



STOKENCHURCH PRIMARY SCHOOL



Welcome to Reception

We would like to welcome you to F2 and look forward to working with you. When parents and teachers work together, there is a lasting and positive impact on children's progress.

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Staff



Head Teacher

Deputy Headteacher

EYFS Lead

Mr Stevens

Mr Sloan

Mrs Warner



Miss Foster
Ash Class Teacher



Ms Scales
Alder Class Teacher

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Meet the Team



Mrs Powell
Learning
Support
Assistant
M-W



Ms Hyde
Learning
Support
Assistant
1st Aider
M-F



Mrs Reid
Learning
Support
Assistant
M-F

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Friday PPA



Miss Nixey

PE



Mrs Venning

Music



What is the Early Years Foundation Stage (EYFS)

“The Early Years Foundation Stage (EYFS) sets standards for the learning, development and care of children from birth to 5 years old.

The EYFS statutory framework sets the standards that all early years providers must meet 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.

- All Early Years Providers follow these standards, from childminders and schools to after school clubs.
- It is based on the use of concrete experiences to build their learning.
- It focuses on 7 areas of learning which link to KS1.

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There are **seven areas** of learning and development that must shape educational programmes in early years settings.



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

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DEVELOPMENT MATTERS

We will be using the newly updated Development Matters guidance to support our understanding of children's learning and development within each of the areas of learning. Using on-going formative and summative assessments, we make judgements about whether a child is showing typical development for their age or whether they may be at risk of delay.

The bands are as follows:

Birth to 3

Nursery

Reception

Culminating in the Early Learning Goals at the end of YR

For further information on the EYFS curriculum please visit: <https://www.gov.uk/early-years-foundation-stage>

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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**.

Assessment

Reception Baseline Assessment

The RBA is an age-appropriate assessment of early mathematics and early literacy, communication and language. It is delivered in English and is administered within the first six weeks of a pupil starting reception. The assessment has two components, each consisting of practical tasks using physical resources. You will be sent a link to more information about the assessments from RBA later this week.

The Early Years Foundation Stage Profile

In the final term of the F2, the Early Years Foundation Stage Profile is completed for each child and a best fit teacher judgement against each of the 17 Early Learning Goals within the seven areas of learning is made. Here we indicate whether children are on track or otherwise. These results are reported to you within the school report issued at the end of the year.

Early Learning Goals

Communication and Language	Personal, Social and Emotional Development	Physical Development
<p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to or during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Use conversation when engaged in talk and for exchange with their teacher and peers. <p>Speaking</p> <ul style="list-style-type: none"> Participate in small group, class and one-to-one discussions, offering their own ideas, using newly introduced vocabulary. Use other languages for who they might happen, making use of newly introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. 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 modeling and support from their teacher. 	<p>Self-Regulation</p> <ul style="list-style-type: none"> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their reactions to what they experience. Give focused attention to what the teacher says, responding appropriately when requested to do so, and show an ability to follow instructions involving generalisation or advice. <p>Managing Self</p> <ul style="list-style-type: none"> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Take the necessary risks, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. <p>Building Relationships</p> <ul style="list-style-type: none"> Work and play cooperatively and interactively with others. Form positive attachments to adults and friend groups with peers. Show sensitivity to their own and to others' needs. 	<p>Gross Motor Skills</p> <ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for those nearby and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <p>Fine Motor Skills</p> <ul style="list-style-type: none"> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of oral tools, including scissors, pastebrushes and cutters. Develop fine accuracy and care when drawing.
<p>Understanding the World</p> <p>Past and Present</p> <ul style="list-style-type: none"> Take an interest in the people and things that have been in the past. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been taught to them. Understand the way things are made, the materials used and where they are made. <p>People, Culture and Communities</p> <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction books and maps. Know some similarities and differences between different regions and cultural communities in this country, drawing on their experiences and what has been taught to them. Explain some similarities and differences between life in this country and in other countries, drawing on knowledge from stories, non-fiction books and what has been taught to them. <p>The Natural World</p> <ul style="list-style-type: none"> Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been taught to them. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 	<p>Expressive Arts and Design</p> <p>Creating with Materials</p> <ul style="list-style-type: none"> Build up and explore a variety of materials, such as clay, dough, sand, water, foam and fabric. Share their creations, explaining the choices they have made. Make up and perform and rehearse when they playing characters, characters and music. <p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> Improvise, adapt and recreate narratives and stories with peers and their teacher. Stage scenes of their own or others' experiences. Perform songs, rhymes, poems and stories with others and when responding to the music in the with music. 	<p>Mathematics</p> <p>Number</p> <ul style="list-style-type: none"> Have a secure understanding of number to 10, including the composition of each number. Start to progress quantitative methods, counting up to 5. Accurately read and write numbers in reference to others, counting to other children number bonds using 'touching' subtraction facts and some number bonds to 10, including double to ten. <p>Numerical Patterns</p> <ul style="list-style-type: none"> Verbally count to 10 and 20, recognising the pattern of the counting system. Compare quantities up to 10 or 20 and compare, accepting when one quantity is greater than, less than or the same as the other quantity. Recognise and represent patterns with numbers up to 10, including even and odd, double facts and how quantities can be distributed equally.
		<p>Literacy</p> <p>Comprehension</p> <ul style="list-style-type: none"> Demonstrate understanding of what has been read to them by asking questions and making links to their own words and newly introduced vocabulary. Answer questions (where appropriate) by using evidence. Use and understand vocabulary to produce models during discussions about stories, non-fiction, rhymes and poems and during role play. <p>Word Reading</p> <ul style="list-style-type: none"> Start to read each letter in the alphabet and at least 10 high frequency words. Read words confidently with their phonics knowledge to assist blending. Start to read simple sentences and those that are consistent with their phonics knowledge, including some common caption words. <p>Writing</p> <ul style="list-style-type: none"> Write recognizable letters, most of which are correct formed. Spell words by copying words in the sand and representing the sounds with letters or sticks. Write simple phrases and sentences that can be read by others.

