



New Parents and Carers' Information

for children starting in Reception in
September 2021

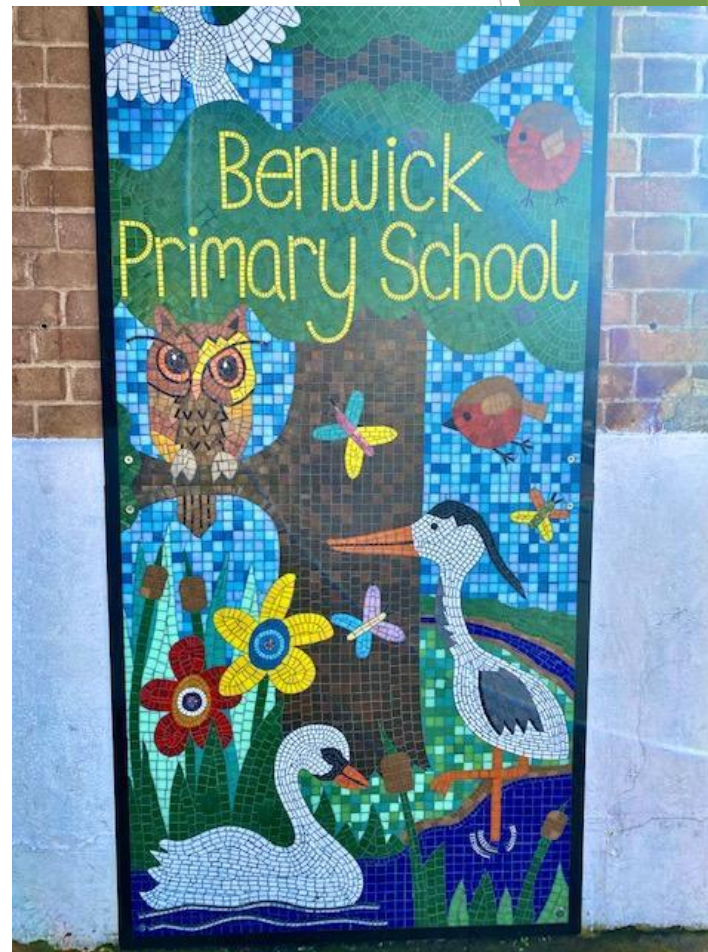


Together We Can



Contents:

- ▶ Our School : aims & values
- ▶ Staff
- ▶ Our Foundation Stage Curriculum
- ▶ Our Uniform & appearance
- ▶ Lunch
- ▶ How to help your child prepare
- ▶ Home visits & transition
- ▶ Our Governors
- ▶ Our Friends





Our School Values

Benwick Primary School is committed to equal opportunities for all. Our school will make all members of our school Community feel welcome.

Our School Values:

RESPECT- RESPONSIBILITY -HONESTY- RESILIENCE -
COMMUNITY

Modern British Values:

Democracy- Tolerance- Mutual Respect- Rule of Law-
Individual Liberty



Our school aims:

Our Mission Statement: Together We Can

Aims:

- ▶ Learning will be creative, exciting and fun.
- ▶ We value and celebrate confidence in ourselves as individuals, knowing that we can make our own contributions to the world.
- ▶ We understand the importance of respecting each other and members of our community and taking the responsibility for our own environment.
- ▶ We strive to install a love of life long learning.



Our Values

- Responsibility
- Resilience
- Respect
- Honesty
- Community





Senior Leadership Team



► Mrs Talbot - Headteacher



Mrs Piper - Deputy Headteacher
SENDCo & Inclusion



Mrs Hill - School Business Manager



Robins Team



Miss Macleod - Class Teacher



Mrs Fiore - Class Teaching Assistant
Forest Schools Leader



Mrs Hinson - HLTA
Teaches Robins 1 day per week



Robins Class

- ▶ We are a small village school, this year we have 4 classes, and so have mixed age group classes.
- ▶ Your child will begin their time at Benwick in **Robins**. This is a mixed Reception (EYFS) and Year 1 Class.
- ▶ The other classes are:
- ▶ Doves: Year 2 & 3
- ▶ Owls: Year 3 & 4
- ▶ Swans: Year 5 & 6





