



Great Rollright Primary School

Great Rollright
Chipping Norton
Oxfordshire
OX7 5SA
(01608) 737202

www.greatrollrightprimary.com

*Information for Parents
of
Children Starting School
September 2018*

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Section 1:

**Important
Information**

Names to remember

Headteacher

Miss Michelle Hastings

Foundation Stage Coordinator and Senior Teacher

Mrs Tracy Grundy

Foundation Stage Teacher and Meadow Class Teacher

Mrs Tracy Grundy

Office Administrator

Miss Joanna King

Chair of Governors

Mrs Helen Gormley

Term Dates for 2018-19

Autumn Term 2018

Autumn Term first half: 5th September - 19th October 2018

Half term: 22nd - 26th October 2018

Autumn Term second half: 30th October - 21st December 2018

Christmas holiday: 24th December 2018 - 4th January 2019

Autumn Inset Days: 3rd, 4th September 29th October

Spring Term 2019

Spring Term first half: 7th January - 15th February 2019

Half term: - 18th - 22nd February 2019

Spring Term second half: 26th February - 5th April 2019

Easter holiday: 8th April - 22nd April 2019

Spring Inset Day: 25th February 2019

Summer Term 2019

Summer Term first half: 23rd April - 24th May 2019

Half term: 27th May - 31st May 2019

Summer Term second half: 4th June - 23rd July 2018

Summer Inset Day: 3rd June 2019

School Organisation

Meadow Class

Reception and Year 1

Teacher:
Mrs Tracy Grundy

Woodland Class

Year 1 and Year 2

Teacher:
Mrs Claire Durbin

Ocean Class

Year 3 and Year 4

Teachers:
Mrs Debbie White (3.5 days a week)
Mrs Fiona Tomlinson(1.5 days a week)

Mountains Class

Year 5 and Year 6

Teacher:
Miss Sophie Bartlett

Absence / Illness

If your child is unable to come to school due to illness please phone the school to let us know. Our phone number is **01608 737202** and the answer machine is usually on. We must always know why a child is absent. You may also email the office on office.3408@great-rollright.oxon.sch.uk. Please copy in the headteacher on: head.3408@great-rollright.oxon.sch.uk

You may not book a holiday in term time. Should you do so the absence must be unauthorised but the school must know where your child will be so please ask in the office for a special form to report your child's absence.

Accidents / Illness

Naturally young children have a few bumps and scrapes at school. A member of staff deals with these small accidents (there are 5 members of staff in school with a First Aid Qualification). We will inform you of all these accidents: parents collecting children will be told at the end of the day. If a child is on the school bus, a note will be sent home. If your child has a more serious accident or a bump on the head we will contact you immediately by telephone.

**It is vital, therefore, that we always have
up to date contact numbers for you.**

If your child needs medicines for chronic illnesses (inhalers, epipens etc), it is important that we are informed and the appropriate forms are filled in. These medicines can then be kept in school and administered by a trained member of staff as necessary. We are unable to administer any other medicine but you are welcome to come in to school to do so.

If your child has a 'toilet accident' at school we will change him or her into clean clothes and send their clothes home in a bag. We do have a limited supply of spare clothes, but please put some clothes in your child's bag if you think they will need them, as often children prefer to wear their own clothes. It is not our policy to speak to you about this (but the bag of wet clothes will come home), as we wish to limit the embarrassment to your child. Please return the borrowed clothes to school (washed and clean) as soon as possible as we have a limited supply.

Out of school visits

At the start of the school year we ask parents to fill in a form giving permission for us to take the children on trips. However, we will always inform parents when a trip is occurring and often an extra permission slip is sent to make sure that you are aware of all the details.

If you send money to school for a trip please ensure that it is always in a sealed and clearly labelled envelope, for obvious reasons.

Section 2:

Arrival and Collection from School

Arrival time and place

Children are to arrive at school no earlier than 8.45 a.m. At this time they may come in to the cloakroom. Until 8.45 a.m., the children are still your responsibility. School begins at 8.55 a.m. and all children should be in school ready for the day by that time. In the cloakroom the children are encouraged and supported to remove their coats and change their shoes. It is a small space so we ask that you say goodbye at the door and leave your child to come in alone. The door is left open whilst all the children arrive.

Children arriving late (after 8.55 a.m.) must be taken through the front door to the office so the register can be updated and The Late Book completed; classroom doors are locked at this time.

