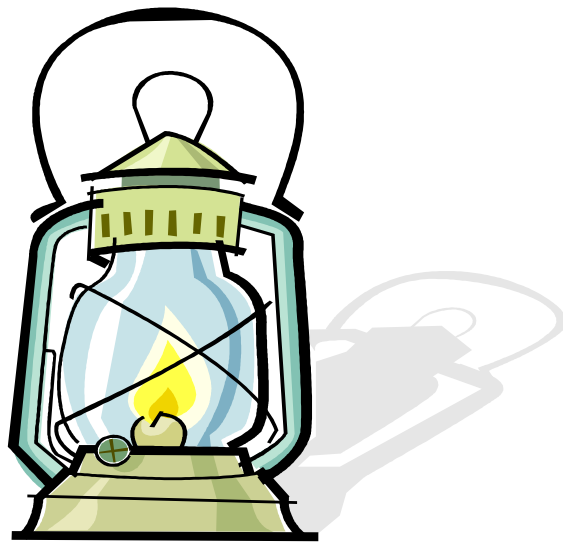




INFORMATION FOR RECEPTION PARENTS



Summer 2023



“Shine like a lantern in the presence of the Lord.”

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A NOTE OF WELCOME

Dear Family

On behalf of all the staff, I would like to welcome you to St Bede's Catholic Primary School and Nursery.

If your child is to join us soon we hope that this will be the beginning of a very happy time for your family. If you already have a child at the school, we are pleased to renew your acquaintance.

At St Bede's, we can assure you that your child will share in a caring community based on the example of Christ Himself. Your child will be welcomed by a dedicated staff who will endeavour to provide opportunities for your child to reach their full potential.

This information booklet tells you a great deal about our school but if you have any questions please do not hesitate to contact me or my staff.

Our school looks forward to your support, co-operation and loyalty in sharing the Christian education of your child so that their time spent at St Bede's is a rich and unique experience.

Yours sincerely

Gary Nott

Gary Nott
Headteacher

STAFFING

Each Reception class has one teacher and Learning Assistant support.

SCHOOL HOURS

8.50am-3.15pm

Lunch – children start eating at 11.45am. When they have finished eating, they go out onto the playground until 12.45pm.

PARENTAL INVOLVEMENT

Parents are invited to their child's assemblies and to join the Parents' Association (the School's parental fund raising association), who host different events throughout the year. We have Parent Voice representatives for each class who meet once every half term to feedback positive and constructive comments from other parents. If you are interested in this, please let us know.

The children will bring home a reading book once a week; once your child is ready, books with words will be introduced. Parents are expected to help children with their reading at least five times per week (please sign your child's reading record book to confirm this) and with their weekly homework task. We ask parents to support their child in their learning.

All parents are emailed a copy of the weekly Headteacher letter. It is also available to view on the school website. The letter will provide you with information about forthcoming events and of any matters of interest.

INFORMATION AND GUIDELINES FOR PARENTS

The transition from home to school can be difficult for some children. If you as parents can prepare your child for this change, you will be sending us a confident, independent and happy child! Below are some ways in which you can help. If you have not already done so, establishing a routine, which includes a regular bedtime, is a good beginning.

Basic skills which we wish children to have acquired before starting school

- dress and undress themselves – children must have shoes with Velcro fastenings (**not laces**)
- put on and zip up their coats
- recognise their own name
- use the toilet, flush the chain, wipe themselves and wash hands independently
- tidy up
- use a knife and fork
- use a tissue or handkerchief

Home/School Partnership

The home is an extension of the school and is the place to develop self-discipline, morals, attitudes, and concepts in maths, a love of books and knowledge of the world. As a school, we will work in partnership with our parents so that we can provide and support your child as life-long learners.

HOW CAN YOU HELP?