The School Day

September 2021

- ▶ 8.40 Gate opens and children walk onto playground with parent/carer
- ▶ 8.45 Whistle is blown, children line up and their teacher takes them in to school, parents leave.
- ▶ 8.55 - Register and Early morning activities
- ▶ 9.00 - 11.45 Teaching sessions, including milk/snack time. Children are also able to play inside and outside during this time.
- ▶ 11.45 Assembly (For the first half-term, children will only join in on a Friday)
- ▶ 12.00 - Lunch time
- ▶ 1.00 - Settling & Story
- ▶ 1.15 - 3.00 - Teaching session
- ▶ 3.10 Home time

- ▶ There may be some Covid-19 alterations to this - it is difficult to predict what may change over the summer, however if changes are necessary these will be shared with parents before the start of term.



The Foundation Stage Curriculum



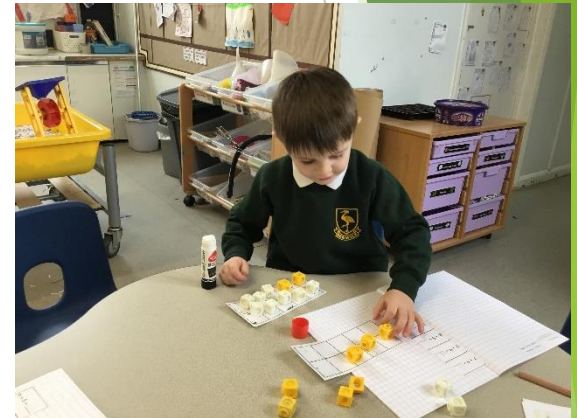
- ▶ Every day the children experience a mix of self-directed activities and adult-led tasks.
- ▶ Learning through play is central to our approach - adults bring the learning into children's play.
- ▶ Our learning environment is set up to enable children to further their own learning in each area of the EYFS curriculum.
- ▶ Learning opportunities are both inside and outside the classroom.
- ▶ Children's learning is recorded in a range of ways.





The Foundation Stage Curriculum

- ▶ Prime Areas:
 - ▶ Personal, Social and Emotional Development
 - ▶ Physical Development
 - ▶ Communication and Language
- ▶ Specific Areas:
 - ▶ Literacy
 - ▶ Mathematics
 - ▶ Understanding the World
 - ▶ Expressive Arts and Design





The Foundation Stage Curriculum

Characteristics of Effective Teaching and Learning



Playing and Exploring – Engagement	Active Learning - Motivation	Creating and Thinking Critically - Thinking
<p>Finding out and exploring</p> <p>Playing with what they know</p> <p>Being willing to 'have a go'</p>	<p>Being involved and concentrating</p> <p>Keeping trying</p> <p>Enjoying achieving what they set out to do</p>	<p>Having their own ideas</p> <p>Making links</p> <p>Choosing ways to do things</p>



Personal, Social and Emotional Development

► Self regulation

Show an understanding of their feelings and those of others. Learn to wait for what they want and control their immediate impulses and manage their behaviour. Give focused attention to what adults are saying and follow instructions.

► Managing Self

Be confident to try new activities and develop independence and resilience. Manage their own basic hygiene needs - toileting/dressing etc. Understand the importance of healthy food choices.

► Building Relationships

Work and play cooperatively and take turns. Form positive relationships with adults and peers. Show sensitivity to their own and others' needs





Communication and Language

► Listening, Attention and Understanding

Learn to listen attentively and respond with relevant questions. Make comments about what they have heard. Hold conversations and engage in back and forth exchanges with peers and adults.

► Speaking

Develop confidence to participate and express themselves in small groups, whole class and one to one discussions and to explain why things might happen. To use new vocabulary from stories, rhymes, poems. To use full sentences and use correct use of past, present and future tenses.





