

# STOKENCHURCH PRIMARY SCHOOL

😊 WELCOME 😊



OPEN DAY

9<sup>th</sup> November 2023

HAPPY VALUED CURIOUS AMBITIOUS TOLERANT RESPECTFUL CONFIDENT  
CONSIDERATE INDEPENDENT RESILIENT ENTHUSIASTIC SUCCESSFUL

## OUR SCHOOL

We provide a safe, caring, disciplined and stimulating environment that enables children to develop personal abilities, interests and talents. We want our children to want to learn.



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# OUR SCHOOL

- Maximise potential of our indoors and outdoors
- Stimulating, calm environment
- High expectations of ourselves and each other
- Excellent teaching and support staff team
- ICT suite, IWB's, networked classrooms, tablets
- Swimming pool and sports facilities
- Lunchtime provision for hot meals

- Field
- Two playgrounds
- Adventure trail
- Library
- Music room
- Quiet garden
- Ponds
- Hall for PE, drama and special assemblies
- First aid / medical room
- Potential for forest school



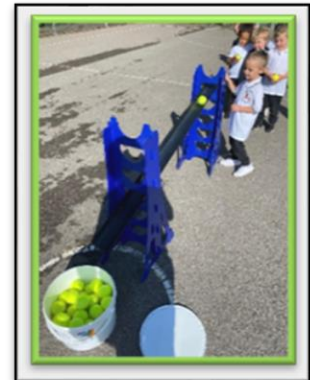
# OUR CHILDREN

- Happy
- Outstanding behaviour
- Listened to
- Nurturing approach
- Responsible
- Developing leadership potential
- Social and emotional sessions / support
- Responsibilities – prefects; librarians; school council
- Head Boys / Girls
- Clear expectations
- Golden rules
- Code of conduct
- Resilience
- +ive learning behaviours
- Ready, Respectful, Safe
- Consistently supported
- Want to be at school





## OUR OPPORTUNITIES



- For children and families
- Garsington
- Wormsley
- Albert Hall
- Swan Theatre
- O2 Arena
- Inter-house competitions
- Representing the school
- Gymnastics / music / languages

- Willen Lake
- Summer residential
- Recognising and rewarding achievements in and out of school
- Buddying – leadership and role model opportunities across the school
- Competitive matches
- Responsibilities

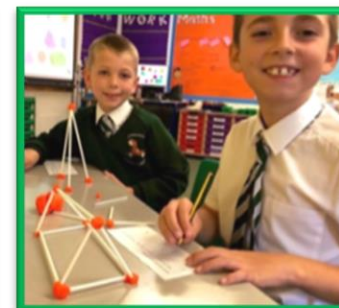


## OUR CURRICULUM

- Clubs
- Enrichment
- Cross-curricular links
- Support for children with SEND
- Specialist teaching – French, German, PE
- Peripatetic teaching – music opportunities and presentations
- Concerts
- Trips and visits throughout the school
- Effective assessment
- Ability and mixed ability sets
- Use of CATs in Y5 to challenge expectation and help prepare for 11+
- 11+ selective procedure
- Communication with parents
- Proactive transitional arrangements
- Performances – Christmas; Harvest; Class Assemblies; Productions; etc.

## OUR CHILDREN

They are our greatest advert and are Ready, Respectful and Safe. They look out for each other and look after each other. They ask good questions and want to find out more. They learn to take risks and miss us when they leave.



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## OUR OPPORTUNITIES

We provide opportunities and experiences for every child and every family.  
We make memories and use innovation and enrichment to  
bring our learning to life – indoors and out.



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# Welcome to the Early Years Foundation Stage Nursery and Reception



An engaging, exciting environment offering an enriched learning experience for all children.



Dedicated, passionate Early Years staff.



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## Nursery Provision - 15 & 30 hour funding for 3 year olds



Morning Session 8.30am – 11.30am  
Afternoon sessions 12.30pm – 3.30pm  
Full Day 8.30am – 3.30pm  
Optional lunch session 11.30 – 12.30  
*\*charged at £6.00 per session*



**September, January and April intakes.**

**Flexibility to accommodate your individual needs**

*\*\*Option to pay for additional sessions if you not eligible for 30 funding*



Not sure what support  
**you** could get with  
childcare costs? Go to  
[childcarechoices.gov.uk](http://childcarechoices.gov.uk)

Childcare  
**Ch**oices

HM Government



For Nursery Applications please contact the Nursery Manager Mrs Warner  
[office@stokenchurchprimary.bucks.sch.uk](mailto:office@stokenchurchprimary.bucks.sch.uk)

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## STARTING RECEPTION

Visit [buckinghamshire.gov.uk](https://www.buckinghamshire.gov.uk) for information about starting school

Apply online, using a laptop, desktop, smart phone or tablet.

