



STOKENCHURCH PRIMARY SCHOOL



Welcome to F2

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 Headteachers

F2 Governor

Mr Stevens

Mrs McCammond

Ms Linfield

Gary Murton



Mrs Patterson

Year Leader

Alder Class Teacher



Miss Foster

Ash Class Teacher

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Meet the Team



Miss Barker
Higher Level
Teaching Assistant,
First Aider



Mrs Rodbourne
Learning Support
Assistant



Mrs Iman
Learning Support
Assistant

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Meet the Team



Miss Green
Learning Support
Assistant



Mrs Powell
Learning Support
Assistant



Mrs Hyde
Learning Support
Assistant

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Friday PPA



PE



Mrs Curzon
PSHE

Aims:

- About the Early Years Curriculum
- The timetable and daily routine in F2
- Assessment / tracking the children
 - Communication
 - Helpful reminders

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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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Changes from September 2021

- Staff now spend less time on recording observations and assessments for evidence collection. This means they can spend more time supporting and engaging with the children and their learning and development needs.
- Children are no longer assessed against statements from an age band category. Instead, staff use their experience and knowledge to monitor if a child's learning and development is on track for their age.
- There is a greater emphasis on improving children's language and vocabulary through increasing opportunities for conversations, reading of a wide range of books and holding discussions around activities in other areas of learning.
- Literacy and numeracy skills focused on in the EYFS have been adapted to better match up with the National Curriculum that starts in year 1.
- Safeguarding and welfare of pupils is still of upmost priority, with the added mention of teaching children about the importance of good oral health and how to keep teeth clean and healthy.

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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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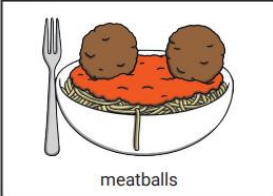
Twinkl Phonics



- New 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



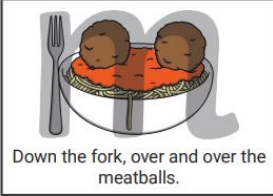
meatballs

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



PLAY IS OFTEN TALKED
ABOUT AS IF IT WERE A RELIEF
FROM SERIOUS LEARNING.

BUT FOR CHILDREN, PLAY
IS SERIOUS LEARNING.

PLAY IS REALLY THE WORK
OF CHILDHOOD.

- Fred Rogers

LUCKY FIRST

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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Characteristics of Effective Learning

Three characteristics of effective teaching and learning identified by the EYFS are:



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Characteristics of Effective Learning

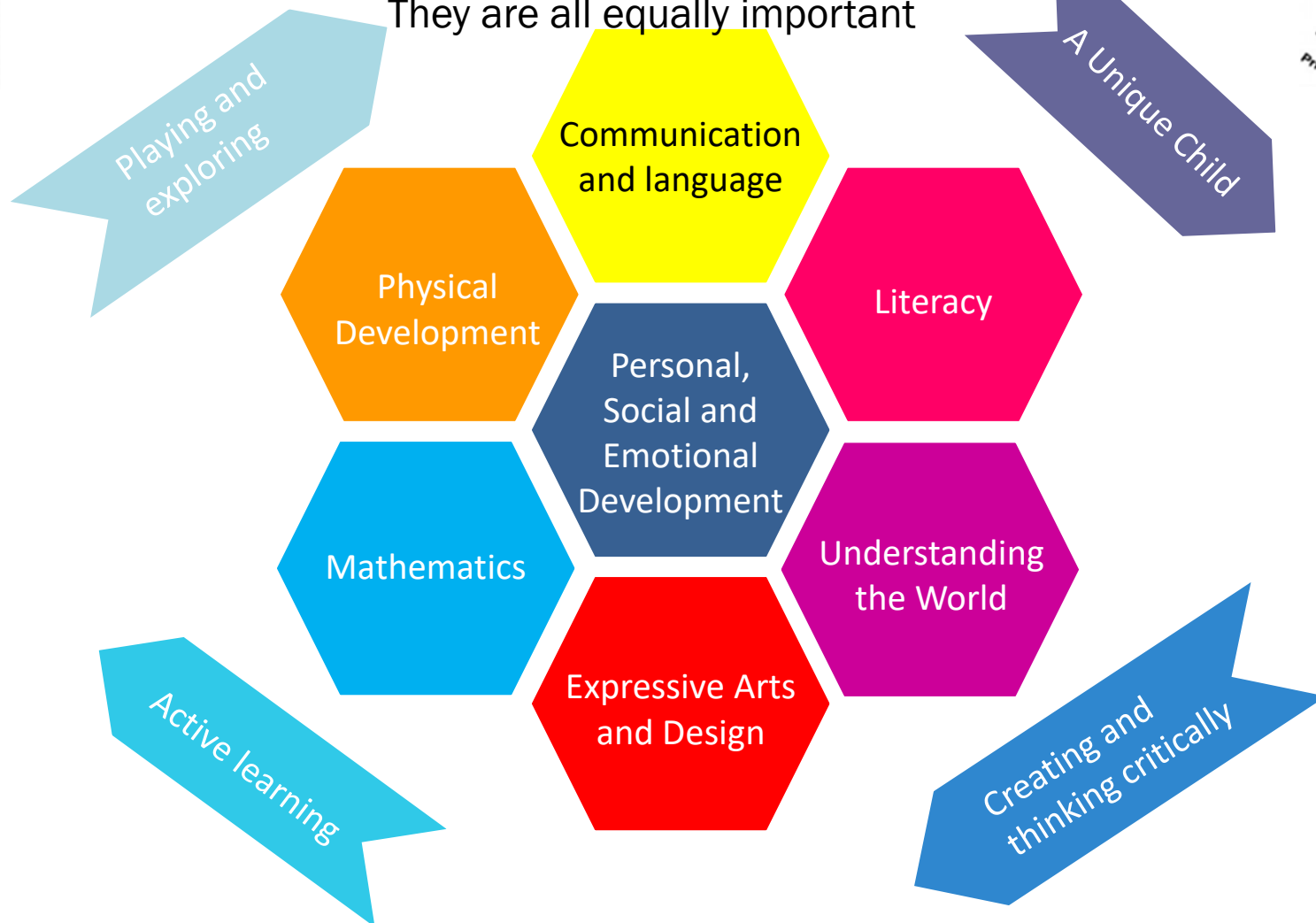
Three characteristics of effective teaching and learning identified by the EYFS are:

