if you create your child a dedicated account on a home computer or device. However, do be aware that it is very likely that they will learn to delete their own records, so this is not always fool proof

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- Only let your child on computers or devices where you can see them. This will largely depend on the age of your child, but for the young ones it is advised to only let them use a computer, smartphone or tablet in a place where it can be monitored by an adult. When used alongside web filtering this can be an effective method of keeping an eye on what is being searched for, viewed or watched on the web.
- Ensure that your child does not have a social media page until they are of the recommended age by that social media provider; a lot of these are set at 13 years.
- Facebook have a parent's help site <https://www.facebook.com/help/parents> and also a very good online safety site that tackles bullying etc. <https://www.facebook.com/safety>
- Instagram have released a parent's guide www.connectsafely.org/wp-content/uploads/instagram_guide.pdf
- If you have a social media page, do consider what pictures you post of your children. If you do have a picture of your child on your profile pictures, these can be easily downloaded by anyone. Never post pictures of other people's children unless you have their express permission.
- If your child does have social media, ensure that you can view their friends list. Remember, like us, most schools and children's organisations etc. have a very strict social media policy for staff, so you should not see any staff on their friends lists. If you have concerns speak to the person responsible for safeguarding at that organisation.

The Internet is a useful informative and fun tool, but teach your children about the negative side

- Talk about the internet and be open about what's out there. On the internet a 50-year-old person can pose as a 15-year-old, chatrooms can be used for grooming and personal information is given away at the click of a mouse.
- People can easily access shared pictures and videos. Once you share an image on the internet, it is there, forever and can become public property.
- Parents and children need to communicate and talk about what the internet is, what isn't, and how to recognise the more lurid aspects of it. We have many of the NSPCC Share aware booklets available should you wish to use these. They can also be found here <https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/share-aware/>
- Know your child is probably smarter than you when it comes to the internet. Your children have Snapchat, Facebook, virtual reality, streaming services and online gaming. They have grown up in a world of touchscreens and data plans, a world where content is free and personal information means little.

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ONLINE GAMING

This is one major safety concern that is overlooked, they seem innocent enough. Games and gaming platforms such as Steam, Xbox live, Minecraft, PlayStation network, Nintendo network, Twitch, Roblox, Empires and World of Warcraft (amongst many others) all offer the users to connect to other users.

However, there are concerns around these such as

- Children may play with adults they don't know. People of all ages play games. Some adults may exploit this and try to build an emotional connection with a child for the purpose of grooming.
- Children may view inappropriate or upsetting content if they play games that aren't suitable for their age. This could include sexual or violent material. It might be in-game content or produced by other players.
- Some players can be abusive towards others or try to exclude them from the game. Some players may also hack another user's account or try to steal and destroy their virtual possessions. This can be as upsetting for a young person as if it happened in real life

Ask your children who they are talking to on these sites/platforms. Try to find out if they are talking to their friends or if they are chatting with strangers. Bear in mind, these sites have millions of users, it is impossible to police all of these people and a lot of the time messaging cannot be turned off. If your child uses online games;

1. Check the game's content

Always check age ratings but remember they don't cover everything. It's important to check the game out yourself before letting a young child play it. If you want extra information about the content of a boxed console or computer game, take a look at the Video Standard's Council's Additional Consumer Information (ACI).

2 Know how to mute, block and report

Help children understand that people they meet online may not always be who they claim to be. Some games let you mute, block and report other users. Make sure your child knows how to do this if someone in the game upsets them or makes them feel uncomfortable. Childline has online gaming advice to help them do this. Remind your child they can come to you if they're ever worried.

3 Be Share Aware

Remind your child not to give out any personal information, photos or videos to anyone online, even if they know them. If your child plays games with people they don't know, remind them not to take the conversation off the game, onto other social networks or into a private chat.