- Set up a username (your email address) and password.
  - Fill in your details and your child's details
  - List up to six preferences for primary schools.
- Your home address and your child's should be the same.

Apply online from 11 am on 01 November 2023 at [buckinghamshire.gov.uk](https://www.buckinghamshire.gov.uk).

**Make sure you apply by the deadline of 15 January 2024.**

You can log onto your account on 16 April to accept the school offers. You will also get this information in an email.

If you apply with a paper form, you will not know the outcome of your application until 17 April.



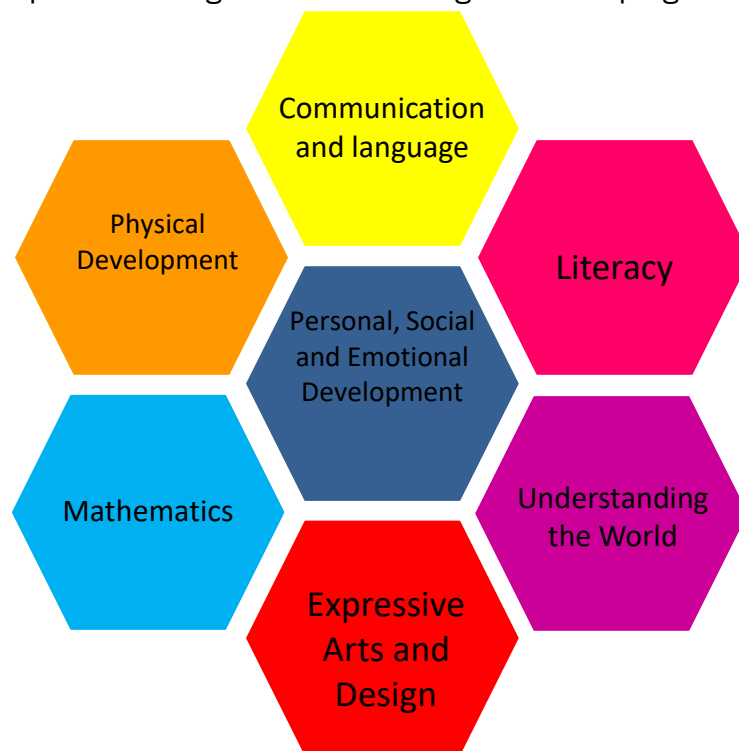
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## Early Years Foundation Stage Explained

“The Early Years Foundation Stage (EYFS) sets standards for the learning, development and care of children from birth to 5 years old to ensure that children learn and develop well, and are kept healthy and safe.

It promotes teaching and learning to ensure children’s ‘school readiness’ and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

