



New to Reception

A Handbook for Parents

Learning | Character | Community

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A Welcome from the Headteacher

Welcome, or welcome back, to Pinner Park Primary School. We are really looking forward to your child starting in Reception. This is such an exciting time for you and your child – and for us!

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 and socially.

I hope you will find this booklet informative and we look forward to welcoming your child.

We are writing this information on the understanding that schools will be able to welcome back all students in September. For the most part, we are giving information for 'normal' school operation. You will be aware that some procedures including drop off and collection times, numbers of children in the class, routes in and out of school, and access into school for parents have all been modified due to the Covid-19 restrictions. We are working on our plan for September and we will inform you of any adaptations to the 'normal' routines in due course.

If you need any further information, please do not hesitate to contact us through the school office.

Best wishes,



Nick Waldron
Headteacher

Important Adults in Reception



Birch



Chestnut



Oak



Willow

| | Birch | Chestnut | Oak | Willow |
|---------------------|---|----------------------------|--------------|------------|
| Class Teachers | Miss Johnson | Mrs Massiah and Mrs Hotham | Miss Brazell | Mrs Bouhar |
| Teaching Assistants | There will be additional adults working across the Reception classes. We will introduce you to these wonderful people in due course! | | | |
| Other Adults | Mr Waldron – Headteacher Mrs Edwards – Deputy Headteacher Mrs Ohene – Assistant Headteacher and EYFS Phase Leader Miss Brazell – Year Group Leader Mrs Coxon – Assistant Headteacher and SENDCo | | | |

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 and 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.



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. The behavior policy and the anti-bullying policy can be found on the school web site.

We are proud to be a Gold '**Rights Respecting School**'. This is an award given to schools by UNICEF, a leading organisation for children and their rights. The United Nations Convention on the Rights of the Child is the basis of all UNICEF's work and its principles lie at the heart of the Rights Respecting Schools Award.

The School Day

Prior to the pandemic, our school day for children started at 8:50am each morning and ended at 3.20pm.

We have had to adapt these times in order to run a 'staggered' start and finish each day. We are awaiting further guidance from the government as to the operational guidelines for September and we will update you on start and end times as soon as we are able to.

Reception children must be collected from school by an adult who is listed on your admission form. If another adult is collecting your child from school, please let the school know in advance.

Wraparound Care | Breakfast and After School Club

From September, our wraparound care will be managed and led by the school itself.

In the future we expect all bookings and payments to be made using School Gateway (remember to download the app).

The breakfast club will open at 7.45am and costs £5 per session. The after-school club will close at 5.45pm and will cost £11 per session.

We are moving across to a new payment and booking system which will be through School Gateway app. We will give you details of how to download and use the app in due course.

We have a pre-booking form open now which covers the month of September. As we are expanding our provision, we will be able to take on new children who are due to join Reception in September. Reception children will be able to attend the clubs from 20 September (when the children start full time).

To request a place for any morning or afternoon in September please complete [this online form](#) as soon as possible. You will be asked to tell us the specific dates you would like to book and we ask you to complete a new form for each child. Once we have received the pre-booking forms we will confirm your place and request payment (this is a temporary booking system which will be replaced by School Gateway in due course).

Please complete [this form online](#) to request a place for your child.

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 once they are available – 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, which must be ordered through the School Gateway app. Bespoke menus can be provided for children with allergies and other medical needs. See the school's website for details.

We aim to be 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.

As part of a government directive to ensure that all children in the UK receive the nutrients that milk provides, all children under the age of 5 are entitled to one, free 189ml portion of milk per day at school. This cost is funded by the UK government. To register your child to receive free milk you will need to create a parent account at 'Cool Milk'. Just visit www.coolmilk.com/register. When your child turns 5 you will have the option to pay for your child to continue to have milk each day.

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

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 will not authorise holiday or 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 96% 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.

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 may speak to the Headteacher regarding this.

No make-up or nail varnish should be worn.

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

Please mark all clothes very clearly with your child's name. You can purchase stick on name labels from [Label Planet](#).

School Travel

Children's 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. Please do not park on the yellow zig-zag lines during the restricted times. We have regular traffic patrols to ensure that these are kept free.

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. Please enter Melbourne Avenue via Headstone Lane and continue in the same direction when leaving (driving along Greystoke Avenue and onto George V Avenue).

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)

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.

We use the School Gateway app as our principal tool for communicating with parents. We share our newsletter through the app each week. The weekly newsletter is an important document – it's where we try and put all our news and information. We will give you log in details for School Gateway when your child starts with us.

One of the tools we use to keep Reception parents informed about children's learning is 'Tapestry'. Tapestry is a personal learning journal, or diary, which builds over time. Photographs and notes of special learning moments are recorded by staff and can be made available regularly to you. We'll give you further information in September.

FOLLOW US ON SOCIAL MEDIA
@PinnerParkSch



Pinner Park Parent Teacher Association (PPPTA)

We have a very active association of parents, governors, staff and friends of the school which is 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 PTA use the 'Classlist' app to keep in touch with parents. It is also a really good way of keeping in touch with other parents (it works a little like WhatsApp or Facebook but is just for our school and allows you to manage your own notifications and settings).

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)

In September we'll ask you to complete a form to 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.

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 I need more support or 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 need further support, 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.

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 further, then please contact the school office team to make an appointment to meet with your child's class teacher. If you need further support, our leadership team (year leader or phase leader) will help.

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

The Curriculum in Reception

The Reception year is a really exciting part of your child's learning journey. You will see tremendous progress in your child's learning.

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.