If your child is distressed upon arrival we ask that you leave them with us; this will be more helpful to them in the long run. We will then phone you about half an hour later just to let you know if they have settled. Children usually calm down once they are in the classroom and see friends or become engrossed in a task.

Collection time and place

Children are collected at 3.15p.m. Please wait in the outside learning area and an adult will send the children out to you. If you come at any other time because your child has an appointment then come to the school office and your child will be fetched for you. If you come to school at times outside the morning arrival and afternoon collection time, you will need to use the front pedestrian gate closest to the church as all other gates are locked between 9 a.m. and 3 p.m.

If there are any changes to your usual collection arrangements please inform the adult on the door in the morning, send a letter, or phone through to the office. This helps to avoid confusion or embarrassment. We cannot allow the children to leave with an adult unknown to us without prior arrangement or with someone you have not informed us about. We must also know if another parent is collecting your child.

If for any reason you are running late, please phone the school so that we are aware of the delay. This will stop your child and us worrying! We will send the children to our after school care from 3.15 p.m. and you can pay the following day.

Section 3:

**What does
your child
need?**

Uniform

(This is basically the same for boys and girls)

Your child needs:

- ✓ A red school sweatshirt which can be ordered from the office.
- ✓ A white or red polo shirt.
- ✓ Dark blue trousers, skirt or shorts (we recommend plain jogging trousers -no sports logos- for younger children as they are warm, easy to move in, easy for children to change in and out of and easily washable)
- ✓ A pair of indoor shoes to change in to (usually plimsolls)
- ✓ A red checked summer dress.
- ✓ A pair of named wellington boots

Uniform needs to be worn every day, unless otherwise specified.

PLEASE LABEL ALL ITEMS WITH YOUR CHILD'S NAME

P.E. Kit (for Reception children)

Your child needs:

- ✓ Black or Dark Blue P.E. shorts
- ✓ A red t-shirt
- ✓ Trainers for outdoors
- ✓ Warm top/ jogging trousers for outdoor PE sessions.

PE bags are sent home EVERY Friday - please ensure they are brought back on a Monday morning.

We recommend each child have a named water bottle in school each day.

PLEASE LABEL ALL ITEMS WITH YOUR CHILD'S NAME

Book bags and Shoe bags (needed by all children)

Book bags and Shoe Bags can be ordered from the school office. The Book Bag is essential for carrying reading and library books to school each day. Each child needs a shoe bag to keep their indoor shoes and PE kit in.

As mentioned above, PE bags are sent home EVERY Friday - please ensure they are brought back on a Monday morning.

Lunch

The children eat lunch in the school hall. There is supervision in place to help the children at lunchtime as well as older children, and teaching staff are always close by.

If your child has special dietary needs or you have any concerns about lunchtime do let us know.

School Dinners

Meals are free for children until they have finished Year 2. After that they must be paid for. Our meals are supplied by Carillion.

Please make sure that if possible, your child is able to use a knife and fork.

Packed Lunch

Very few children bring a packed lunch, but if you do send one in, please ensure that the children bring their sandwiches and drinks to school in a named container, to avoid confusion and arguments. We encourage healthy eating (see the school Food Policy) so would ask you to avoid sweets.

Children may not have any nut products in their lunch as we have children in school severely allergic to nuts and nut products; this includes Nutella and peanut butter.

Water Bottles

The children are allowed to bring in a bottle of water which we encourage them to drink during the day and refill if necessary. The bottles must be clearly named! These are sent home at the end of every day.

Section 4:

Our Aims and Curriculum Information

Early Years Aims and Objectives

Young children will have a wide range of experiences, skills and interests when they join our school. We provide a well resourced and planned curriculum to take their learning forward. We provide opportunities for them to succeed in an atmosphere of care and feeling valued.

Our day-to-day aims in the Early Years Classroom:

