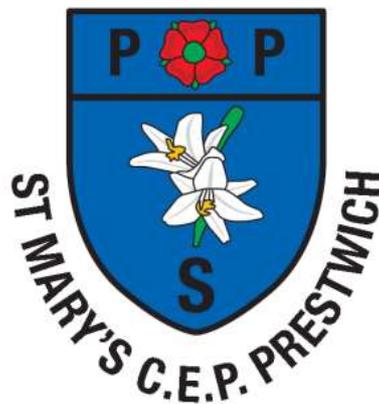


St Mary's Church of England
(Voluntary Aided)
Primary School, Prestwich



Welcome
to
Reception

Head Teacher – Mrs Sarah Jones
Telephone 0161 773 3794

Email stmarysprestwich@bury.gov.uk

Web: www.stmarysprestwich.bury.sch.uk



Welcome:

Welcome to St. Mary's C of E Primary School's Reception Class. Our Reception has a warm, vibrant atmosphere where purposeful learning takes place. The teaching and support staff are enthusiastic, hard working and caring. We aim to provide an outstanding quality of education for your child. We hope that you will work in partnership with us towards this.

The Staff

| | |
|---------------|---|
| Ms L Bedford | Reception Teacher – Monday to Wednesday |
| Miss E Norton | Reception Teacher - Wednesday to Friday |
| Miss L Day | Level 3 Teaching Assistant |

Reception Class

For many children this will be the first time they experience a full day at school, stay for lunch and play along side other children at break. Our aim is for all children to settle in to school quickly & happily and with growing confidence & independence.

The First Week:

The first week of the school year will be a staggered entry over two days. This is so the children can make a gradual & smooth transition in to their new class.

Wednesday 3rd September – New and any part time Nursery pupils who have not stayed in school for a full day.

Thursday 4th September – All pupils in school for the full day.

The school day:

| | |
|------------|---------------------|
| Morning: | 09.00 am to 12.00pm |
| Lunchtime: | 12.00 pm to 01.00pm |
| Afternoon: | 01.00 pm to 03.30pm |

During the first week of term whilst your child is getting used to the new routines in Reception we ask parents to accompany their child into school, assist your child to hang up their coat on their peg and then leave. This will encourage independence and our highly experienced staff will help & support your child every step of the way. After this all children will enter the class on their own and will independently hang up their coats & sit ready for registration.

As you can appreciate we ask that parents do not enter the class after this time to encourage their child's independence.

Start of the day:

Please ensure your child arrives at school on time, they will enter through the Reception Class door however, at 9.10am this door will be closed for safety & security reasons and you will have to enter through the school's main entrance where a member of staff will have to accompany your child into class and will be marked late.

Registers are checked at regular intervals by the Office staff and Head Teacher. Please note that in line with our attendance policy registers are kept open between 9.00 and 9.20am.

If your child is absent a note of explanation must be brought to the class teacher on their return and where possible, the school should be notified in advance of all appointments for doctors, dentists or the hospital.



Lunchtime:

The Government currently run a scheme that entitles all Reception, Year 1 and Year 2 pupils to have a free school meal. Our school dinners are excellent and a varied range of choices can be found on a daily basis (a sample menu is attached for your interest). School use Live Kitchen for diner ordering. Information will be in your starter pack.

If you are providing a packed lunch for your child, it should be brought in a clearly marked box, drinks need to be provided in unbreakable containers – no cans please. As we are a 'Healthy School' we encourage parents to provide their child with a good healthy lunch to see them through the rest of the day.

The Reception class Welfare Assistant is Mrs West who is also our crossing patrol assistant.



Mrs West has a wealth of experience and she develops caring and positive relationships with all the children. She also encourages & promotes good relationships amongst the children praising & recognising children's caring and kindness towards their peers.

Snacks:

Children do not need a morning snack as the school is part of the 'National Fruit Scheme' and a free piece of washed fruit is available on a daily basis for each child.

Drinks of fresh water or milk are also provided after morning and afternoon breaks. Children are also allowed to bring with them a water bottle for them to access throughout the day, this is especially important during the warmer months to ensure the children stay well hydrated. All bottles must be clearly named & contain only water.

Reception Contribution

To cover the cost of daily snacks, regular baking, resources and other activities in Reception, we ask for a voluntary contribution of £1 per week. This can be paid weekly or termly.



End of the day:

At the end of the day you will collect your child at 3.30pm. Please be on time, as it is distressing for any child to be left waiting at the end of the day, especially at this young age.

