



Starting at Clutton School



Name : _____

House : _____

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Welcome to Clutton Primary School

This is a happy, family school which is at the heart of its local community. We recognise and value the uniqueness of every child, helping all to achieve their best within a safe, secure and creative environment.

The progress and wellbeing of each individual child is of paramount importance. Through a broad and engaging curriculum we strive to ensure that each child develops a lively, creative and curious mind to lay the foundations for their journey as a lifelong learner. With a strong moral code, we encourage self-confidence, independence and a sense of mutual respect, and help them grow into positive, responsible people who can work with others and who are better equipped for life today.

Clutton School is part of The Midsomer Norton Schools Partnership Trust which is focussed on school improvement as its primary aim. Trustees believe that through effective and true collaboration, excellence can be achieved in our schools. The Trust does not seek to make all schools the same, but through sensible standardisation of practices and outstanding support and challenge, they aim to ensure all schools within the Trust are 'good' or better.

All policies are trust wide and can be found under partnership policies on the documents page of the MNSP website. <https://www.midsomernortonschoolspartnership.com/documents.htm>

Staff at Clutton Primary School

Name	Responsibilities
Miss Elizabeth Ennew	Headteacher / Educational Visits Co-ordinator, Designated Safeguarding Lead
Mrs Jane Parkes-Cordock	Cherry Class teacher / EYFS leader
	Subject Leadership: DT & Science
Mrs Laura Muckley	Maple Class teacher / SENCo (School mental well-being representative)
	Subject leader: Art and Computing
Mrs Lucy Cowgill	Willow Class teacher / Deputy Headteacher
	Subject leader: English / Early reading and phonics; Debating and Public Speaking.
Miss Louise Douglas	Rowan Class teacher
	Subject Leadership: PE; PSHE
Mr Jack Rideout	Sycamore Class teacher
Ms Christine Orange	Oak Class teacher / Deputy DSL
	Subject Leadership: Maths; Geography; Diversity.
Mrs Sue Bruegger	Specialist Literacy Support
Mrs Helen Morris	PPA Cover
	Subject leader: SMSC/British Values; RE; SMSC trips and assemblies, History; Music
Mrs Shirley-Anne Morgan	Learning Support Assistant
Mrs Nicola Evans	Learning Support Assistant
Mrs Juliette Sebright	Learning Support Assistant
Miss Lisa Fry	Learning Support Assistant
Mrs Sarah Worle	Learning Support Assistant
Miss Faye Miller	Learning Support Assistant
Miss Angela Willcox	Learning Support Assistant
Mrs Sarah Riley	Learning Support Assistant
Mrs Lorraine Appleyard	OPAL Play Leader / Forest School Leader
Mrs Francesca Anthony	OPAL Play Assistant / Forest School Assistant ; DT; Cooking
Mrs Karen Vailes, Mrs Beverley Garrett	Catering Assistant
Mrs Beverley Garrett, Miss Claire Smith, Miss Teresa Gronowicz	OPAL Playworkers
Mrs Mich Wallis and Miss Claire Smith	School Administrators
Mr Henry Jennings	Caretaker

Clutton Primary School Local Governing Body (LGB)

Statutory information about the Local Governing Body composition can be found on the [MSNSP Governance](#) website. Click on the Clutton link under Local Governing Body - Primary

Composition of the Midsomer Norton Schools Partnership Local Governing Body

Parent Governors

Up to two parent governors, to be elected by the parents at that school or appointed by the governing body to represent the interests of the parents.

Director Appointed Governors

Up to four director appointed governors are appointed by the directors of the Midsomer Norton Schools Partnership (MNSP).

Community Governors

Up to two community governors being persons living or working in the local community of the school or such other persons having an interest in the school.

Staff Governors

Up to one staff member is elected by the staff of the school (excluding the Head teacher).

Headteacher

The Headteacher sits on the school's LGB by virtue of office.

Role of the Governing Body

Governors come from a variety of different backgrounds, reflecting the many interest groups in Clutton Primary School, but they have one important thing in common. They are dedicated to ensuring that all the children in the School have the best possible education at all times. This is the primary focus of all governors.

Clutton Primary School Governors have a wide range of experience, knowledge and competence working effectively as a team making corporate decisions.

Although the work of the governing body is voluntary, it has many responsibilities, but generally it is there to be a critical friend to the school, and to challenge and support the leadership team.

Becoming a Governor

If you are interested in serving the school and wider community as a governor, you will need to contact the school.

Parent Governors are elected by other parents at the school for a fixed term of 4 years. Parents are advised in writing when a vacancy for a Parent Governor arises. Full details of the criteria and the process for nominations and any election are provided at the time.

