

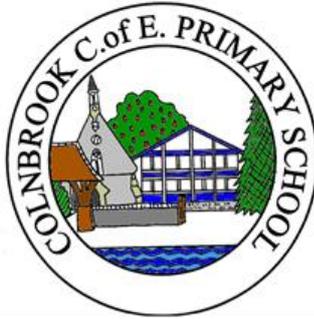
RECEPTION CLASS PARENTS' HANDBOOK

2020/2021



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Welcome to Colnbrook Church of England Primary School.

Starting school is an important time in every child's life. I am delighted you have chosen Colnbrook Primary and I look forward to working with you over the coming years as your child grows and develops.

We want our children to get the best start to their school lives and ensure they are comfortable in their new environment. Our excellent Early Years team are highly skilled and experienced and will be there to support your child every step of the way.

I hope you find the information included in this pack helpful and informative. If you have any questions, please get in touch through the school office.

I look forward to meeting you soon.

Mr T. Brunson
Headteacher





Colnbrook Ethos

Aspiration Resilience Respect Responsibility Community Compassion

These values are at the heart of everything we do here at Colnbrook Church of England Primary School. They reflect the qualities that staff and governors want the children to develop and display in all that they do.

- Having **aspiration**
- Demonstrating **resilience**
- Showing **respect**
- Taking **responsibility**
- Caring for the **community**
- Showing **compassion**

"Be strong and courageous. Do not be afraid; do not be discouraged, for the Lord your God will be with you wherever you go." Joshua 1:9

Our Vision Statement

At Colnbrook we want to grow young people who believe in themselves so they are confident and courageous and not discouraged from their path. They are resilient when faced with challenge. We want our pupils to believe in each other and to feel supported; never alone on their journey.

Term Dates: 2020/21

Autumn Term

Tuesday 1 st September:	Whole Staff INSET Day: School closed
Wednesday 2 nd September:	School opens
Monday 7 th September:	Nursery opens <i>(New children – see individual start dates)</i>
26 th October to 30 th October:	HALF TERM
Monday 2 nd November:	School opens
Thursday 17 th December:	Nursery end of term
Friday 18 th December:	END OF TERM

Spring Term

Monday 4 th January:	Whole Staff INSET Day: School closed
Tuesday 5 th January:	School opens
Wednesday 6 th January:	Nursery opens <i>(New children – see individual start dates)</i>
15 th – 19 st February:	HALF TERM
Monday 22 nd February:	Whole Staff INSET Day: School closed
Tuesday 23 rd February:	School opens
Wednesday 31 st March	Nursery end of term
Thursday 1 st April:	END OF TERM

Summer Term

Monday 19 th April:	School opens
Tuesday 20 th April:	Nursery opens <i>(New children – see individual start dates)</i>
Monday 3 rd May:	Bank Holiday – School closed
31 st May – 4 th June:	HALF TERM
Monday 7 th June:	School opens
Wednesday 14 th July:	Nursery end of term
Friday 16 th July:	END OF TERM
Monday 19 th July:	INSET Day: School closed
Tuesday 20 th July:	INSET Day: School closed
Wednesday 21 st July:	INSET Day: School closed



Welcome to our Reception Class

The Reception class forms part of the Early Years Unit. (This incorporates Nursery and Reception classes, 3-5 year olds).

We are proud of the achievements of our Early Years Unit, which OFSTED said was 'good provision.' OFSTED also recognised in their inspection during November 2018:-

"Children get off to a strong start in early years....and by the end of Reception, children are well prepared for the challenges of Year 1."

Our OFSTED inspection in November 2018 confirmed that:

"Children make strong progress, because of good teaching."

Who will teach your child?

In the Reception class, we have an excellent staff-pupil ratio of 1:15. This means that we can provide individualised teaching to meet the needs of your child.

Reception Class Teacher: Mrs C Barker

Teaching Assistant: Mrs T Boutouil

To extend the learning experiences during this important phase, we have developed our Nursery and Reception classrooms into an Early Years Unit. Children will have access during the day to both classrooms, the different staff and resources each curriculum area has to offer.

Each child will be given a named Key Person when they start. The Key Person will help your child to become familiar with the class, giving them the reassurance to feel safe and cared for. They also will build a relationship with you to ensure that by working in partnership, all the needs of your child are being met, and that any information to your child's well-being can be shared on a daily basis. If you have any concerns, please do not hesitate to speak to your child's Key Person.

How will we help your child to learn?

We have created an environment that is welcoming, stimulating and child centred. We aim to enable every child to develop their full potential at their own pace. We aim to encourage children to increase their existing skills, knowledge and understanding.