Physical Development

► Gross Motor Skills

Control their body and negotiate space safely. Demonstrate strength, balance and coordination when playing. Be active and move energetically - running, jumping, climbing, dancing etc

► Fine Motor Skills

Hold a pencil effectively in preparation for writing. Use a range of small tools - scissors, paintbrushes, cutlery. Show accuracy and care when drawing.





Literacy

► Comprehension

Demonstrate understanding of what has been read to them by retelling stories, using their own words and new vocabulary. Anticipate key events in stories. Use and understand newly learnt vocabulary. Enjoy and explore a wide range of reading materials (books, poems, and other written materials).



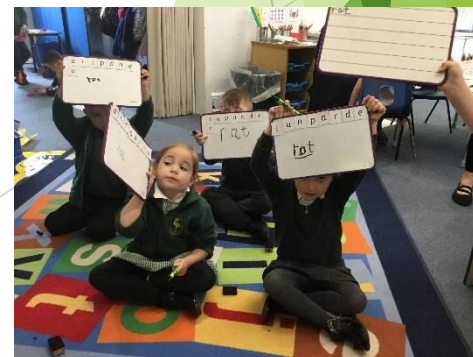
► Word Reading

Recognise the sounds for the letters of the alphabet and diagraphs (2 letter sounds e.g.. ch/sh/th). Read words by sound blending. Read simple sentences.



► Writing

Write recognisable letters. Spell words by identifying the sounds in them. Write simple phrases and sentences.





Mathematics

► Number

Have a deep understanding of number to 10, including the composition of each number. To recognise quantities without counting. To calculate simple addition and subtraction problems. To recognise doubles.

► Numerical Patterns

Verbally count beyond 20. Compare quantities recognising when they are greater, less and the same. Explore and represent patterns e.g. odds and evens, sharing

Children will also have opportunities to explore shapes, capacity, weighing, measuring.





Understanding the world

► Past and Present

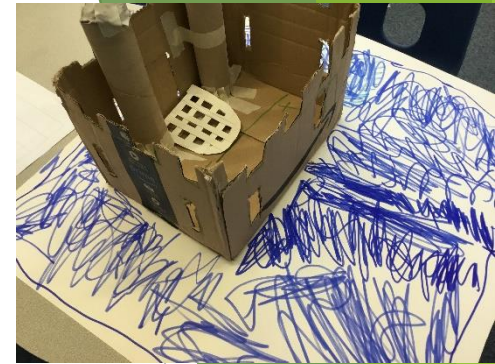
Talk about the lives of people around them and their roles in society. Know some similarities and differences between things in the past and now. Understand the past through stories.

► People, Culture and Communities.

Describe their immediate environment - using observation, maps, non-fiction texts. Know some similarities and differences between different cultural and religious communities. Explain some similarities and differences between life in this country and life in other countries.

► The Natural World.

Explore the world around them, making observations and drawings of plants and animals. Know some similarities and differences between the natural world around them and a contrasting environment. Understand seasonal changes and changing states of matter.

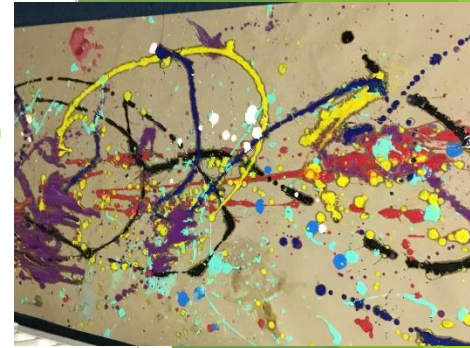




Expressive Arts and Design

► Creating with Materials

Safely use and explore a variety of materials, tools and techniques, experimenting with colour, texture and function. Be able to explain the processes they have used. To use props and materials when role playing characters.



► Being Imaginative and Expressive

Invent, adapt and recount stories. Sing a range of well known nursery rhymes and songs. Perform songs, rhymes, poems, stories with others. Make movements and move in time to music.