Staff Governors are members of the School staff* who are elected by the staffing body (both teaching and non-teaching).

Community Governors are appointed by the Governing Body to represent community interests or to bring specific skills to the Governing Body.

Director appointed governors are appointed by the Trust. The Trust will appoint governors with a particular skill set required to fulfil the role of the governing body.

*Employees from other Trust schools may be brought in as a director appointed governor, based on a specific skill set. However, a balance of MSNSP employees and non employees will be met.

Local Governing Bodies across the Multi Academy Trust

For information regarding the Midsomer Norton School Partnership Trust board and governing boards in other Partnership Schools, please refer to the Trust website [here](#).

Chair of Governors

Kerrie Courtier

kcourtier@longvernalschool.com

Clutton Primary School Vision and Values

Our Ethos

A Partnership in Learning

At Clutton Primary School we have high expectations and set high aspirations for all of our children and staff, encouraging everyone to take pride in all they do. Through teamwork and partnership, we work together to create a positive learning environment where children feel happy, safe and secure.

One of our school values is craftsmanship, which is celebrated around the school and in assemblies.

We recognise that learning happens both inside and outside of school, and so highly value learning through play (OPAL), nature (Forest School), experiences (trips, visitors, clubs) and at home.

As part of our ethos, we work closely with the wider local community building a strong and effective partnership, helping our children to thrive.



Our Vision

That staff, governors and parents work actively together to ensure all children receive a knowledge-rich, inspiring and engaging education. Through learning about the world and the diversity of the planet, children are globally ready citizens, confident in their place within it and how to bring around positive change.

Our Values

Our values help guide pupils to develop as confident and independent learners:

Resilience:



The ability to learn through mistakes, bounce back when things don't go our way and persevere when things are tricky.

Respect:

For ourselves: by keeping healthy, having a positive mindset and being open to new ideas and opportunities.

For others: We are all unique and different, difference of opinion is something to acknowledge and be celebrated.

For our property and our environment: We appreciate how fortunate we are, and look after all we have.



Craftsmanship:



Trying our best and taking pride in all we do, what others do and what we can achieve together.

Our School Curriculum

Our curriculum is designed with three goals in mind:

1. To provide a carefully structured and knowledge-rich academic curriculum which is built around helping pupils to access wide ranging knowledge stored in their long term memory. We build our curriculum around powerful and culturally useful knowledge, which changes pupils' perceptions and their understanding, as well as developing their values. We will ensure that pupils develop frameworks for gaining new knowledge which is embedded and retrieved easily, so that they can progress to expert outcomes and deepen their understanding.
2. To give pupils appropriate experiences to develop as appreciative, respectful and responsible citizens by teaching and upholding our school values.
3. To provide a rich 'cultural capital' in the knowledge of the world which prepares pupils for life in modern Britain and in global readiness as a citizen of the world. Through this, we develop the breadth of pupils' vocabulary so that they can express themselves maturely.

For further information regarding the curriculum intent and wider curriculum please visit our website, www.cluttonschool.com

Celebrating Learning at School and at Home

There are many ways that the school recognises and celebrates childrens' learning both in and outside of school.

The Headteacher's Award recognises good work and behaviour, positive attitudes to learning, kindness and consideration towards others and improvements in all areas of learning.

Class teachers choose children to be presented with the award in our 'Well Done Assembly'.

Once a term we celebrate our school values with the Always Tea Party. Children who have demonstrated our values are invited to celebrate with friends across all year groups.

Children are also invited to celebrate learning outside of school, during Head Teacher assembly where children can share achievements with peers such as music grading, swimming certificates and everything in between!



Learning Outside of The Classroom

At Clutton school, we know that learning outdoors can positively influence pupils' behaviours and attitudes, and enhance personal, social and emotional development.

Well planned and resourced learning opportunities enrich the experience of teaching and learning by exciting the children and strengthening team building and communication- necessary lifelong skills.



Our Forest school team enables children to develop confidence and build self-esteem through hands-on learning. These special sessions help children with motor skill development and improved mental health and well-being. Therefore it is an important part of our nurture support programme.

Our pupils spend between 1-4 years of their primary attendance in play. We recognise that play is essential for physical, emotional, social, spiritual and intellectual development.



At Clutton Primary we carefully plan opportunities for children to develop through different areas of play, and are very proud to have been awarded the Platinum OPAL award.



"As an OPAL Platinum school I can confidently say the quality of play at Clutton is in the top 1% in the country"

Michael Follet, OPAL Founder

School Organisation

Our Classes:



EYFS



KEY STAGE 1



KEY STAGE 2



The School Day

School starts at 8.50am and finishes at 3.15pm (for all year groups).