During the time spent in the Reception Class we will help your child to happily settle into the routines of school and will lay the foundations for skills needed both academically and socially. We work as a whole Unit; an Early Years Unit, alongside the Nursery Staff and Year 1 teachers, to facilitate a smooth transfer to Year 1.

How can you support your child's learning?

It is important that your child attends school every day. Learners with poor attendance make poor progress. It is always difficult for children to make up missed days at a later date as most of the class will have moved on in their learning leaving poor attenders disadvantaged.

What will your child learn?

Children learn through play. Physical activities and role-play are very important in the Early Years. Games which develop language and number concepts are carefully introduced. Activities that develop fine hand control and artistic qualities are undertaken. Children learn best by being actively involved with strong adult support for language and concept development. We plan our activities around free and structured play, where children are encouraged to explore and investigate the world around them.

We also plan for more specific learning activities in literacy and numeracy, including letters and sounds.

The Early years Foundation Stage

The Early Years Foundation Stage forms an holistic curriculum, which aims to develop the whole child socially, emotionally, physically and intellectually. Children are born ready, able and eager to learn. By taking each unique child and helping them to develop positive relationships within an enabling environment we will see them learn and develop. We will be using a carefully balanced curriculum focusing on the seven areas of learning which are split into prime and specific areas as defined by the DFE as part of the Early Years Foundation Stage.

The Prime Areas

The **Prime** areas begin to develop quickly in response to relationships and experiences, and run through and support learning in all other areas. These include: Personal, Social & Emotional Development, Communication and Language and Physical Development.

- **Personal, Social and Emotional Development**

Children will learn to make relationships, develop their self-confidence and self-awareness, know what their needs and feelings are and develop their understanding of the differences between right and wrong.

How can you help at home?

Play turn taking games with your child

- **Communication and Language**

Children will learn to listen and develop their attention skills. They will learn to speak confidently and clearly and begin to understand more difficult language including instructions and questions.

How can you help at home?

Talk to your child about their day at Nursery.

- **Physical Development**

Children will learn to move confidently, controlling their body and handling equipment. All Reception children take part in a ten minute daily 'wake up' run. They will develop their self-help skills and gain an understanding of healthy living.

How can you help at home?

Practice getting dressed in the morning and at bedtime on their own.

The Specific areas

The **Specific** areas include essential skills and knowledge for children to participate successfully in society. These include: Literacy, Mathematics, Understanding the World and Expressive Arts and Design.

- **Literacy**

Children will enjoy stories, songs and poems, hear and say sounds and link them to the alphabet. They will read and write some familiar sounds and learn to use a pencil.

How can you help at home?

Share stories and books with your child daily and encourage them to draw.

- **Mathematics**

Children will develop an understanding of maths through stories, songs, games and imaginative play. They will become comfortable with numbers and ideas such as 'heavier than' or 'bigger'. They will be aware of shapes and space.



How can you help at home?

Practice counting and recognising numbers and shapes while out walking or at home.

- **Understanding the World**

Children will explore and find out about the world around them, asking questions about it. They will find out about past events in their lives and their families' lives and about different cultures and beliefs. Children will learn to use the computer and other forms of technology to support their learning.

How can you help at home?

Encourage your children to ask questions about the world around them and about your families and culture.

- **Expressive Arts and Design**

Children will explore colours and shapes trying out dance, making things, telling stories and making music.

How can you help at home?

Praise all drawings, sing songs and rhymes at home. Encourage them to 'make believe.'

- **Spiritual Development**

We also seek to develop the children's spiritual dimension through Religious Education and joining in Christian Collective Worship. The contents are predominantly Christian, following weekly themes based on the Church's year. Visiting speakers include: our local ministers from Colnbrook and Datchet, the Methodist Minister and other lay ministers in the county. Over the year there are also a number of Special Assemblies where visitors take part. Parents have a right to withdraw their children from collective worship, in which case they will be given an activity supervised by a member of staff.

The Reception class takes part in school termly Family Services at the local Church to which parents and friends are invited to take part.

How will your child's learning be measured?

We observe the children as they learn and work with them to assess keynote areas of need and achievement. This is recorded on our online tracking system, INSIGHT. Each child will also develop their own Record of Achievement, which will include samples of their work, photographic images and observational notes. Parents will receive a written report on their child's achievement at the end of the school year.

What if your child needs extra help?

Colnbrook School is committed to ensuring that all children have access to a broad and balanced curriculum and achieve all which they are capable.

Nationally at any one time 20% of children have some kind of special needs and all parents are issued with a summary of the school's Special Needs Policy at the time their child is admitted.