- ❖ ***To support personal, social and emotional well being.*** Encouraging each child to become a valued member of the group, promoting a strong self image and self esteem.
- ❖ ***To foster positive attitudes towards learning.*** Encouraging an enthusiasm for knowledge and learning and develop confidence in their ability.
- ❖ ***To promote social skills.*** Providing opportunities for children to co-operate and work alongside each other.
- ❖ ***To develop language and communication skills.*** Provide children with opportunities to talk and communicate in a widening range of situations, extending their range of vocabulary and communication skills.
- ❖ ***To develop attention skills and persistence.*** Encouraging the children to concentrate on their own play or on group tasks.
- ❖ ***To support reading and writing.*** Provide opportunities to explore and enjoy books. Learning how to use words and text in a broad range of contexts and experience a rich variety of books.
- ❖ ***To promote mathematics.*** Encourage children to develop their understanding of number, measurement, pattern, shape and space by providing a broad range of contexts in which they can explore, enjoy, learn, practise and talk about them.
- ❖ ***To promote knowledge and understanding of the world.*** Providing opportunities to solve problems, make decisions, experiment, predict, plan and question in a variety of contexts and to explore and find out about their environment and people and places that have significance in their lives.
- ❖ ***To support physical development.*** Providing opportunities to develop their fine motor and gross motor skills and to increase their knowledge of how their bodies work and what they need to do to be healthy and safe.
- ❖ ***To promote creative development.*** Provide opportunities to explore and share their thoughts, ideas and feelings through a variety of art, design and technology, music, movement, dance and imaginative and role play activities.

Curriculum Explanation

The EYFS Framework explains how and what your child will be learning to support their healthy development.

Your child will be learning skills, acquiring new knowledge and demonstrating their understanding through 7 areas of learning and development.

Children should mostly develop the 3 prime areas first.

These are:

- Communication and language;
- Physical development; and
- Personal, social and emotional development.

These prime areas are those most essential for your child's healthy development and future learning.

As children grow, the prime areas will help them to develop skills in 4 specific areas.

These are:

- Literacy;
- Mathematics;
- Understanding the world; and
- Expressive arts and design.

These 7 areas are used to plan your child's learning and activities. The professionals teaching and supporting your child will make sure that the activities are suited to your child's unique needs. This is a little bit like a curriculum in primary and secondary schools, but it's suitable for very young children, and it's designed to be really flexible so that staff can follow your child's unique needs and interests.

Children in the EYFS learn by playing and exploring, being active, and through creative and critical thinking which takes place both indoors and outside.

Play

Well-planned play, both indoors and outdoors, is a key way in which young children learn with enjoyment and challenge.

Through play, in a secure environment with effective adult support, children can:

- Explore, develop and represent learning experiences that help them make sense of the world;
- Practise and build up ideas, concepts and skills;
- Learn how to control impulses and understand the need for rules;
- Be alone, be alongside others or cooperate as they talk or rehearse their feelings;
- Take risks and make mistakes;
- Think creatively and imaginatively;
- Communicate with others as they investigate or solve problems;
- Express fears or relive anxious experiences in controlled and safe situations.

Our role is crucial in...

- Planning and resourcing a challenging environment;
- Supporting children's learning through planned play activity;
- Extending and supporting children's spontaneous play;
- Extending and developing children's language and communication in their play.

Assessment & Record Keeping

As practitioners of the Early Years, we must be able to observe and respond appropriately to children, informed by knowledge of how children develop and learn and a clear understanding of possible next steps in their development and learning.

At the end of the Reception Year the staff will have filled in the Foundation Stage Profile. This is required by the Government and the Local Authority and highlights the achievements that the child has made over their time in the class and other pre - school settings. It looks at the seven areas of development, which include social skills as well as a child's awareness of reading and writing and mathematical knowledge. **Parents will be invited to meet with us and discuss this at the end of the school year and our findings will provide the basis for our end of year reports. There are also meetings throughout the year for regular updates.**

We have also developed our own system of observation and 'tracking' which helps us recognize patterns in children's play, how they interact with adults and each other, what they are interested in and how learning can be extended. The observations are kept in a group file and used as a basis for discussion between ourselves and parents, and to inform our planning. We are able to identify learning priorities and plan relevant and motivating learning experiences for each child based on the information we gather. They also enable us to discuss progress or problems with parents in an informed and professional way.

Each child has an individual learning journey based on the Foundation Stage Curriculum and objectives, which helps monitor development against expected areas of learning and social skills for the child's age. This also facilitates informed planning of the curriculum by providing group and individual levels of progress.

Teaching of Reading

Big Books / Story Time

When your child first enters school, we spend time looking at and discussing a wide variety of books and stories. They learn early reading skills such as that print has a meaning, where to begin on the page and that we read from left to right. We also learn to listen to, appreciate and respond to stories, poems and information texts.

Phonics and Reading

We teach Phonics through a scheme called Read Write Inc., developed by Ruth Miskin. This provides a structured and systematic approach to teaching literacy. It is used by more than a quarter of the UK's primary schools and is designed to create fluent readers, confident speakers and willing writers.

