



Welcome Pack

Reception Class

Welcome!

As your child begins Loxford School we are very excited in having the opportunity to work in partnership with you, to enable your child to explore the world of learning through structured play and stimulating activities in preparation for future school life. You will find that we have high expectations at Loxford School, of teachers and parents as carers and educators, and of children as interested and independent learners.

This handbook is intended for you to use as a reference book during your child's time in Reception. We know that supportive parents working in co-operation with the school ensures that children are happy and engaged learners making good progress in all areas of development. We hope that the contents of this welcome pack will be of use to you in understanding life in Reception at Loxford School, and we welcome every opportunity to speak with you about your child throughout his/her time with us.

Mrs Anita Johnson
Head Teacher

Mr Tom Hart
Executive Headteacher (Primary Phase)

GUIDANCE FOR PARENTS

School Uniform - All items must be clearly labelled with your child's name as uniform gets mixed up quite easily.

Black trousers or a pinafore dress

Loxford blue polo shirt (with logo)

Loxford black jumper or cardigan (with logo)

Loxford fleece top (with logo)

Plain Black school shoes - **NO TRAINERS**; black or white socks

For P.E.: Loxford white polo shirt (with logo), Loxford black joggers (with logo) and a pair of black plimsolls - **ALL NAMED**

Lines cut into hair are not permitted at Loxford and girls' hairbands should be black or white. No flowers or bows to be attached to the headband.

Clothes in EYFS - Please send PE clothes in at the beginning of each half-term in a drawstring bag. These will be sent home for washing every half-term.

Black coats will be needed throughout the year except during very hot weather. We will not allow your child to play outdoors without a coat on cold days. Also a pair of Wellington boots and a raincoat need to be available at all times as we use the outside area in all weathers.

Loxford sun hats should be brought on sunny days and sun-cream should be applied at home in the morning.

Please ensure that all uniform including coats, hats, etc have a name in them.

No jewellery - is to be worn to school. This is a school rule and to avoid any accidental injury, for example whilst dressing-up during role-play or during Physical Education lessons.

Illness - It is normal for young children to pick up a lot of viral illnesses. We do not wish to spread these at school and therefore we ask you to keep your child at home if he/she:

- has been sick or an upset stomach
- is off his/her food

- **Please give your child 24 hours free of illness before returning him/her to school.**

- Encourage hand washing regularly to reduce the spread of germs.

- If your child is going to be absent, please contact the school on 0208 514 4666 and press 1 to let us know immediately.

The Early Years Foundation Stage Curriculum

In the Reception year the children follow the Early Years Foundation Stage Curriculum, which is a continuation of the learning they have experienced in Nursery. We plan for quality learning experiences that enable the children to learn through first hand experiences, play and practical activities.

There are four guiding principles which shape our Early Years curriculum:

- Every child is a **unique child** who is constantly learning and can be resilient, capable, confident and self-assured;
- Children learn to be strong and independent through **positive relationships**;
- 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/or carers; and
- **Children develop and learn in different ways and at different rates.** The framework covers the education and care of all children in Early Years provision, including children with special educational needs and disabilities.

The areas of learning and development

There are seven areas of learning and development in early years. All areas of learning and development are important and link together.

- **Communication and Language** development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.
- **Physical Development** involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.
- **Personal, Social and Emotional Development** involves helping children to develop a positive sense of themselves and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

- **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.
- **Mathematics** involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.
- **Understanding the World** involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.
- **Expressive Arts and Design** involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

Assessment

Assessment plays an important part in helping parents, carers and teachers to recognise children's progress, understand their needs, and to plan activities and support. Ongoing assessment (also known as formative assessment) is an integral part of the learning and development process. When your child starts in Reception we will carry out a Baseline Assessment then assess your child throughout the year. This gives us information about your child's progress at the end of every half term. Parents are informed of their child's progress on a half-termly basis through an online platform 'Tapestry'. In addition to this parents will be provided with their child's individual target sheet at the end of each term to better support their children in meeting their goals.

Assessment involves teachers observing children to understand their level of achievement, interests and learning styles, and to then shape learning experiences for each child reflecting those observations. In their interactions with children, teachers respond to their own day-to-day observations about children's progress and observations that parents and carers share. We will discuss your child's progress with you during parents' evening during the Autumn and Spring term. At the end of the Summer term you will receive an end of year report and you will receive tracking sheets in December, April and July which will tell you about your child's learning in relation to national expectations, behaviour, effort and attendance.

