



*'Inspire, challenge and achieve, together.'*

## **Information booklet for parents of children starting Reception in September 2020**

**Head Teacher: Mrs S Williams**

**Telephone: 01724 842246 web: [www.oakfield.northlincs.gov.uk](http://www.oakfield.northlincs.gov.uk)**

**email: [admin.oakfield@northlincs.gov.uk](mailto:admin.oakfield@northlincs.gov.uk)**

Dear Parents and Carers,

On behalf of all the staff and pupils, I would like to welcome you and your family to our school.

Starting school is a milestone in your child's life; we hope this will be the beginning of a positive partnership between home and school, where we work together to support your child to achieve their full potential.

Staff at Oakfield are committed to developing the whole child, encouraging learning through knowledge, skills and practical activities. We support each child to become tolerant, respectful and caring individuals who enjoy their work and play and are proud of their achievements.

At Oakfield we strive to help your child settle in quickly and to enjoy coming to school. As a parent or carer you are bound to have lots of questions and even some anxieties. This booklet is intended to give you some of the key information you will need. If you have any further enquiries please do not hesitate to come and talk to us.

We hope you will find our school a happy, friendly, safe and secure environment, where your child will flourish.

Yours faithfully

Mrs S Williams

Head Teacher

Disclaimer: The information in this booklet is correct on the day of printing. You will be informed of any changes.

# The Reception Team



**Miss Vessey**

**Class Teacher and  
Foundation Stage Leader**



**Mrs James**

**Early Years Practitioner**



**Mrs Drant**

**Teaching Assistant**



**Mrs Shipley**

**Early Years Practitioner**

## School Uniform / Equipment

Our named school uniform can be purchased from Shah's on West Street.

Alternatively plain items can be worn in our school colours. Our uniform is as follows:

- A white polo shirt or blouse
- A blue school jumper or cardigan
- Grey or black trousers / skirt / pinafore dress
- Black or grey tights / white / black / grey socks
- Sensible but comfortable shoes should be worn at all times and should be black.
- Boots can be worn to school during the winter months or in cases of bad weather, but children must change into school shoes on arrival, as boots can be uncomfortable for the children when sitting on the carpet for any length of time.

Please ensure that **all clothing** is clearly **labelled** with your child's name (shoes as well), and that labels are regularly checked as repeated washing often fades the label.

**In Foundation we play outside in all weathers. On rainy days we will ask you to provide wellies and either an umbrella or wetsuit for our outdoor play.**

## **PE KIT**

**From January your child will need to bring a PE kit each week.**

- Black shorts
- White t-shirt
- Black plimsolls
- Hair tied back
- Earrings removed or covered with plasters (parents responsibility)

We will remind you of this nearer the time.

# Equipment needed daily

- Water bottle with name label; water can be flavoured but not fizzy, no juice please
- Book bag (provided as a starting gift when the children join Reception), reading record and reading books
- Change of clothing (just in case)

## Parent Partnership

At Oakfield we believe firmly in a strong home / school partnership.

Like all schools, we are required to have a Home-School Agreement. This is based on a number of shared aims and expectations. You will be asked to sign the Home - School agreement when your child starts school in September.

We create a journal of your child's learning and observations staff make. The Learning Journal is available for you to look at each term during parents evening. We encourage parents to add to their child's learning journal by informing us of any special milestones or skills your child has achieved at home via our '**star moments**' slips. Blank copies will be put regularly into your child's book bag.

We post our weekly curriculum letters on Dojo. We will give you information on how to join Dojo in September. Please ensure you sign up to Dojo to prevent missing out on any important information.

We hold a formal parents evening once a term, but are always happy to deal with your queries. Foundation Staff will be available to speak to you after 8.30 a.m. - **please use the front entrance (office) to the school if you wish to speak to them before the start of the school day**. It is not always possible to speak to staff at length or in private in the school playground at 8.45 a.m as they have a commitment to teaching from this time. Staff are available at the end of the school day if you wish to speak to them. We also welcome messages via the class dojo messaging system.