There are seven  
areas of learning  
in the EYFS  
Curriculum

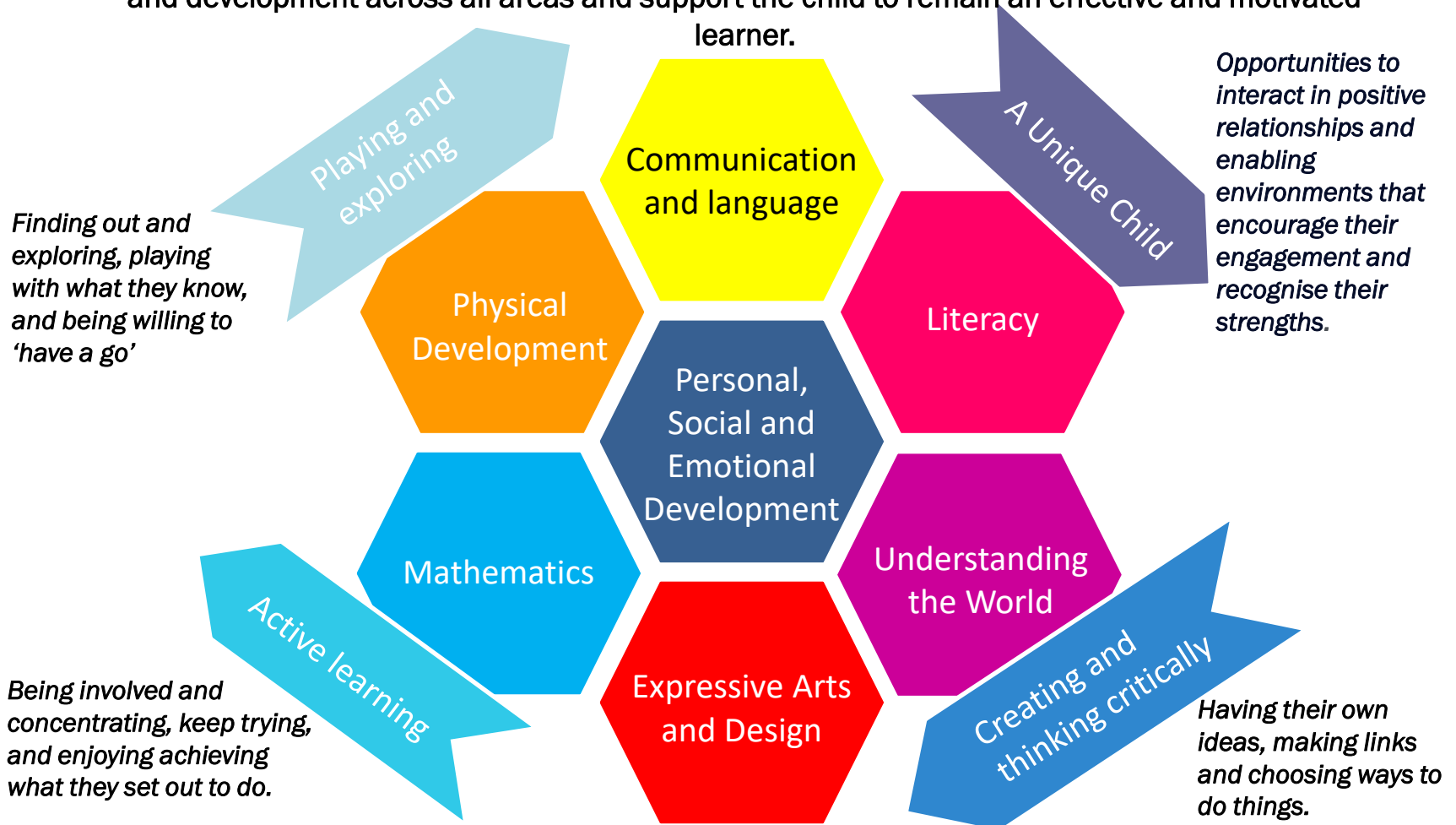


All areas  
of learning and  
development are **equally**  
**important** and inter-  
connected. We are here to  
help shape well-rounded  
children.

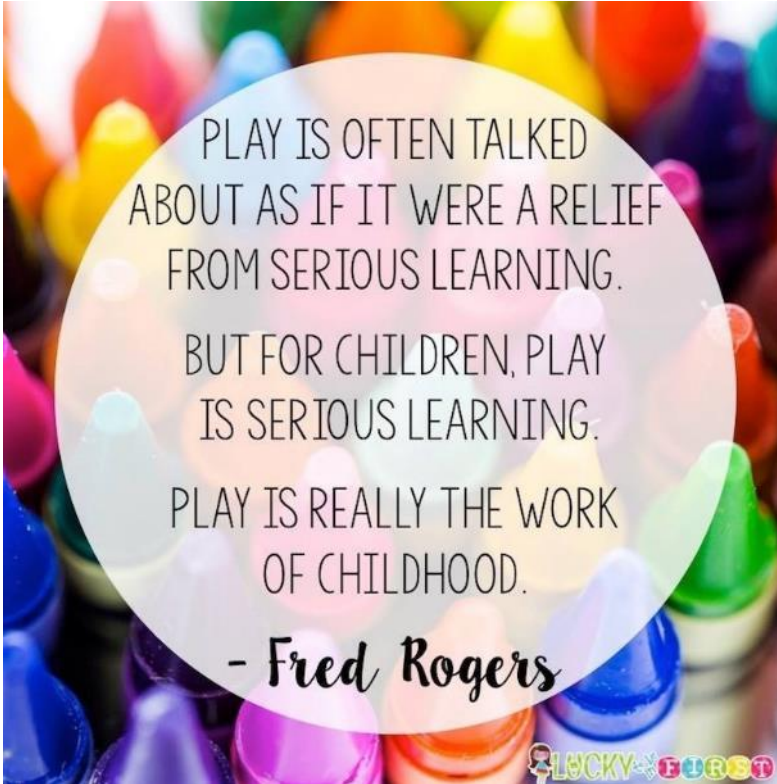
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# How characteristics of learning link with the 7 areas of development.