Language - at home

1. Conversation is important, talk about outings, the weather, everyday happenings, TV programmes and books.
2. Reading with your child, introduce them to the wonder and joy of books. Talk about the pictures, ask what do they think will happen next. Show them how to use a book and take care of it and try to visit the library regularly.
3. Make your own books from scrapbooks. Use photos of the family, with sentences underneath, e.g. This is Mummy. Daddy is in the garden. Cut out pictures from magazines and catalogues. Make holiday scrapbooks.

The first books encountered at school will be picture a book that will tell a story (your child will be able to bring this home to share with you). Your child will be asked to talk about the story, sequence events and have opinions as to what might happen next or what should have happened. At this time, the teacher will be introducing phonics using the Twinkl phonics scheme. When ready, they will begin to read books with words – they will begin reading by combining their phonics knowledge with their ability to predict by

using picture cues. Parents are encouraged to help their child every evening to increase their speaking, listening, and reading skills.

Writing ~ at home

1. Use large pencils, crayons and brushes. Work on cheap materials, e.g. scrap paper, cereal boxes. Let your child experiment, encourage them to make things, allow them to use scissors.
2. If they show an interest in writing, encourage them to try to form letters.
3. **Do not** write in capitals. The only capital letter they should use is the one at the beginning of their name.

There are words all around your child and their attention will be drawn to them. In school, flashcards and slides are used for introducing words these can be seen all around the children's learning environment. The teacher teaches letter formation using Nelson's handwriting scheme and your child will practice by using simple pictorial and pattern shapes. Allowing your child to do lots of drawing and colouring will increase their fine motor control.

Maths ~ at home

1. During the daily routine allow your child to help you by sorting, matching and counting, for example; clothes, socks, toys, puzzles, etc.
2. Do more than just count parrot fashion, use the numerals, and ask them for two socks or four spoons.
3. When using recipes for cooking ask your child to join in with you. Showing them weighing scales or measuring cups this is another way for your child to see numbers but also to understand about heavy and light.
4. Shopping is another opportunity to learn colour, texture and to count i.e. take three big apples or two small tomatoes. You can also talk about how we may use money to pay for items.
5. Play with jigsaw puzzles and board games. This supports their understanding for problem solving.

At the beginning, your child will work with objects to build concepts of numbers to ten. The language of problem solving, reasoning and numeracy will be developed through practical hands on activities in all areas of the classroom.

The Early Years Foundation Stage

Since September 2008, it has been a legal requirement for all Early Years Providers to meet the requirements of the Early Years Foundation stage (EYFS). The documents set the standards for the learning, development and care for children from birth to five. A new revised, Framework for the Early Years Foundation Stage (EYFS) was implemented in all Early Years settings from September 2012.

The EYFS seeks to provide:

- **quality and consistency** in all early years settings, so that every child makes good progress and no child gets left behind;
- **a secure foundation** through learning and development opportunities which are planned around the needs and interests of the individual child and are assessed and reviewed regularly;
- **partnership working** between practitioners and with parents and/or carers;
- **equality of opportunity** and anti-discriminatory practice, ensuring that every child is included and supported.

The aim of the EYFS is to:

- **set standards** for learning development and care that a child should experience when they are outside the family home
- **provide Equal Opportunities** so that no child is disadvantaged because of ethnicity, culture, religion, home language, family background, learning difficulties or disabilities, gender or ability
- **create Partnership** between professionals, parents and all settings attended by each child
- **improve quality and consistency** by providing a set of standards which apply to all settings which will be used as a basis for inspection
- **lay a secure foundation for future learning** through learning and development which is planned around individual needs and interests of children.

Positive attitudes and dispositions towards their learning are fostered. In particular, an enthusiasm for knowledge and learning, a confidence in their ability to be successful learners.

Social skills are embedded within the environment. In particular by providing opportunities that enable children to learn how to co-operate and work harmoniously alongside, and with, each other and to listen to each other.

Their attention skills and general persistence is encouraged by giving them time to concentrate on their own play or on group tasks.