Creative Curriculum

- ▶ Play based
- ▶ Practical
- ▶ Links between subjects
- ▶ Role play
- ▶ Forest School
- ▶ Adventure Island





How to help your child make the best start:

- ▶ Our aim is for both you and your child to have a happy and confident beginning to their school life at Benwick School- it would be most helpful if your child can:
 - ▶ Independently dress and undress for PE sessions
 - ▶ Fasten coat zips or buttons
 - ▶ Take off and put on shoes independently
 - ▶ Use the toilet independently
 - ▶ Use cutlery properly
 - ▶ Recognise their own name
- ▶ Please choose velcro fastening shoes
- ▶ Please label **EVERYTHING!**
- ▶ Read and complete the Starting School booklet with your child.



Parental Involvement

- ▶ Share 'Wow!' Moments from home
- ▶ Home/school reading journals
- ▶ Class Dojo app  ClassDojo
- ▶ Shine and share events
- ▶ Phonics & reading information sessions
- ▶ Parents' Evenings



Initial Parent Meetings

- ▶ In September Miss MacLeod will meet with a parent from each family on a 1:1 basis to discuss your child and get to know you. This will be arranged in September.



Lunch

Hot Meals

- ▶ School dinners, cooked on site in our school kitchen, are **£2.45** per day, however all pupils in Reception, Year 1 and 2 are entitled to a government universal FREE school dinner each day. Menus are sent out each term.
- ▶ Whilst all children in Reception, Year 1 and Year 2 are eligible for a free school meal under the government Universal Infant Free School Meals scheme. It is very important that parents eligible for free school meals still claim as the school receives Pupil Premium based on the numbers of the free school meal children, to support their learning. You will receive a form in your pack for this.

Packed Lunches:

- ▶ Food for packed lunches must be enclosed in a suitable named plastic container and drinks should be in an unbreakable flask/bottle. **No glass bottles or fizzy drinks please.** No sweets, chocolate bars are allowed.

Payments:

- ▶ We use SIMS pay for all payment to the school e.g school dinners, trips etc. SIMS pay is a secure online school payment system which is very effective and simple to use. You will receive a SIMS payment registration invitation with your own personal unique code once your child starts at school.



Transition: Before term starts

- ▶ Class staff will arrange a visit with Flutterbies to meet the children in a familiar setting
- ▶ Staff will liaise with Pre-school staff from all settings
- ▶ Tuesday 13th July 1.45-2.45pm Stay & play session
- ▶ Tuesday 20th July Stay & Play session 1.45-2.45pm





Transition:

First week: w/b 30th August

- ▶ Reception children have a gradual transition in to school.
- ▶ Wednesday 1st September INSET Day - school closed to pupils
- ▶ Thursday 2nd September afternoon session 1.15-3pm (this may be outside depending on restrictions - 1 parent only may stay for this session if you wish)
- ▶ Friday 3rd September - Fri Morning until 11:50am (please wait in the carpark for the children to be brought out to you at the end of the morning).





2nd week w/b 6th September

- Monday - Tuesday mornings only until 11:50am
- Wednesday - Thursday morning and stay for lunch Children will go home at 1.00pm (All Infants receive a free school meals, we encourage children to try these).
- Friday, children stay all day



3rd week w/b 13th September

- ▶ Children stay in school for full days.



Uniform and Dress Code

- ▶ We aim to encourage children to feel pride and a sense of belonging to the Benwick Primary School community by wearing their uniform. The school uniform consists of:
 - ▶ Dark green sweatshirt or sweat cardigan (with school emblem if you choose);
 - ▶ White polo shirt or white shirt/blouse;
 - ▶ Grey/black trousers, pinafore, skirt or shorts;
 - ▶ Green gingham dress in summer;
 - ▶ Grey/black/white socks
 - ▶ Black shoes/closed sandals
-
- ▶ Plain, unbranded uniform items can also be purchased from supermarkets/departments stores if you wish as long as these are in our school colours. Items with sports logos should not be worn.
 - ▶ Please make sure that all items of clothing and footwear worn in school are clearly labelled with your child's name.