4 Activate safety settings

Turn on parental controls on gaming consoles to help prevent children from downloading age inappropriate games or seeing harmful material. The Apple App Store lets you turn off in-app purchases on iPads and iPhones. And The Apple App

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Store and Google Play let you create a pin code that must be entered before you buy.

You can also turn on privacy settings on some games to control what other users can see about you and stop strangers from contacting you. Contact the O2 & NSPCC Online Safety Helpline for free on 0808 800 5002 for advice on how to do this.

5 Keep the conversation going

Have regular conversations with your child about staying safe online. Agree what games are suitable for them to play and help them understand why others are inappropriate. Talk to them about the types of games they may be watching on game streaming sites. Remind them they should tell a trusted adult, like a teacher or parent, if they see or hear something that upsets them when gaming. And they can talk to Childline for free 24 hours a day if they're ever worried.

WAYS IN WHICH YOU CAN HELP YOUR CHILDREN STAY SAFE

- Explore sites and apps together
- Talk about what might be OK for children of different ages. Ask your child what sites or apps they like. Write a list, and look at them together.
- Be positive about what you see, but also be open about concerns you have: "I think this site's really good" or "I'm a little worried about things I've seen here".
- Talk to your child about what you think is appropriate – but also involve them in the conversation. Ask what they think is OK for children of different ages – they'll feel involved in the decision-making.
- Be aware that your child might talk about friends who use apps or visit sites that you've decided aren't suitable. Be ready to discuss your reasons, but recognise that they may not agree with you. Listen carefully for the reasons why.
- Go through a final list of sites you both agree are OK, and work out when you'll next discuss it.
- Ask about things they might see online which make them feel uncomfortable
- Talk about things they, or their friends, have seen that made them feel uncomfortable:
- Be specific. What exactly made them feel uncomfortable and why? Is it people or animals being hurt? Nasty comments about others?
- Link these to things in the real world, and explain that you're always here to protect and help them online and off.
- Reassure your child that they can always talk to you about anything that makes them feel uncomfortable.
- Show them how to report or block on the sites and apps they use. Use Net Aware to find out how.
- Tell them you'll help them to report anything upsetting they've seen, or to deal with online bullying.
- Talk about how they can stay safe on social networks

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- Keep a look out for abnormal behaviour or changes in your child's behaviour. If they start to be more secretive about what they do online, it could be a sign of grooming.
- Keep an eye out for potential gifts that your children may have received. Normally groomers will buy electronic devices such as phones, enabling them to chat without your knowledge.
- Ensure your children know that they should never meet up with strangers they meet online. We always teach children not to talk to strangers on the street but they need to understand that talking to someone online doesn't mean they aren't a stranger.

Ask your child if they know:

- where reporting functions are
- how to block someone
- How to keep information private.

Look at Net aware <https://www.net-aware.org.uk/> this gives you a wealth of information on many online sites, allowing you to judge if it is a suitable site for your child to be on. It also keeps up to date with new privacies in games etc.

BEING SHARE AWARE REGARDING PICTURES AND VIDEOS

It is easy to send a photo or message but the sender has no control about how it's passed on.

When images are stored or shared online they become public. Some people may think that images and videos only last a few seconds on social media and then they're deleted, but they can still be saved or copied by others. This means that photos or videos which a young person may have shared privately could still be end up being shared between adults they don't know.

Every child is different, so your approach should be based on their character and your relationship with them. You could:

- Outline your expectations and explain the rules of having a mobile, tablet or smartphone
- Ask them what they feel is acceptable to send to people, if they'd be happy for you or a stranger or other children to see certain photos. If the answer is 'no', explain that the image, video or message is probably not appropriate to send
- Make sure they're comfortable saying no, that they know their body is private and being asked to share explicit images is inappropriate
- For older children, talk to them about the importance of trust and consent in a healthy relationship. Tell them that it's not ok for someone to make them feel uncomfortable, to pressure them into doing things that they don't want to do, or to show them things that they're unhappy about. Let them know that they can speak to you if this ever happens

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For further advice see <https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/sexting/>

WHAT WE ALREADY DO IN SCHOOL

Whilst our pupils do not have access to technology in school, nor do we allow any hand held devices or mobile phones in school, we are aware that this online and technological abuse is a fast growing concern.

