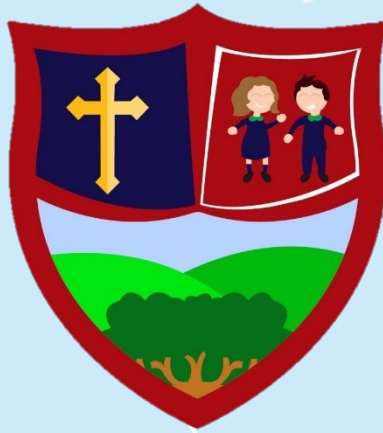


*“Share, Learn, Achieve”*



# **Moneynick Primary School**

**Primary One Handbook**

**A Guide to Starting School**



# Welcome

Dear Parents

Starting school is one of the most important days in any child's life and an important event for your family.

To help with the transition to primary school we have produced this booklet to give parents relevant information about our school. Partnership with parents is an important aim for Moneynick Primary School and we look forward to working with you in the coming years.

On behalf of the staff and Board of Governors, I would like to welcome you and your child to Moneynick Primary School.

Yours sincerely

*Fiona McConway Prínclpal*



# Staff

## Teaching Staff

**Primary 1-3** Mrs Orla Mallon

**Primary 4-5** Mrs McConway / Mrs Cathy Johnston

**Primary 6-7** Mrs Eimear Lavery

## Other Staff

**Secretary** Mrs Romé Dobbin

**Building Supervisor** Mrs Veronica Craig

**Classroom Assistants** Mrs Veronica Craig, Ms Katherine Barnes,  
Mrs Margaret O'Neill, Miss Bríghdín McAuley

**Literacy Support** Mrs Romé Dobbin

**Lunchtime Supervisors** Mrs Veronica Craig, Ms Katherine Barnes,  
Miss Bríghdín McAuley

**Dinner Lady** Mrs Margaret O'Neill, Mrs Christine O'Neill



# 2020-2021 Holiday List

## First Term 24 August - 23 December (inclusive)

**Important** - Further information to follow in July.

Bank Holiday - Monday 31 August

Staff Training Day - Friday 25 September

Halloween Holidays - Monday 26 October - Friday 30 October (inclusive)

## Second Term 7 January - 1 April (inclusive)

Mid Term Break - Monday 15 - Friday 19 February (inclusive)

Saint Patrick's Holiday - Wednesday 17 March

## Third Term 12 April - 30 June (inclusive)

May Holiday - Monday 3 May

Staff Training Day - Tuesday 4 May

May Holiday - Monday 31 May

Staff Training Day - Tuesday 1 June

This is a provisional list and subject to change.



# School Uniform

## Boys

Navy sweatshirt (with school crest)

Green polo shirt (with school crest)

Navy trousers

Black shoes /trainers

Navy shorts in the summer

## Girls

Navy sweatshirt (with school crest)

Green polo shirt (with school crest)

Navy skirt/pinafore/trousers

Black Shoes/Trainers

Checked summer dress

Full school uniform should be worn at all times except on PE days.

For PE days the children can come to school dressed in their own PE clothes. They can wear PE shoes or trainers.

Please ensure that all items of clothing, especially sweatshirt and coats have your child's name clearly marked.

The school's sweatshirt and polo shirt can be purchased directly from Select Kidz Magherafelt.

Applications for assistance with school meals and uniform are available on-line at: <http://www.eani.org.uk>





## Break

Moneynick Primary School is a Healthy Breaks School. This means that milk, fruit, toast or pancake can be ordered and paid termly.

## School Dinners (Due to Covid-19 there may be temporary variations and restrictions with school dinners)

A school dinner is normally available for those who wish to use this service. Dinner money can be paid each Monday for the whole week. A copy of the monthly canteen menu will be posted on the school website. You may be entitled to free school meals. It is in the parents' interest and the school's interest that every child who is entitled to free school meals is registered. Your child may not want to take a school meal every day but they could use this service, for example, when they forget their lunchbox or they want to go to Christmas dinner.

Due to Covid-19 please put correct amount of money (milk, dinner) in a clearly marked money bag as there are restrictions and procedures to be carried out regarding money in school.

## Packed Lunches

Children should be given lunchboxes that they can open and close themselves. Clearly mark your child's name on their lunchbox.