iPad 19:19 23%
< Back Observation >>



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

Like

EYFS

Expressive Arts and Design

Exploring and using media and materials

- Understands that different media can be combined to create new effects.

40-60 months

Developing

Expressive Arts and Design

Being imaginative

- Create simple representations of events, people and objects.

40-60 months

Developing

Tapestry is a secure online Learning Journal we use across the Early Years and into KS1. It records photos, observations and comments, in line with the Early Years Foundation Stage curriculum.

However, with the changes to our curriculum as mentioned, it is quality over quantity in moving forward. Our time is best spent working with our children. We will be sharing a weekly update with you all 😊

You will be receiving your personal account details shortly and further information on this programme.

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Reporting to parents

- Progress will be reported to you throughout the year.
- There will be two parents evenings throughout the year, in October and March. The November meeting will have a pastoral focus, whilst the March one will focus on progress and attainment.
- Each child will receive a final end of year report which will celebrate your child's personal achievements and summarise their progress and attainment.

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Topics

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Ready, Respectful, Safe	Resilient	Curious	Confident	Independent	Successful
School Superheroes	The Past	Brilliant Books	Marvellous Machines	Hot & Cold	Food Glorious Food
					
<ul style="list-style-type: none"> • Families • Zones • Emotions • Rules • Who helps them? • Germs • Personal Hygiene 	<ul style="list-style-type: none"> • Dinosaurs • Their history • Christmas Story 	<ul style="list-style-type: none"> • Traditional Tales • Author study • Rhymes/ Poems 	<ul style="list-style-type: none"> • Bus • Train • Hot air balloon • Rocket • Pirate Ship 	<ul style="list-style-type: none"> • Seasons • Science • Countries • Sea • Desert • Animals • The Weather 	<ul style="list-style-type: none"> • Healthy Eating • Growing • Different Cultures • <i>Transitional Texts</i>

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EYFS Curriculum - Overview

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

EYFS Reception Curriculum 25 – 26						
Term:	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
School Values:	Ready, Respectful, Safe	Resilient	Curious	Confident	Independent	Successful
Topic:	School Superheroes 	The Past 	Brilliant Books 	Marvellous Machines 	Hot & Cold 	Food Glorious Food 
Themes:	<ul style="list-style-type: none"> Families Zones Emotions Rules Who helps them? Germ Personal Hygiene 	<ul style="list-style-type: none"> Dinosaurs Their history Christmas Story 	<ul style="list-style-type: none"> Traditional Tales Author study Rhymes/ Poems 	<ul style="list-style-type: none"> Bus Train Hot air balloon Rocket Pirate Ship 	<ul style="list-style-type: none"> Seasons Science Countries Sea Desert Animals The Weather 	<ul style="list-style-type: none"> Healthy Eating Growing Different Cultures Transitional Texts
Key Skills <i>linked to the Prime and Specific Areas of the EYFS Curriculum</i>	<p>Understand feelings and emotions and behaviours Learn different routines, expectations and boundaries Know how to take care of themselves</p>		<p>Understand how to keep their body and mind safe and healthy Learn how to communicate effectively Know how to get involved and explore</p>		<p>Understand how their actions have consequences Learn to make connections and solve problems Know how to work collaboratively and with their own ideas</p>	
Texts: *Yellow = Key Texts	<ul style="list-style-type: none"> There's a superhero in your book Starting School Ruby's Worry A superhero like you Super-duper you! 	<ul style="list-style-type: none"> 10 little dinosaurs Harry and the bucket full of dinosaurs The Christmas Story Stinky Sprouts 	<ul style="list-style-type: none"> The puffin book of fantastic first poems Goldilocks and the three bears The 3 little pigs Paul Linnet & Sue Hendra Books 	<ul style="list-style-type: none"> 100 decker bus Can caravan The runaway train. Cycle City Duck on the Truck 	<ul style="list-style-type: none"> Emma Jane's Aeroplane Boo! A fishy mystery The sea beneath my toes Tidy 	<ul style="list-style-type: none"> Faruq and the Wiri Wiri When ice cream had a meltdown What we'll build A Little Bit Brave Mooncat & Me
Communication, Language & Literacy <i>Makaton Songs</i>	My Finger Family	I hear thunder	Two little dickie birds	I can see a rainbow	The sun has got his hat on	There's a worm at the bottom of the garden
Communication, Language & Literacy <i>Action Rhymes and Songs</i>	10 little fingers I had a little teddy	Dinosaurs Santa got stuck up the chimney	When goldilocks went to the house of the bears There was an old lady who swollen a fly	Down at thew Station Row Row Boat	I'm a little snowman Down in the jungle	Let's make a cake! I am the baker man.
Phonics <i>Twinkl</i>	Level 2	Level 2	Level 3	Level 3	Level 4	Level 4
Maths <i>White Rose</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