Areas of Learning

Prime Areas:

1. **Personal, Social and Emotional Development:** Self-Regulation, Managing Self and Building Relationships.
2. **Physical Development:** Gross Motor Skills and Fine Motor Skills.
3. **Communication and Language:** Listening, attention and understanding and Speaking

Specific Areas:

4. **Literacy:** Comprehension, Word Reading and Writing.
5. **Mathematics:** Number and Numerical Patterns
6. **Understanding the World:** Past and Present, People, Culture and Communities and The Natural World.
7. **Expressive Arts and Design:** Creating with Materials and Being Imaginative and Expressive.

Each area of learning has a list of statutory early learning goals. They provide the basis of planning throughout the EYFS. Children will experience and have opportunities to help them reach these 17 Early Learning goals. Their achievements will be discussed with parents during the autumn and Spring term consultation sessions.

For more information about the curriculum, please refer to the Early Years Foundation Stage Policy. You can access this via the school website or ask for a copy at the school office.

Religious Education

Religious Education is an important area that is planned for.

We follow the Diocesan programme of study called 'Come and See'. This comprises of nine topics in the year, which last one month each. We share aspects of the programme through prayer, discussion, story, drama, role-play, art and a written response. They are encouraged to make up their own prayers and to join in with songs on a religious theme. At Christmas time, all reception children perform a short Nativity as their first assembly. We have an Early Years Foundation Stage Liturgy each week and this has a theme that is based on our faith values. Each class leads an assembly per year. Parents and relatives are invited into school to join in these celebrations.

Classroom Management

At St. Bede's we have two Reception classes with an intake of 30 children in each class. Your child will be provisionally placed on roll in one Reception class for September. We want to ensure that the children are happy, settled and making progress in their classes.

Each year we have several children who have not attended St Bede's Nursery. Therefore, as the children settle into the routines and begin to make friends in their year group, we sometimes find that it is best practice to move pupils from one Reception class to another, to ensure that pupils are settled and are making progress. We will inform parents of this decision before any change takes place.

The Reception classrooms are set out in curriculum areas: the reading area, the writing area, the construction area, the art area, the maths area, the wet play area, the home corner area. The same can be seen in the outdoor area. The children enjoy time to initiate their own activities.

The resources in the reading area, wet area, art area and outdoor area are changed frequently i.e. the books according to the topic; the outdoor role-play will change frequently; the art area concentrates on different materials and skills; and wet play and sand areas are set up with a free choice of resources. The equipment is clearly and pictorially labelled to help the child return equipment to its rightful place.

Children are encouraged to be responsible for their own belongings along with the classroom equipment. They will learn to tidy up at the end of each session.

Children are organised in groups by the end of the first half term and they have a group name, which is helpful to them and to the teacher, especially supply teachers and visitors.

Curriculum Topics

Projects are changed half-termly which the staff deliver through the Early Learning Goals.

A curriculum information sheet on the projects to be covered in class can be found on the school website.

Assessments

Assessment is part of everyday practice and is not seen by the child as a test. The majority of assessments made in the Early Years Foundation Stage are in the form of virtual observations, which are used to plan for future learning experiences. All children in Reception will take part in the Government baseline assessment within the first six weeks on entering reception. This is a legal requirement by the Government.

It is the policy of the school that all parents are invited to see the class teacher in the autumn and spring term to discuss the progress of their child. An appointment will be made to speak to the class teacher. In the summer term a written report is issued. Parents are welcome to discuss their child's written report with the class teacher if they wish to do so.

Homework

The school's weekly newsletter will be loaded up to Fronter each Friday. Along with this Reception weekly blog can also be viewed on Friday each week. Once children are settled, books will be sent home each week for you to share with your child each day (please remember to confirm this by signing your child's Reading Record Book). A weekly homework letter will be loaded to Fronter (Reception) containing weekly learning tasks. From Spring Term your child will receive a weekly list of words for them to learn to read and spell. Also from the Spring Term your child will be set a home project to complete.

Lunchtime Supervision

From September 2014 all Reception children were entitled to Universal Free School Meals. Further information regarding this will be available at the Reception Parents' Information meeting.