UNDER FIVE'S

For the under-fives, this is done thoughtfully and carefully in an age appropriate way. We are aware that children are imitative and will copy their parents using tablets and phones.

We also spend time in Kindergarten parent meetings discussing internet safety. For all the children in the school and kindergarten we encourage to speak and tell of any worries.

CHILDREN OVER 5

We speak to our pupils from 5 years of age upwards about online safety, ensuring that they know what personal information is and being 'share aware' in order to keep themselves safe and feel confident in using mobile phones and technology when they are away from the school.

We teach children internet safety using the following principles;

- What it means to be responsible online
- How to protect yourself online and respect others
- How to disengage as well as engage with the online world
- How to understand sharing of information and picture

Class teachers follow the NSPCC 'Share aware' plan, basing teaching around the NSPCC lesson plans. Parents are given Share Aware leaflets and are advised about the dangers of inappropriate use of mobile technology, social networking sites and online gaming sites. Through this policy we want to involve the parents in this to cover all bases.

In Kindergarten online safety is delivered by telling the children over the age of 5 to never use a mobile device (Tablet, PC, mobile phone) on their own; to always be supervised and that if they see anything that upsets them to go and tell a grown-up.

INFORMATION AND SUPPORT

There is a wealth of information available to support keeping children safe online. The following is not exhaustive but should provide a useful starting point:

Google have a great online web help to help understand web safety:

<https://beinternetawesome.withgoogle.com/en>

www.thinkuknow.co.uk

www.disrespectnobody.co.uk

www.saferinternet.org.uk

www.internetmatters.org

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www.childnet.com/cyberbullying-guidance

www.pshe-association.org.uk

www.gov.uk/government/publications/the-use-of-social-media-for-online-radicalisation

<https://www.net-aware.org.uk/>

<https://www.teensafe.com/blog/predators-groom-children-gaming-online/>

<http://www.childnet.com> Online safety | NSPCC

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THE IONA SCHOOL & DAY NURSERY-FINANCIAL POLICY

The Iona school is committed to providing financial clarity and openness at all times.

Parental commitment to pay the fees

- Parents will be expected to sign a financial agreement at the time of their admission. This will clearly state the agreed fees.
- The annual fee will be divided into twelve payments to run Sept-Aug each year.
- Each month parents will receive a bill, payment for this is expected within seven days of receipt
- Parents must set up a standing order for fees to be paid at the start of each month.

Failure to pay fees

- After 30 days non-payment of fees the school will notify the parent and expect payment within ten days.
- Failure to pay this will result in the school sending a reminder and charging an administration fee for each subsequent letter sent.
- If we elect to carry out this process by email we will charge for each email sent to you.
- After 60 days of non-payment the school will, after a final letter sent and 14 days' notice given, send the debt and any subsequent fees onto our debt collector. We will instruct them to pursue the debt through the court. We will charge you £30.00 fee for this, we will also add 15% onto the amount owing to cover the debt collectors charges.
- In some circumstances, with repeated non-payment, we will restrict your child's time at the school or ask you to leave until the debt is paid.
- If you are asked to leave the school, you may come back to the school once the debt is settled at the discretion of the college. You will, however, be asked to pay for the fees two months in advance.
- If we have to take your non-payment through the courts, you must pay any other fees that the Iona School incurs; we also reserve the right to claim interest on the amount.
- If we ask you to leave the school for non-payment of fees, we will still charge the terms notice/three months' notice.

Fee Increases

- Each year we review the schools budget and will agree with the Trustees a fair fee increase. We take in account rising fixed costs, employees pay increases and other major repairs.
- This increase is communicated by letter to each family at least six weeks before the end of the school year.
- Fees increases will come into practice on the 1st of September each year. We will expect you to change your standing order to reflect this.