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EYFS Curriculum - Overview



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

Maths <i>Mastering Number</i>	Subitising within 3 Focus on counting skills Explore how all numbers are made of 1s Focus on composition of 3 and 4 Subitise objects and sounds Comparison of sets - 'just by looking' Use the language of comparison: more than and fewer than	Focus on counting skills Focus on the 'five-ness of 5' using one hand and the die pattern for 5Comparison of sets – by matching Use the language of comparison: more than, fewer than, an equal number Explore the concept of 'whole' and 'part' Focus on the composition of 3, 4 and 5 Practise object counting skills Match numerals to quantities within 10 Verbal counting beyond 20	Subitise within 5 focusing on die patterns Match numerals to quantities within 5 Counting – focus on ordinality and the 'staircase' pattern See that each number is one more than the previous number Focus on 5 Focus on 6 and 7 as '5 and a bit' Compare sets and use language of comparison: more than, fewer than, an equal number to Make unequal sets equal	Focus on the 'staircase' pattern and ordering numbers Focus on ordering of numbers to 8 Use language of less than Focus on 7 Doubles – explore how some numbers can be made with 2 equal parts Sorting numbers according to attributes - odd and even numbers	Counting – larger sets and things that cannot be seen Subitising to 6, including in structured arrangements Composition – '5 and a bit' Composition - of 10 Comparison – linked to ordinality Play track games Introduce the <u>Rekenrek</u>	Consolidation of learning. Using the <u>Rekenrek</u>
UTW History/ Geography <i>Kapow</i>	Class teachers will take inspiration and relevant topics from the Kapow Units. This will primarily be led by the children's interests. Units: Peak into the past, Adventures through time, Exploring maps, outdoor adventures, around the world.					
EAD Art and DT <i>Kapow</i>	Class teachers will take inspiration and relevant topics from the Kapow Units. This will primarily be led by the children's interests. Units: Marvellous Marks, Cooking, Drawing, Sculpture and 3D, Structures, Painting and mixed media.					
PSED RSE & PSHE <i>Kapow</i>	Self-Regulation: Listening and Following Instructions	Building Relationships: My Family and Friends	Managing Self: My Wellbeing	Self-Regulation: My Feelings	Building Relationships: Special Relationships	Managing Self: Taking on Challenges
EAD/Music <i>Kapow</i>	Exploring Sound	Celebration Music	Musical Stories	Transport	Music & Movement	Big Band
PD PE & Games <i>Pepe</i>	Sporty Superheroes	Time Travel Adventure	Land of Fairy tales	Space Explorers	Jungle Adventure <i>Swimming</i>	Beach Trip & The Deep Blue Sea <i>Swimming</i>
Computing <i>Barefoot & Project Evolve</i>	BF: Awesome Autumn	BF: Super Space	BF: Winter Warmers	BF: Boats Ahoy!	BF: Spring Time	BF: Summer Fun
'Real' Experiences:	- School Staff interviews Make school pets – quiet critters?	- Reindeer visit Family visits?	- Author Visit Illustrator visit	- Bus ride - Mechanic visit 999 visits	- Visiting reptiles - Visiting farm Pets	- Caribbean Day - <u>Masterchef</u> - Bake Off - Picnic

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Mystery Reader



Upcoming Events:

21st October – Stay & Share (Afternoon – Time TBC)

25th November – Bedtime Read Event (After-School)

11th December – Xmas Performance 9:15am

Timetable


	Monday	Tuesday	Wednesday	Thursday	Friday
8.45-9.00 15mins	Funky Fingers/ Morning Activity				
9.00-9.10 10mins	Registration/ Today's Date & Song		Sensory Circuits then Registration		
9.10-9.40 30mins	Phonics				
9:40-11.05 1hr20mins	Work Time		Small Group Work (see timetable) <i>Mrs Hyde's Snack & Chat - Pod</i>		
11:05-11:30 25mins	Tidy Up				
11-11:20 20mins	Circle Time (<i>Drawing Club</i>)				
11:20-11:30 10mins	Get Ready for Lunch & Phonics Song				
11.30-12.30	Lunch	Lunch	Lunch	Lunch	Lunch
12.30-12.40 10mins	Register/ Song & <u>Stokie</u> Second				
12.40-1:00 20mins	Mastering Number Maths				
1.00-2:30 90mins	Work Time		Small Group Work (see timetable)		
2:30-2:40 10mins	Tidy Up Time				
2.40 - 3:00 20mins	Milk/ Story/ Helicopter Stories				
3:00-3.15 15mins	Get ready for Home Time				
3.15	Home Time				