If you prefer your child to bring a packed lunch from home, please provide a healthy lunch which could include a sandwich or alternative, salad, piece of fruit or yoghurt and a pure fruit drink or water. Please do not include fizzy drinks or sweets including chocolate in packed lunches.

Learning Assistants who will make sure reception teachers are aware of any problems or difficulties, which may arise during this period, supervise children at lunchtime. Every effort is made to help the children feel secure and happy at lunchtime. We also have a scheme whereby Year 6 Prefects give up their time to support younger children during playtime.

Parents can use the online booking link (School meals) which can be found at the bottom of the school website. Choosing a lunch with your child will enable you to know what your child is eating and will lessen the responsibility of your child having to choose with the teacher.

Rules and Expectations

In Reception, the School rules are introduced through the class rules, which are appropriate for the age and stage of development of the children. There are class rules displayed on the wall and are referred to during circle time, prayer time or when necessary during the day. The class rules are:

- We are kind to each other
- We keep our classroom tidy
- We use quiet voices
- We take turns and share
- We always walk in our classroom
- We listen to our teacher and each other.

They understand what each rule means and delivering this understanding is part of a regular routine under the heading of 'Make our class a happy place'

Our aim in class is that...

- Adults in class will be positive role models
- Positive behaviour will be praised and rewarded
- Negative behaviour will be treated appropriately and with sensitivity

- Explanations will always be given

We believe that all children should be treated fairly. If a child displays anti-social behaviour e.g. biting/kicking, these are the steps that we would take to discourage this.

- Talk to the child/children positively but firmly eg “I don’t like it when you....”
- Time out – sitting to one side with the adult and watching positive behaviour
- If a child’s name is put on to the red traffic light, a letter will be sent home via email and they miss 10 minutes of their play time the next day

Sharing – A large proportion of the time children are expected to share space, equipment or games. We always explain that they have to wait for their turn if there is no room to play. We will ask the children playing to either include the child or ask the child if there is something else they would like to do. Children are encouraged to take ownership of their behaviour towards others.

Rewards – These may be in the form of stickers, stamps on work, verbal praise individually or as a group or a celebration of their efforts by making an instant display of their work i.e. by placing their work on a display board. From the Spring term children will collect lanterns for working hard and for positive behaviour and conduct in school. When they receive 10 lanterns they are rewarded with a Lantern certificate from our Headteacher Mr Nott. We monitor behaviour by using a “traffic light system”. Each child’s name peg is put on the “green light” in the morning and depending on their behaviour either remains on the green light or is moved to the amber or red light. If their behaviour is not at the expected level, they may miss 5 minutes of their playtime the next day in the form of miss a play, you will be notified of this in the form of a letter. For an instant reward, children are aiming to reach “Freddie the Frog” by the end of the day to be given a special sticker at the end of the week. Children are rewarded with a certificate for mathematician and writer of the week.

Sanctions – please see the Behaviour & Discipline Policy on our website.

For further information, please refer to the Behaviour and Discipline Policy.

Uniform

Please see your website for our Uniform information. We value a strict uniform policy highly at our school. Consistency with uniform allows pupils to concentrate on their learning without the distraction of wearing clothes, hairstyles etc that separates them from their peers. It also provides all pupils with a sense of belonging and pride in our school. Please note children should come to school on their PE day wearing their PE uniform. They must bring in their PE bag with a change of underwear and clothing (this will be kept in class on their peg).

All parents/carers pupils are expected to give their full unreserved and positive support for the uniform policy of our school.

We believe that parents have a duty to send their children to school correctly dressed (clothes and hair) in accordance with our school uniform policy.

Bags

The school book bag and PE bag can be purchased from one of our uniform outfitters (details listed at back of this document). The children's PE bag is the colour of the House they are in - St George (red); St Patrick (green); St Andrew (blue), and St David (yellow). Children with older siblings will be placed in the same house. Please ensure your child’s book bag and PE bag have your child’s name on them.

