

Starting School at Repton Manor Primary School



Starting
September 2017



Information for Parents/Carers

Dear Parent/Carer

This booklet has been put together to help you as you plan for your child to start school in September.

It is organised as a set of questions that parents often ask when thinking about their child starting school.

We hope you find the information useful.

We look forward to working with you over the coming year.



Sarah Moss
(Deputy Head and Early Years Leader)



Emma Doody,



Melody Scott- Boatfield



Sian King

(Reception Class Teachers)



Who will be teaching and caring for my child in Year R?

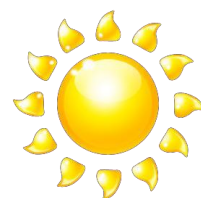
Our dedicated team for the Early Years Foundation Stage currently consists of –

Deputy Head and EYFS Leader- Mrs. Sarah Moss

Reception Class Teachers– Miss Emma Doody, Miss Melody Scott- Boatfield,
Miss Sian King

Reception Teaching Assistants – Miss Lotte Best, Miss Rebecca
Lewington and Mrs. Sarah Hardy

How will my child get to know these key adults before they start school?



We will make home visits in June/July. We will also have Stay and Play sessions for the children to get to know their classroom.

What class will my child be put in?

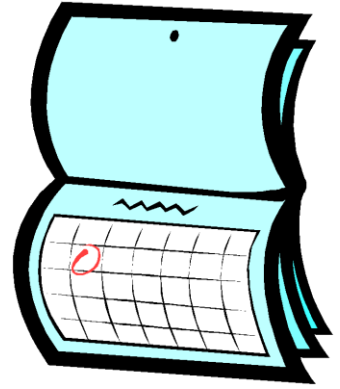
We allocate classes on your child's first **full** day. We take into consideration, a balance of boys/ girls, individual children's needs, children they learn well with, adults they have formed a good relationship with. However in Year R all children work with all the adults in the setting. Their class teacher is predominantly for registration and some class activities. The intention is that they will keep this class throughout their time at Repton.

We're away for the summer and can't attend the events, what can we do?

We will be sending special books to your child's nursery/ pre-school with photos of their teachers. If you are unable to make the home visit we encourage you to make a meeting with the year R teachers at the school at a mutually convenient time so that we can get to know one another.

When will my child start school?

We want children to make a smooth and transition into school. Children need time and good quality adult support to settle and feel secure. They will then get the best from their experiences.



With this in mind, our plan for the Autumn Term is as follows -

WEEK 1

Tuesday 5th - Friday 8th September

There will be two groups of children.

The morning group will attend 8.50 – 11.30.

The afternoon group will attend 12.30 -3.00.

WEEK 2

Monday 11th to Wednesday 13th September – There will be two groups of children.

The morning group will attend 8.50 – 11.30

The afternoon group will attend 12.30 -3.00.

Thursday 14th September – ALL children attend 8.50 – 1.00 including lunch.

Friday 15th September– ALL children attend 8.50 – 3.00 with lunch.

WEEK 3

From Mon 18th Sep onwards – ALL children attend full time (8.50 - 3.00).

If your child needs a different approach to help them settle, this will be planned for and agreed in discussion with you, to meet your child's needs.

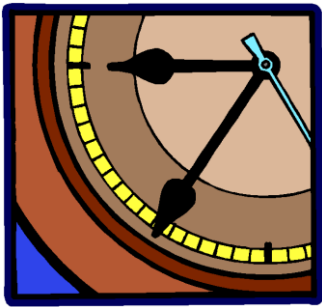
Parent Information Sessions

These are part of the induction process and will take place during the first week children start school. **It is important that you come along or you will miss out on vital information.**

Sessions will take place on Thursday Tuesday 5th September- Friday 8th September

Morning session parents/carers should attend from 11.15 -11.30 and
Afternoon parent/carers should attend from 2:45-3:00

This will give us the opportunity to go over some key things with you that will help you to support your child as they start school. More details to follow!



What are the school times once children are in full time?

School runs from 8.50 – 3.00. Gates open at 8:40.

It is important that you are ON TIME to drop off and pick up.

Home Visits

We will make Home Visits to all children during July.



The purpose of a Home Visit is for staff to meet children in their own Surroundings, where they feel happy and secure. Children really respond to their teachers coming to see them at home and it also gives parents the opportunity to ask questions and talk about their child.

How important is my child's attendance?

Very important! We encourage a high level of attendance and punctuality at Repton Manor. Children must attend school every day unless they are ill. Children who attend every day and arrive on time do better than those who have low attendance and poor punctuality.

If your child is absent for reasons of sickness, please let the school office know promptly by telephone on the day they are off sick. We are required to keep records of all absences. We also need to know if they are off due to medical or dental appointments.

Please ensure all contact numbers we hold for you are always up to date.