At 3.40pm any children who have not been collected will be accompanied up to the office where you will collect them. Please could we make parents aware that persistent late arrivals or late collections are noted and this information is passed on to Mrs Jones and a meeting will be held to address the problem and resolve the issue.

Children are only allowed to leave school when a member of staff has recognised the parent or carer. **Children are not allowed to leave with children under the age of 16 and parents must inform the school if somebody different will be collecting your child at the end of the day.**



What will your child be learning?

We offer:

- provision for the starting point your child is at, to develop their learning, building on what they can already do;
- relevant and appropriate content that matches the different levels of young children's needs;
- planned and purposeful activities that provide opportunities for teaching and learning, both indoors and outdoors.

Teaching and Learning:

The teachers aim to give every pupil the opportunity to experience success in learning and to achieve as high a standard as possible.

The Foundation Stage Document sets out what most pupils should be achieving at each stage - but teachers decide how to teach the knowledge, skills and understanding in ways that suit your child's individual abilities.

This may mean choosing knowledge, skills and understanding from earlier or later stage so that individual pupils can make progress and show what they can achieve. Therefore we ensure there is flexibility in planning and additional support is provided where necessary. Conversely, more able pupils are recognised and all learning is differentiated to ensure progress for each child.



The curriculum for the foundation stage we believe, underpins all future learning by supporting, fostering, promoting and developing children's interests, abilities and skills. Therefore, we provide a stimulating, welcoming, meaningful & secure environment for the children, which will provide the basis for their future learning & development ensuring your child becomes a competent & enthusiastic learner.



Foundation Stage Curriculum:

As in all Foundation Stage classes, we approach these skills and abilities in six broad areas:

1. Personal, social and emotional well-being

In particular by supporting the transition to and between settings, promoting an inclusive ethos and providing opportunities for each child to become a valued member of the class and community so that a strong self-image and self-esteem are promoted.

Positive attitudes and dispositions towards your learning:

In particular an enthusiasm for knowledge and learning and a confidence in their ability to be successful learners.

Social skills:

We achieve this by providing opportunities that enable children to learn how to cooperate and work harmoniously alongside and with each other and to listen to each other.

Attention Skills and Persistence:

Children's capacity to concentrate on their own play & learning or in group tasks.

2. Communication, language and literacy

Language and communication:

Opportunities for all children to talk and communicate in a widening range of situations, to respond to adults and to each other, to practise and extend the range of vocabulary and communication skills they use and to listen carefully.

Reading and writing:

With opportunities for all children to explore, enjoy, learn about and use words and text in a broad range of contexts and to experience a rich variety of books. There is a daily phonics lesson to support the teaching of reading and two guided reading sessions per week.

3. Mathematical development

Where our children develop their understanding of number, measurement, pattern, shape and space through the provision of a broad range of contexts in which they can explore, enjoy, learn, practise and talk about mathematics and number.

4. Knowledge and understanding of the world

This gives all children opportunities to solve problems, make decisions, experiment, predict, plan and question in a variety of contexts, and to explore and find out about their environment and people and places that have significance in their lives.

5. Physical development

Children develop and practise their fine and gross motor skills and increase their understanding of how their bodies work and what they need to do to be healthy and safe.

6. Creative development

Children explore and share their thoughts, ideas and feelings through a variety of art, design and technology, music, movement, dance and imaginative and role play activities.

Outdoor and Indoor Learning

It is important for children to have a choice of how they learn and to ensure the outdoor area is stimulating, exciting & safe for children to use throughout the year. Come rain or shine the children will spend a lot of time outdoors and making use of our Sunshine Garden. We stress the importance of providing your child with adequate clothing, coats, sensible footwear to ensure their comfort & safety when learning & playing outdoors. Please provide a pair of wellies that can be left in school



Guided Reading:

Your child will have one or two guided reading sessions per week. This provides the teacher with an opportunity to accurately assess each child's progression.

Children are placed in small intimate groups with children of a similar level; we then read the same book with children and talk about it together.

At first the target outcome set by the teacher may be as simple as learning to follow print from left to right, pointing at each word as we read. We also ask children questions from the book, encouraging children to look at the pictures to help them understand the story. The first stage of these books are very simple with lots of repetition of simple words and children enjoy & achieve in these sessions.

Reading:

Reading remains the foundation for all children to learn and at this young age, children develop the skills required to become competent & confident readers.

Reading books are sent home with the children at a very early stage. Your child will have a specific day to bring their book back to school to be changed.

You will be provided with a reading record, this is where you can record your thoughts & feelings on your child's progress please note that books will not be changed unless the reading record has been completed for each particular book.