Money

1. Contributions for trips/events should all be made on-line via Tucasi. You will receive a sign up letter for this once your child has started. We do not accept cash/cheques for any trips/events.
2. We provide a daily drink of milk and fruit. We have joined the free fruit scheme run by the Government and these are provided at no cost.

Absences

1. Parents are requested to contact the school office (extension 1) or email the school (admin.stbedes@redbridge.gov.uk) on the first day of absence.

2. A note or email explaining the reason for absence should be sent in when the child returns to school confirming the reason for absence, even when they are sent home during the school day. In the case of a long term absence a medical certificate is needed. If the school office does not receive a letter within a few days, your child's absence will be recorded as unauthorised.
3. If a parent arrives late with their children, after 9.00 am they must enter via the school office.
4. Please try to make any medical appointments for your child outside of school time. If this is unavoidable, please inform the school in writing prior to your child's hospital or doctor's appointment and send a copy of the appointment letter/card/email to the office.
5. Family holidays should be taken during school holidays. Any parent who wishes their child to be absent during term time should write to the Headteacher in advance before making any bookings explaining why leave cannot be taken during the normal school holidays. Parents who take their children out of school for a holiday will be fined for doing so, unless there are extenuating circumstances.
6. If a child is going to be absent from school for a long period of time and unable to attend school at all (e.g. due to a broken leg or similar circumstances), a referral for home tuition can be made via the borough of residence. Please refer to the Attendance Policy or contact the school office in these circumstances.

Medicines

In general, medicines must **not** be brought into school. However, if your child has a medical condition that requires regular medication during the school day or medicine in the event of an emergency, then arrangements for administration must be made between the School via the SENCO and you, as your child's parent/guardian. These arrangements will be in the form of an agreed Care Plan.

Google Classrooms

If the school/class are required to close due to unforeseen circumstances your child will be asked to access their daily lessons via Google Classrooms. If this is to happen, all information will be sent out to you to enable you to access it.

Health

1. The school must have two emergency contact numbers so that you (or a relative) can be informed if your child is ill or involved in an accident at school. Please ensure that contact numbers are updated as and when necessary.
2. We must be informed of any serious allergies from which your child suffers.
3. No medicines can be given in school. However, if a care plan is in place, asthma related equipment and epipens can be kept in a personalised box in the school office and the child's classroom with a label clearly stating the child's name and year group.
4. Children with streaming colds and sore throats should be kept at home in order to prevent the spread of germs.
5. A child who is not well enough to go out into the school playground with the other children is not well enough to be at school. Broken limbs are the exception and these special cases must be discussed with the Headteacher.
6. If your child is suffering from a sickness/upset stomach bug, they must be kept at home for 48 hours until they are well enough to return.
7. **WORMS** - tiredness and anal itching, particularly at night, are the main symptoms. Effective remedies are readily obtainable from doctors or chemists. Your co-operation in informing the school if your child contracts worms is appreciated, since it enables staff and parents to be extra vigilant.
8. **HEADLICE** - the same applies as to worms. It is because parents have been so co-operative that there has been no serious epidemic at this school.
9. Your child will be given a wristband if they visit first aid for any of the following:
 - Bumped head band (orange band plus courtesy text message)
 - Taking asthma pump (blue band – number of times taken will be indicated)
 - Anything other than a bumped head or asthma pump (green band)

We will contact you if the first aid incident requires more attention resulting in your child needing to be collected from school.

10. DOGS are not permitted on the school grounds.

General

1. All children will be collected from the front gate at the end of day. This is to help with the safety of the children.
2. Parents are requested to make appointments through the school office if they wish to see a teacher. For safeguarding reasons, parents may **NOT** enter a classroom uninvited.
3. The Headteacher **is always available to talk with parents if an issue arises. Please contact the office and an appointment will be made for you to meet with the Headteacher. Always contact the class teacher in the first instance.**
4. Any person entering the school premises **MUST** report to the school office.

Travel

Written permission must be given by parents before any child may take part in a school outing or after school activity. The school is committed to the Borough Travel Plan and families are requested to walk to school once a week.