- Playing and exploring – finding out and exploring, playing with what they know, and being willing to ‘have a go’
- Active Learning - being involved and concentrating, keep trying, and enjoying achieving what they set out to do.
- Creating and thinking critically – having their own ideas, making links, choosing ways to do things

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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As you can see all areas are interconnected.
They are all equally important



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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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Topics



Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Marvellous Me		Down in the Woods	Everyday Superheroes	The World Around Me	On Our Way



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Curriculum Map

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
	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.		Hansel and Gretel Jack and the Beanstalk Tree	The Zoo Vet Under the sea cleaning spree Doctorsaurus	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
Linked Non-Fiction Texts	The Crayons book of feelings Tiger had a tantrum Micheal Rosen's Sad		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) *Show an interest and engage with a variety of stories	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) Linking with White Rose Maths Scheme	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	Experiment with joining materials and mixing primary colours	Express ideas and feelings a variety of artistic effects	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)	Five little monkeys. Peter Hammers There was a little turtle	5 current buns. 5 Little Speckled frogs. 5 little men in a flying saucer. 5 fat sausages.	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	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
Phonics (linking with Literacy)	Level 2 s a t p l n m d o g c k c k e u r h b f l Recognise GPC's, blend to read VC, CVC words. Ff ll ss /z/ TW I, go, to, the, no		Level 3 j v w x y z z q u ch sh th ng ai ee igh oa oo oar or ur ow oi ear air ure er Trigraphs, consonant digraphs, letter sounds and vowel digraphs Read TW he she we me be was my you they here all are		Level 4 Application of Level 2 and 3 GPC's Reading CVCC words, adjacent consonants anywhere in a word, polysyllabic, three-letter adjacent consonants TW said so have like come some were there little one do when out what	
Trips/Experiences			Baking Wendover Woods Growing beans/vegetables	Visit from a vet/dentist/doctor Trip to Tiggywinkles Interview the Eco Council	Star Gazing	Bus Ride Bekonscot Model Village

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Timetable

A typical day

Funky Fingers

Register

Circle Time – Literacy or Maths

Work Time

Snack Time

Phonics

Lunch

Dough Disco/The Stokie Second

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

Work Time

Milk Time

Story and songs

Home Time

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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.

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 Listening, Attention and Understanding <ul style="list-style-type: none"> 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. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back and forth exchanges with their teacher and peers. Speaking <ul style="list-style-type: none"> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently 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 modelling and support from their teacher. 	Personal, Social and Emotional Development Self-Regulation <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 immediate impulses when appropriate. 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. Managing Self <ul style="list-style-type: none"> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, 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. Building Relationships <ul style="list-style-type: none"> Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs. 	Physical Development Gross Motor Skills <ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Fine Motor Skills <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 small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing.
Understanding the World Past and Present <ul style="list-style-type: none"> Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. People, Culture and Communities <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. 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. Explain 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. The Natural World <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 read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 	Expressive Arts and Design Creating with Materials <ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories. Being Imaginative and Expressive <ul style="list-style-type: none"> Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (where appropriate) try to move in time with music. 	Mathematics Number <ul style="list-style-type: none"> Have a deep understanding of number to 10, including the composition of each number. Subitize (recognise quantities without counting) up to 5. 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. Shape, Space and Measures <ul style="list-style-type: none"> Visually count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including even and odd, double facts and how quantities can be distributed equally.
		Literacy Comprehension <ul style="list-style-type: none"> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. Word Reading <ul style="list-style-type: none"> Say a sound for each letter in the alphabet and at least 10 digraphs. Read simple sentences and books that are consistent with their phonics knowledge, including some common exception words. Punctuation <ul style="list-style-type: none"> Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.

