



Welcome to Reception

A Handbook for Parents

Ready | Respectful | Safe | Kind

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A Welcome from the Headteacher

Welcome, or welcome back, to Pinner Park Primary School.

This information is intended to help you and your child settle easily into the school. We aim to work closely with our families to enable each child to be the very best young person that they can be – developing intellectually, physically, emotionally, socially and spiritually. I hope you will find this booklet informative and we look forward to welcoming your child.

If you need any further information, please do not hesitate to contact me or another member of staff.

Best wishes,



Nick Waldron
Headteacher

Promoting Positive Behaviour

Right from the start the children, are encouraged to have a sense of belonging and respect for the school and community. Our behaviour code will help all those involved in school life to work together for the benefit of all.

We believe that it is important that every member of the school community feels valued and respected, and that each person is treated fairly. We are a caring community, built on four key words (Ready, Respectful, Safe & Kind), and these are reflected in the way that we promote good behaviour through the school. We want an environment where everyone feels happy, safe and secure.

The school expects every member of the school community to behave in a considerate way towards others.



ready



respectful



safe



kind

These four key words are displayed throughout the school and we spend time talking to the children about each aspect. They are also reflected on through our curriculum and through our regular assembly themes.

The school rewards good behaviour, because we believe that this will develop an ethos of kindness and co-operation. All our efforts are to promote good behaviour, rather than focus on poor behaviour.

We will not tolerate bullying of any kind and we have a separate Anti-Bullying Policy. Both policies can be found on the school web site.

Important Adults in Reception



Birch



Chestnut



Oak



Willow

Class Teachers	Miss Brazzell	Mrs Massiah & Mrs Hotham	Mrs Palmer & Mrs Lucas	Mrs Bouhar
Teaching Assistants	Mrs Jaywardena	Ms Carter		Mrs Hannigan & Mrs Kwakye
Other Adults	Mr Waldron – Headteacher / Early Years Phase Leader Miss Brazzell – Year Group Leader Mrs Coxon – SENDCo.			

The School Day

The school day for children in Reception starts at 8:50am each morning. Any child arriving after this time will be marked late. Children can come into the playground, with their parent / carer, from 8:30am. When the bell is rung the children should line up on their coloured spot and the class teacher will take them into school.

At the end of the school day, 3:20pm, children will be let out of their classroom by their teacher when they can see the adult who is expected to collect each child.

Do try to be on time to collect your child at the end of the school day. If you are late to collect your child you will be able to collect them from Welfare via the main school office. If you are delayed please telephone the school office team to let them know.

School Meals, Milk and Fruit

Our school meals, cooked on-site by Chartwells, are a delicious and healthy option for all children (and staff!)

We would encourage all our children to try our hot meals –why not try the meals for a month and enjoy the full range of the menu? All children in Reception are entitled to a free school meal. School meals must be ordered via ParentPay. Bespoke menus can be provided for children with allergies and other medical needs. See the school’s website for details.

We are a **nut free** school – please do not include any nuts or nut-containing products in snacks or lunchboxes.

During the morning break, children are able to have a piece of fruit or vegetable which is provided by the school.

Your child should bring a clear water bottle, with a non-spill cap, which they can use throughout the day.

Equipment

To be **ready** to learn each day, your child will need to bring:

- A named water bottle (clear plastic with a non-spill lid)
- A book bag (we will provide your child with a reading book and reading diary)
- PE Kit (see School Uniform list)

Helping in Class

We are always delighted to have an extra pair of hands in the classroom! If you would like to help on a regular basis in class, please speak to a member of staff.

School Uniform

It is expected that children will wear full school uniform.

- Traditional, grey school skirt, trousers or shorts
- White polo shirt / shirt (with or without school logo)
- School sweatshirt / cardigan with school logo
- Grey, black, white or maroon socks or tights
- Burgundy / black / white hijab / turban / patka
- Black school-style shoes
- In the summer time pink and white gingham dresses may be worn

P.E. and Games Kit:

- Black shorts
- White t-shirt (with or without school logo)
- Black plimsolls / trainers
- Black tracksuit for outdoors Games lessons
- PE Bags with the school logo (available from the school office)

Jewellery is unsuitable for school wear as it is easily lost or damaged and can cause injury to wearers and others. No jewellery may be worn other than small studs for pierced ears, and these should not be worn on PE days. If items need to be worn for religious purposes, you will need to speak to the Headteacher.