The ways in which the child engages with other people and their environment underpins learning and development across all areas and support the child to remain an effective and motivated learner.



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## THE IMPORTANCE OF PLAY

Play underpins the EYFS. It also underpins learning and all aspects of children's development. Through **play**, children develop **language skills**, their **emotions and creativity**, **social and intellectual skills**. For most children their play is **natural and spontaneous** although some children may need extra help from adults.

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# Assessment and Progress

*In accordance with the changes to the EYFS Curriculum in 2021*

- Our staff to spend quality time building relationships with your children through high quality interactions and purposeful play that develops their skills and extends their knowledge and understanding.
- We use our experience and knowledge to monitor the children's learning and complete a 'teacher judgement' assessment against all of the areas of the curriculum each half term.
  - This informs planning, interventions and any other support needed.
- Our continuous provision allows for staff to have quality, extended conversations about their ideas, feelings, emotions and their learning.
  - Helping to develop and extend their vocabulary,
  - Inspires them to build and maintain friendships
- As a school we use Twinkl Phonics, a synthetic systematic Phonics scheme which teaches all pupils how to read and write.
  - Robust tracking ensures every child's progression is monitored.
  - Reliable intervention programmes for those who need a boost and for children who are ready to be challenged.
  - Supports progression into the National Curriculum in Key Stage 1



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I completed my turtle by adding googly eyes and squares for a more realistic 'shell'.

A secure online Learning Journal across Early Years and KS1.

A learning blog including photographs and key moments will be shared with you each week.

Parental involvement – wow moments, celebrations and positive re-enforcement for children that teachers and parents work together.

## RECEPTION BASELINE ASSESSMENT

An age-appropriate assessment of early mathematics and early literacy, communication and language.

## EARLY LEARNING GOALS

There are 17 Early Learning Goals, which set out the expected level of attainment at the end of the EYFS.