**We do emphasise that if you are at all anxious about any aspect of your child's school life, please come to talk to us sooner rather than later. We are here to help - we share the same goals.**

Some parents / guardians like to become involved in school life and we welcome and value your support and help. If you are interested in helping on trips, reading on regular basis or would like to join our 'Friends of Oakfield' group then please contact the school office. All volunteers will need to complete a DBS.

## **Common Questions**

### ***Where do I bring my child first thing in the morning?***

Please bring your child into the Foundation Stage playground in time for the school day to begin at 8.45 a.m. Please wait with your child until the bell has gone and a staff member opens the door to the Foundation Unit. Then we ask the children to line up. This is also your collection point at the end of the school day. We ask that at the end of the day, after you have collected your child, you make your way to the exit as soon as possible. This prevents congestion in our playground.

### ***What happens if we are late?***

Sometimes this happens. Please take your child to the main office and sign them in. Office staff will then take your child down to the Foundation Unit. Please try to ensure that your child is at school on time as they may miss valuable input and lose learning time.

### ***What if my child is ill?***

If your child is ill, please contact the school office as early as possible on the first day of absence on **01724 842246**. If no one is available to take your call, please leave a message. School will quickly follow up any unreported absence with a phone call or letter. If no reason is given then under new regulations, the absence is classed as unauthorised / truancy. Repeated unauthorised absences will be referred to the Education Welfare Officer. **If your child has had sickness or diarrhoea please**

keep him or her home for 48 hours after the last set of symptoms. You can also inform us on Dojo messaging.

### *Can the school administer prescribed medicines?*

If your child needs to take medicine during the school day, e.g. antibiotics, please ask for a consent form from the school office. Medication is kept in the school fridge and given under the supervision of a member of staff. We are unable to administer non-prescribed medication.

If your child is asthmatic, please ensure that an inhaler is kept at school. Inhalers are stored in each child's classroom and use will be logged by a member of staff.

### *What if my child has an accident / becomes ill at school?*

If your child has a minor accident at school e.g. a grazed knee, then this will be dealt with by a staff member. A slip is placed in your child's book bag to inform you of the incident and how it was dealt with, e.g. cleaned and a plaster applied. For more serious injuries, any head or facial injury and any illnesses, parents are immediately contacted by telephone.

### *Will my child go on educational visits?*

Yes! Finding out and exploring the world is how we learn. We try to visit as many places as possible and have visitors into school to make our curriculum as engaging for the children as possible. Visits and visitors do cost money, but we always try to make trips as cheap as possible. We do ask for voluntary contributions for trips, and the school never makes any profit. Information and consent letters for trips are sent out in advance.

### *Will my child have homework?*

We encourage children to read daily with an adult at home, 5 times a week is our school expectation and this is to be recorded in their reading diary. Children are rewarded in school for this. We also send home the letters, sounds and key words we will learn over the course of the year for you to practise with your child at home.

# School Meals and Snacks



## Snack

As well as a healthy piece of fruit, we provide the children with other tasty snacks. We rotate the snacks daily, but they include cereal, toast, brioche, cheese and biscuits etc. We ask for a voluntary contribution of £1 a week towards providing additional snacks. This contribution can be sent in at the start of each half term or sent in weekly on a Monday.

In the afternoon, just before home time children have a drink of milk and a biscuit. Free milk is provided for children up to their 5<sup>th</sup> birthday. Water is available at all times throughout the school day.

## School meals

All Reception, Year 1 and 2 children are entitled to free school meals. Your child can choose to have a school dinner or alternatively you can provide your child with a healthy pack up. School dinner menus are sent out termly and you can decide on a daily basis whether your child will have a school dinner or a packed lunch. You will have the opportunity to sample some of the meals we provide and spend a lunch time with your child at some point during the school year. If your child is having a packed lunch, please ensure everything is easy to open. Please do not include fizzy drinks, sweets or bars of chocolate. Please provide your own spoon for yoghurts.