Where needs are identified following screening on entry, by class teachers, special programmes can be designed so that all children can have access to the Early Years Foundation Stage Curriculum.

Children with special needs follow an Individual Learning Plan as required by the Code of practice. Targets are set and reviewed regularly. According to the stage a child has reached, other professionals such as the Educational psychologist, Speech Therapist, Health Visitor etc. will provide advice and support.

Things you need to know.....

- **Uniform**

Children in the Reception class are asked to wear the school Early Years' Uniform;

- Black jogging bottoms
- Purple school logo polo shirt
- Purple school logo sweatshirt
- White/black socks
- Black velcro trainers

The summer uniform;

- Dark grey shorts
- Purple summer dresses

may be worn from after the Easter break (Summer Term) and from September until the October half term.

Uniforms can be purchased through the school office after 10:00am; Monday to Thursday. Order forms are available from main reception. Please make sure that all items of clothing are **clearly named** and you check regularly that the name is clearly visible.

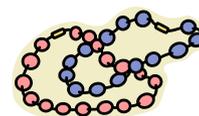
They will also need to have a P.E. uniform which consists of a white school t-shirt and black shorts. These should be brought into school on Mondays and left in school until Friday. This will help to avoid children not having their P.E. clothes in school for P.E. **All clothes must be named** and parents are asked to check weekly to ensure this is still visible.

- **Sensible Footwear**

Children in the Reception class will be running, jumping, climbing and riding bicycles etc., during the course of the day. It is important, therefore that shoes stay on your child's feet and that the sole is not too slippery. Children must wear black trainers with "Velcro" fastenings, as we have found many children are unable to do up their own laces. Laces often come undone and become dangerous, catching in bicycle wheels and causing children to trip.

- **Jewellery**

This is **not** permitted, except studs for pierced ears, which should **not** be worn on P.E. days. If planning to get your child's ears pierced, then please do so at the beginning of the summer holidays so that he/she does not have to miss P.E.



- **Hairstyles**

Hair should be worn in sensible and appropriate styles. Long hair **must** be tied back with a black or purple hair band. Unnatural hair colours and unconventional styles or cuts are unacceptable.

- **Head Lice Information**

Unfortunately, head lice occur and your co-operation is requested in halting their spread. If detected it is easy to treat with special insecticide lotion: comb thoroughly – it may take several hours. You will also need to treat any hats, scarves, bedding and pillows. Use the lotion only when necessary since the head lice become immune.

Regular combing with a fine comb is a better preventative. Tying long hair back in a ponytail is always quite a sensible precaution.

- **Medical**

The school is under no obligation to administer medications. However, to support a prescribed course of medication this may be brought into school and must be handed to the trained school First-Aider immediately on arrival. She will assume responsibility for the safety and application of the medication provided that full written instructions are given in each case. You will be given a simple form listing all the details and instructions which you must complete.

We have a number of trained First-Aiders in school. However, their role is to carry out emergency first aid only. In the event of a serious accident you will be contacted to take your child to hospital, if it is not considered necessary to call an ambulance.

The school does not normally take any individual responsibility for giving medicines during the session. However, where there may be a long-term health difficulty, special arrangements will be made wherever possible.

From the earliest possible age, asthmatic children will have their inhalers readily available. You must provide written instructions if you wish staff to supervise the taking of medicines.

Please let us know if your child contracts any notifiable or contagious disease, such as German Measles, Impetigo, Conjunctivitis, Measles, Mumps, Chicken Pox etc.

Getting used to the routines

- **Pre-entry visits for children new to the school**
Children will visit the Reception class and meet the staff for a short, hour long session. They will be shown around the class, join in some activities and become familiar with their new environment
- **Home visits**
Children new to the school will receive a short, informal visit by staff to your home. This enables staff to get to know you and your child and establish a good working relationship before your child arrives in school. If your child attends a Nursery, staff will also arrange to visit them in their Nursery setting.

- **Arrival to class**

Please use the outside Reception door to bring your child into the classroom at 8:40am each morning. This will help avoid congestion in the corridors as all the older children come into school. Pushchairs must be left outside.



It is important that children arrive on time to sessions. This causes less stress to the child and does not disrupt the session for others. If your child is late then you will be asked the reason for lateness. **Please do not use the car park at the front of the school when bringing your child in as this is a safety issue for all children in the school.**

- **Settling in time**

A parent is welcome to stay on in the Reception class each morning to support their child with their learning. Parents must leave by 8.50am.

If you are concerned, talk to a member of Staff. Please leave prams/pushchairs outside the classroom door, as they present a health and safety hazard.