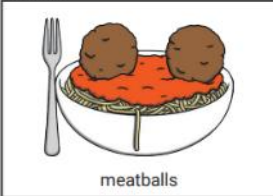
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Twinkl Phonics

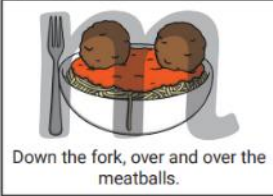


- Whole school phonics scheme
- Taught to all children from Nursery – Year 2
- Taught as an intervention where needed for children in Years 3-6
- Daily, interactive lessons
- Songs, rhymes, actions to make learning fun and memorable
- Reading books to support current phonics learning
- ‘Crib sheets’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

Today, we have been learning **m**. 


Picture

meatballs

Action

Yummy! Rub your tummy.

Formation

Down the fork, over and over the meatballs.

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
.. ..



Literacy - Drawing Club

What is Drawing Club?

Drawing Club is the approach we are introducing this year in Reception to teach Literacy. Drawing Club will take place three times a week to begin with starting from after half term.

It was created by a practitioner called Greg Bottrill and it brings the magic of story into the classroom. It is a way to share skills including fine motor, maths, early writing, vocabulary and most importantly, imagination and excitement!



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Drawing Club

How do we teach it?

Drawing Club is made of two parts, a whole class short session and then an opportunity to join Drawing Club during continuous provision where they will do their own drawing and writing with the teacher in small groups.

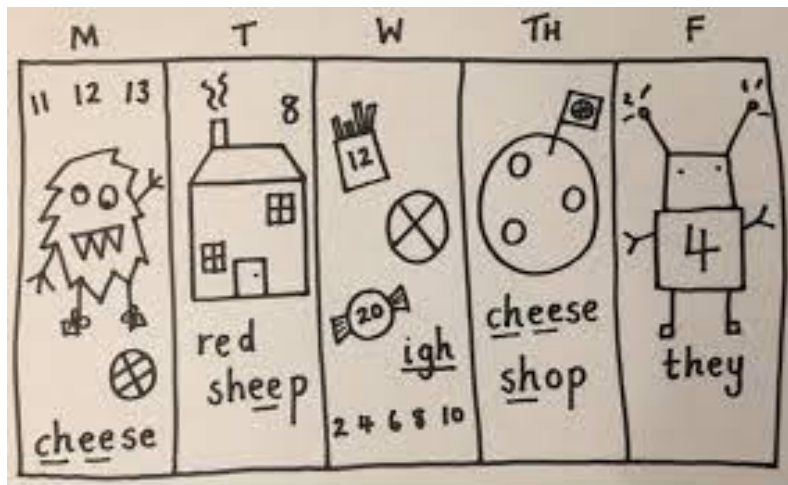
At the beginning of each week, we will use a new quality text, that is no longer than 5 minutes long, to grab the interest of the children. This could be a written text, a cartoon or a short film.

We will learn 5 to 8 words each week which link to the text. To help the children to remember them, we choose actions together as a class for each word. This is a way of developing new and exciting vocabulary in context that the children may not otherwise hear. We then encourage the children to use these words in their play.

Throughout our learning we will think about characters and the settings and we will go on an imaginary adventure, changing parts of the story - anything can happen when the magic is added!

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Drawing Club



THE ADVENTURE OF BOOKS NOT NOW BERNARD BY DAVID MCKEE

GET-UP-STAND-UP VOCABULARY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
EVERY DAY: GOBBLE DESTROY IGNORE FIERCESOME CHOMP LEAKING SPLATTER ASTONISHED	ADULT INPUT + DRAWING CLUB				
	CHARACTER	SETTING	ADVENTURE TIME – I WONDER...?		
	A MONSTER TO EAT MUM AND DAD	BERNARD'S HOUSE	WHAT WILL THE MONSTER EAT TO TAKE AWAY THE TASTE OF BERNARD?	WHERE DID THE MONSTER COME FROM?	HOW CAN MUM AND DAD GET THE MONSTER OUT OF THE HOUSE?

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Drawing Club

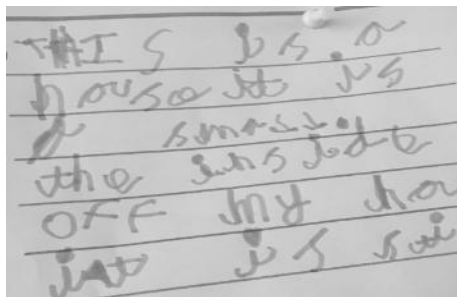
How does Drawing Club link to writing?