## Allergies

Extremely important: We have a nut free policy in school and any products containing nuts are not to be brought into school.



## Medication

Please complete the 'All About Me' booklet to inform us of any medical conditions. If there are any changes to medical information or emergency contact information throughout the school year please keep the school informed.

Moneynick Primary School has an Administration of Medication Policy, which your child's teacher can advise you of, when required.

## Transport

If you live more than two miles from the school you will be entitled to transport. Application forms for assistance with travel are available on-line at: [www.eani.org.uk](http://www.eani.org.uk)

## Absences

Pupil absences can be reported to the school by phoning the school office.

## Homework

Homework is given Monday to Thursday inclusive. Homework consists of mostly short, practical activities that are used to extend the learning into the home environment. Guidance accompanies each homework ensuring that parents know exactly how to help and support their child.



# Coming and Going School Information

## Leaving School Early

If your child needs to leave school early we would ask you to ring us in advance. We do not have a full-time office or secretary so before or after class would be more convenient. When coming to school please ring the buzzer to the main school building and a member of staff will come and meet you. Due to child safeguarding regulations relating to Covid-19 we ask that you do not go directly to the classroom.

## Collecting Children from School

At the start of each school year you will be asked to list the names of other adults who have permission to collect your child from school. If there is a change to names on the list or contact details (in particular mobile telephone numbers) you should inform the class teacher.

It is important that we know who is collecting your child.

Parents/carers who collect their children in the afternoon should wait outside and the children will be escorted out with social distancing regulations adhered to.





# School Information

## What to Bring to School

Due to Covid-19 we are limiting what we bring to school. Children will not need school bags or stationery. Stationery will be provided by the school and will stay at their desk.

Please take a coat each day (labelled) because we will spend time outside and need to be prepared for all weather.

Dinner money (in a labelled moneybag) or a lunch box (again labelled with your child's name).

## Pastoral Care

Keeping your child safe and happy is a key aim in Moneynick Primary School and Pastoral Care Policies will help us achieve this goal.

In September, you will receive a Child Protection leaflet which will outline the school's Child Protection Policy & Practice.

Our **Child Protection Officers** are

**Mrs Orla Mallon Designated Teacher**

**Mrs Fiona McConway Deputy Designated Teacher**



# Assessment

Children come to school with a wide range of experiences, skills and attitudes. Teachers need to find out what children know, understand and can do in order to be able to plan appropriately for them. This is known as assessment.

## Why schools carrying out assessment?

Assessment has two main purposes:

- to gather information about each child in order to enable teachers to plan effectively for each child's learning needs;
- to help teachers monitor children's progress as they move through the primary school.

## When will the children be assessed?

Assessments will be informally carried out throughout the school year.

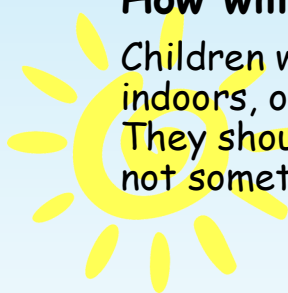
## What will be assessed?

While the teacher will form a picture of the child's all round development, the following areas are a focus:

- personal, social and emotional development
- language development
- early mathematical development
- ICT skills

## How will children be assessed?

Children will normally be observed over a period of time as they play indoors, outdoors and when they take part in other classroom activities. They should be unaware that they are being assessed. This is certainly not something that you or your child should be worried about.



## How will parents be involved in their child's assessment?

An important part of the assessment process is to communicate with parents about their child.

Please complete the 'All About Me' Booklet to provide the class teacher with information about your child.

A parent/teacher meeting later in the first term will provide the opportunity for discussion about your child's skills and competencies so that together we can give your child the best possible start to school. Parents will receive a written report at the end of the school year about their child's progress in all curricular areas.

## Some things to practise at home!

Can your child...

1. Cope efficiently with going to the toilet?
2. Wash and dry his/her hands?
3. Use his/her own tissue?
4. Remove his/her coat and hang it up?
5. Put on and remove his/her shoes?
6. Tidy up his/her toys?



## Outdoor Play

Moneynick Primary School believe that the outdoors can provide young children with one of the best possible environments in which to learn. Consequently, children in the Foundation Stage will have outdoor play. Outdoor play offers children the opportunity to use effective modes of learning: play, movement and sensory experience.