Community Supported places

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- If you fall below a certain income threshold we may be able to offer you a community supported place. This is a means tested reduced fee. We do have a limited number of these and we take into account many factors when reaching a final decision. Parents must be open about all their income to enable us to make a fair decision.
- If you are offered a place and your income increases, you must inform the school manager immediately.
- If a parent is awarded a community supported place, they must agree to be bound by the same fee paying rules as the full fee paying parents.
- If a parent on a community supported place defaults in payment for longer than three months, this reduced fee will be withdrawn and the full fee charged.
- Each parent must re-apply at the end of the school year for a community supported place and provide all the supporting documentation requested.
- If a community supported place application form is returned after the deadline without good reason, then the school may not be able to offer the place for that year, you will default to full fee.
- Failure to provide all the requested documentation will result in us being unable to offer you a community supported place for that year, you will default to full fee
- If parents are separated, yet active in their child's education at Iona, we will expect parents to both fill in a CSP form. Your portion of the CSP will be judged on your income. We will not take a form on one parent's income unless this causes specific detriment to the wellbeing of the child or a remaining parent.
- We cannot back date or reduce fees once your community place fee has been decided for that year.
- We cannot back date or refund a reduced fee once a community supported place is offered.

Giving notice to leave

- If you wish to take your child from the school then you must give one term (three months) notice in writing. You will be expected to pay the fees during this notice period .
- If you wish to take your child out of the school for a period longer than three months and wish for us to hold your child's place then you must pay a retainer fee. This will be set at 35% of the full fee. The first three months will be payable at the full fee

Problems with paying the fees

- If a parent has a problem paying the fees, at first instance they must speak to the school manager, who will do her best to assist them.

When your child leaves school

- We will expect all debts and fees to be fully cleared by the end of the last month in their school year.
- Any debts that are ignored will be subject to the 'failure to pay fees' section of this policy.

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THE IONA SCHOOL/NURSERY PRIVACY NOTICE

Why do we collect, share and hold pupil information?

Why do we collect and use pupil information? We collect and use pupil information under the Education Act 1996. The EU general data protection regulation 2016/679 (GDPR) takes effect in May 25 2018

In particular article 6 and 9 of the GDPR

Article 6 GDPR;

Processing is necessary for compliance with a legal duty to which the controller is subjected

Article 9 GDPR ;

for substantial public interest on a legal basis

<https://www.gov.uk/education/data-collection-and-censuses-for-School/Nurserys>

We use the pupil data:

- to support pupil learning
- to monitor and report on pupil progress
- to provide appropriate pastoral care
- to assess the quality of our services
- to comply with the law regarding data sharing
-

The categories of pupil information that we collect, hold and share include:

- Personal information (such as name and address)
- Any relevant medical information
- Special educational needs
- Exclusions and behavioural information
- Assessment information
- Characteristics (such as ethnicity, language, nationality, country of birth)
- Attendance information (such as sessions attended, number of absences and absence reasons)

Collecting pupil information

Whilst the majority of pupil information you provide to us is mandatory, some of it is provided to us on a voluntary basis. In order to comply with the General Data Protection Regulation, we will inform you whether you are required to provide certain pupil information to us or if you have a choice in this.

Storing pupil data

We hold pupil data until they reach 25years of age.

Who do we share pupil information with?

We routinely share pupil information with:

- School/Nurserys that the pupil's attend after leaving us
- our local authority
- the Department for Education (DfE)

Why we share pupil information

We do not share information about our pupils with anyone without consent unless the law and our policies allow us to do so. We are required to share safeguarding information with the LA and a School/Nursery the child moves on to.

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We are required to share information about our pupils with the (DfE) under regulation 5 of The Education (Information About Individual Pupils) (England) Regulations 2013.