Each time the children draw they have to add a 'magic button'. To make the magic work, they have to add a secret code. This could be the sound they are learning that day, a word, a caption or full sentences - whatever we feel they need to reinforce. The secret code could also be a number or a maths fact.

What about non-fiction texts?

Alongside the fictional element of Drawing club, we will also make sure the children are exposed to quality information books that link to our topics.

They will be taught how to write lists, captions and simple pieces of factual information. This could be done through Drawing Club if appropriate.



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Wellbeing



We believe at Stokenchurch that your child's wellbeing is at the heart of everything we do. We achieve this by completing the following activities:

- Weekly PSHE lessons
- Zones of Regulation and toolkits
- The Stokie Second
- Regular brain breaks and stretches
- Mindfulness tasks
- Go Noodle and yoga stretches
- Worry jars

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Fruit and Milk

Fruit and milk are provided free of charge for snack time. A small charge is set for milk as your child turns five. Fresh milk is delivered daily to the school via Cool Milk Limited. Should you wish your child to receive milk, please register directly with Cool Milk, either online at www.coolmilk.com, or by telephoning 0800 321 3248. Cool Milk will then add your child to the drinking list register supplied to the school. If your child has been in our nursery, they will already be registered to receive milk.

Hot School Meals and Lunches

We are pleased to be able to offer all our F2 children a free nutritious hot school meal. Our learning support staff accompany our children in the hall and are able to help them to make food choices, and monitor what they have eaten. Dietary requirements are clearly displayed on the till, ensuring that children always make appropriate choices. If providing a packed lunch, please make sure it is healthy. **NO CHOCOLATE BARS OR SWEETS!**

Please be aware that we have children in the school who have severe nut allergies. Please ensure that all food sent into school is nut free, this includes chocolate spread. Many thanks for your support.

First Aid

Each year group has a first aider and Ms Hyde is our designated First Aider in F2. Please see Ms Hyde if you need to fill out a healthcare plan for your child for any reason.

Please note: lip balm, suntan lotion and cough sweets are not permitted in school.



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Medical Information

- Medicines: Please fill in the relevant forms for prescription and non-prescription medication (this includes inhalers). The medication has to be in the original packaging with the prescribed label on from the GP. *We are allowed to administer antibiotics if prescribed 4 times a day, but not if it is prescribed 3 times a day, as this can be administered morning, after school and at bedtime. (As per Bucks and our School policy.)*
- If you have given your any medication please let a member of staff in the morning.
- Note we are not allowed to give paracetamol or Calpol. If a child has a temperature the child is not well enough to be in school.
- Health care plans have to be updated annually so you will receive one to complete, if not already completed.
- Please let us know if there is any change in your child's medical needs.
- Please ensure that your child comes to school having had breakfast and that any food brought into school **does not contain nuts.**
- We encourage children to stay hydrated so please ensure they have a named water bottle.

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Behaviour at **STOKENCHURCH** is paramount and our expectations of every child to follow our golden rules and be **READY, RESPECTFUL** and **SAFE** at all times are non-negotiable.

How do we achieve and maintain this?

- Having strong values that are regularly reinforced by all
- Being very clear and consistent with our expectations
- Remaining positive with and listening to the children
- Using positive rewards regularly (praise, house points, Golden Folder, messages home, etc.)
- Regular communication with home
- Tackling issues as they arise calmly and effectively
- Speaking to parents early



STOKENCHURCH PRIMARY SCHOOL & NURSERY AIMING HIGH ... FLYING HIGHER Everything we do makes a difference to our children, empowering minds and shaping futures.		
We are always:		
READY	RESPECTFUL	SAFE
OUR CODE OF CONDUCT		
1	The STOKIE way: We wait and walk We say please and thank you	
2	We follow instructions given by all adults.	
3	We use kind hands and feet.	
4	We treat equipment sensibly.	
5	We show respect to others and our school.	
6	We listen carefully and respond (with delicious answers).	

STOKENCHURCH PRIMARY SCHOOL & NURSERY AIMING HIGH ... FLYING HIGHER Everything we do makes a difference to our children, empowering minds and shaping futures.		
We are always:		
READY	RESPECTFUL	SAFE
CONSEQUENCES		
1	Warning	
2	Thinking Time	
3	Phase Leader	
4	SLT / Deputy Head	
5	Sent to Mr Stevens	
6	Parents Informed	

Rewards

- Birthday Celebrations
- Dojos
- Mr Stevens' Golden Folder
- Stickers
- Kites Kitchen Award



PE Kits

- PE will take place on Friday afternoons
- Please send your child into school wearing their PE kit.
- It will take place outside.