**"...the best kept classroom and the richest cupboard are roofed only by the sky." Margaret McMillan, 1925**

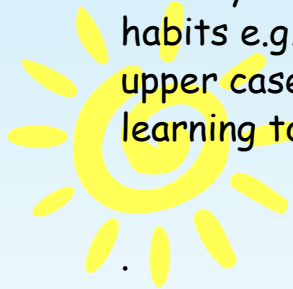
## Manipulative Exercises

Your child needs experience in handling lots of different objects in order to get his/her hands, eyes and mind working together.

Let your child practise with pencils, crayons, paintbrushes, scissors (safety scissors are best).

This is early training to help him/her when it comes to writing, cutting and painting. Together with your child you can make books. Let him/her cut from magazines, papers and comics, and, using a safe adhesive, mount these together to form a picture or collage.

Due to the complexities of the writing process, we would ask you not to teach your child handwriting at home. Children frequently develop bad habits e.g. starting letters in the wrong place, and mixing lower and upper case letters, which are extremely difficult to eradicate when learning to form letters in school.



## Early Mathematical Experiences

The following suggestions are designed to assist you in helping to develop your child's early mathematical skills.

They are everyday opportunities where you could highlight some aspect of mathematics, which will benefit your child.

**"The home provides a mathematical laboratory for investigation and a playground for mathematical exploration." Graham (1989)**

## Sorting/Classifying

The ability to classify/sort information or objects is a very important life skill. In the home there are many opportunities to develop this skill.

When tidying toys away, consider putting all the toys which are soft and furry in one box, those which have wheels in another box and those we can use to build in another box.

Setting the table involves matching. Has the child enough cutlery? Who will sit beside whom? Can the child carry some dishes to the sink for washing? Are they heavy to carry?

When sorting the washing your child could help e.g. all the white clothes, all the sheets or towels. Allow your child to sort the clothes pegs by colour or size. Can we put all the socks into pairs or have we some odd ones?

Ask your child questions as you both put the toys away, e.g. Is the box full? Is there room for more toys in it? Will the lid fit onto the box if we put more toys in? Doing this activity will assist your child in developing some early ideas of volume and capacity.

Do remember that playing with construction toys e.g. duplo/lego and building bricks will assist children in developing an early understanding of space.





## Measures/Shape and Space

Shopping provides another opportunity to develop maths. Ask your child to help unpack the groceries. Ask questions such as: Are these fruits or vegetables? Are they soft or hard to touch?

Look at the different packaging of the products. Which products are in boxes, in bags, in tubes or cans? Which ones are red, green or have lots of colours?

Do not expect your child to be able to count all the different colours - that is for you to do. At present you are only making your child aware of number and counting. There is a lot of work to be completed before your child will be able to fully appreciate the value of numbers.

Ask your child to help carry the bags, are the bags heavy or light? Ask what happens to your arm when you carry a heavy bag. This is an early understanding of weight. When putting the shopping away look at the shapes of the containers. Which ones can we put on top of each other? This will assist your child in developing an early understanding of shape and space.



# Time

Time is a difficult concept for young children but you can help your child to develop an early understanding of the concept. In the morning, ask what will we do first? When dressing, ask which clothes will we put on first?

Often children go to the park or the swimming pool on a Saturday. These are opportunities for you to help your child develop early appreciation of the order of the days of the week e.g. 'Today is Sunday and we go to Granny's house. Tomorrow is Monday and you go to school.' Do not expect your child to remember and understand the days of the week.

It is essential that children are able to follow sequential directions. All of early mathematics is dependent on the ability to follow multi-step directions.

Encourage children to retell stories or events independently. Ask children to follow one or two related directions e.g. go to the door, open it, go to the hall cupboard and bring back your coat.

When the child is able to follow a series of related tasks successfully, then ask them to follow a series of unrelated tasks e.g. "Put the toys away, bring me your blue jumper and then go and draw in your colouring book.'

Many computation and problem solving activities involve a series of steps that follow each other in time and demands an appreciation of what comes first, second and third.

Playing games involves learning rules and the order of play will also help to develop these skills. Games will assist in developing memory skills as well as social skills.



## Volume and Capacity

Bathtime is a suitable occasion to develop early mathematical skills in capacity. A collection of plastic bottles and some sponges are all that is required. Fill a bottle to the top and then stop before it overflows, let the bottle overflow with water. Ask your child to pour water from one container to another. Transferring water, pouring and filling is when your child is developing early mathematical skills.