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<p><b>Communication and Language</b></p> <p><b>Listening, Attention and Understanding</b></p> <ul style="list-style-type: none"> <li>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</li> <li>Make comments about what they have heard and ask questions to clarify their understanding.</li> <li>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> <li>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</li> </ul>	<p><b>Personal, Social and Emotional Development</b></p> <p><b>Self-Regulation</b></p> <ul style="list-style-type: none"> <li>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</li> <li>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> <li>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</li> </ul> <p><b>Managing Self</b></p> <ul style="list-style-type: none"> <li>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul> <p><b>Building Relationships</b></p> <ul style="list-style-type: none"> <li>Work and play cooperatively and take turns with others.</li> <li>Form positive attachments to adults and friends/peers with peers.</li> <li>Show sensitivity to their own and to others' needs.</li> </ul>	<p><b>Physical Development</b></p> <p><b>Gross Motor Skills</b></p> <ul style="list-style-type: none"> <li>Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>Demonstrate strength, balance and coordination when playing.</li> <li>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul> <p><b>Fine Motor Skills</b></p> <ul style="list-style-type: none"> <li>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li> <li>Use a range of small tools, including scissors, paintbrushes and cutlery.</li> <li>Begin to show accuracy and care when drawing.</li> </ul>
<p><b>Understanding the World</b></p> <p><b>Past and Present</b></p> <ul style="list-style-type: none"> <li>Talk about the lives of the people around them and their roles in society.</li> <li>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul> <p><b>People, Culture and Communities</b></p> <ul style="list-style-type: none"> <li>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction books and maps.</li> <li>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</li> <li>Explore some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (where appropriate) maps.</li> </ul> <p><b>The Natural World</b></p> <ul style="list-style-type: none"> <li>Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</li> <li>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>	<p><b>Expressive Arts and Design</b></p> <p><b>Creating with Materials</b></p> <ul style="list-style-type: none"> <li>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>Show their creations, explaining the process they have used.</li> <li>Make use of props and materials when role playing characters in narratives and stories.</li> </ul> <p><b>Being Imaginative and Expressive</b></p> <ul style="list-style-type: none"> <li>Invent, adapt and recount narratives and stories with peers and their teacher.</li> <li>Sing a range of well-known nursery rhymes and songs.</li> <li>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</li> </ul>	<p><b>Mathematics</b></p> <p><b>Number</b></p> <ul style="list-style-type: none"> <li>Have a deep understanding of number to 10, including the composition of each number.</li> <li>Subitize (recognize quantities without counting) up to 5.</li> <li>Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</li> </ul> <p><b>Numerical Patterns</b></p> <ul style="list-style-type: none"> <li>Verbally count beyond 20, recognising the pattern of the counting system.</li> <li>Compare quantities up to 10 in different contexts, recognizing when one quantity is greater than, less than or the same as the other quantity.</li> <li>Explore and represent patterns within numbers up to 10, including even and odd, double facts and how quantities can be distributed equally.</li> </ul>
		<p><b>Literacy</b></p> <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>Anticipate (where appropriate) key events in stories.</li> <li>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</li> </ul> <p><b>Word Reading</b></p> <ul style="list-style-type: none"> <li>Say a sound for each letter in the alphabet and at least 10 digraphs.</li> <li>Read words consistent with their phonic knowledge by sound blending.</li> <li>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Write recognisable letters, most of which are correctly formed.</li> <li>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> <li>Write simple phrases and sentences that can be read by others.</li> </ul>



# EARLY YEARS FOUNDATION STAGE PROFILE



The EYFS Profile is a statutory assessment of children's development at the end of the academic year in which children turn 5, usually reception year. Each child's level of development is assessed against 17 early learning goals (ELGs) across all 7 areas of learning in the EYFS. For each ELG, teachers must assess whether a child is meeting the level of development expected at the end of the EYFS, or if they are not yet reaching this level and should be assessed as 'emerging'. The Profile is intended to provide a reliable and accurate summative assessment of each child's development at the end of the EYFS in order to support children's successful transitions to year 1.



Teachers are expected to use their professional judgement to make EYFS Profile assessments, using their knowledge and understanding of what a child knows, understands, and can do.

Day-to-day informal checking of what children have learnt will inform teaching and learning on an ongoing basis throughout the final year of the EYFS. This will include identifying areas where children may be at risk of falling behind, so that teachers can provide effective support where needed.

For more information you can access the handbook online

<https://www.gov.uk/government/publications/early-years-foundation-stage-profile-handbook>

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## OUR DAILY ROUTINES

A predictable daily work routine provides an orderly framework for children's activities. This allows time for individual, small group and large group activities; with a balance of child-initiated and adult-led time.



A typical day includes...

Funky Fingers/Dough Disco  
Register

Circle Time – Literacy or Maths

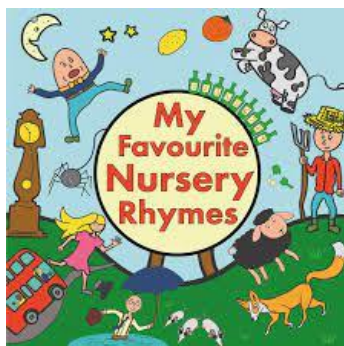
Learning/Work Time

Snack Time

Phonics

Circle Time – Understanding the World, Music, PSHE, PE

Story and songs



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## LEARNING/WORK TIME

During this time staff actively support children in learning new skills and exploring new materials. To encourage children's self-reliance and purposeful play, our space is divided into areas. Each is stocked with a variety of materials, equipment and tools. These areas are well organised and accessible to the children so that they may all work in them independently. Our rooms are designed to encourage both social interaction and solitary play and to provide comfortable spaces for both small and large group activities.



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# Our Curriculum

Our curriculum has been developed using the Development Matters and Birth to Five guidance documents which link directly to the Early Years Framework.

In Early Years the children will be learning a vast variety of skills that will support them to become 'Ready, Respectful and Safe' members of our school and the community.