Special Educational Needs and Disability (SEND)

At Stokenchurch Primary School we want all of our children to reach their full potential. Everyone has different strengths, and we aim to discover and nurture these strengths during the time our learners spend with us. Many of our children have different challenges or needs that we aim to support as inclusively as possible. Most of these needs can be met as part of a **high quality, inclusive curriculum**, with reasonable adjustments made when necessary. 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.

If you have any concerns about your child, the first point of contact will typically be with your child's class teacher. Class teachers are trained professionals with a strong understanding of how to support all learners. They are well placed to discuss any assessments or observations, and implement any strategies or provision. As SENCOs we work collaboratively with the staff in school and outside agencies to support this process. Regular training and advice sessions from other professionals are also regularly organised. We have robust systems in place to ensure information is shared effectively between staff.

If you have any additional questions or concerns about your child, please use the contact information below:

senco@stokenchurchprimary.bucks.sch.uk

SENCOs: Mrs F Avery, Miss C Howland

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SAFEGUARDING IS EVERYONE'S RESPONSIBILITY



Stokenchurch is committed to ensuring the welfare and safety of all our children in school. We believe that pupils have a right to learn in a supportive, caring and safe environment which includes the right to protection from all types of abuse; where staff are vigilant for signs of any pupil in distress and are confident about applying the safeguarding processes to avert and alleviate any such problems.

If you are ever concerned about the safety or well-being of someone at our school, please talk to one of the school's Designated Safeguarding Leads (DSLs). See below for information.

Stokenchurch expects all staff, parents and volunteers to share this commitment. This means that we have a Child Protection policy and procedures in place which can be found on our school website.

Sometimes we may need to share information and work in partnership with other agencies when there are concerns about a child's welfare. We will ensure that our concerns about our pupils are discussed with his/her parents/carers first unless we have reason to believe that such a move would be contrary to the child's welfare. If a member of staff is concerned about a child's welfare, they will record their concern, and any observations or conversation heard, and report to one of the DSLs as soon as possible the same day.

If a member of staff has concerns which relate to the actions or behaviour of another member of staff (which could suggest that s/he is unsuitable to work with children) then this will be reported to the Headteacher (or the Chair of Governors if the concern relates to the Headteacher themselves) who will consider what action to take.

OUR DESIGNATED SAFEGUARDING LEADS (DSL'S) ARE:

Mr S Sloan (Lead) Mr N Stevens (Deputy) Mrs Warner (Deputy) Mrs Pope (Deputy)

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OUR SAFEGUARDING TEAM



Are you concerned about a child?



ALWAYS act on any concern.
Make a written record of your concern and share without delay.

Mr Nick Stevens
Designated Safeguarding Officer
Headteacher



Mr Stephen Sloan
Designated Safeguarding Lead
Deputy Headteacher



Mrs Francesca Avery
Designated Safeguarding Officer
SENCo



Mrs Kat Warner
Designated Safeguarding Officer
Nursery Manager



Miss Catherine Howland
Designated Safeguarding Officer
SENCo



Mrs Judy Pope
Designated Safeguarding Officer
Administration Manager



Please do not leave the site without sharing your concern, even if just a feeling.

Remember, IT COULD HAPPEN HERE.



E-Safety & Social Media Safety

What can the school do to support with this?

- All pupils complete comprehensive and age appropriate e-safety lessons each and every year. These lessons will cover wide-ranging curriculum areas to help keep children safe both in and out of school including providing guidance and advice on cyber bullying and social media safety
- As a school we wish to support you as much as possible. **If inappropriate messaging occurs outside of school but between children at this school, then we do want to know about it – particularly if the messages are of a nature that could be viewed as bullying.**
- While it would not be appropriate for the school to sanction pupils for inappropriate conduct outside of school – **it will likely be important that staff know about any such conflict in order to ensure that it does not affect their learning or playtime in school.**

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E-Safety & Social Media Safety

What can you do to support with this at home?

- Understand the risks – use the weblinks on the next page to educate yourself on the apps and websites your children wish to visit and be aware of the risks.
- Communicate regularly – with your children (regarding what they are doing online and on their phone) and with school (if you have any concerns regarding your child's use of apps or inappropriate messaging that could affect their wellbeing in school).
- Keep the risks in proportion – **be mindful of age restrictions on certain apps and messaging services. If they're not old enough for the app's terms of service then there is probably good reason why they should not be on it.**
- Agree helpful mediation strategies – banning a child from a device might stop the concern temporarily but is unlikely to educate them to protect themselves or resolve concerns in the future.

Finally we would politely ask that parents be considerate of their own social media use. Twitter, Facebook and other such websites/apps are powerful tools for communication. If however, any concerns or questions regarding school arise, contacting school staff via the office or a note or your child's homework diary will always be the best way to resolve this.