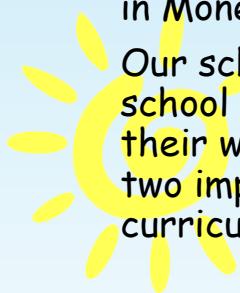
## Developing Mathematical Language

Counting rhymes will be beneficial in helping children learn to develop early mathematics. Stories such as 'Bears in the Night' and 'Rosie's Walk' will assist children in developing an awareness of positional language. Often there will be opportunities for talking about putting the plate **on the** table or standing **at** the door. It is important for young children to develop this language of position.

## ICT

Information and Communications Technology across the curriculum has the potential to transform and enrich pupils' experiences and environments. It can empower pupils, develop self-esteem and promote positive attitudes to learning. Additionally, the creative use of ICT has the potential to improve pupils' thinking skills, providing them with opportunities to become independent, self-motivated and flexible learners. ICT will form a substantial element of your child's curriculum in Moneynick Primary School.

Our school website: [www.moneynickps.com](http://www.moneynickps.com) will keep you informed about school events. It will also act as a platform for the pupils to exhibit their work and exchange it with you at home. Exhibit and exchange are two important e-skills pupils will need to develop through the ICT curriculum.



## Early Literacy Development Talking and listening

**TALK** with your child, **LISTEN** to him/her, answer all questions and try to ask some too.

Listening is a two-way process. Children are expected to listen to adults... sometimes we forget that it is equally important that we listen in turn.

**LISTEN** to what s/he has got to say to you. Encourage him/her to tell you what she did with his/her friends, about the games s/he played, the story s/he heard or perhaps the programme s/he watched on television.

The child who is talked to and listened to, has their questions answered, has an interest in books, likes listening to stories, knows some nursery rhymes, is the child who starts school with the greatest advantage.

Learning to read can be fun, however it is not always easy and involves many skills, many of which you can help your child with at home or even in the car.

Some of the games that follow can help your child acquire important skills for reading.

By playing these games together, the skills needed for reading will be strengthened, enabling your child to approach reading with confidence. The games are best played for short periods of time, but as often as possible.

If you find your child isn't interested then it's best to leave it and perhaps try again later.

Don't forget games are fun! If they are, your child will ask you to play them.



# Early Literacy Development

## Listening Games

**WHAT AM I?** Give some details about a person or object e.g. I am small, I have feathers, I can swim and quack! What am I?

**O'GRADY GAME** You are O'Grady and the game is played: 'O'Grady says clap your hands twice.' The child then carries out what O'Grady has told them to do.

**OUT SHOPPING** A shopping list is made by talking aloud: 'I went shopping and I bought two apples and three oranges'.

You child repeats: 'I went shopping and I bought two apples and three oranges.' The number of items is increased to the number the child feels happy with.

In learning to read your child needs to be able to distinguish sounds, to be aware of sounds and to remember patterns of sounds.

Your child needs to be able to hear the way words are built up, and finally to be able to put those sounds together to make words. Try these games:

**SOUNDS AROUND US** Ask your child to close their eyes, let them tell you what sounds they can hear all around them. Make the sounds we hear every day like tearing paper, brushing your teeth etc. Don't let your child see what you are doing.