When books are changed, the teaching assistant reads your comments and rewards are given to children, we also note any concerns you may have.

Reading books are expensive and we ask that parents and children look after and care for these books. Any damaged or lost books are charged to the parent at a cost of £5.00. Book bags are the best way to transport books to and from school securely, please ensure your child's book bag is clearly labelled with your child's full name.

We ask that parents or carers read with your child as often as possible for around ten minutes or so; listening to them read and encouraging them. Finding somewhere comfortable with no distractions is the best place to start. If children see you reading it models to them that reading is fun and enjoyable and showing an enthused interest in each book they bring home will encourage them enormously.

It is essential to understand that each child progresses & develops at various rates and reading should always be a fun not forced experience. Please remember there are different reasons to read and that even though your child is learning to read, that bedtime story should remain an enjoyable experience.

A member of the Reception staff will be pleased to give you guidelines as to the best ways in which you can assist your child and make shared reading an enjoyable and rewarding experience.



Early Writing:

Depending on the interests and experiences, some children will be able to write their name or simple words already, whilst others may just be learning basic letter formation and for some just learning to hold a pencil effectively.

As with reading children develop writing skills at different rates. There are activities that you as parents can do to help your child progress.

Firstly, allow your child to find their preferred hand for writing you can do this by asking them to draw a picture. Model how to hold a pencil effectively and let your child copy writing their name, this is an activity that needs to be repeated until eventually your child will be able to write their name from memory.

Handwriting is a movement skill and it is vitally important that the correct letter formations are learnt at the beginning as incorrect letter formation at this early stage is difficult to correct later on.

Workshops take place throughout the year to explain the school's approach to reading, spelling and handwriting. This will allow parents to use various learning strategies to support their children. Parents can contact school at any time to receive advice and support for their child's needs.

You could perhaps practice three or four letters a week. Remember repetition is key and returning to letters learnt from previous weeks is vital. Your child will be working hard writing at school remember keep it to a minimum and keep it fun, please don't get frustrated if your child is finding this difficult – it will come in time! Capital letters should only be used as appropriate. Children should practice writing lowercase letters.



Early Maths:

We want our children to be confident mathematicians and this is facilitated by providing opportunities for children to explore mathematical ideas in ways that make personal sense.

We at St Mary's follow the White Rose schemes of learning which provide suggestions of how to enhance provision areas to support play.

Teaching is responsive to children's needs and interests. We build mathematical opportunities with these considerations in mind and provide careful questioning in adult led activities to support children and move them forward in their thinking throughout their play.

There is more to counting than ... counting! Children need to be able to count objects. If there is nothing to count then there is no concept of amount in the child's mind.

Supporting your child at home.

- Count in order to 20 and back.
- Count on from a number to a given number
- Model counting things in 2's e.g. socks
- When ready, count in 10's
- Order numbers
- Count groups of things
- Talk about numbers in the environment
- Play lots of games with dice such as snakes and ladders
- Solve problems e.g. sharing things/find the missing number
- Look/share number books



Foundation Stage Extras

Our school is a vibrant and exciting place, so your child will be able to join in with older children for some activities. We also enjoy our annual class trip to visit somewhere exciting.

Cooking:

We ensure there are lots of opportunities for children to cook (not just baking cakes) but learning about healthy choices and how these can have an impact on ourselves.

Stickers, Badges and Certificates:

Children respond well to praise and reward. We believe in positive reinforcement rather than focusing on negative behaviours therefore, we have 'Star of the Week' in which a child takes home 'Spotty Dotty' and his diary on a Friday, returning him to school on a Monday morning where we look at his diary and talk about what he got up to over the weekend.

Star of the Week is recognised in whole school collective worship on a Friday afternoon, shaking Mrs Jones' hand and getting a round of applause from the school. Star of the Week is not just based on academic achievements but for good manners, caring attitudes and trying your best.

Children have been introduced to Dojo points. These are awarded to children to promote learning behaviour, manners and positive reinforcement. As an incentive, Parents/Carers can reward children with Dojo points for good learning or listening. Parents and Carers can send a note in explaining the fantastic learning their child has been doing at home or access the Dojo app and upload any learning your child is doing at home. Children will receive a certificate to celebrate achieving 50 Dojos.

Rewards:

Each week, a class is selected as 'Class of the Week'. Again, this can be given for a variety of reasons usually, for good, sensible behaviour at break and lunchtime and good manners.