Staff

Head of Primary - Mr T Hart
Deputy Head of Primary - Miss A Mathurin
Assistant Head of primary - Mr G Skerritt
Assistant Head of primary - Mr A Toki
Assistant Head of primary & SENCO - Mrs N Lennon
Year Care Team - Miss K Whitfield
School Secretary - Miss R Jeffers
Receptionist - Miss S Keene
Attendance Officer (Primary) - Miss S Bowa
Finance Officer (Primary) - Mrs H Raja

School Times:

8.55 am - Children are brought to school by Parent/Carers and handed over to teaching staff at the class door. The door opens at 8:45am for early morning work. Officially school starts at 8:55am.

3.10pm - The parents of Reception children will pick up their children from the class door.

Staying for lunch - When the children begin staying at school for their lunch they can have either a school lunch or bring their own packed lunch. They must have this for the whole half term.

School lunch - a range of quality hot meals will be provided free if you prefer this option. You can view the menu on the school website.

Packed lunch -which should include a **non-fizzy drink** in a **named** lunch box. We encourage healthy eating and no sweets or chocolate bars are allowed.

Snack time - Children between aged 4-6 years are eligible for free fruit. This will be available in the morning session playtime. The fruit varies each day, for example, apples, pears, strawberries, tomatoes and bananas.

Milk - Children up to the age of five are eligible for free milk.

Water bottles - Please provide a water bottle for your child, such as a sports bottle which can be refilled daily. They also have access to fresh water throughout the day.

Medicines -The school is not permitted to hold nor administer any medicine which has not been prescribed by a doctor. Should your child require medication during the school day, for example completion of a course of antibiotics, please contact the office for a medicine consent form. If your child has asthma you must provide the school with the correct pumps.

Absence/ emergency Contact - Please telephone the school office on **0208 514 4666** and **press 1**, to notify the staff of any absence and give a note to your child's teacher on their return to school.

Telephone numbers of carers and additional named people are kept by the office staff in case of a child being ill at school or in case of an emergency. It is very important that the school office is kept up-to-date with any changes of home and mobile telephone numbers, addresses or changes of contacts you have named.

Lateness and attendance - we believe that good attendance and punctuality is essential if our children are to take full advantage of school life and gain the educational and social skills which will equip them for their futures. It is also important that children are collected on time at the end of the day.

We aim to promote good attendance and punctuality through:

- Class registration
- Noting children who arrive late in a book
- Monitoring lateness
- Celebrating class attendance each week
- Speaking to parents/carers
- Sending letters home
- Promoting good attendance to parents' meetings

Parents/carers of children who are consistently late or whose attendance is perceived to be poor will be referred to our Year Care Team, Mrs B Kaur to discuss strategies for improvement.

Late Collection procedures - Children can become very upset if they are not collected on time, although we do understand there can be occasional emergencies. However, in normal circumstances children should always be collected punctually at 3.10 pm. If a child is not collected they will be taken to the School Office at 3.20pm and their name recorded in the late collection book. Parents/carers will be asked to record a reason for their lateness. Emergency contact numbers will be used if we are unable to contact parents/carers.

If parents/carers have an emergency that means they are going to be late, the school should be informed as soon as possible.

Lost child- In the unlikely event that a child is missing, we will carry out an immediate search for the child, notify parents and authorities at the appropriate stage and maintain a high level of care for other children in the school.

Coping with paint stains - All paints used in class are sold as "washable" but we know from our own experience that some colours are difficult to remove! The best way to remove paint is by treating the clothing as soon as possible and by rubbing neat washing-up liquid into the mark, rinsing it out and washing in your usual way.

Circle Time - This forms an essential element of our Positive Behaviour Procedure and each class is expected to hold regular class meetings or Circle Times. These are times when the class comes together for thought, discussion, fun and self-congratulation. Problems can be discussed openly and solved with the participation of the whole class.

Rules - Our main rule at Loxford School is:

'BE IN THE RIGHT PLACE AT THE RIGHT TIME DOING THE RIGHT THING'

Code of conduct - These rules are displayed around the school and in every classroom and are referred to during assembly and in class. They encourage the children to be positive in all they do and should help to create a happy environment for all pupils to work in.