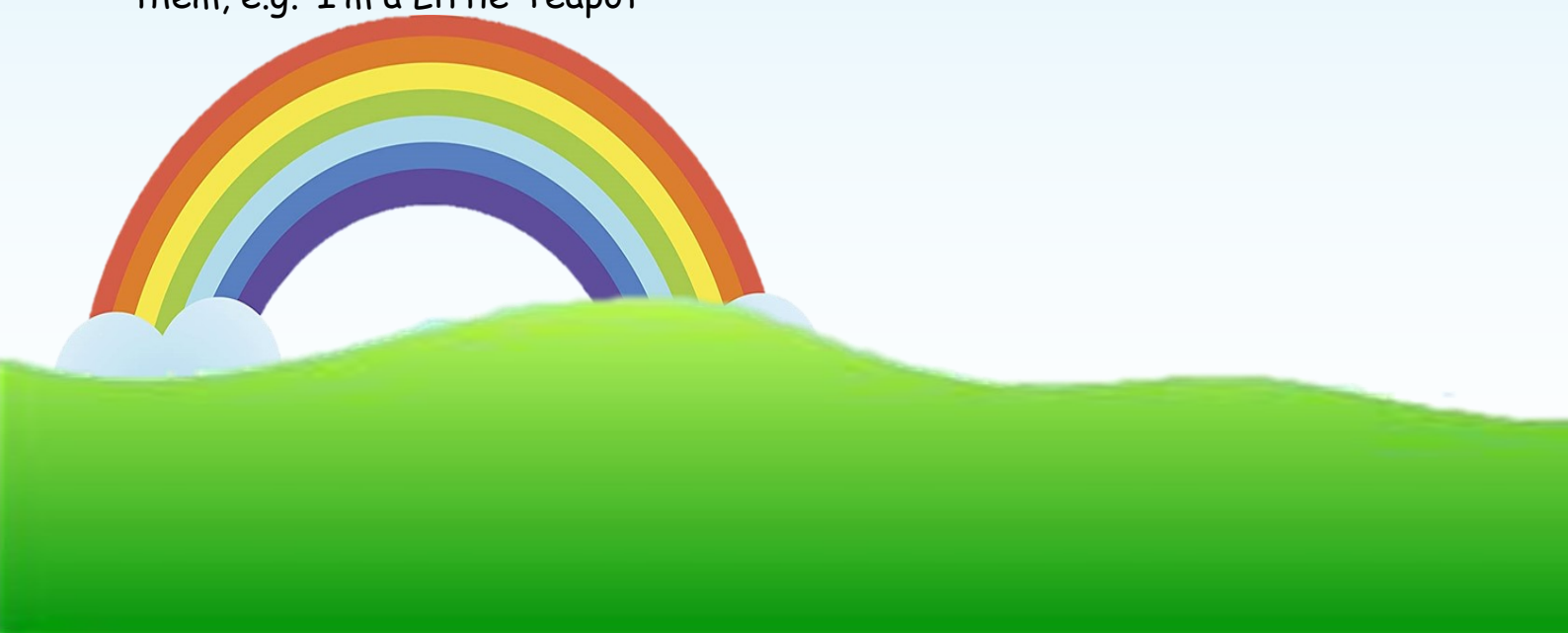
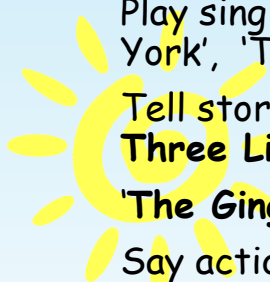
**REMEMBERING** Say rhymes and sing songs that are repetitive e.g. 'Here we go round the Mulberry Bush', '

Play singing songs and mime the actions e.g. 'The Grand Old Duke of York', 'The wheels on the bus'.

Tell stories which have a chorus where the children can join in e.g. 'The Three Little Pigs'. 'I'll huff and I'll puff and I'll blow your house down'.

'The Gingerbread Man' - 'Run, run as fast as you can...'

Say action rhymes to help children follow the actions and remember them, e.g. 'I'm a Little Teapot'





## Early Reading Experiences

It is never too early to start showing a baby books. Look at them together as soon as you can balance both the baby and the book on your knee!

The pleasure these books give will help to build the foundations for a love of books and of reading when the child gets older.

To start with, choose a few books that have clear, simple and colourful illustrations of objects or animals that are part of a baby's everyday world.

Action rhymes and nursery rhymes help develop listening skills and are an essential aspect of reading.

Whilst your child is sitting beside you, you could use the following technique to introduce a book. Focus on different aspects of the book and it's cover. Discuss the pictures or photos. Have fun when reading!

There are three main phases of reading which we are concerned with at the early primary school stage, these are as follows:

- **Role Play Reading**
- **Experimental Reading**
- **Early Reading**



# Early Literacy Development

## Role Play Reading

At this stage your child will: -

Show an interest in books and in the print they see around them.  
Imitate the things they see adult readers doing such as holding a book carefully, turning pages and talking out loudly as they do so.  
Retell stories they have heard as they pretend to read aloud.