Here in Reception if we are awarded Class of the Week, we enjoy a relaxed and fun afternoon as a reward. This usually involves activities such as baking and/or extra playtime.

Homework:

We want to welcome your child to the world of learning with your help!

We provide learning activities for your son or daughter to do at home with you and are keen to share library books between school and home. After speaking to parents from the previous years, it was found that parents appreciated some guidance with ideas to help your child learn at home. It is vital to remember that learning should be fun and exciting and especially at this young age, learning can take a variety of forms: for example, outings to the supermarket can cover a whole range of activities from, personal safety to colour recognition or developing counting skills by allowing your child to put 5 apples in the bag.

Our Sunshine Garden



Parents as Partners:

We want you to know how valuable your expertise and knowledge of your child is to us, so here in Reception staff show respect and understanding for the role of the parent in your child's education;

- The past and future part played by you in the education of your children is recognised and explicitly encouraged;
- Staff listen to your accounts of your child's development and any concerns you may have;
- Our arrangements for settling in are there to ensure your child feels secure and for the staff and you to discuss your child's circumstances, interests, skills and needs;
- The knowledge and expertise of you and other family members are used to support the learning opportunities provided by the Reception class;
- Relevant learning activities and play activities, such as reading and sharing books, are continued at home. Similarly, experiences at home are used to develop learning in the classroom;
- We have an active Parent Partnership Group who work with the school on a variety of projects. They are always welcoming new members
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Targets:

Each term children are set personal targets and these are sent home for parent's information so you too can help your child achieve their learning goals.

Assessments:

St. Mary's follow the Early Years Foundation Stage Document and assessment of pupils' learning is continuous throughout the year. Each child will have their own Foundation Stage Profile in which information, observations and independent learning is recorded throughout the year. Observations are carried out in class usually whilst the child is engaged in play or an activity these observations provide teachers with the opportunity to:

1. Form a rounded picture of the child as an individual.
2. Help to understand the child's well-being..
3. Assess skills and knowledge.
4. Identify significant learning, assess progress & inform next steps to progress.
5. Assess the effectiveness of planning.
6. Assess the quality of teaching & learning.

7. Learn about the child's unique being, their likes, talents & interests.
8. Gather information to share with parents and other agencies.
9. Practitioners understand that all children are individuals and each cohort is different.
10. Assessment data and observations are used to ensure the environment is appropriate and stimulating.
11. Throughout the year, enhancements are added to the continuous provision according to the needs of the child.

School and Class Letters:

At the beginning of each half term, a class newsletter will be sent to parents outlining the new themes and topics to be covered in the up coming term.

At times, you may be asked to help with these topics by sending in pictures, information or other teaching aids. It is also a great way for teachers to inform parents of all the exciting things we will be learning about in class - enabling parents to become involved in their child's learning. You may link a family trip to one of the topics, or you may decide to read certain books to your child based on the themes they are learning about in class.

School newsletters are sent out on a regular basis and information for parents is also conveyed through letters and via email. Please ensure you provide the school office with your email address. Letters, dates and other information appears on the school's website at www.stmarysprestwich.bury.sch.uk



Reception children enjoy a visit from Bowden Farm

Additional Information:

Clothing:

Firstly, we ask that parents help their child by providing them with a good coat with simple fastenings.

You can help your child by encouraging them to be independent and teach them how to fasten and unfasten their coat themselves.

All children must wear the school uniform. Please ensure your child wears adequate footwear with simple velcro fasteners, laces are not a good idea as they can become undone and can cause harm should they become tied in the wheel of trike or scooter.

If your child is wearing a buckled shoe, please encourage your child to put on their shoes at home learning to fasten and unfasten their shoes themselves.

Parents must also ensure their child has a good coat, as outdoor breaks are essential for the children even when it is raining!

To help both children and teachers, **please mark every item of school clothing** with your child's name. As children often take off jumpers, fleeces & cardigans and these can get mixed up when not labelled, unclaimed items will be left outside Reception at the end of each week. Any items not claimed at the end of each term will then be donated to charity.

Your child will be provided with a school water bottle and book bag.



PE:

The children will start PE on the second week of term, this will be the first full time week.

Please ensure all items are clearly labelled with your child's name (initials do not help as sometimes in a class of 30 children some end up with the same initials).

PE kits should consist of a plain white t-shirt, a pair of shorts and a pair of black pull on pumps (please ensure your child's name is written clearly inside both pumps).

PE kits should be brought in a PE bag, which will be hung on the PE pegs outside the classroom. Please could all PE bags be clearly labelled with your child's full name for easy recognition. PE kits will need to be washed usually parents take home kits at the end of each term returning them on the first day back.