We have created an overview of these skills which link directly to each of the seven areas of learning.

Nursery	Autumn Term		Spring Term		Summer Term	
	T1	T2	T3	T4	T5	T6
	HAPPY & VALUED	CURIOUS & AMBITIOUS	TOLERANT & RESPECTFUL	CONFIDENT & CONSIDERATE	INDEPENDENT & RESILIENT	ENTHUSIASTIC & SUCCESSFUL
Topic	Marvellous Me		Down in the Woods	Everyday Superheroes	The World Around Me	On Our Way
<b>Personal, Social and Emotional Development Focus (PSED)</b>	Understanding how to play with others, learning how to follow rules and talking about themselves	Exploring friendships, listening and responding	Expressing their feelings and thinking about how others feel	Exploring what it means to have responsibility at home and at school	Understanding how to solve problems and make healthy choices	Exploring how to become confident in new situations
<b>Communication &amp; Language Focus (CL)</b>	Enjoy listening to stories and talk about what they remember	Understand questions and instructions	Use wider vocabulary in longer sentences	Start a conversation with others	Explore rhymes and songs and re-tell familiar stories	Use 'talk' to organise themselves and their ideas in play with others
<b>Physical Development Focus (PD)</b>	Take part in group activities involving balance and movement	Use one-handed tools and equipment	Work with others to manage larger items	Use large-muscle movements to wave flags, streamers, paints and make marks	Choose appropriate resources for their own tasks	Become increasingly independent in dressing and undressing
<b>Literacy Focus (L)</b>	Enjoy songs and rhymes Share stories with adults Draw freely	Join in with songs and rhymes Respond to stories Add marks to their drawings and give them meaning	Sing songs and rhymes during play Have favourite books Use their knowledge of print in their early writing	Repeat words and phrases from familiar books Make marks to represent their name	Ask questions and make comments about books Write some letters accurately	Develop play around familiar stories Copy/write some or all of their name
<b>Maths Focus (M)</b> <i>Linking with White Rose Maths Scheme</i>	Recite numbers past 5 Develop fast recognition of up to 3 objects Show finger numbers	Say one number for each item Link numerals and amounts Compare quantities	Experiment with their own symbols and marks Count in everyday contexts	Talk about and explore 2d and 3d shapes, selecting and combining	Make comparisons relating to size, length, weight and capacity	Talk about patterns, create their own patterns Describe a sequence of events
<b>Understanding the World Focus (UW)</b>	Use their senses in hands on explorations	Talk about what they see, hear and feel	Understand the need to care for our environment	Explore how things work	Know there are different countries and share their experiences of travel	Make sense of their own life
<b>Expressive Arts and Design Focus (EAD)</b>	Take part in pretend play	Explore colours and materials	Express their thoughts and feelings in different ways	Sing familiar songs and rhymes	Explore different sounds with a range of instruments	Express their feelings and ideas
<b>Nursery Rhymes, Poems and Songs (Oracy)</b>	Wind the Bobbin Up Two little dickie birds The Wheels on the bus Row Row your boat	I'm a little teapot Ring-a-ring-a-roses Clap Clap Hands... If you're happy and you know it	Busy Farmer Ben The Goats Came Marching Old McDonald had a farm Polly Put the Kettle on	Doctor Foster went to Gloucester Miss Polly had a dolly A sailor went to sea I've got a body	Twinkle Twinkle The bear went over the mountain Down in the Jungle An elephant walks like this...	The Big Ship Sails... Down at the station There were ten in the bed Were driving in our car