Our curriculum is based on the Early Years Foundation Stage. The EYFS operates across schools, nurseries and a wide range of other pre-school settings. This is great news for your child as he or she settles into school because the style of learning and the curriculum content will be very similar to any pre-school setting they have been part of.

The EYFS takes into account the 'Characteristics of Effective Learning' as well as the Prime and Specific Areas of Learning and Development.

Characteristics of Effective Learning

These are the ways in which a child engages with other people and their environment – playing and exploring, active learning and creating and thinking critically. These areas underpin all development across all areas and support the child to remain an effective and motivated learner.

Three Prime Areas of Learning and Development

Personal and Social and Emotional Development

Children learn how to work, play and co-operate with other and how to function in a group outside of the family.

Physical Development

Children develop physical control, mobility, dexterity and awareness of space both indoors and outdoors as well as health and self-care.

Communication and Language

Children develop competence in speaking, listening, attention and understanding.

Four Specific Areas of Learning and Development

Literacy

Children learn how to read and write.

Mathematics

This area provides the foundation for mathematical development, focusing on numbers and shape, space and measures.

Understanding the World

Children develop an understanding of their environment, other people and features of the natural and man-made world around them including ICT.

Expressive Arts and Design

This area includes development of children's imagination and their ability to communicate through role play, music and art.

How Can I help my child prepare for school?

Helping your child to be ready for school is really important. It will give them the very best start.

We know that some of these opportunities may be limited due to Covid-19 restrictions, but there will be more time and space for other activities.

- Give your child opportunities to meet and play with other children.
- Encourage your child to become more independent in dressing; doing up and undoing zips and buttons, fastening laces, putting on and taking off their coat. This will mean allowing them time to practise.
- Encourage your child to use the toilet and wash their hands independently – teach them to wash their hand with soap and water for 20 seconds.
- Share stories and books daily, recite rhymes and play games that involve taking turns.
- Talk about and share as many experiences of everyday life as possible, at home and in your local area eg: shopping, cooking, using a computer, counting objects etc.
- Let your child spend time with other adults and children so they are used to leaving you.
- Ensure that your child gets enough sleep. A 7.00 pm bedtime is ideal for Reception aged children.

Our Induction Plan

Due to the Covid-19 pandemic, we are modifying our induction programme for this year. In the place of face-to-face meetings, we are offering some pre-recorded video presentations. We are also changing the schedule for September to allow each family to settle in quickly and with confidence.

Our planning is based on the Government's current operational guidance for schools. If any changes in guidance alter our plans we will try and communicate these with you as soon as possible.

Online welcome meeting for parents and videos for children

We are holding an online meeting for parents instead of a meeting on the school site. In the meeting we will give you information about the school and about life in the Reception classes. The meeting will be on Monday 5 July at 6pm. The meeting will be held through Microsoft Teams. The link to the meeting is: <https://bit.ly/PPPSReception2021>

You will be able to view more information over the summer, including videos for the children on our school website: <https://pinnerpark.harrow.sch.uk/reception2021.html>

Meet the Teacher Sessions

On Friday 3 September or Monday 6 September you and your child(ren) will have the opportunity to come into school for a 15 minute meeting with one of your child's class teachers. This will take place in the classroom. You will be able to have chat, see the classroom, talk about your child, and have any questions answered. This is a new part of our induction process for this year, because we have not had the opportunity to offer a session during this term.

Staggered start

Pinner Park, as most schools, operates a staggered start in Reception to allow all children to become familiar with their new school, and to allow staff to get to know the children. The arrangements are as follows:

| | |
|---|--|
| Friday 3 September and Monday 6 September | School closed to Reception pupils – 'Meet the Teacher' visits will be scheduled for these days. |
| Tuesday 7 – Friday 10 September | Children, in half-class groups, will attend either morning or afternoon session. Group A for a morning session (9.30 – 11.00am) and Group B for an afternoon session (1.30pm – 3.00pm) |
| Monday 13 and Tuesday 14 September | All children in, morning only (09.00am – 11.45am). |
| Wednesday 15, Thursday 16 and Friday 17 September | All children in, morning only and stay for lunch (09.00am – 1.30pm). Hot school lunches will be served from that day. |
| From Monday 20 September | All children in full time (08.50am – 3.20pm). |

Children with Additional Needs

All children can have additional needs at times. These could be to do with their development, learning, communication, behaviour, or emotional wellbeing. Sometimes, additional needs may be called special educational needs or disabilities, (SEND).

Additional needs can be short term or long term so that some children may need additional help for a short period of time while others may need it for longer.

Whatever the concerns may be, it is important to discuss them with people working with your child. In school, you can discuss your child's needs with his or her class teacher. Mrs Coxon (Assistant Headteacher and SENDCo) may also speak with you – she provides expertise and support, but also co-ordinates our support for children with additional needs across the school.

It's also important that we work together with other professionals too - these could include a Health Visitor, GP, Social Worker, Speech and Language Therapist, Family Support Worker or anyone else involved with your child.

Our aim is always to work closely together with parents – in partnership to ensure your child has the very best start to school life. We are able to make adaptations to support your child's needs. For some children, for example, this may include an adapted induction plan – building up to full time schooling more slowly.

If you want to discuss your child's additional needs, please do contact us.

And Finally

At the heart of our work is the belief that parents are partners in their children's education. We hope that this short guide has been useful in explaining some of our procedures, the way that your children will be taught and how you can help at home.

Please do ask if you have any further questions on these issues.

We are very much looking forward to your child starting school with us in September and we hope he or she has many happy years at Pinner Park Primary School.

KEEP UP TO DATE ON OUR WEBSITE
<http://pinnerpark.harrow.sch.uk>