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E-Safety & Social Media Safety



Key websites that can support in developing better understanding of E-safety for parents:

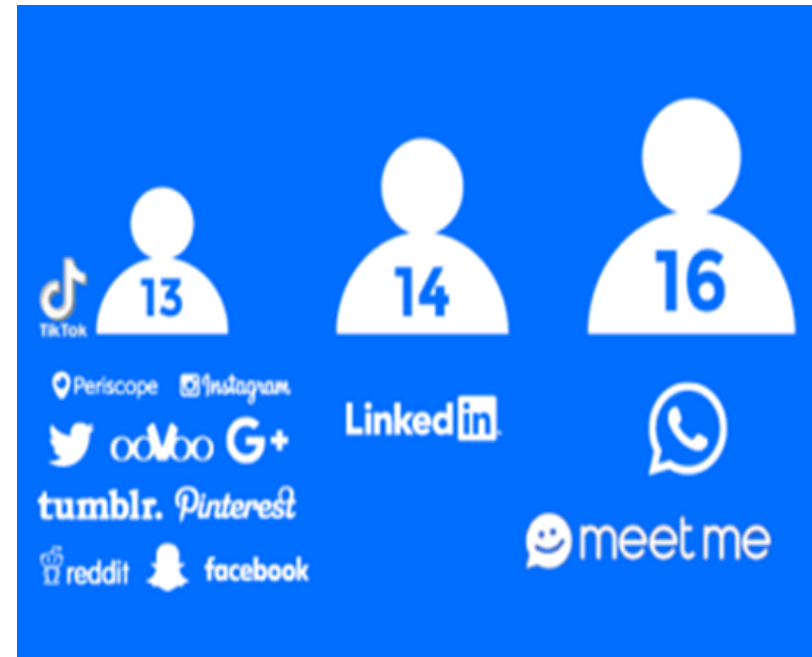
- <https://www.saferinternet.org.uk/advice-centre/parents-and-carers>
- <https://www.internetmatters.org/schools-esafety/parent-online-support-pack-teachers/>
- <https://www.nspcc.org.uk/keeping-children-safe/online-safety/>
- <https://www.thinkuknow.co.uk/parents/>
- <https://www.childnet.com/parents-and-carers>

If you have additional questions regarding specific websites or apps then please check their guidance and terms of service. If you remain unsure then please contact the school and staff will help where they can!

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How you can help

1. Monitor use of electronic devices
 - Check recommended age restrictions of apps and games
 - Set a curfew before bedtime
 - Monitor online use i.e. You Tube.



How you can help

2. Sleep and breakfast

- Switch off devices well before bedtime
- Share a book in bed
- Share best parts of the day
- Wake up with plenty of time for breakfast
- Share their learning – what new sounds have you learnt?

How you can help

3. Build resilience: adopt a Growth Mindset

GROWTH MINDSET

Is Freedom



FIXED MINDSET

Is Limiting



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How you can help

4. Develop independence

Please encourage your child to be independent.

Make it their responsibility to ensure that they are organised and prepared for each day's learning – don't pack their bag for them!

- Practice putting their coat on.
- Doing their own buttons and zips.
- Please practice putting their own shoes on.
- Using a knife and fork.
- Recognising their name.
- Using the toilet and washing their hands.



How you can help

5. Practical maths skills

- Encourage your child to pay for things in shops, recognising numbers and the coins.
- Practise telling the time. Even talking about time to make it familiar.
- Whilst out and about go on a number hunt! Look for tables and charts to figure out how they work and what they are showing: bus and train timetables, film schedule times at the cinema, TV schedules etc.



Our Website



Stokenchurch Primary School and Nursery



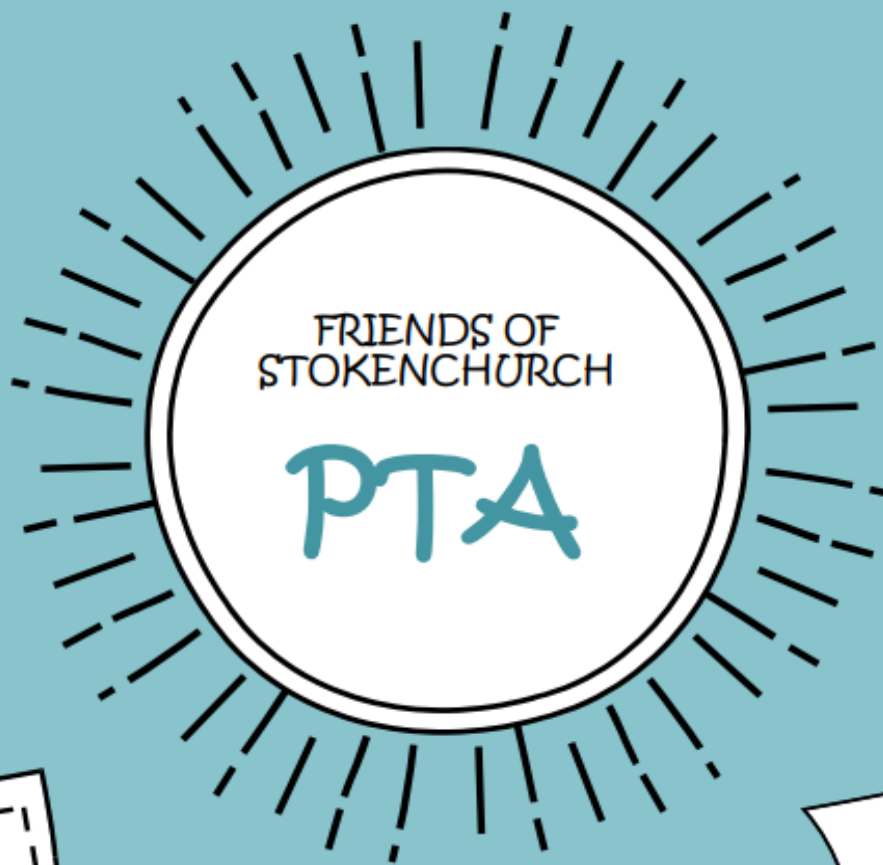
[HOME](#) [OUR SCHOOL](#) [INFORMATION](#) [PARENTS](#) [CHILDREN](#) [CLASS PAGES](#)