Where do I take my child on their first day?



The Year R classrooms are at the back of the school, next to the field. You come into the Year R classroom with your child. We tell you about the arrangements for dropping off and collecting children when we meet you at the home visit.

You are always welcome to stay with your child for the first 10 minutes of the day. This helps them settle and gives you the opportunity to see how the Year R classroom is organised and the things that are available.

Please do not come into school through the front door when dropping off and picking up. We ask that you always drop off and collect your child from the Year R classroom unless -

- **your child is late** - please call in to the office to book a lunch and let us know why your child is late.
- **you are collecting your child early for an appointment** - please call into the office and your child will be collected from class, please remember to show us an appointment card



What is the school uniform?

We aim to foster a feeling of community at Repton Manor. We believe that both staff and pupils should dress appropriately for the activities they are undertaking. We believe that it is smart, it gives the school an identity and it gives our children a sense of belonging.

We know that the majority of our parents want their children to wear school uniform and we hope that all parents will support our dress code.

Our school uniform is as follows:

- White polo top.
- Grey or black trousers.
- Grey or black skirts and pinafore dresses.
- Red and white check summer dresses.
- Red jumpers/sweatshirts/cardigans - sweatshirts/cardigans with the school logo on are available from the school office.
- black shoes that your child can manage for themselves.
- Your child will also need a pair of wellington boots in school.

PE kit: dark trousers and or shorts, a white t-shirt plimsolls or trainers.

We ask parents to name all items of clothing so that we can return lost property easily. Please ensure that Repton Manor School coats are labelled clearly and in a sensible place, we suggest the washing instructions label inside the pocket.

Dress Code

We ask parents not to send their children to school wearing:

- Unsuitable shoes
- Clothes with slogans or pictures of pop stars etc, printed on them
- Sportswear e.g. football or cycle shorts, shell suits or track suits
- Make-up, nail varnish, or excessive amounts of hair gel
- Trainers



Active Learning

Please be aware that in Year R we offer a practical, play based, approach to learning; so there are times that we do get messy! Your child's clothing needs to fit and be easy for them to remove and put back on by themselves. We have a space for children to bring in their own wellies for outdoor play.

Please send a spare set of clothing, including pants and socks, so that your child has spare items should they need them. Please put these on their peg/

Dressing for PE

Children need a white T-shirt, a pair of dark shorts and plimsolls. This all needs to be left in school in a drawstring bag. We send it home each half term.

PE kit needs to be in school on your child's peg, AT ALL TIMES. In the winter months please send in dark coloured jogging bottoms and a jumper.



We ask parents to name all items of PE clothing so that we can return lost property easily.

Jewellery

We do not believe that jewellery is suitable for the school day.

Children wearing jewellery will be asked to remove it.

If your child has pierced ears, they may wear plain gold studs, but not

sleepers or pendant earrings. The safety of our children is our first priority.

County inspectors advise that all jewellery must be removed for PE. It would therefore be very helpful if children who wear stud earrings do not wear them on days when they have PE. We will let you know which day Year R have PE when your child starts school.



If your child wears jewellery for religious reasons, please let the Headteacher know in writing. All jewellery will need to be removed, taped over or covered during PE.

School staff cannot accept responsibility for the safe keeping of jewellery.



What will happen at lunchtimes?

Children will be able to stay for a school meal or bring a packed lunch once they are full time.

Cooked school meals

We have an on-site kitchen and mid-day meals of excellent quality. They are prepared by our school cook and her team.

Children are offered a choice of 2 homemade main courses (one of which is vegetarian), jacket potato or pasta. Each day we have a salad bar and there is a choice of desserts. The emphasis is on healthy eating. Meals are currently free for children in years r-2.

Packed lunches

Children having a packed lunch are encouraged to bring a healthy lunch box. Please do not include sweets and chocolate. The amount you put in your child's lunch box should be what they would usually eat for a sandwich type lunch. Please name your child's box!



How are lunchtimes organised?

From 11.45-12.30 the children have their lunch in the school hall. From 12.30-1.15 they have the opportunity to play and socialise with the other children in the school on the main playground or in the rainbow room. Also our teaching assistants lead games for the children to play.

Do children have snack time?



The government provides us with some fruit and milk each day for children to have a snack.



Once they are in Year R, does everything change? Do they start formal learning now?

We need to remember that your child's learning journey began even before they were born. Your child is already a learner....a reader, a writer, an artist, a mathematician, a scientist.... and so much more!

It is our role to continue to guide their footsteps on the learning journey they are making, and to do that appropriately, to suit their needs and developmental stages. In Year R, we continue to use the Early Years Foundation Stage** guidance materials to support our teaching (as in pre-school/ nursery settings). We build on what has gone before, based on our knowledge of each child. We also use our professional understanding of what young children need to learn and develop.

