



Welcome to St. Andrew's Church of England Primary School



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Who is who?



Mrs Bridgette Gough
Headteacher



Mrs. Roxanne Benson
Early Years Lead



Mrs. Caroline Argent
Early Years Teacher



Mrs. Michelle Gower
Higher Level Teaching Assistant



Mrs. Kelly Howard
Teaching Assistant

Core Values

At St Andrew's Church of England Primary School five Christian values underpin our work and life together. These are represented by our School Values Shield and will form a base for all learning and education to grow from.



Learning Behaviours

Our Learning Behaviours underpin our daily life here at St. Andrew's they have been established to not only benefit our both pupils and our community whilst children attend primary school but we believe they encourage positivity for life. Our Christian Character runs through them all like writing within a stick of rock.

Our posters with examples of what these behaviours may look like in within our community are displayed in every classroom and our front entrance.

Work hard and Concentrate

We will:

- Practise lots
- Put in the hours
- Enjoy our learning
- Be open to continuous learning
- Manage distractions
- Focus on the right things
- Learn what helps us concentrate
- Strive for accuracy and precision
- Exercise self-control



Imagine

We will:

- Use our imagination
- Think lots
- Have ideas
- Think flexibly
- Be creative and innovative
- Gather data with all our senses
- Build on the ideas of others
- Respond with awe and wonderment



Respect Yourself and Others

We will:

- Love ourselves and others
- Show self-control
- Understand others
- Listen
- Work with others
- Reflect
- Forgive
- Treat all with dignity
- Think interdependently
- Be honest
- Be assertive
- Be patient
- Be kind and gentle
- Appreciate the value of peace and calm



Don't Give Up

We will:

- Think about success
- Stick at things
- Bounce back from failure
- Learn from mistakes
- Ignore negative criticism
- Have hope
- Be resilient
- Show perseverance
- Persist
- Have faith



Improve

We will:

- Take small steps
- Strive to make things better
- Help others improve
- Do our best
- Avoid rushing
- Apply past knowledge
- Learn from experience
- Self assess and value feedback
- Acknowledge progress



Try New Things

We will:

- Try lots of new things
- Enjoy having a go
- Look for opportunities
- Ask good questions
- Choose challenging problems
- Take responsible risks
- Be guided by Faith



Early Years Foundation Stage Framework

The Early Years Foundation Stage Framework begins at birth and continues until five years old. During the first year at primary school the children continue to learn and develop according to the Framework covered by all Early Years settings. The four overarching principles of the Framework shape the practice in our setting. These are:

1. The Unique Child - every child is unique; they are constantly learning and are resilient, capable, confident and self-assured.
2. Positive Relationships - positive relationships allow children to learn to be strong and independent.
3. Enabling Environments - the environment is carefully planned, and children's individual needs are met through personalised experiences and a strong partnership between school and parents.
4. Children develop and learn in different ways and at different rates - the setting covers the education and care of all children, including those with special educational needs and disabilities.

Children will be learning through child led and adult initiated play that will be carefully planned, initiated and tracked against the areas of learning and development. There are seven areas of learning and development. The prime areas are:

1. Communication and language
2. Personal, Social & Emotional Development
3. Physical Development

The remaining four areas are the specific areas:

1. Literacy
2. Mathematics
3. Understanding the World
4. Expressive Arts & Design

The EYFS Philosophy at St. Andrew's Primary School

Play is fun with a serious consequence!

Learning through child initiated experience and exploration is the prime approach in our Early Years. Children can learn many of the required skills of the Early Years Framework through play and provocation; supplementing this with direct teaching - for example RWI for phonics.

During your child's day they will be involved in planning their own challenges. These child initiated challenges are enabled through a well resourced environment and highly skilled team. This encourages pupils to maintain high levels of engagement. Focused questioning and encouraging the children to review their own learning is another key element in our Early Years philosophy. It is our job as trained practitioners to enhance their play and extend learning at every opportunity through careful planning and in the moment extension.

'Each area of learning and development must be implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity. Play is essential for children's development - it is how they make sense of the world around them, building their confidence as they explore, think about problems, and relate to others. Children learn by leading their own play, and by taking part in play that is guided by adults.'