RIGHTS - This is what you can expect:

- To be proud of being a member of the school
- To be treated with courtesy, kindness and respect at all times
- To feel safe and secure in a caring and supportive environment
- To have school rules which are fair and consistently applied
- To be valued for your individuality within all levels of diversity
- To learn in an environment without interruption and disruption
- To have the right resources to help your learning
- To be given challenging work in lessons
- To be given opportunities to make decisions in and out of the classroom

RESPONSIBILITIES - This is what you need to do:

- Be "At the right place, at the right time doing the right thing"
- Treat others with courtesy, kindness and respect at all time
- Maintain a safe and secure school environment by not bringing nor using or misusing inappropriate dangerous or illegal items
- Know, understand and follow school rules
- Value others for their individual differences
- Listen to others with respect and work to agreed expectations
- Look after the resources provided by the school
- Work to achieve your personal best whilst allowing others to do the same
- Develop and take responsibility for your actions

Visits and trips - During the year we will arrange visits out and about in the local area (for example a walk to look at the local park or buildings) and there will be lots of learning experiences with outside providers throughout the year.

Newsletters - The newsletter is posted on the school's website each month. This will keep parents/carers informed about some of the activities and experiences the children will engage in.

Here are some ways you can help your child at home:

Home reading - Supporting your child at home with his/her reading is invaluable. It should be an enjoyable experience for all involved, so please give your child lots of praise and encouragement.

The following guidelines should help your child's reading skill:-

- Find a quiet comfortable place to sit together (with the television switched off).
- Look at the cover. Discuss the picture. What does your child think the story will be about?
- Read the title to your child pointing to each word with your finger.
- Read the story to your child.
- Re-read the story (either immediately or at a later time whichever is appropriate) discussing the pictures and pointing to each word so that your child becomes aware of the voice print match (i.e. spoken word = written word).
- Ask your child questions about the story.
- Ask your child to read the story to you. It does not matter if they guess the sentence, use the pictures as clues, or have learnt the sentence off by heart.
- Pick out a single word, can your child find it elsewhere in the book?
- How many words are on a page?
- Does your child know the initial sounds? If so, can they blend the sounds to read a word?
- Write out words on individual pieces of paper and ask your child to match them to the words in the book.
- Play hide and seek. Hide the words around the room - your child has to find and read them.
- Practise reading your child's set weekly high frequency words.

You do not have to follow each step every time. Reading should be fun - it is better to spend ten minutes daily than one hour once a week.

Story books and child's readers will be changed once a week.

If you have any queries about reading please speak to your child's teacher.

Phonics - We teach the children letter sounds and shapes using Letters and Sounds.

You will be told which day your child will read to a teacher and when they will receive a new book.

Writing - Provide your child with opportunities to use pencils and pens. Encourage your child to 'mark make' and develop good pencil control. Encourage your child to use writing in their play - 'emergent writing' (squiggles, lines, shapes and possibly some letters) for example, if they are playing shops encourage them to write a shopping list.

At tea time get them to take food orders from the family. If your child is keen to learn how to write their name please help us by teaching them that the first letter of their name is a capital letter and the rest are lower case letters.

Mathematics - Encourage your child to count objects and actions - for example, counting while going up the stairs. Look for numbers around the house and in the environment, for example on the remote control, on the telephone, house numbers, bus numbers and numbers on car registration plates. Look for different shapes within the home and environment - for example the television, cushions, buttons on clothing, the walls and windows.

Personal and Social - Encourage your child to become independent in getting dressed and undressed. Give them the opportunity to undo and do up their own coats. This will help them when they have to get ready for PE!

Equal opportunities - We believe in equality of opportunity for all children and recognise that children develop at different rates. There will be some children who require more support in their learning and others who may need stretching and challenging more. Through close observation and assessment we identify and plan for the next steps of learning for your child. Throughout the year we will provide additional after school intervention clubs to help support children who need additional support to meet their Early Learning Goals.

Parental partnerships - You are your child's first educator and we value any information you can provide us with about your child. We encourage children to inform us of their achievements at home too. If your child receives any certificates out of school we would like to celebrate their achievements with the rest of the school. We encourage parents to become involved in supporting learning in school. At Loxford we use Early Essence to share daily school experiences and achievements with parents. This online platform also enables our parents to share home experiences with the teachers. If you have some spare time and would like to come in to school to help us with activities and experience then please see the School Office for a DBS form.

Concerns or complaints - if you have any concerns or worries about your child then please make an appointment to see your child's teacher first. Alternatively, please see Mrs N Lennon (Assistant Head). If the concern is not resolved then you may make an appointment to see Mr Hart (Executive Head of Primary).

Parents of children in the Early Years Foundation Stage are also advised that they are able to make a complaint direct to Ofsted should they feel their concerns have not been addressed by the school:

Ofsted (i/c of EYFS Inspections)
Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA
Tel: 08456 404040
Email: enquiries@ofsted.gov.uk

We look forward to working with you and your child at Loxford School.