You can find out about this scheme at:

<http://www.ruthmiskin.com/en/parents/>

We teach phonics every day and then follow this learning up daily in a variety of ways. Letters are sometimes accompanied by actions which help the children to pick them up more quickly. We also play a lot of games where children are active making the experience much more fun.

The children will bring home a small booklet each evening so you will know which sounds we are working on and support your child's learning. When your Mrs Grundy feels that your child is ready to read books she will send home a book. By reading with your child every evening you will enable them to consolidate the learning and make progress. Book bags must come home every afternoon and back to school every morning.

We keep a record of all reading experiences and would ask that you write in the child's Reading Records daily as you read with them.

Maths

Great Rollright's Rising Stars homework

_When the children have settled into school Mrs Grundy will assess each child's mental maths skills through practical activities and games. Following this assessment your child will bring home a maths target in a small book with ideas to help you support them with this.

The emphasis of our 'Great Rollright's Rising Stars' scheme is on the children having *instant recall* of maths facts i.e. they know them off by heart and do not need to 'work them out'. This will give your child the very best foundation on which they can build and apply their other maths skills, such as Calculating, Problem solving, Shape and Space etc.

What is your role as parents?

Your child will bring home their 'Rising Stars' book with their target in which they will need to keep in their book bag. It is hoped that that you will help your child to achieve their targets by practising them at home in as many fun and creative ways as you can! Remember, maths is all around us, it is extremely important and it can be made fun and exciting as well! Parental support in a child's development is vital and so we encourage you to support your child by helping them to work towards their target and, as ever, we hope that you will ask your child's teacher should you have any further questions or concerns.

*Please make sure that your child brings their book bag to school **EVERY** day.*

Early Years Classroom and Teaching Areas

The Early Years Classroom is split into distinct areas:

- I. **Role Play Areas.** This is where the children can enter into imaginative play. There is one in the classroom and one in our outdoor area. Our 'house' outdoors will be the home corner and indoors we will have a role play area which changes according to our themes. The children are allowed to move around freely in these areas with limited adult intervention, encouraging their independence.
- II. **Wet / Sand Areas.** Indoors this contains a table where the children can complete creative tasks. There are also sand and water trays where the children can play freely or complete tasks. For example the water tray can help with the teaching of weight and capacity. Outdoors we have a large sand pit plus the facility for the children to play with water on a large scale.
- III. **Classroom Area.** This area contains tables and chairs for the older children to complete written tasks and a large carpet area where the children can gather to listen to stories and group teaching can occur.
- IV. **Interactive Whiteboard.** This is used daily in the classroom to support and extend the children's learning. They are encouraged to use it independently and through it have access to a variety of programs.
- V. **Outdoor Area.** This can be accessed by the children throughout the session. There will be activities to support imaginative or role play, sand and water play, painting, gardening, riding bikes, playing with bats and balls, skipping and a whole lot more. There will be adult led activities outside as well as inside to ensure that we deliver a broad and balanced curriculum.
- VI. **There are also additional teaching areas:**
 - I. **ICT.** The children will have regular use of the school laptops which will be brought in to the classroom for the children to improve their computer skills.
 - II. **The Playground / Field.** Outdoor play is essential for the young child and access to this occurs regularly (weather permitting). This is alongside constant access to our own outdoor area.

Why have an Outdoor Area?

Access to a well resourced and well managed outdoor learning environment is essential for children because...

- Many children prefer to be outdoors
- Taking part in physical activity outdoors increases the blood supply to the brain
- It is exercising the children's, bodies, muscles and senses
- It offers compensatory experiences for those children who lead mainly indoor lives
- It allows us to complete activities and games which would be impractical indoors
- The children will develop a deeper understanding of the natural world
- The children will be encouraged to take risks and meet challenges (with adult support and supervision)
- The fresh air and exercise are crucial to the health and well being of the children
- There are opportunities to build dens and find hiding places (But again this will be supervised)
- Learning out of doors enables children to feel more connected with the daily activities of the community outside their classroom

In our school the outdoors as a learning environment has status which is different but EQUAL to that of the classroom indoors.

The children will be both expected and encouraged to spend time outside, but will not be forced to go out. By setting up outside a regularly changing fun assortment of tasks and activities we will be able to tempt the children into coming outside.