# Useful Skills

Before your child starts school it would be helpful if they can do these things:



share toys and take turns



say please /thank you



use a knife and fork



dress and undress (coat, socks, shoes, jumper, trousers, skirt)



use the toilet independently



wash and dry hands



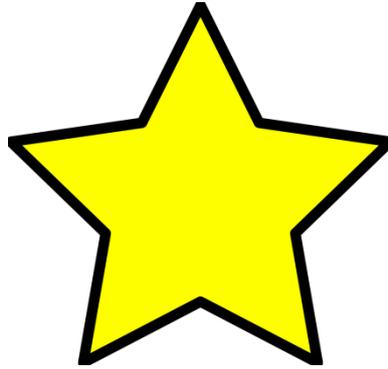
use a tissue

speaking in full sentences    understanding 'stop' and 'no'    being able to sit and listen to a story

using crayons to colour    using a pencil to copy / write their name    counting to 10

hearing the initial sounds in words, e.g. mmm for Mummy

# Rewards and sanctions



At Oakfield we have three simple rules:

**Be ready** - Are you listening? Are you looking? Do you have the right mindset? Have you brought the correct equipment with you today?

**Be respectful** - Use your manners, embrace and accept differences, use kind words

**Be safe** - Are you making the right choice? Are you keeping yourself and others safe?

We reward good behaviour choices through praise, dojos and pupil of the week certificates. Dojos can be viewed online, which informs parents of their child's behaviours at school. You will be given a code to access this on your phone or home computer / Ipad. We hold a 'star of the week' assembly every Friday to celebrate children's achievements in school.

We operate a 'Good To Be Green' behaviour system. All children start the day with a 'good to be green' card, and the expectation is that they stay green! A yellow card is given as a warning to change the behaviour observed, and a red card is given if the behaviour is repeated. Time out is then given to reflect on the behaviour. Serious or repeated behaviours are dealt with by the Head Teacher and reported to parents. **We recognise that children are children and most behaviours in Foundation Stage children are developmental.** We will always support children to reflect on their behaviour and talk about what they could do differently next time. Please see our Behaviour Policy on the school website for more information.

# Equality and Special Educational Needs



At Oakfield we are committed to equality of opportunity for all our pupils, irrespective of gender, disability socio-economic background, ethnic or religious background and learning needs. Our building is fully adapted to assist access for pupils with disabilities.

We are an inclusive school and make every effort to identify the needs of individual children as early as possible, and commit to meeting those needs appropriately. If we think your child may need extra support, Mrs Beacher our Special Educational Needs Co-ordinator (SENCO) or your child's class teacher will contact you.

Family, or health problems however short term they may be, may affect a child's learning and should be brought to the attention of your child's class teacher or our school Learning Mentor (Mrs Chafer.) Confidentiality is assured.

# A Guide to the Early Years Foundation Stage Curriculum

The **Early Years Foundation Stage (EYFS)** sets the standards for the learning, development and care of children from birth to 5 years old. All schools and Ofsted-registered Early Years providers must follow the **EYFS**, including childminders, preschools, nurseries and **school reception classes**.

The Early Years Foundation Stage (EYFS) 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.

Four guiding principles should shape practice in Early Years settings. These are:

Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured;

Children learn to be strong and independent through **positive relationships**;

Children learn and develop well in **enabling environments**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers;

Children develop and learn **in different ways and at different rates**.

The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities.

## **The Seven Areas of Learning and Development:**

Instead of the 'traditional' discrete teaching areas e.g. English, Maths, History, Geography, P.E, there are **seven areas of learning and development** that must shape educational programmes in early years settings. All areas of learning and development are important and inter-connected.

**Three areas** are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

**These three areas, the prime areas, are:**

**Communication and Language** development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

**Physical Development** involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.

**Personal, Social and Emotional Development** involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

Providers must also support children in **four specific areas**, through which the three prime areas are strengthened and applied.

**The specific areas are:**

**Literacy** involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials including books, poems, and other written materials to ignite their interest.

**Mathematics** involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.

**Understanding The World** involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment

**Expressive Arts and Design** involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

## Assessment During EYFS

During the first few weeks of your child's education at Oakfield, staff will carry out a **Baseline Assessment** with your child. This will be through a series of observations and practical tasks, for example observing a child count dinosaurs in the sand tray - can they touch count 5 objects? Can they say the number names in order 1, 2, 3, 4, 5? This gives staff information of exactly what your child can do and informs our future planning.