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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.

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

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Communication

- ✓ [School website](#) – please do check regularly – particularly the year group page
- ✓ Twitter account @stokenchurchps
- ✓ ParentMail
- ✓ Weekly school newsletters
- ✓ Half-termly knowledge organisers
- ✓ Parents evening in November and March
- ✓ End of year report
- ✓ At the beginning and at the end of the day, once all the children are dismissed

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SPECIAL EDUCATIONAL NEEDS & 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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Managing Children's Behaviour at STOKENCHURCH

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

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, housepoints, Golden Folder, messages home, etc.)
- Regular communication with home
- Tackling issues as they arise calmly and effectively.



We are always:		
READY	RESPECTFUL	SAFE
OUR CODE OF CONDUCT		
1	'LOOK SMART: LEARN SMART': We represent STOKENCHURCH 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.	

We are always:		
READY	RESPECTFUL	SAFE
CONSEQUENCES		
1	Warning	
2	Think About My Choices and Fix It	
3	Time out	
4	Parallel Year Group Teacher	
5	SLT/ Deputy Head	
6	Mr Stevens	
7	Parents Informed	

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Monitoring Behaviour In F2



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Rewards



- Behaviour ladder (rainbow stickers)
- Star of the Week (take home teddy)
- Celebration Assemblies (Friday mornings)
- Birthday biscuits and Hero Helpers
- Dojos
- Mr Stevens' Golden Folder





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 things:

- Weekly PSHE lessons
- The Stokie Second
- Yoga
- Mindfulness
- Mood tracking
- Talking to your children

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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 nut allergies. Please ensure that all food sent into school is nut free. Many thanks for your support.

First Aid

Each year group has a first aider and Miss Barker is our designated First Aider in F2. Please see Miss Barker 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 if they have been prescribed 4 times a day.

Health care plans have to be updated annually so you will receive one soon to complete.

Any change in your child's medical needs or you would like to discuss further then please feel free to contact Mrs. Springett, First Aid Manager, or your child's year group first aider.

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SAFEGUARDING IS EVERYONE'S RESPONSIBILITY

Stokenchurch Primary School 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 Primary School 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:

Ms C Linfield (Lead)
Mr N Stevens
Mrs H McCammond
Mrs K Warner
Mrs C Harris

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E-Safety & Social Media Safety



The internet is an amazing resource which enables children and young people to connect, communicate and be creative in a number of different ways, on a range of devices. Over the last few months the importance of this resource has become very clear!

It is important that we work together to support children in getting the most from this resource in the safest way possible.

The UK Safer Internet Centre identifies the following elements as the key issues children are likely to face:

- *Conduct*: children may be at risk because of their own behaviour, for example, by sharing too much information or sending inappropriate messages to each other
- *Content*: age-inappropriate or unreliable content can be available to children
- *Contact*: children can be contacted by bullies or people who groom or seek to abuse them
- *Commercialism*: young people can be unaware of hidden costs and advertising in apps, games and websites

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What can the school do to support with this?

The school will first and foremost ensure that all pupils complete comprehensive and age appropriate e-safety lessons each and every year. These lessons will cover a 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 for Key Stage 2 pupils preparing them for when they reach an appropriate age to begin exploring such apps and websites.

As a school we wish to support as much as possible. If inappropriate messaging occurs outside of school but between children 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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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 apps 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 resolves 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, a note or your child's homework diary will always be the best way to resolve this.

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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>
- <https://nationalonlinesafety.com/guides>

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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Drop off and Pick Up

Drop off

- Arrive at 8:40am
- Working quite well!
- Casual drop off

Pick Up

- Arrive at 3:15pm promptly
- Ash class dismissed from wooden gate
- Alder class dismissed from the Pod
- Please move forward when you see your child at the front of the line and wave!



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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
- No toys to be brought into school unless previously agreed with your child's class teacher. 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.

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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 check your child's book bag and pockets for any items from school that may have accidentally snuck home!

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PE Kits

- PE will take place on Friday afternoons
- Until October half term, please send your child into school wearing their PE kit
- After October half term, children will change at school and come home in their PE kits





Things to look forward to...



- Joining whole school assemblies
 - Library sessions
 - Bikeability
 - School trips
 - WOW experiences
- Parents evening in November
 - Christmas Performance
- Class assemblies in June 2024

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Key Information



PE Day

Friday

Kits can stay at home
this half term

Drop off/Pick up

8:40am / 3:15pm

Please be prompt

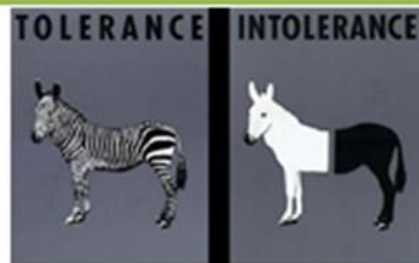
Name everything!

Lost property box on
bench on Friday

Lunches

Please ensure you
order in advance or
provide packed lunch

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