No make-up or nail varnish should be worn.

Long hair should be tied back neatly with a simple bobble, scrunchy or alic band in school colours (black, gray or maroon). Hair should be worn in a style appropriate for the varied activities of the school day and coloured hair should be avoided.

Attendance

We expect every child to be punctual, and to attend school every day. If your child is unable to attend school, please telephone before 9:30am on the day of the absence and send in written confirmation of the reason for the absence on your child's return. If you arrive late, please escort your child to the main entrance where they will be signed in and taken to their classroom.

The School does not support holiday and extended leave during term time as this disrupts children's learning and has an adverse effect on their progress. A "Leave of Absence" will only be granted under exceptional circumstances and must be applied for prior to the leave. This can be done by completing a form, available from the school office.

All children are expected to maintain an attendance rate of at least 95% as this is the national average for children of primary school age. As a school we aim to be above average and, therefore, the vast majority of children will have an attendance between 96% and 100%.

Our full Attendance Policy is available to download from the school website.

Communication

We like to keep you informed about what is happening in school and we would hope that you will keep us informed of any circumstances that might assist us. For example: a change in family circumstances, illness or bereavement. Staff are always available at the end of the school day to discuss any concerns you may have – if they are busy with the class, you can pop into the school office and make an appointment or speak to one of the school leadership team who will be around the playgrounds.

Please inform the school office team as soon as possible if any of your contact details change so that we can keep in touch with you.

FOLLOW US ON SOCIAL MEDIA
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E: office@pinnerpark.harrow.sch.uk

W: www.pinnerpark.harrow.sch.uk

School Travel

Childrens' safety is our first priority. We would encourage all our pupils to find a safe walking, cycling or scooter route to school. This reduces congestion around the school and improves safety for all.

If you do need to drive to school, please consider finding a safe place to park and then complete your journey to school on foot.

We encourage a voluntary one-way system along Melbourne Avenue and kindly request drivers not to perform U-turns along Melbourne Avenue in the busy time before and after school.

Pinner Park Parents Teacher Association (PPPTA)

We have a very active association of parents, governors, staff and friends of the school which a charity that exists to support the school's work. The Pinner Park Parent Teacher Association (PPPTA), led by a committee, organises community events, raises additional funds for the school and provides support in very practical ways.

Each class will have a PPPTA Rep who will share information about the work of the PPPTA and encourage you to join in where possible.

The Use of Photographs

We use photographs in school for a number of different purposes:

- To record and assess children's progress in their learning
- To celebrate achievements
- For publication in school documents and the local press
- For publication on the school website (subject to compliance with the school's website policy)

As part of your admission form, we ask that you give us your consent to photograph your child for these purposes. This saves us having to ask you each time we want to publish a photograph in this way.

e-Safety – The Use of email and the Internet

We want to make good use of ICT in school across the full range of the curriculum. Increasingly we make use of the internet. We use an IT Support Company and Internet provider who specialise in providing services to school and local authorities. This provides a very effective barrier to prevent children accessing inappropriate materials, unregulated chat, un-educational games and e-mail accounts.

We are an e-safety school and promote on-line safety throughout the curriculum.

School Visits and Activities

We value the learning that can take place outside of the classroom when children make visits out of school and by having special visitors into school. Over the coming years, your child will have many opportunities to participate in these types of activities.

We will ask you for your general consent for these types of activities but we will also inform you before each event.

What to do if things go wrong

We want to do our very best to educate and care for your children properly, but part of our commitment is always work to improve standards. If you think that we have not met our best standards, or if your child has a problem at school, we want you to tell us so that together we can put it right.

If you have a concern or complaint, please contact your child's own teacher in the first instance. It is usually better to see them at the end of the day than at the beginning.