Assessment is carried out through ongoing observations of your child in their day to day child initiated play and adult directed tasks. It involves adults observing and interacting with children to assess their level of understanding, their interests and learning styles, and to then shape future learning experiences for each child, reflecting those observations.

Ongoing assessment of your child enables us to build up a profile over the course of the year of what your child can do which forms an **EYFS profile**.

EYFS profile data is used to:

- inform parents about their child's development against the early learning goals (ELGs) and the characteristics of their learning, which will show if a child is working at the **expected level** of development, **emerging** or **exceeding**
- support a smooth transition to key stage 1 (KS1) by informing the professional dialogue between EYFS and KS1 teachers
- help Year 1 teachers plan an effective, responsive and appropriate curriculum that will meet the needs of all children

The government states that a **Good Level of Development (GLD)** at the end of the Foundation Stage is when a child reaches the expected level in the **three prime areas: Personal Social and Emotional Development, Communication and Language, Physical Development** and two of the **specific areas: literacy and maths**.

# Pupil Premium

The pupil premium is additional funding for schools to give additional support to raise the achievement of children from families who have a joint household annual income of £16, 190 or less and are in receipt of one of the following benefits:

- Income Support
- Income-based Job Seekers Allowance
- Income-related Employment and Support Allowance
- Support under Part VI of the Immigration and Asylum Act 1999
- The guaranteed element of State Pension credit
- Child Tax Credit
- Working Tax Credit run on - paid for 4 weeks after you stop qualifying for working Tax Credit
- Universal Credit

If you think you are eligible for the Pupil Premium, please apply via the North Lincs website:

<http://www.northlincs.gov.uk/schools-libraries-learning/schools-colleges-education/school-meals/free-school-meals/>

Or let us know and we can help you with your application.

The Pupil Premium is worth £1320 per child, per academic year for the school. It is available for those families who meet the above criteria, to help raise attainment of eligible pupils and close / prevent gaps between them and their non pupil-premium peers.

Incentives for parents of children eligible for the Pupil Premium will mean your child will receive Free School meals (Foundation, Year 1 and 2 are already in receipt of free school meals due to government initiatives, but parents still need to apply for pupil premium if they think they are eligible) which equates to a saving for parents of over £400 per year, per child. A £20 uniform grant is available through successful completion of the Pupil Premium application form.

# Important documents

You be asked to fill in several documents when your child starts school. These will include:

- Contact details and details of adults who are allowed to collect your child from school.
- E safety (allowing your child to access the internet under supervision at school)
- Permission for photographs of your child to be taken (for their Learning Journals and display, for the class dojo page / school Facebook page / school website) Please speak to a member of staff if you **do not wish** photos of your child to be put on any of the above pages.
- Home school agreement

Please see a member of the Foundation unit or call in at the school office if you need any further clarification about any of the forms you are asked to sign.

## Home Visits

Home visits are a means of getting to know you and your child prior to starting school. You may have already had your home visit and met your child's class teacher.