The children will need certain clothing to wear outside

- Wellington boots
- A waterproof coat on rainy days. (The children will still be encouraged to go outside when it is raining - but only if they have sensible clothing - they will not be allowed to get too wet!)
- Sensible outdoor shoes - they will be riding bikes, digging, running, climbing and getting in to our outdoor sandpit. (Not their best shoes nor shoes with heels)
- A warm coat, hat, gloves and scarf when it is cold.
- A sun hat when the weather is good (Not very often I hear you say!)

We will do our utmost to ensure that the children do not become too messy, but it is part of our philosophy that the children be allowed to explore the environment undertaking adult given tasks and devising their own.

They **will** be in sand.

They **will** be in soil and mud.

They **will** be climbing.

They **will** be painting.

They **will** be chalking.

There will be some mess..... but they are children!

Our outdoor area is designed to encourage children to

LEARN

AND

HAVE FUN

Section 5:

**How to help
your child**

Parents as partners

Parents are children's first and most enduring educators. We actively seek to develop an effective partnership with parents to ensure we have a positive impact on your child's development and learning.

A successful partnership needs a two-way flow of information, knowledge and expertise. There are many ways of achieving partnership with parents, and we actively encourage the following;

- We show respect and understanding for your role in your child's education both in the past and future
- We listen to your accounts of development and any concerns
- We provide flexible arrangements for your children to settle into the setting and to become secure
- We hope to make you feel welcome and we value opportunities for collaboration
- We recognise your knowledge and expertise and use it to support the learning opportunities provided in the setting
- We keep you fully informed in a variety of ways about the curriculum and what your children are experiencing in the setting.
- We encourage relevant learning activities and play activities, such as reading and sharing books, to be continued at home. Similarly, experiences at home are used to develop learning in the setting, for example through 'show and tell' opportunities.

Talking to and playing games with your child

As you know it is important to develop your child's vocabulary and talk experience. It is also of great benefit to play games with your child, encouraging turn taking and improving concentration.

Independence

When your child begins school they need a certain level of independence. For example, they should be able to put on their own coats and shoes with adult support where necessary; we do not expect them to tie laces.

If they are having a cooked school dinner we expect them to be able to use a knife and fork or be working towards doing so. However, we will help with cutting up of difficult food.

Most children settle into routine in school with ease and use toilet facilities independently. If there is a problem e.g. a child has an accident, staff deal with this sensitively.

If your child has any particular problems please speak to Mrs Grundy, Miss Hastings.

Reading at home

It is crucial that you support both your child and us by sharing books and hearing them read daily; this will aid their progress. Please write in the Reading Record Book whenever you hear your child read.

If you wish to teach your child to write the letters of the alphabet please use lower case letters. If you wish to practise writing the letters we can provide a sheet to show you how we expect the children to form them. Correct formation of letters is incredibly important.

It is also important to read to your child regularly, helping them to gain enthusiasm for books and stories and to develop concentration skills.

Are you able to spare a few hours?

We are looking for parents to spend time in school helping us in a variety of ways. We don't have parents helping in their child's class but other teachers will welcome your help. If you can help, please send in the following form.

All volunteers in school routinely have a Disclosure Barring Service check.

Name: _____

Child's Name: _____

I am available on: Mon Tues Wed Thurs Fri

I would like to help with;

- Reading (Reading to small groups and hearing individuals read) - Staff will offer training so that you can do this with confidence.
- Craft activities
- Computer work
- Labelling / tidying
- Do you have a talent to share with us (Pottery, dancing, knitting) Please specify:

Name: _____

Child's Name: _____

I am available on: Mon Tues Wed Thurs Fri

I would like to help with;

- Reading (Reading to small groups and hearing individuals read) - Staff will offer training so that you can do this with confidence.
- Craft activities
- Computer work
- Labelling / tidying
- Do you have a talent to share with us (Pottery, dancing, knitting) Please specify:

A Final Word

If you are worried or concerned about **anything** please come and see or ring the class teacher. Mrs Grundy will be available at the end of school to talk to you and always willing to help. Miss Hastings is also always available to discuss anything with you but your first port of call should be with Mrs Grundy.

If we are concerned about your child we will let you know; we will either ask to see you at the end of the day or phone you to make an appointment. We would rather let you know if there are concerns, however insignificant you think they are, so you remain aware of your child's progress.

We believe that a strong partnership between home and school is vitally important in your child having a successful start to his/her schooling.

**Let's work together to ensure
your child has an enjoyable and
successful school career with us
at Great Rollright!**