If you wish to discuss the matter with the Headteacher, then please contact the school office team to make an appointment to see him. As long as the Headteacher is in school, he tries to see people on the same day as he is contacted.

We will agree with you a course of action and aim to solve your complaint to your complete satisfaction as quickly as possible.

If, after further discussion with the staff of the school, you still feel that your complaint has not been dealt with properly, you should contact the Chair of Governors, whose name and contact details can be obtained from the school office team.

The Curriculum in Reception

The Reception year is about much more than colours and shapes, numbers and letters. This is the year that your child becomes 'school-ready'; developing their independence, confidence, resilience and curiosity. It's an exciting time, for children and parents, as their Primary school career begins.

This year your child will continue to learn by doing things for themselves, by exploring and investigating, watching and listening, talking and discussing, creating and communicating. In the Reception year children will do a lot of their learning through play. Play is children's work and playing hard is very tiring! Your child may be really exhausted and perhaps a bit grumpy when they come home! If they don't want to talk about their day straight away, don't worry, they will gradually let you into their new world as time goes by. Play can also be very messy as your child will be learning both inside the classroom with sand, water, paint, but also in the outdoors with mud, leaves etc. so you can expect some mucky clothes at the end of the day!

All children in Reception follow a curriculum called the Early Years Foundation Stage (EYFS) and this is broken down into 3 prime aspects and 4 specific areas of learning.

Personal, social and emotional development

One of the prime aspects of your child's first year at school will be a focus on their personal, social and emotional development, and their teacher will be aiming to give them a good start to their school experience by helping them form positive relationships, build confidence and self-awareness, as well as manage their feelings and behaviour.

Physical development

Physical development is important too: you will hopefully notice that they are starting to move more confidently and to understand how to look after themselves and be healthy.

Communication

The final prime area this year is communication. Children learn through speaking and listening first and foremost, and this year you may notice your child communicating in a variety of ways at school — for example, through stories, in conversations with adults and their friends, or through facial expression, movement or dance.

For the specific areas of learning, your child will learn the basics of literacy — reading, writing and phonics. Many parents are daunted by phonics, but there's no need to be! At Pinner Park Primary School we use the "Letters & Sounds" scheme and elements of the "Jolly Phonics" programme which uses the 44 phonics sounds and 18 diagraphs (two letters making one sound — sh, ch, th, qu, ng, ai, ee, ie, oa, oo/oo, or, er, ow, oi) to read and spell words. Don't worry — the schemes progress gradually, and you will be given lots of helpful advice along the way! In maths, Reception classes will cover numbers, simple sums, shapes, spaces and simple measuring.

At Pinner Park Primary School we hold regular information sessions for parents / carers so that they can feel confident about supporting their child's learning at home.

Children learn about the world, too, exploring different people and communities, and how we can use different forms of technology in our learning. Finally, imagination and creativity are championed in the area of expressive arts. Your child will explore different media and materials and be encouraged to use their imagination in a range of different experiences.

The key thing to remember here is that your child learns holistically. In other words, most of the time they will be learning all seven areas of learning together, in a fairly jumbled way. So if your child spends most of their time in the sand area there's no need for concern! They may well be covering all kinds of important learning; working with different materials, shapes, quantity and volume, creating imaginative worlds, feeling different textures, and even developing motor skills and strength for writing!