Security

1. Please do not approach another child in the school without explicit permission from a member of staff.
2. The gate in Bishop's Avenue and the gate in Canon Avenue are always locked between the hours of 8.30 am and 3.00 pm. Entrance to the school is via the front entrance in Canon Avenue.
3. At the beginning of the academic year, parents are requested to complete a form indicating who they give permission to collect their child. No child will be released to anyone who is not on this list.
4. If your child is being collected by someone who is not on your permission list please put this information in writing to the class teacher prior to the arrangement taking place. No child will be released without this letter. If possible introduce the person to your child's class teacher.

Child Protection

All adults including parent helpers and School Governors are assessed by the Disclosure and Barring Service as to their suitability to work with children in school. The Headteacher is the named Child Protection Co-ordinator, the Deputy Headteacher is the named Deputy Child Protection Co-ordinators, Mark Butcher is the named Governor for Child Protection.

Inclusion

It is important for all children to experience a range of activities, irrespective of difference in race, gender, cultural background or physical disability. Appropriate attention is given to both boys and girls.

We promote racial equality and encourage, support and enable all children to reach their potential regardless of race or culture.

Our commitment to equal opportunities is reflected in the aims of our school. We offer equal access for every child to all subject areas in line with the new Primary Curriculum. Our planning and teaching must actively reflect an awareness of age, gender, ethnicity and ability across the year groups.

We foster an ethos of mutual respect and esteem for everyone in our community. As a staff, we strive to provide positive role models for the children in our care.

Children as Society's Future Leaders

You are the first educators of your child, and you will continue to support your child throughout their childhood. It is important that we, as adults, are good role models for our children as often it is not what we say, but what we do that makes the difference. All people, no matter what role they achieve, pass through a family of some kind and families can make a difference to our community and the wider world.

These lines from Kahlil Gibran may be an inspiration for you as you continue this incredibly important job of child rearing.

“You are the bows from which your children as living arrows are sent forth. The archer sees the mark upon the path of the infinite, and He bends you with His might that His arrows may go swift and far.

Let your bending in the Archer's hand be for gladness;

For even as He loves the arrow that flies, so He loves the bow that is stable.”

Set Prayers

Prayers are said at the beginning and end of each day and Grace before and after meals. Below are the set prayers used.

The Sign of the Cross

In the name of the Father
and of the Son,
and of the Holy Spirit. Amen.

Our Father ~ Year 2

Our Father, who art in heaven,
hallowed be thy name;
thy kingdom come;
thy will be done on earth as it is in heaven.
Give us this day our daily bread;
and forgive us our trespasses,
as we forgive those who trespass against us;
and lead us not into temptation,
but deliver us from evil. Amen.

Hail Mary- Year 1

Hail Mary! full of grace,
the Lord is with thee;
blessed art thou among women,
and blessed is the fruit of thy womb, Jesus.
Holy Mary, Mother of God,
pray for us, sinners,
now and at the hour of our death. Amen.

Glory be to the Father

Glory be to the Father,
and to the Son,
and to the Holy Spirit;
as it was in the beginning,
is now and ever shall be,
world without end. Amen.

Morning Prayer

O My God you love me

You're with me night and day
I want to love you always
In all I do and say.
I'll try to please you, Father
Bless me through the day. Amen

Night Prayer

God Our Father, I come to say
Thank you for your love today.
Thank you for my family
And all the friends you give to me.
Guard me in the dark of night
And in the morning send your light. Amen.

Grace before Meals

Bless us, O God, as we sit together,
Bless the food we eat today.
Bless the hands that made the food.
Bless us, O God. Amen.

Grace after Meals

Thank you, God, for the food we have eaten.
Thank you, God, for all our friends,
Thank you, God, for everything.
Thank you, God, Amen.

Act of Sorrow ~ Year 3

O my God, I thank you for loving me.
I am sorry for all my sins,
for not loving others and not loving you.
Help me to live like Jesus and not sin again.
Amen.