At this stage of the reading process you can support your child by: -

Reading to your child as often as you can

Visit the local library

Making sure your child sees you reading a book or newspaper

Helping your child to recognise his/her own name

Selecting books that use repetition

Helping your child to tell the story from the pictures

Pointing to words as you read

Placing labels around the house e.g. This is Sam's room.

## Experimental Reading

At this stage your child will: -

have memorised some familiar stories

have matched some spoken and written words

realise that the words of print always stay the same

begin pointing to words.

At this stage of the reading process you can support your child by: -

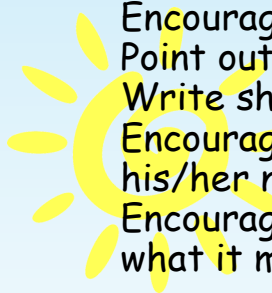
Encouraging him/her to join in when you are reading a familiar story

Point out interesting or long words in books

Write shopping lists and talk about what you are doing

Encourage him/her to find words that begin with the same letter as his/her name

Encourage him/her to look at the title and cover of a book and guess what it might be about.



## Early Reading

At this stage your child may read slowly and deliberately as they try to read exactly what is on the page, rather than concentrate on the meaning. He/she is beginning to realise that it is good to comment on books they have read or listened to.

At this stage of the reading process you can help your child by: -  
Emphasising the importance of making sense from his/her reading  
Encouraging him/her to take risks and 'have a go' at unknown words  
Encouraging him/her to write notes and messages for other members of the family (only when letters have been taught in school)  
If your child makes a mistake when reading allow time for self-correction.

**MOST IMPORTANTLY, ENSURE THAT ALL READING EXPERIENCES ARE ENJOYABLE.**

Gradually your child will progress from early reading to the transitional stage and finally on to independent reading.

If at any stage you are concerned you should consult the class teacher and your concerns will be addressed.

You are very important to your child in the whole reading process and please don't ever underestimate the important role which you play.



# Parents and School

In Moneynick Primary School our aim is to establish strong links with our parents to ensure that we are doing all we can, parents and school, for every child. We will do this by:

Creating an ethos in which parents and the school can work together through shared values and goals;

Good communication, which will ensure that there is a good relationship between home and school;

Recognise and value the different roles pupils, parents and school play in contributing to an effective partnership.

In order to build these links, parents will have opportunities to become involved in the life of the school.



Later in the school year you will have an Annual Parent/Teacher meeting at which, you and the class teacher will discuss your child's academic progress and pastoral care needs.

A monthly newsletter updating our school community on key dates and pictures from life in Moneynick Primary School will be uploaded onto our school website at [www.moneynickps.com](http://www.moneynickps.com)

Towards the end of the school year you will receive a written Pupil Report outlining your child's progress in all of the key areas of the school's curriculum as well as their personal development.

Parents will always have the opportunity to discuss problems or concerns with their child's teacher. Due to Covid - 19 please contact the school to arrange an appointment or speak to the teacher by telephone.

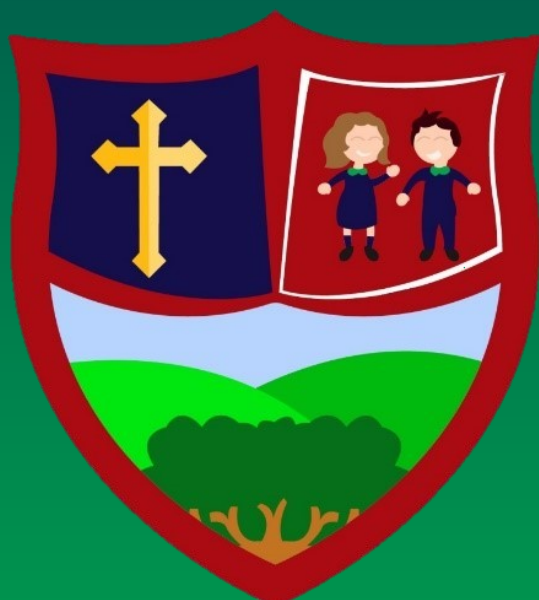
You will be invited to join Friends of Moneynick Primary School and provide practical help and support for our school.

Updates about school life are available on our school website at [www.moneynickps.com](http://www.moneynickps.com) and on our school facebook.

**Working together we can strive to provide the best quality education for your child. Many thanks for taking the time to read our booklet.**







**“Share, Learn, Achieve”**