The School/Nursery must also comply with an additional condition where it processes special categories of personal information. These special categories are as follows: personal information revealing racial or ethnic origin, political opinions, religious or philosophical beliefs, trade union membership, genetic information, biometric information, health information, and information about sex life or orientation.

Substantial public interest

The processing is necessary for reasons of substantial public interest.

Vital interests:

To protect the vital interests of any person where that person cannot give consent, for example, if they are seriously hurt and are unconscious.

Legal claims:

The processing is necessary for the establishment, exercise or defence of legal claims. This allows us to share information with our legal advisors and insurers.

Medical purposes

This includes medical treatment and the management of healthcare services.

We may ask for your consent to use your information in certain ways. If we ask for your consent to use your personal information you can take back this consent at any time. Any use of your information before you withdraw your consent remains valid.

Requesting access to your personal data

Under data protection legislation, parents have the right to request access to information about them that we hold. To make a request for your personal information, or be given access to your child's educational record, contact the School/Nursery manager

You also have the right to:

- object to processing of personal data that is likely to cause, or is causing, damage or distress
- prevent processing for the purpose of direct marketing
- object to decisions being taken by automated means
- in certain circumstances, have inaccurate personal data rectified, blocked, erased or destroyed; and
- claim compensation for damages caused by a breach of the Data Protection regulations

If you have a concern about the way we are collecting or using your personal data, you should raise your concern with the School/Nursery manager in the first instance or directly to the Information Commissioner's Office at <https://ico.org.uk/concerns/>

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Our legal grounds for using your information

This section contains information about the legal basis that we are relying on when handling your information.

Legitimate interests

This means that the processing is necessary for legitimate interests except where the processing is unfair to you. The School/Nursery relies on legitimate interests for most of the ways in which it uses your information.

Specifically, the School/Nursery has a legitimate interest in:

- Providing educational services to your child;
- Safeguarding and promoting the welfare of your child (and other children);
- Promoting the objects and interests of the School/Nursery. This includes fundraising. It also includes making sure that we are able to enforce our rights against you, for example, so that we can contact you if unpaid School/Nursery fees are due;
- Facilitating the efficient operation of the School/Nursery; and
- Ensuring that all relevant legal obligations of the School/Nursery are complied with.

In addition your personal information may be processed for the legitimate interests of others. For example another School/Nursery will have a legitimate interest in knowing if you have not paid School/Nursery fees that are due to us.

If you object to us using your information where we are relying on our legitimate interests as explained above please speak to the School/Nursery manager

Necessary for a contract

We will need to use your information in order to perform our obligations under our contract with you. For example, we need your name and contact details so that we can update you on your child's progress and so that we can contact you if there is a concern.

Legal obligation

Where the School/Nursery needs to use your information in order to comply with a legal obligation, for example to report a concern to Children's Services. We may also have to disclose your information to third parties such as the courts, the local authority or the police where legally obliged to do so.

Vital interests

For example, to prevent someone from being seriously harmed or killed.

Public interest

The School/Nursery considers that it is acting in the public interest when providing education.

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THE STATUTORY EYFS AND EXEMPTIONS

The Statutory **Early Years Foundation Stage** (EYFS) Birth – 5 years, applies to all settings including ours. It sets out both learning and development requirements and safeguarding and welfare requirements for children from birth to 31 August following their fifth birthday. You can find out more about the EYFS in the *Guide to the EYFS in Steiner Kindergartens* which you will find in your kindergarten or on

<http://www.steinerwaldorf.org>. You can also find a *parent's guide to the EYFS* on the government website <http://www.foundationyears.org.uk>

Because there are areas which conflict with the Steiner Waldorf early childhood principles and practice, we have received some 'Exemptions and Modifications' to the EYFS Learning and Development requirements and Assessment regulations under the 'Established Principles' route. These are mostly to do with the introduction and in some cases formal teaching of reading, writing, mathematics and use of IT/media and electronic gadgetry. There is no exemption from the safeguarding and welfare requirements. We have modifications and exemptions in the following areas (please see next pages for full statement):