Again, as your child grows & new kits are bought each piece needs to be labelled.

As part of the EYFS children are encouraged to be independent and changing for PE is a perfect way to learn skills to dress & undress independently, you can help your child by encouraging them to dress & undress at home.

Sun Safety:

Please ensure your child has a sun hat and that sun cream is applied before school. Should you wish further cream to be applied, then parents can provide school with a clearly labelled bottle of cream, which children can apply easily by themselves.

As you know in Britain, the weather is somewhat unpredictable to say the least so even when you leave for school in the warm sunshine it can change in to rain by lunch.

We ask that parents send their child with a coat as if the weather should change from hot to cold children will still be playing outside at break and a coat will be needed.



Hygiene, Illnesses & Head Lice:

The children's toilets are located just outside the classroom; children can go to the toilet throughout the day with children asking a member of staff for safety reasons.

We encourage children to develop an understanding of the importance of washing hands after going to the toilet and before eating snack or lunch. We provide many activities on how to wash hands properly and talking to the children about why it is so important.

We also encourage children to wipe and blow noses, disposing of tissues and washing hands, also covering their mouths when coughing or sneezing, parent's can have a huge impact on their children by ensuring these procedures are followed at home.

Especially during a child's first few years at school, coughs and colds together with illnesses such as; chicken pox and sore throats are quite easily caught and transmitted as are viruses such as impetigo, cold sores & conjunctivitis. Therefore it is of up most importance for children to be aware of the need for basic personal hygiene.

Sometimes a member of staff may inform a parent with the advised length of time your child needs to stay at home – as guided by the Department of Health Information Board.

Head lice is an unfortunate problem in modern life and constant checks by parents or carers are needed to prevent the spread of head lice. Information, advice on treatment can be sought at your local pharmacy where sometimes, treatment can be free of charge.



Please see separate Medicine Information Leaflet

Home-school links:

A school cannot work successfully without the support and confidence of parents. We want you to feel involved with St. Mary's Primary School and to know that we recognise the vital role you play in your child's education. The school has a Home/School Agreement which all parents and children are asked to sign and adhere to.

We recognise the importance of strong links between home and school. From the moment you decided that St. Mary's was the school that you wished your child to attend, we strive to maintain a working relationship so that your child's progress can be monitored carefully.

Special opportunities are made during the academic year for parents to look at their children's work and discuss their progress with Ms Norton or Ms Bedford. There are opportunities throughout the year for you to join your child in class and work together. The class Dojo page will also share photographs of learning, activities and work produced. Please make sure that you sign up to this.

During the summer term, you will be presented with your child's annual written report. However, if it is difficult for you to attend on these occasions, staff are very willing to meet with parents at a mutually agreed time. If you have any questions, concerns, queries or just need to talk something through, please speak to a member of the Reception Class Team and we will do our best to help. We prefer to talk at the time of concern; we do not expect parents to wait until Parent's Evening.

Worries:

Please try to remember that although your child is young; children thrive on new experiences and adapt well to new situations. Going to school is a new chapter in your child's life, to them it is a very exciting, fun and a happy adventure!

We look forward to meeting & working with you.
Ms Norton, Ms Bedford and the Reception team



Ms Norton



Ms Bedford



Mrs West

One family: school, church, home and community.

At St Mary's we believe in a culture where:

- Everyone is special, unique and valued: diversity and difference are celebrated. We are all God's treasure.
- Education is holistic; spiritual and moral growth is nurtured.
Life in all its fullness – John 10:10.
- Inspirational and reflective worship enables all in the school community to encounter the risen Christ.
- Wisdom, knowledge and skills are a focus in everything.
- Everyone does their best at all times with a culture of the highest expectations, respect and consideration for all.
- Everyone can succeed and achieve. Aspiration and inspiration are central to all that we do.
I know the plans I have for you. Plans to make you prosper – Jeremiah 29:11.
- Creativity and joy in learning is valued.
- The spiritual and emotional well-being of all members of our school community is a priority. Resilience and perseverance are developed in all.
- A community of global citizens of God is created through social action – on local, national and global levels.

All of these are underpinned by our spiritual, moral, social and cultural understanding and experiences; respect of our British values and through our core Christian values of hope, peace, compassion, forgiveness, trust and endurance.

'We will grow up in every way into Christ, who is the head. The whole body depends on Christ, and all the parts of the body are joined and held together. Each part does its own work to make the whole body grow and be strong with love'. *Ephesians 4:15-16*