Learning Overview for the Reception Year

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer
Topic	Dinosaurs	Supertato	Postman Pat	Farms	Fairytales
Personal, Social and Emotional Development	Children will be working on their ability to make relationships and how to negotiate these when disagreement arises. This will incorporate elements such as turn taking, being sensitive to others' ideas and taking other children's feelings into account. This also refers to having the confidence to try new things and ask for help when needed. Developing these skills will be ongoing throughout the year.				
Communication and language	<ul style="list-style-type: none"> Listen in a large group and maintaining attention for an extended time. Develop new vocabulary through experiences and books 		<ul style="list-style-type: none"> Introduce narrative into their play. Follow multi-step instructions. Answer more complex questions about a story that they have read or that has been read to them. How and why questions relating to stories and events. 		
Physical development	<ul style="list-style-type: none"> P.E. – playground games Follow instructions Develop their fine motor skills in order to use writing and drawing equipment 	<ul style="list-style-type: none"> Health and self – care – Healthy Eating P.E. – Dance 	<ul style="list-style-type: none"> P.E. – Dance and Gymnastics Respond imaginatively to dance 	<ul style="list-style-type: none"> P.E. – Gymnastics and Outdoor sports Physical development ongoing throughout the year in the outside area and during hand gym 	
Literacy	Children will be engaging with daily phonics sessions and phonics activities during independent learning times. They will work towards being able to read words and progress onto reading simple phrases. They will be encouraged, throughout the year, to read a range of books for pleasure and develop a love of reading. They will use their phonics to decode unfamiliar words in reading and also as a strategy to aid their spelling. They will also learn to read and write tricky words for phases 2-4 and phase 5 as appropriate.				

<p style="text-align: center;">Maths</p>	<ul style="list-style-type: none"> • Developing their mathematical vocabulary in their play such as time and quantity • Counting up to 10 confidently and beyond as appropriate • Counting back from 10 • Singing of number songs to build knowledge of the sequence of numbers • Continuing a given pattern • Beginning to recognise and describe 2D and 3D shapes. 	<ul style="list-style-type: none"> • Add and take away using real objects • To recognise and describe 2D and 3D shapes. • Use positional language correctly • Halve and double objects 	<ul style="list-style-type: none"> • sequencing events • Sharing objects into equal groups • Begin to count in 2s, 5s, 10s as appropriate • Halve and double numbers 	
<p style="text-align: center;">Understanding the world</p>	<ul style="list-style-type: none"> • Talk about their lives and the lives of their family. • Begin to understand technology has uses at home and in the world. • Familiarising themselves with class and school environment. 	<ul style="list-style-type: none"> • People who help us • Begin to understand materials and their basic characteristics 	<ul style="list-style-type: none"> • Animals and their babies • Where does food come from? • Making observations of living things 	<ul style="list-style-type: none"> • Making comparisons between themselves and others • Be able to discuss different purposes that technology has
<p style="text-align: center;">Expressive arts and design</p>	<ul style="list-style-type: none"> • Explore colours through mixing and predict which colours they will make • Incorporate storylines into their play • Singing songs and learning rhymes 	<ul style="list-style-type: none"> • Make choices about resources they would like to use which suit their purpose • Develop their performance skills 	<ul style="list-style-type: none"> • Evaluating their models and creations • Making improvements through changes to what they have made • Consider the purpose of their design when choosing materials or joining techniques 	

First 100 High Frequency Words

the	that	not	look	put
and	with	then	don't	could
a	all	were	come	house
to	we	go	will	old
said	can	little	into	too
in	are	as	back	by
he	up	no	from	day
I	had	mum	children	made
of	my	one	him	time
it	her	them	Mr	I'm
was	what	do	get	if
you	there	me	just	help
they	out	down	now	Mrs
on	this	dad	came	called
she	have	big	oh	here
is	went	when	about	off
for	be	it's	got	asked
at	like	see	their	saw
his	some	looked	people	make
but	so	very	your	an

Assessment in Reception

We use many ways to check what your children have learned in a lesson and what they need to do next. This is one of the most important things that teachers do in the classroom, so we know what to plan next for pupils in order to move them all on in their learning and make sure that they are both challenged and supported in lessons.

Day to day assessment takes place in the classroom. Class teachers will use questions, marking, feedback, observations and informal tests or quizzes to assess children. This then tells them what is needed next for each child.

We give good quality feedback to children – sometimes through writing in their books or talking to them about their learning and lessons, to find out what they do well and what they need to do next.

In the Reception classes, the adults use a system called “Tapestry” to record and celebrate the progress each child makes on the different areas of learning. Tapestry allows the adults to use photographs and comments to build up each child’s “Learning Journey”. Parents / carers can also add to their child’s on-line learning journal as the year progresses.