Statutory Framework for the Early Years Foundation Stage, 2012

Our classroom and outdoor space are designed to allow children to explore and lead their own challenges for themselves, peers and the adults they work with. Resources are all freely accessible and children are taught to independently access what they need and are responsibly for independently tidying away too!

We have a positive attitude towards risks and adopt an approach that educates the children to make the right choices. Practitioners facilitate and carefully extend the chosen challenges of the children to ensure coverage and achievement of the Early Learning Goals. Tapestry (our online learning journey) helps us capture their achievements.

Learning through child-initiated experiences and explorations is fun and can be messy but every day is a new exciting journey leading to an unknown destination for both the skilled practitioners and the children.

Challenges

Maths learning occurs through
a child initiated 'Plan, Do,
Review' approach







Challenges

Children develop reading and writing through their interests by a 'Plan, Do, Review' approach



What to wear for school

Grey trousers/shorts/skirt

Blue and white checked dress - recommended for warmer weather only.

Royal blue sweatshirt or cardigan

Royal blue fleece - for outdoor wear only, when the weather is milder.

Light blue polo shirt - polo shirts are easier than shirts or blouses as they have less buttons.

Black school shoes with a velcro fastening - laces tend to come undone and can get very wet and muddy in the outdoor area. No trainers thank you.

Warm, showerproof outdoor coat - the children have continuous access to the outdoors so always need a coat.

Wellington boots - we even go out in the rain so it helps if children have their own pair of wellies, we do have a few spares for emergencies.

Bag of spare uniform - we ask that each child has a bag of spare uniform hanging on their peg. The spare uniform comes in extremely handy when the children are getting to know how to use resources, when playing in the water and is always good to have in the case of any toileting accidents.

Dressing the children in clothes that are easy to undo and do up seems like a small thing but it can make a child's start at school so much happier. It can be very stressful for children who are last getting changed, or who cannot get their laces done back up after wearing wellingtons. When buying clothes think about ease of dressing and please make sure everything is named, again a child who cannot find their jumper or shoes can very quickly become distressed.

We provide all in one wetsuits for the outdoor area and the children learn to dress themselves in these during the first term. We also provide aprons for messy play. Even with these the children's uniform can get quite messy. Can we suggest you bear this in mind when you make your purchases as four and five year olds always seem to manage to get the mess under the aprons somehow!

Regular 'nearly new' uniform sales are held after school. These are great for picking up good quality uniform at an affordable price.

Drop off and Pick Up

Our youngest pupils have their own entry gate into their secure outdoor play area linked to the classroom. This entry is staggered between 8:35am and 8:45am allowing staff to greet the children and settle them in. Our morning will start with self-registration (you are welcome to help in the early days) and then a shared carpet session.

At the end of the school, 3:05pm the children can be picked up from the outdoor play area, we ask you to come into the space and we will release the children directly into your care.



Snack Time

The children have access to a snack table every day. They can eat their snack at any time during the day. As part of a government initiative every child under 7 is provided with a free piece of fruit on a daily basis. This tends to be either oranges, pears, apples, bananas or tomatoes. We also like to supplement the snack table with other healthy snacks.

We always welcome healthy contributions from home to share with the class such as raisins, breadstick, rice cakes and more exotic fruits.

The children also often cook. This may be anything from cooking breads (we have our own bread maker), cakes to making their own sandwiches or toast. We encourage the children to be highly independent during cooking and adults take a step back allowing the child to lead in the process. We do ask for a voluntary contribution of £10 per term to support the additional ingredients we need to buy, thank you.



Outdoor Play

All children in Early Years Foundation Stage (EYFS) have continuous access to outdoor play. It is a requirement of the EYFS that they are provided with the opportunities to learn outside as well as inside.

Our outdoor area is set up to offer the different opportunities for learning. The children have access from the start of the school day right through to 2:40pm. We even go out whatever the weather. Rain, snow and wind, it doesn't stop learning outside from taking place, in fact it just provides more opportunities. This is one of the reasons we ask you to send in a spare set of old clothes and a pair of wellington boots. It is also essential that children bring a coat, gloves, hat and a scarf to school in colder weather. 'Forest School' sessions are part of our provision and facilitated by using the nature area next to our school field. Our trained L3 Forest Leader will deliver these sessions

Our outdoor area is always supervised by a member of the EYFS team, and we have a trained paediatric first aider in our class. We encourage children to experiment and take risks in the outdoor area, we even have tree climbing!