- **Absence from School**

If a child is absent from school, parents are required to notify the school Reception before 8:45am on that morning and bring a written note of the reason for the absence when the child returns.

- **Illness and Emergencies**

Children who are taken ill or who have minor accidents at school are given first aid. However, the school feels that sick children at this young age need to be at home. Should an emergency arise, it is particularly distressing for your child if you cannot be contacted. Please make sure that an up to date telephone number is readily available and that you or a relative/friend is always available.



Parents are asked to keep their children at home if they have an infection, and to inform the school. You are also asked not to bring in any child who has been vomiting or had diarrhoea until at least **48 hours** have elapsed since the last attack.

- **Collecting children**

It is very distressing for the children not to be picked up on time. Please let the school know when there is a problem or if you are going to be late. Please also tell us when another person is authorised to pick up your child. It is important that we have the correct contact number. Parents can collect their children at 3:10pm from the Reception class door.

Please do not use the car park at the front of the school when collecting your child as this is a safety issue for all children in the school.

- **Things from home**

Please encourage your child to leave all toys and books at home. Items brought to class may get lost or broken and can lead to unnecessary arguments. If your child has something important to share with the class then please talk to a member of staff before bringing it to school.

- **Book bags**

Parents are asked to buy a school book bag and name it. Children choose a book each session to take home. Please read the story with your child and ensure that he/she brings their bag into Reception each day, otherwise they will be unable to choose a new book. If a book is damaged or lost at home, we will require the cost of a replacement book. Children do not need to bring any other bag or backpack to school. Book bags are available to buy in the school office.



- **Water bottles**
Parents are asked to provide a water bottle, ensure it is named and bring it to school each day with fresh water.
- **Fruit and milk**
During the day every child will be given a piece of fruit and have the opportunity to have a carton of milk.
- **Dinnertime**
Your child will be eating lunch in school. Due to a new Government initiative, all Reception children are now entitled to a free school dinner. If you choose not to take this option, you will need to provide a named healthy lunchbox for them. As part of our Healthy School's initiative, children are not allowed to have crisps, chocolate, sweets or fizzy drinks included in their lunchbox. Any such items are left in lunchboxes for children to eat on their way home, if requested. Please try not to use pouches for drinks as accidents often occur, even when teachers try to open these difficult containers.

Learning to take care of themselves

Our aim is to make the children feel secure by teaching them to take care of themselves:

- **Dressing**
Your child will be expected to change for P.E. lessons and to put on and fasten their own coats. It is important that these skills are practiced at home.
- **Toilet**
Children must be able to use the toilet themselves. Please impress on them the importance of washing their hands after using the toilet. If your child has any particular worries about this, let the staff know. Please help us to help children to learn to take care of themselves.



How do we reward good behaviour?

We believe that children flourish best in an ordered environment in which everyone knows what is expected of them; an environment where children are free to develop their play and learning without fear of being hurt or hindered by anyone else.

In class, children will learn self-discipline and they will be taught to accept responsibility for their actions. This is important in growing up. Rules will be agreed and enforced so that all children feel safe and secure and to develop self-confidence.

Children are rewarded for their positive attitude towards learning and for specific achievements. Each week, certificates are awarded for children who have achieved these in Celebration Assembly.

How can you be involved?

Parents are equal partners in their child's learning and we welcome parental involvement in Reception. Any talents that you may wish to share with us would be greatly appreciated – e.g. gardening, painting, reading stories, music making.

Parents are invited to join in school events as advertised periodically through the year. We encourage parents to be involved in fundraising with their children whether it is with donating items or taking part in other events, for example, Children in Need, Red Nose Day and other school activities such as our Christmas Fete.

Have you any concerns?

Your child's personal experience is the foundation of learning and home life is of fundamental educational relevance. Reception staff therefore need to be aware of previous experiences and parents' expectations.

If you have any concerns about your child or want to discuss their individual progress, then staff will be happy to talk with you at the end of a session or at an arranged time.

From time to time we all have concerns regarding our children. The Reception Team are here to listen and to help in resolving or alleviating them. Please let us know if there are changes at home that could affect your child, we will be understanding and sympathetic and it will help us to support your child more appropriately in school. Likewise, we will let you know if we are concerned about anything in school.

The Internet

Colnbrook C. of E. Primary School has an E-Safety Policy and takes a professional approach to confidentiality and privacy of family life. We enjoy our daily conversations with you all but every family needs to be confident that we draw a clear line between work and personal life.