Parents often worry that going to school means there will be a massive change in the way their child is taught and how they will learn.

"My child won't cope with lots of formal stuff!" Don't worry! There won't be any huge changes for children as they start in Year R. There is still a lot of play! However, this doesn't mean that they won't be learning!

Children have planned daily, adult led, learning opportunities as well as their own child initiated learning times. The routine develops over the year and changes to meet the children's needs as they grow and learn.

****A brief outline of the Early Years Foundation Stage can be found at the back of this booklet**

So what do I have to do to help my child learn? Do they do reading and writing homework?

We believe that successful learning comes from the school and families working together. Please continue to do things like.... talk with your child, read stories to them, get out and about and be active, encourage independence....all the things you already do.

We will keep you fully informed about what your child is doing and what we need you to do at home.

READING: In Year R, we will start sending home 'reading books'. When reading books come home, we ask that you read with your child every day. This really supports progress in school. Children's book bags must be in school every day. They are essential so that we can ensure they have a reading book, reading log, key words and newsletters. Children also choose a book each week from the school library to share with you at home.

PHONICS (letter sounds): Once the children are full time we will teach your child 4 letter sounds a week. They learn through a programme called Read Write Inc, they are taught in small focused groups.

CHILDREN'S PROGRESS: You will have regular opportunities to discuss your child's progress. We continue to make observations, collect photos, pictures etc. to help us make assessments on children's learning. Each term we update children's progress on the EYFS Profile and talk to you about how they are doing. We will encourage your input. We hope you will share information with us about how you feel your child is doing.

WOW stars

We encourage you to tell us about the things your child is doing at home that shows their learning and progress. We use 'WOW' to help to do this and we will tell you more about these when your child starts.



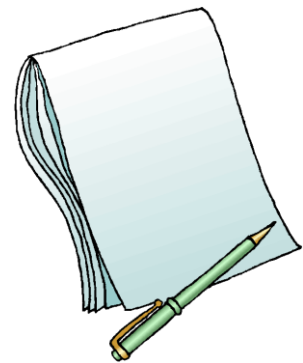
I'm a bit worried about my child starting school....

Don't worry! We are here to make sure your child gets the best start. We're very good at what we do and our aim is to meet the needs of every child.

Sarah, Stevie and Ellie will get together to go through every child's information from their nursery/pre-school. We will talk about where your child is in their learning and ensure that they are well supported as they settle in.

If there is anything that you need to ask that is not covered in this booklet, then please make a note of your questions and talk to Sarah, Stevie or Ellie

Use this page to note down any questions you may have....



The **Seven Areas of Learning and Development** for The Early Years Foundation Stage (EYFS)

THE THREE PRIME AREAS OF LEARNING & DEVELOPMENT

Personal, Social and Emotional Development (PSED) – **making relationships** – playing and interacting with others; **self-confidence and self-awareness** – becoming confident in themselves and their abilities; **managing feelings and behaviour** – expressing and exploring feelings and developing ideas about simple rules and boundaries

Communication and Language (CL) – **listening and attention** – developing listening skills and the ability to listen to others; **speaking** – using talk to express ideas, interact with others and expand vocabulary; **understanding** – understanding words, phrases and ideas and following simple instructions.

Physical Development (PD) – **moving and handling** - developing physical skills to run, jump, climb, balance etc. and developing skills involving the use of large and small equipment; **health and self-care** - understanding simple ideas about being healthy.

THE FOUR SPECIFIC AREAS OF LEARNING & DEVELOPMENT

Literacy (L) **reading** - exploring books, stories and rhymes;
writing - developing early skills of mark making that lead into writing.

Mathematics (M) – **numbers** - opportunities to develop early counting and number skills; **shape, space and measures** - exploring shapes and using mathematical language associated with their play.

Understanding of the World (UW) – **people and communities** - talking about their own lives and people close to them; developing ideas about the community they live in; **the world** - exploring materials and the world around them to find out more;
technology – understanding about and using simple technology.

Expressive Arts and Design (EAD) – **exploring and using media and materials** and **being imaginative** - expressing and exploring ideas through creative activities like role play, music, movement/dance, paint, drawing, dough/clay, collage and building.

All areas are important and interconnected so we consider all these areas when we plan the environment, resources and activities, to ensure we are offering a broad and balanced provision for children's learning and development.



The seven areas are linked to our understanding that -

A Unique Child

Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.

Positive Relationships

Children learn to be strong and independent through positive relationships.

Enabling Environments

Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and carers.

Learning and Development

All children develop and learn in different ways. Practitioners teach children by ensuring challenging, playful opportunities across the prime and specific areas of learning and development.

Practitioners foster the characteristics of effective learning

- Playing and exploring
- Active learning
- Creating and thinking critically