Lunchtimes

Lunchtime begins at 12:00pm and finishes at 1:00pm. Children can bring a packed lunch from home or can order a school dinner. There is a choice of school dinner between a hot meal, a jacket potato or a grab and go (sandwich bag).

At St. Andrew's children of all ages sit together (family grouping) at a table and if your child has a sibling/s in school they will sit with them too. The children will be helped to find their seats, to collect their school dinners, to open packets in lunch boxes and to cut up food if needed. Bear in mind school dinners come with a knife, fork and spoon, it helps if your child is familiar with how to use them.

Children are encouraged to eat as much of their lunch as possible. If you send in a packed lunch try not to overload the lunch box. Too much food can mean the child can worry they take too long to eat. Remember we always have snack available so no one will go hungry!

Lunchtime can often seem daunting for the children; this is why we always use a buddy system when they start. Their 'Buddies' take them through and make sure they have all they need. In no time at all the children are confidently managing the dinner hall!

Once the children have eaten their lunch they are able to go out to play. Initially Early Years staff will be available and will support during lunch times along with Midday Assistant's. They will experience lunchtimes in the Key Stage 1 playground with Years 1 and 2.



P.E. Kit

Children must change out of their everyday uniform into appropriate P.E. clothing for reasons of safety and hygiene. All items of jewellery e.g. watches and earrings should be removed before coming to school and we discourage children from wearing jewellery in school.

All aspects of physical development are covered within the continuous provision of the Early Years classroom, outdoor area and through Forest Schools. **The class teacher will inform you with adequate notice as to when the PE kit is required in school (likely to be the Spring term).** When the P.E. kit is required please ensure that the kit is available in school at all times and that each individual item is named and kept in a clearly labelled bag making it easy for your child to identify.

Royal blue shorts

St. Andrew's P.E. t-shirt

Royal blue sweatshirt

Royal blue jogging trousers

Velcro fixed trainers

Named P.E. bag



Parent Help

We love and encourage parent help (or grandparent!). All we ask is that before you come to help in the classrooms you have a DBS (Disclosure and Barring Service) check. Further information on the procedure for a check is available from the school office.

Parent help can involve a variety of activities; we will be totally flexible depending on what you would prefer to do. It may be hearing children read, supporting play indoors or outdoors or running a cooking activity. Please let us know if you are interested.

Learning Together

We offer 'Learning Together' sessions every half term during the school year. These simply mean that there is a set time that you can stay and play in your child's class. We welcome Mums, Dads, Grandmas, Grandads and don't even mind if you have to bring along younger siblings! We change the day of the session every half term to try and ensure that as many people can make it as possible.

Useful Websites

-<http://www.foundationyears.org.uk/parents/> - A government website with information about starting reception and the Early Years Curriculum.

-<https://ruthmiskin.com/en/> - RWI - Read, Write, Ink. A website to help teach every child to read and write - and to keep them reading

Computer based games to develop basic skills in literacy and numeracy

-[ICT Games - Maths and Literacy](#)

-[Topmarks - Maths and Literacy games](#)

-[Phonicsplay - Phonics games](#)

-[Crickweb - Maths and Literacy games](#)

School Communications

- Fortnightly Headteachers Newsletter - examples on our website
- Class Dojo - Weekly class updates and reward system
- Tapestry - Individual Learning Journey
- ParentMail - E-Mails and Text Messaging - instant messaging service

Class Dojo



We have also added Class Dojo to our provision to help you feel connected with us all. We are introducing weekly class story updates, allowing you to access the information needed all in one place which can be referred back to. It is also a great way to reward and reinforce learning behaviours and share their good choices with you. Please do take advantage of this as this will be a great way to engage in home/school communication.

Why Class Dojo?

Reward System

Dojo points- like stamp tokens rewarding the display of learning behaviours virtually cutting down the touching of paper. Parents can see these too and know exactly what has impressed us and why tokens have been awarded.