- Communication and Language (modifications)
- Physical Development (modifications)
- Mathematics (modifications)
- Understanding the world (modifications)
- Expressive arts and design (modifications)
- Literacy, reading and Writing (exempt)
- Assessment at the end of EYFS (exempt)

APPENDIX

IONA EARLY YEARS EXEMPTION STATEMENT

EXEMPTIONS AND MODIFICATIONS REQUESTED FROM THE LEARNING AND DEVELOPMENT REQUIREMENT & ELG /EYFSP

In the exemptions application form, we have asked to explain why exemption is needed and how the exemption will affect children's experience: *In brief and to add to the information below:*

Parents carefully and deliberately choose Steiner education in order to give their children a broad, rich and imaginative early childhood experience in mixed age groups. The education and care is holistic, enabling and providing for their diverse skills and abilities, concentration and enthusiasm. They do not acquire skills through any formal or teacher directed learning, but at their own pace through the example of well trained and competent adults in an enabling environment in which they develop life skills and which offers effective foundations for later formal learning. The children transfer to Steiner (or Primary) schools socially competent and good communicators, with excellent physical abilities and skills. They are generally enthusiastic and able to give purpose and direction to their lifelong learning.

The learning and development requirement (educational programme, early learning goal, profile assessment) affected	Exemption/modification requested	Rationale
<p>Communication and Language.</p> <p>Understanding: Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p>	<p>b) Understanding: Children follow instructions involving several ideas or actions. They demonstrate understanding in response to stories or events or when recounting their experiences.</p>	<p>The Steiner EY curriculum seeks to nurture and protect the child's imaginative world and direct teaching, questioning and reminding is seen as running counter to this. Although the teachers may answer children's questions, these initially stem from the child's own experiences and self-initiated learning. Teachers do not ask how and why questions to stimulate consciousness, or extend learning.</p>
<p>Physical development. Moving and handling:</p> <p>Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.</p>	<p>Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including crayons for mark making.</p>	<p>As children are not taught to read and write before rising 7 in the Steiner Setting, they are not provided with a full range of writing materials or any formal instruction. Children have the opportunity for mark making as in most cases crayons and paper is available. A range of arts and crafts contribute to the development of fine motor skills necessary for writing in the future.</p>

<p>Mathematics</p> <p>Numbers: Children count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.</p>	<p>Children orally count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects in everyday activities and play, they add and subtract two single-digit numbers and count on or back to find the answer. In everyday activities and play they solve problems, including doubling, halving and sharing.</p>	<p>Steiner settings do not teach number recognition (from written numerals) or written number formation before rising 7. Steiner children might not have the opportunity to see or recognize written numbers: there are generally no clocks, the scales used are generally balance scales, and measuring is done without using measuring jugs with numbers. It is an established principle in the Steiner EY curriculum that a sound foundation for grasping mathematical concepts comes from allowing the young child to first experience opportunities to count, calculate and problem solve in naturally occurring everyday situations. The Steiner EY curriculum integrates mathematical concepts and uses mathematical language and concepts through regular everyday activities and routines of the kindergarten that involve the child in, for example; pairing up the shoes when tidying up; weighing and measuring ingredients when preparing food, counting plates when setting the table for snack time.</p>
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<p>Understanding the world Technology: Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p>	<p>Children recognise that a range of simple or mechanical everyday technology is used in places such as homes and schools. They select and use technology for particular purposes.</p>	<p>The Steiner belief is that electronic technology, such as TV, computers, tape recorders or electronic toys runs counter to their aim to develop the imagination and nurture the child's cognitive capacities by physically learning through doing. Children instead use technology that provides direct experiences enabling them to gain knowledge of how things work.</p> <p>Computers are only introduced later in the Steiner curriculum on the grounds that passive activity is not healthy; it takes away time to play; there are problems associated with young children dwelling in virtual reality that can lead to confusion/distortion of values and that it can lead to the over-reliance on the computer as a teaching/learning tool</p>
<p>Expressive arts and design Being imaginative: Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories</p>	<p>Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and non-electronic technology, art, music, dance, role play and stories.</p>	<p>Steiner state that research has shown that human speech and live music have many advantages over recorded speech or music in that all the senses of the child are addressed at the same time and that live music supports the development of the brain. They also believe that recorded sound is not necessary in a setting where the human voice is heard.</p> <p>The Steiner belief is that electronic technology, such as TV, computers, tape recorders or electronic toys counter the effect of their aim to develop the imagination and nurture the child's human relationship to others.</p>
<p>Literacy The Programme is: Literacy development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.</p> <p>The two goals are: i) Reading: Children read and understand simple sentences. They use phonic knowledge to decode</p>	<p>Complete exemption from the whole literacy educational programme.</p>	<p>It is an established principle in Steiner EY curriculum that young children are not taught to read and write before rising 7. Children are told stories rather than read to because the spoken, rather than the printed word, allows the teachers to tell the story in their own words to suit the group of children in their care, and for the children to develop their own imaginary pictures to accompany the story, as well as to develop concentration and a broad vocabulary from the stories told. Steiner say that well-chosen words and good syntax support clear thinking and lay secure foundations for developing language and literacy.</p> <p>The Steiner curriculum introduces formal reading and writing at a later age preferring in the early years to put in place the foundations for reading and writing through developing listening skills and exploring sounds through speech development, and developing fine motor skills through play and everyday activities.</p>