Please refer regularly to the Reception page of the website for key dates and information.

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£315
Pumpkin
Carving
Competition



£3000
Christmas
Fair

£3000
Summer
Fete

£2000
School
Discos

£300
Scarecrow
Trail

Friends of Stokenchurch Primary



What is the money spent on?

Pantomime Production

Library revamp & Quiet Garden

Homework Diaries & Workbooks

Playground Pergola & Sail Shades

F2 Graduation Bears & Y6 Hoodies Subsidy

How can YOU help?



1. Get started

Choose a cause to support then join for free



2. Start shopping

Visit retailers and then shop online as normal



3. Raise donations

Your cause receives free donations



- ✓ Like our Facebook page
<https://www.facebook.com/StokenchurchPTA/>
- ✓ Sign up to the Easyfundraising website
<https://www.easyfundraising.org.uk/invite/XC9TCK/GQHEFI>
- ✓ Join our 50/50 Club
<https://primariesite-prod-sorted.s3.amazonaws.com/stokenchurch-primary-school/UploadedDocument/f25460c48fc74fa8a76ca2e6a449c036/sps-friends-5050-club-1.pdf>
- ✓ Donate your unwanted clothes, shoes and linen to our textile recycling bank.

Have you named your child's belongings?

Did you know you can quickly name all of your child's belongings and raise money for our school at the same time?

Stampastic ink name stamps

https://stampastic.co.uk/pages/school-welcome#a_id=5b65511395590




Stikins® name labels

<https://www.stikins.co.uk/?NAME-LABELS=22424>

Keep in touch and stay informed

 <https://www.facebook.com/StokenchurchPTA>

 <https://twitter.com/StokenchurchPTA>

 <http://www.stokenchurchprimary.co.uk/pta/>

 stokenchurchprimarypta@outlook.com

<https://amzn.eu/aw5up8c> - Our Amazon Wishlist



Helpful Reminders...



- Label everything....socks/ jumpers/ PE kit.....EVERYTHING!
- Practise putting things in and taking things out of book bags. Remind children to tell the teacher if they have letters to give in.
- Shirt and tie to be worn - no polo shirts please
- Continue to practise doing and undoing buttons
- No jewellery to be worn in school – earrings must be taped.
- No toys to be brought into school. If any toys arrive in school they will go away in the cupboard until the end of the day to keep them safe
- **Please cut small food lengthways** – e.g. **grapes, tomatoes** – please see NHS website for more information.
- This year the children will be allowed to ride **their own** scooters that they bring to school. However, they must wear a helmet. Please provide your own helmet and park up next to the shed.

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- Please make sure your children can open the contents of their lunch boxes, and that the amount given is appropriate. ***No nut policy***
- During drop off and collection, please ensure your children stay with you at all times and **do not play with the playground equipment.**
- Activities that have been set out in the playground must not be played with – they are ready for learning and lessons.
- School book bags, not back packs please – they need to fit in your child's tray
- Please provide a pair of named wellington boots to be kept at school for outdoor activities and wet play.
- Please keep a spare pair of underwear and socks in their bags – accidents happen!
- Please check your child's book bag and pockets for any items from school that may have accidentally snuck home!

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Key Information



PE Day

Friday

Come in your PE Kit.

Name everything!

Lost property box
outside on Fridays.

Drop off/Pick up

8:40am / 3:15pm

Please be prompt.

Lunches

Please ensure you
order in advance or
provide packed lunch.



Thank you for reading our presentation.



Any questions, please email the school office at:
office@stokenchurchprimary.bucks.sch.uk

Or post a question onto our school's twitter
account:
[@stokenchurchps](https://twitter.com/stokenchurchps)

Please come and take a look in Ash class before you go 😊

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	READY RESPECTFUL SAFE	
	RESILIENT	
	CURIOUS	
	CONFIDENT	
	INDEPENDENT	
	SUCCESSFUL	