Communication

To be able to comment on individual and class based teaching, allowing parents to know what is being taught.

Celebrating success - Headteacher's Cups/Sports Cup/Goal Scorers

Through the class stories we can share how we have met learning objectives over the week.

Post Teach Support

Tutorials can be recorded as and when useful. Working walls within classrooms for English and maths and pictures of what good looks like from books can be captured and then corresponding homework for encouraging recall can be sent home. Parents will have the support of this wider information within class stories.

We create individual 'learning journals' for your child through an educational software programme called 'Tapestry'. By logging on with a secure username and password you will be able to view all of your child's observations, photographs and even videos from their time in our Early Years Class.

Most excitingly and reassuringly in the first few weeks of school you will receive an email alerting you that a new observation or assessment is available for you to view. This will enable you to see your child is happy, settled and engaged and to follow your child's individual progress closely and you can also reflect upon their achievements with them. You can also add comments so that we, as a staff, find out about which activities your child has really enjoyed and what they are learning at home. Staff will reference your child's learning against the EYFS Development Matters statements and goals in an effort to share in the learning that is taking place. All of this information is stored on a highly secure server which is monitored closely.

We believe that online learning journals will help to further develop the school/parent relationship and enhance communication at a difficult time where currently face to face contact is restricted.

We hope you enjoy building your child's learning journey with us, capturing memories of this special year's milestones achieved both at home and school.

The journey begins!



Users with the "See a download media button" permission can [download these photos and videos](#)

Today we read our class text Rosie's walk. We had to work together in pairs to turn the pages, point to words, discuss parts of the story and predict what might happen next. We found it very funny seeing how the hen tricked the sneaky fox 🦊 we were in fits of laughter.

Early Years Foundation Stage

Literacy

Reading

40-60+

No Refinement

- ✓ Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.
- ✓ Enjoys an increasing range of books.

Closures, holidays, absence and medication

School Closures

We have five professional development days each academic year when the school is closed to children and staff undertake training. If the school is closed for any other reason such as severe weather you will be informed via our text service, the school website and the local radio station.

Holidays

Taking your child out of school during term time will be detrimental to their educational progress. Parents are not advised to take their children on holiday during term time. Holiday applications will therefore only be approved in exceptional circumstances, which may include service personnel where a parent/carer has just returned from a tour of duty and needs time with the family or where a parent/carer is able to demonstrate (with a letter from an employer) that they are restricted to annual leave only during term time, for example, agricultural workers.

Agreement to each request is at the discretion of the Headteacher, acting on behalf of the Academy Trustees. If the absence is not authorised and the holiday is taken anyway, the case may be referred to the Attendance Specialist Team at Essex County Council who may issue a penalty notice.

Absences

If your child is absent from school due to illness, or an accident, please notify the office by 9:00am so that we can record the absence properly. If you have not contacted us regarding the reason for absence then please expect a phone call from a member of the office team. If you know your child will be absent before the actual day, a letter is acceptable.

Medicines

If your child needs medication whilst at school it must be brought to the office, this includes asthma pumps or medication for allergies. You will be asked to complete a form giving permission for it to be administered.

10 tips for a fantastic start to school

1. Name all kit - but preferably not with biro, it washes off so quickly!
2. Expect the unexpected - The sky's the limit, enjoy your child's many achievements!
3. Encourage independence - we are often surprised as to just how capable they are.
4. Try and see activities through the eyes of your child. Something that adults think has little value can be precious to a child. Please embrace their wonderful and unique creations.
5. Get involved with your child's games and extend their play, and therefore their learning through play based questions and conversations.
6. Talk to us every step of the way. We have an 'open door' policy and endeavour to be available when needed.
7. Little and often is best for early reading, writing and maths. Make this a rewarding and special time to encourage a positive start to the relationship with homework.
8. Purposeful play is how children learn, promoting high engagement and attainment. Provide plenty of time for children to show you the skills they have learnt through play.
9. Enjoy spending quality time sharing stories, discussing new vocabulary and talking about the world and all that's in it. Talk is the absolute key to developing a confident learner, we therefore value talk as a crucial part of learning in all areas.
10. Please join us on the Tapestry Learning Journey and for share sessions and 'Learning Together/Learning Cafe' events throughout the year.