<p>regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.</p> <p>j) Writing: Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p>		<p>Children have the opportunity for mark making, but the written word is not formally introduced, although the child's self-initiated writing is supported by the teacher when asked by the child. In most cases children do not have access to pencils, rather the preferred Steiner block or stick crayons are used. The books available are mostly picture books and children are encouraged to 'read the pictures' using their imagination stimulated by the pictures. The children know that print carries meaning from seeing adults using writing in the daily routine of the kindergarten.</p> <p>Children's language development is encouraged by the teacher modelling good language during every day activities, a broad vocabulary through storytelling, and using a range of poems, songs and stories in a daily movement and music session.</p>
<p>ASSESSMENT AT THE END OF THE EYFS: THE EARLY YEARS FOUNDATION STAGE PROFILE (2.6-2.11)</p> <p>This section is for Independent Steiner schools and settings <u>not in receipt of the funding</u>, or who's Local Authority has agreed that it will not affect the funding.</p>	<p>Complete exemption from the whole section on assessment at the end of the EYFS –Early Years Foundation Stage profile</p> <p>2.6: completion of the profile including 2.7; 2.8; 2.9; 2.10</p> <p>2.11: submitting profile to LA</p>	<p>Steiner conduct their own continuous observational assessment of the social, physical, spiritual and emotional development of the whole child in accordance with the Steiner ethos' developmental stages of the child. Observational assessments, which are usually recorded in a Steiner child profile, is an integral part of their practice and is an essential tool for practitioners in order to gain an overview of the child. The profile is particularly relevant when the child is about to move up to Class I (age 6+) in the Steiner school, where a summative evaluation of the child is passed on to the Class I teacher and shared with parents. The child's developmental progress is discussed regularly with parents in the form of individual meetings and written reports.</p> <p>To complete and submit the EYFS profile against goals, some of which conflict with the Steiner curriculum, (and from which they are exempt), is incompatible with their method of assessment. The children from schools that have requested exemption from the profile generally remain in Steiner schools and continue to Class I at rising 7 therefore the profile is not needed to inform Reception or Year 1 teachers in mainstream schools. If they do transfer to other schools, a thorough report is given to the next teacher via the parents.</p> <p>Parents also object to their child being assessed and the data collection on a set of goals (the ELG profile scores) which are not fundamental to Steiner Waldorf ethos and practice.</p>