Things your child needs for school

- ▶ Named Wellies - Children in Reception and Key Stage 1 should keep a pair of named wellies in school so that they can fully enjoy the outside area!
- ▶ Waterproof clothing - this will enable your child to explore outside in all weathers.
- ▶ Weather appropriate clothing - sun hat in warm weather and a coat that is suitable to the season everyday. Sensible shoes for working outside.
- ▶ A water bottle. A fruit snack is provided for children but they may like to bring in additional healthy snacks.
- ▶ Spare clothes, incase of accidents. It's useful if this is in a separate bag inside their PE kit.
- ▶ Book bag - please bring to school daily.





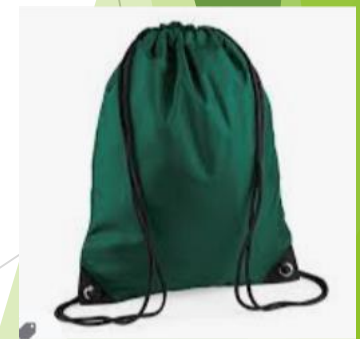
PE Kit

- ▶ PE Kit should be kept in school all week
- ▶ White PE T-shirt (with school emblem if you choose);
- ▶ Black shorts;
- ▶ Plain, dark jogging bottoms and tracksuit top
- ▶ Black plimsolls or white/black trainers;
- ▶ PE bag to keep it in.
- ▶ Spare pair of socks -useful if your child has worn tights to school



- ▶ Ordering:
- ▶ You can order and pay for school uniform online from our supplier: The Green School Shop:
- ▶ https://www.thegreenschoolshop.co.uk/?s=benwick&post_type=product

- ▶ Please make sure that all items of clothing and footwear worn in school are clearly labelled with your child's name.





Appearance

- ▶ We believe it is important to be comfortable and look smart at Benwick Primary School.
- ▶ Make-up (including nail varnish) and jewellery should not be worn in school. No bracelets, including charity bands are to be worn in school, except the time when the school is fundraising for the charity. Plain (not coloured) studs for pierced ears are acceptable, but hoops or dangling earrings must not be worn. Watches may be worn by children from Y2.
- ▶ Hair should be of a sensible style - shaved or coloured hair is not permitted at school. Hair beyond shoulder length must be tied back. Hair accessories should be in school colours.



What's next?

- ▶ Forms to be completed and returned asap if not already submitted & BIRTH CERTIFICATES
- ▶ Further communication via email in the summer holidays if the government change anything
- ▶ Transition events before the end of term
- ▶ 2nd September - 1st transition day
- ▶ See you in September!





Governors - What is their role?

Governors are the school's 'Critical Friend'. They are part of the leadership team of the school and fulfil a strategic overview role. They support and challenge the school to raise standards and ensure the school provides a good quality education to the children in a safe and secure environment.



Governors - How their role is fulfilled.

- ▶ Governors hold regular meetings and make formal visits to the school enabling all governors to stay fully informed.
- ▶ Undertake training to assist them in their role.
- ▶ Support the leadership team and staff in many areas whilst at the same time challenging ideas and expectations.
- ▶ Monitor and evaluate progress towards the schools targets.
- ▶ Work together to make joint decisions on school policies.



FOBS - Friends of Benwick School

Our fantastic FOBS team, organise fun events and help us to raise money for school projects and resources.



Ofsted 2019

We are a rapidly improving school, and have made many significant strides forward since the last inspection. However we celebrate the many positive findings from the inspection and the full 2019 report can be found on our website.

Staff have established positive relationships with pupils.

All classrooms and outdoor areas support pupils' learning well. Teachers celebrate and promote achievement through a high level of encouragement and stimulus to initiate pupils' interest in their learning.

Pupils say that they feel safe at school. They know how to keep themselves safe in a variety of situations... Leaders continue to prioritise the safeguarding and well-being of pupils.

EYFS: Children are confident in their environment. They demonstrate that they are ready to learn and show signs of wanting to do more. Children enthusiastically talked to the inspector and were inquisitive and eager to carry out tasks.