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# Our Curriculum

Reception	Autumn Term		Spring Term		Summer Term	
	T1 HAPPY & VALUED	T2 CURIOUS & AMBITIOUS	T3 TOLERANT & RESPECTFUL	T4 CONFIDENT & CONSIDERATE	T5 INDEPENDENT & RESILIENT	T6 ENTHUSIASTIC & SUCCESSFUL
Topic	Marvellous Me		Down in the Woods	Everyday Superheroes	The World Around Me	On Our Way
Key Texts	During the first half term children are exposed to high quality texts carefully chosen to support engagement and develop skills in listening and responding during the children's settling in period. Texts will also be carefully chosen to link to the children's interests and this will vary depending on the cohort.	Gordon's Great Escape Stinky Sprouts Robin Red Vest	Hansel and Gretel, Jack and the Beanstalk Tree	The Zoo Vet Under the sea cleaning spree <del>Doctoraurus</del>	Somebody swallowed Stanley The street beneath our feet Commotion in the Ocean	100 Decker Bus The Highway Rat A Little Bit Brave
Key Vocabulary	Happiness, sadness, courage, upset, calm, content, anger, feeling, scared, tired, bored, worried, anxious, excitement, sorry, consequence, reward	Escape, dangerous, adventurous, disastrous, disguise, tragedy, Struggling, generosity, rewards	Fairy tale, woodcutter, gingerbread, Poor, giant, harp, goose, gold Seasons, change (rhyming words)	Patient, veterinarian, wildlife, Plastic, pollution, ocean creatures, Prehistoric, injuries, dinosaurs	Tentacles, barnacles, seagulls, City, countryside, underground, Ocean creatures, commotion	Deck, route, journey, Highway, travellers, thief, Bravery, fears, friendship, scared
Linked Non-Fiction Texts	The Crayons book of feelings Tiger had a tantrum <del>Michael Rosen's Sad</del>		Look what I found! Can we really help Bee's? The Big Book of the Blue/One day on our blue planet		Children of the world The Big Book of Why William Bee's Wonderful book of things that go	
Personal, Social and Emotional Development Focus (PSED)	Understanding how they feel about themselves and others	Resolving conflict and developing friendships and shared interests	Exploring consequences Understanding rules and growth	Develop an understanding of responsibility at school, at home and in the community	Make healthy choices which have a positive effect on themselves and others	Understanding how they feel when faced with change and learning how to transfer skills
Communication & Language Focus (CL)	Express themselves clearly to others	Ask questions and share ideas and experiences	Use more complex ideas when collaborating with others	Share experiences with others in small groups or whole class situations	Express their ideas confidently, offering ideas and explanations	Express their needs and use talk to solve problems
Physical Development Focus (PD)	Being independent in self-help skills	Develop the skills to use different tools for different purposes	Develop awareness of safety and space when using large equipment	Show accuracy and care when using different tools to make marks	Develop strength, balance and co-ordination	Being able to manage the school day successfully and healthily
Literacy Focus (L) <i>*Show an interest and engage with a variety of stories</i>	Read individual letters Make meaningful marks using some recognisable letters. Name writing	Blend sounds to read words Form lower case and capital letters correctly. Write lists and labels	Read common exception words Use capital letters and finger spaces. Captions, postcards, speech bubbles	Read simple phrases Use capital letters, finger spaces and full stops. Short stories, fact files, posters	Read books to build confidence Use capital letters, finger spaces and full stops. Descriptions, rhymes, stories	Develop their fluency and understanding as they enjoy a wider variety of books Independently write for a purpose Stories, invitations, cards, letters
Maths Focus (M) <i>Linking with White Rose Maths Scheme</i>	Getting to Know you Match, Sort and Compare Talk about Measure and Pattern	It's me 1,2,3 Circles and Triangles 1,2,3,4,5 Shapes with 4 sides	Alive in 5 Mass and Capacity Growing 6,7,8 Length, Height and Time	Length, Height and Time Building 9 and 10 Explore 3D Shapes	To 20 and beyond How many now? Manipulate, Compose and Decompose	Sharing and Grouping Visualise, Build and Map Make Connections
Understanding the World Focus (UW)	Observe and show interest in their environment	Explore and ask questions about what they see, hear and feel	Notice and compare changes within nature	Explore and show curiosity towards people who help others	Explore different environments and life in other countries	Talk about themselves, their families and community
Expressive Arts and Design Focus (EAD)	Work collaboratively, sharing resources, ideas and skills One Finger, One Thumb Ten fingers Five little monkeys. Peter Hammers There was a little turtle	Experiment with joining materials and mixing primary colours	Express ideas and feelings a variety of artistic effects It's raining it's pouring. If you go down to the woods today... These are Grandma's glasses When Goldilocks went to the house of the bears	Watch and talk about dance and performance art	Develop story lines in pretend play	Express creativity and imagination in different ways
Nursery Rhymes, Poems and Songs (Oracy)		5 current buns. 5 Little Speckled frogs. 5 little men in a flying saucer. 5 fat sausages.		One elephant went out to play. Penguin Song Never smile at a crocodile Walking in the jungle	The animals went in two by two The Grand Old Duke of York London Bridge is falling down There's a hole in the bottom of the sea	There were ten in the bed Here we go round the Mulberry Bush I know an old lady... When I was one... Oranges and Lemons

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# Key Texts

High quality texts will form the foundations of our learning in Early Years, enabling us to provide cross curricular experiences, linking with our overarching principle of the importance of play.