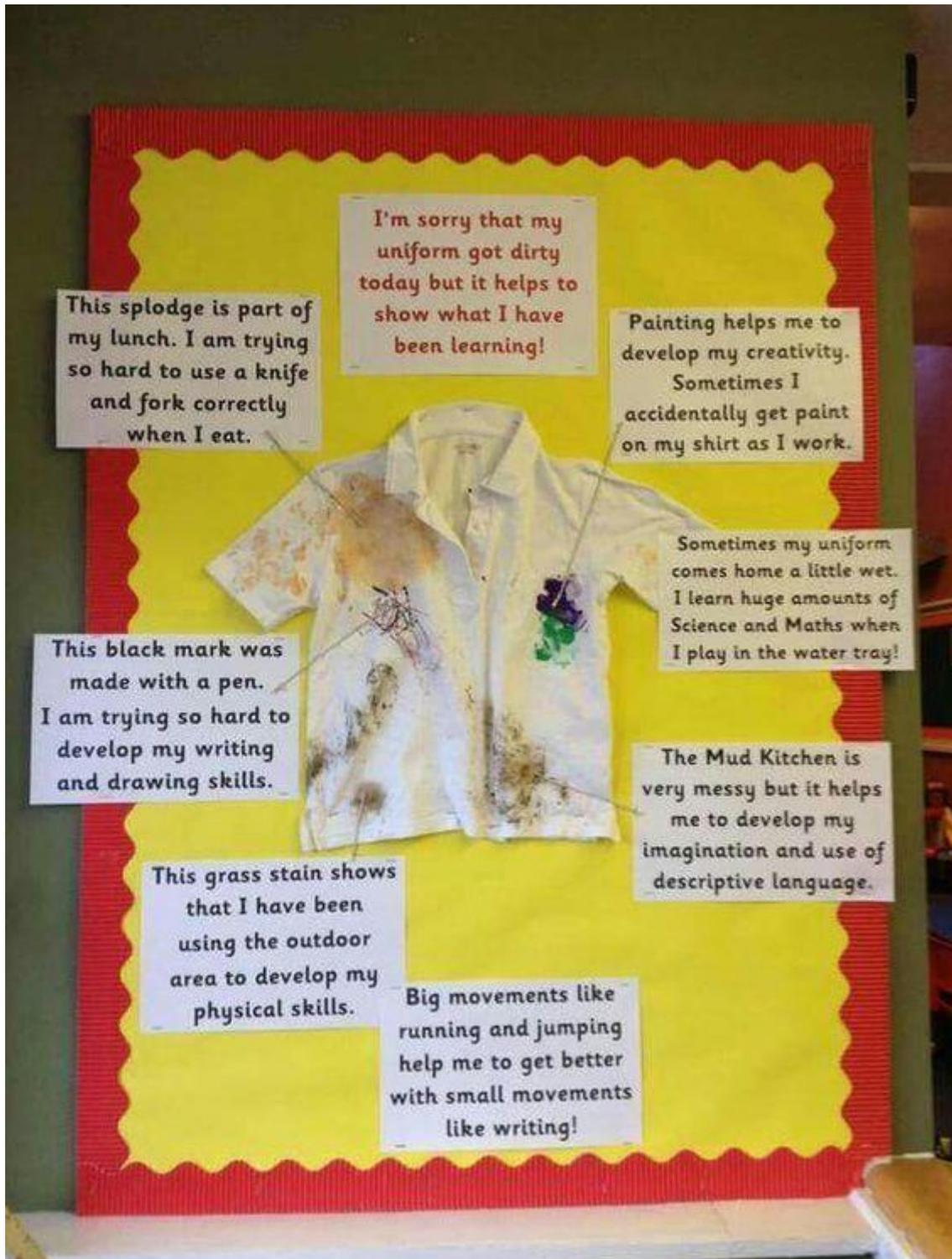
Your child's class teacher and Early Years Practitioner will bring along a selection of resources to talk about. They will bring along a book bag, water bottle, school uniform and photos of staff. During this visit we will also ask parents and carers questions about any medical / physical / emotional needs your child may have, find out about siblings and your child's likes and dislikes. **During the visit we will ask to see your child's birth certificate. This is to check the correct spelling of your child's name for our register, and date of birth. Please remember to have this available.** We will also explain school start dates with you and what will happen during the first few weeks of school in September.



Home Visit for pupils starting Reception

<b>My full name is:</b>	<b>I like to be called:</b>
<b>My date of birth:</b>  <b>Birth certificate seen / checked?</b> Y/N <b>(Copy needed for file)</b>	<b>My address:</b>
<b>People who live in my house / siblings names and ages:</b>	<b>Am I eligible for Pupil Premium funding?</b>
<b>Adults who will bring me to school / collect me:</b>	<b>Previous nursery attended / hours:</b>
<b>Information about my health (vision, hearing, speech, allergies, admissions to hospital, concerns at 2 year check?)</b>	<b>These are the medicines I need:</b>
<b>My toileting needs:</b>	<b>My dietary needs:</b>

<p><b>Can I use a knife / fork / spoon / drink from a cup?</b></p>	<p><b>Which hand do I use to hold a pencil / crayon?</b></p> <p>Left                  Right                  No preference yet</p>
<p><b>Can I dress and undress myself?</b></p>	<p><b>Any other special circumstances / information?</b> (Early Help, illness in the family, split family)</p>
<p><b>What are my interests?</b></p>	



What your child's uniform may look like after a day at school!