As part of our e-safety policy, we have looked at the implications of Social Networking Sites, like Facebook and Twitter, as these are a public form of communication

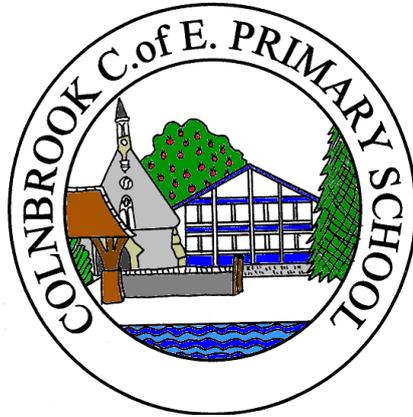
Our policy is that staff do not make or accept invitations to become on line friends with parents or other family members/carers of pupils in the school on any Social Networking Sites. This policy also applies to all pupils and helpers.

This ensures that professional boundaries are maintained at all times.



Finally: Thank you for your support and co-operation.

**We look forward to welcoming your child into our
Early Years Unit!**



Transition from Early Years to Key Stage 1

Reception to Year 1

Colnbrook Church of England Primary School serves a multi-cultural community and welcomes children from all faiths and backgrounds. Colnbrook Church of England Primary School upholds the following Christian values for all of our children: ***Aspiration, Respect, Responsibility, Resilience, Compassion*** and ***Community***.

Early Years to KS1: Reception to Year 1

The transition from Reception to Year 1 is a big change for learners but here at Colnbrook C. of E. Primary School, we endeavour to make this transition a smooth and happy one.

During the Summer Term, Reception children are introduced to the main school playground during the afternoon break for 10 minutes, along with the Year 1 children. Friendship Buddies are normally identified so every child has a 'partner' or a 'friend' to play with during this time. This gives children the time to adjust so as when they reach Year 1, they are already familiar with the playground and some children in it.

For the first term in Year 1 the class continues with the same structure as the EYU. The same learning zones are set out within the classroom, outside access is available throughout the day and teachers and teaching assistants continue to use observations and small group work to ensure all learners achieve the early learning goals by the end of the Autumn Term. Learners are allowed free access to the different zones as in the EYU and have the continued opportunity of planning and creating their own learning. Making our Year 1 environment look, feel and work like the EYU, allows these young learners the opportunity to make a smooth transition and ultimately feel safe and secure. Therefore this allows them to fulfil their learning needs and achieve the early learning goals so they are ready to move on to a more traditional style of teaching of the KS1 Curriculum later in the Autumn Term.

By the second half of the Autumn Term (term 2), we gradually begin a more structured way of learning. Time is taken to gradually introduce more whole class teaching and more independent group work set by the teacher. Those learners ready for the KS1 Curriculum will have objectives and learning intentions taken from the frameworks, whereas those still working towards completing the early learning goals will continue to fulfil them in a more structured environment. Having a gradual increase in the learning structure means learners in Year 1 are fully prepared for the KS1 Curriculum and do not find there is a leap in expectations, this therefore creates a learning environment where all learners feel safe, secure and ready to learn. During this term we begin to send home spellings and homework as our learners start to progress and can cope with this.

After the transition from Reception into Year 1 our emphasis is upon moving the learners effortlessly and smoothly to the KS1 Curriculum. From the Spring Term through to the Summer Term, all children in Year 1 access the KS1 Curriculum, with those who are ready beginning this in the second half of the Autumn Term. Across the school, the teachers and staff work together to create a 'creative curriculum' with an overarching topic each half term. These topics are the same across Years 1 and 2, but are studied at different levels as part of a two year programme of topics. This gives the learners time to build on their existing knowledge and move forwards in an environment they are secure in. Time is taken by the class teachers to ensure a wide range of skills are covered throughout the topics and a clear learning journey can be seen.

Throughout Years 1 and 2 reading books are sent home on a weekly basis, with spelling word lists and other homework. This routine is continued throughout both years to enhance progress and ensure continuity. By the Spring Term in Year 1, all learners will have weekly spellings and homework set for them in the same routine in both Year 1 and 2 to help a smooth transition between the years for both learners and parents.

During the Summer Term, learners from Reception are invited to familiarise themselves with the new classroom they will be working in. Time is taken by the teachers to ensure both classes have a similar feel with reading corners, maths areas and literacy areas set up for the learners to access, ensuring they settle quickly into their new environment and feel secure and ready to continue their own learning journeys. The new class teacher will also spend time with their class in the Summer Term before they move up so learners and teachers can get to know different personalities and ways of working ready for the Autumn Term. Parents are also invited to meet the new teacher informally before learners start back in September as part of the School's transition process.

Teachers in the Early Years Unit and Year 1 also use similar data analysis and planning systems to ensure pupils' learning styles and learning needs can be identified and met as they move through school.