Children in Early Years will broaden their vocabulary, become confident in sharing their ideas and telling stories, and will be learn how to listen and respond effectively.

Our continuous provision offers a wide variety of cross-curricular activities that link with our theme, key text and taught skills.

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# Phonics

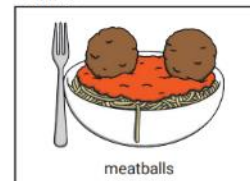
- Twinkl - Whole school synthetic phonics scheme which teaches children to read
- Taught to all children from Nursery – Year 2
- Taught as an intervention where needed for children in Years 3-6
- Daily, interactive lessons
- Songs, rhymes, actions to make learning fun and memorable
- Reading books to support current phonics learning
- ‘Crib sheets’ to bring the children’s learning home and to support parents



Today, we have been learning m.



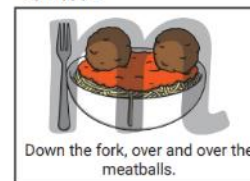
Picture



Action



Formation



Song

(To the tune of 'One Man Went to Mow')

Meatballs,  
m - m - m,  
How we love to eat them,  
Meatballs,  
m - m - m,  
How we love to eat them!

Word List

Can you robot-talk and blend to read these words?

am	map
..	...
man	Tim
...	...
mat	Sam
...	...



# Special Educational Needs and Disability (SEND)

Support is provided for children with Special Educational Needs through the adaptation or use of additional resources, intervention groups and personalised learning which support any specific identified need.

*Some of our children may need additional provision, as recommended in the Department for Education's SEND Code of Practice, Buckinghamshire Council's Ordinarily Available Provision, NHS guidance and evidence-based best practice. These are embedded within day to day classroom practice.*

SENCOs: Mrs F Avery, Miss C Howland








## Code of Conduct

At Stokenchurch, we strive to create a happy environment where positive and caring attitudes towards one another are developed and achievements at all levels are acknowledged and valued – at ALL ages.

We like to reward the children for going above and beyond.

When sanctions are necessary, we try to make sure they are fair and have meaning to the child so that they learn to accept responsibility for their own behaviour.

We are always:		
READY	RESPECTFUL	SAFE
OUR CODE OF CONDUCT		
1	'LOOK SMART; LEARN SMART': We represent <b>STOKENCHURCH</b> with pride!	
2	We follow instructions given by all adults.	
3	We keep our hands, feet and objects to ourselves.	
4	We treat equipment sensibly and help each other to learn.	
5	We show respect to others and our school at all times.	
6	We listen carefully and always strive for our best.	

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# Things to look forward to...



Exciting, purposeful play.

Stay and let us share

Our new outside area

Library Visits

Quiet Garden

Baking

Sharing your child's learning journey

Parents Evenings

End of term celebrations

Christmas Performance

Assemblies with Reception



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## IMPORTANT TIPS & DATES

- Visit a number of schools – you will know which one is right for you
- F1 / Nursery applications are made directly to schools
- F2 Reception applications are made via the Local Authority
- <https://www.buckinghamshire.gov.uk/schools-and-learning/schools-index/school-admissions/apply-for-a-primary-school-place/>
- Online application portal opens **1<sup>st</sup> November 2023**
- Application portal closes on **15<sup>th</sup> January 2024**
- National Offer Day is **16<sup>th</sup> April 2024**

### For Parents:

- Induction meeting in July
- Welcome Workshop in September
- Parents evening early November
- Open door policy

### For Children:

- F1 to F2 Transition programme June / July
- Separate inductions arranged for new children
- Home visits offered to strengthen relationships
- Phased entry from September including introduction of hot school meals

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# Snapshots of our learning



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**READY RESPECTFUL SAFE**

**RESILIENT**

**CURIOUS**

**CONFIDENT**

**INDEPENDENT**

**SUCCESSFUL**