## The Key Person

Children thrive from a base of loving and secure relationships. This is normally provided by a child's parents but it can also be provided by a key person. A key person is a named member of staff with responsibilities for a small group of children who helps those children in the group feel safe and cared for. The role is an important one and an approach set out in the Early Years Foundation Stage which is working successfully in settings and in Reception classes. It involves the key person responding sensitively to children's feelings and behaviours and meeting emotional needs by giving reassurance, such as when they are new to a setting or class, and supporting the child's well-being. The key person supports physical needs too, helping with issues like toileting and dressing. That person is a familiar figure who is accessible and available as a point of contact for parents and one who builds relationships with the child and parents or carers. Records of learning (Learning Journals) are created and shared by the key person, parents and the child. Small groups foster close bonds between the child and the key person in a way that large groups cannot easily do. These groups allow the key person to better 'tune into' children's play and their conversations to really get to know the children in the group well. Children feel settled and happy and are more confident to explore and as a result become more capable learners.

# Star Moments!

## Help us to celebrate your child's achievements...

Here in Foundation, we get as excited as you do watching your child grow and develop, and would like to celebrate all their achievements - whether they happen at school or at home with you. We would love to hear from you about the things your child enjoys or achieves. It helps us to create a 'well-rounded' picture of who your child really is.

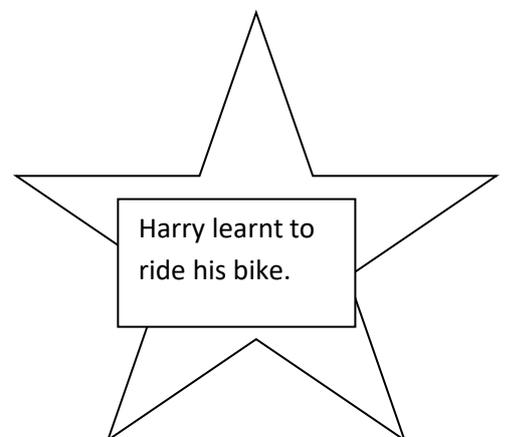
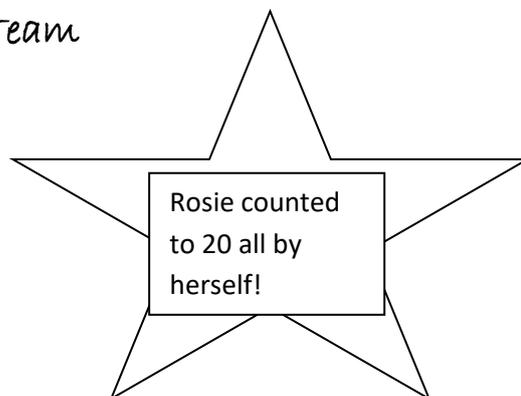
These '**Star Moments**' can tell us about anything of interest that you'd like to share with us. For example, your child's favourite bedtime story, the day their first tooth fell out, how they built a tall lego tower, and many more besides!

Below are some examples of completed Stars as ideas. Please remember that your child is unique. What he/she enjoys doing or achieves for the first time is personal to them and should be recognised whenever it takes place, regardless of when their friends did something similar. Your child's development is not a race!

Please hand a completed star to a member of staff whenever you would like to share the information.

Thank you for your co-operation!

*The Foundation Team*



## Term Dates

### Autumn half term

- School closes Friday 23 October 2020
- School opens Monday 2 November 2020

### Christmas

- School closes Thursday 17 December 2020
- School opens Tuesday 5 January 2021

### Spring half term

- School closes Friday 12 February 2021
- School opens Monday 22 February 2021

### Easter

- School closes Wednesday 31 March 2021
- School opens Tuesday 20 April 2021

### Summer half term

- School closes Friday 28 May 2021
- School opens Monday 7 June 2021

### Summer holidays

- School closes Thursday 22 July 2021

### Bank holidays

- School closed on Good Friday – 2 April 2021
- School closed on Easter Monday – 5 April 2021
- School closed on May Day – 3 May 2021