Arriving at school

Reception children line up along the small wooden fence outside Cherry Class. One of the EYFS team will come and open the gate and collect the children and bring them into the classroom.

Yr 1-6 line up in the main playground at the front of the school in class groups and will be collected by the relevant teacher and taken into classrooms.

Home time

At the end of the day, children in Cherry Class and Maple Class should be collected from the small wooden fence outside the EYFS area. The children will be brought out by the teacher.

Children in Yr 2-6 should be collected from the main playground - they will be brought out by the class teacher or teaching assistant.

If you need to make a last minute change to pick-up arrangements, please phone the School Office - 01761 452510.

House Groups

Your child will be put into one of the following houses:

- Amber (yellow)
- Emerald (green)
- Ruby (red)
- Sapphire (blue)



At Clutton we hold many house events where children spend time doing activities in their house groups in mixed age groups.

Uniform and what I will need in school



There is an expectation that children will wear school uniform. Uniform is ordered through our PTFA. An order form is included in the forms booklet you have been given, is available on our school website, or you can call the office for a copy.

The school uniform colour is dark green and children should wear:

Girls
Grey skirt or trousers (or green dress in summer)
White or dark green blouse or polo shirt
Green cardigan, jumper or sweatshirt
Black or brown shoes

Boys
Grey trousers (or shorts in summer)
White or dark green shirt or polo shirt
Green jumper or sweatshirt
Black or brown shoes

Our school colour is green; our sweatshirts and cardigans have the school logo embroidered on them and are available to purchase via the PTFA. We also have the option of green or white polo shirts. Our PTFA stock these with the school logo on.

School Uniforms can be ordered through our PTFA. You can download an order form [here](#)

For safety reasons, children must not wear shoes with an excessively high heel to school or trousers with an excessive flare. Equally, only stud earrings are allowed and children should wear no other jewellery.

We are keen to encourage independence and responsibility. Your child is responsible for his/her belongings and the school cannot be held responsible for any losses.

We discourage children from bringing personal/valuable belongings into school; this avoids things being lost or broken.

Please help us by ensuring that ALL items of clothing are clearly marked with your child's name.

Hairstyles

Long hair should be tied back at all times, particularly during PE. Children should not be sent to school with extreme haircuts or hairstyles. Long hair should be tied back for health and safety reasons.

Children must not bring to school any items of great value, as we are not covered for loss or damage to pupils' property.

Bookbag.

This is kindly provided as a gift from the PTFA. Please keep your child's reading record and reading books inside the bookbag and send it into school every day. This will enable us to regularly monitor and change your child's reading book.

Lunchbox

if your child is having a packed lunch.

Water bottle.

This is provided free of charge. Children may have a drink of water from their bottle at any time throughout the school day. New bottles can be purchased for 35p from the school office. Alternatively you can send your child into school with their own water bottle if it is clearly named. Please send in a full water bottle with your child on a Monday. We will rinse out and refill the bottles every day and return them to you on a Friday.

Pair of wellies.

Please send in a pair of named wellies to be kept outside relevant classrooms, for messy play, welly walks, Forest school activities etc.

Absence from School

If your child is away from school parents must inform the office by 9.15am on the first day of absence – there is an answerphone for out of school hours.

In line with the Health Protection Agency guidelines, please remember that children should not return to school until 48 hours from the last episode of diarrhea or vomiting. We would be grateful if you could follow these guidelines to help prevent anyone else contracting the bug/illness.

Parents/Carers who need to take their child out of school during term time for exceptional reasons should contact the school immediately and, certainly, before booking travel for holidays, as permission may not be granted.

If the MNSP Trust School does not agree with your request, your child's absence will be marked as "unauthorised" in the school register.

If parents choose to take children on holiday once the school has refused to authorise the absence, the school will contact the Child Missing Education Service and a fixed penalty fine may be issued.

School dinners

Packed Lunches and School Dinners

We are an Allergy Aware School. Due to nut allergies please DO NOT PROVIDE NUTS in your child's lunch or snack, including peanut butter and chocolate spreads.

School dinners cost £2.60 per day.

Please pay for your child's school dinner, online, **in advance**, via [ParentPay](#). See the school dinners page of our school website for a quick guide on how to book your meals.

Please see the latest menu on the Home page and on ParentPay

Allergy Aware School



Free School Meals and Pupil Premium Grant

Do you qualify for free school meals? **The government allocates a pot of money to schools for each registered free school dinner pupil. If eligible children are not registered by parents, we don't get to receive this funding.**



At Clutton School, we use this money to help parents fund school trips, provide additional school resources and provide additional support that we may not be able to otherwise afford. Please have a look at our [Pupil Premium](#) page on our school website for reports on how this money is spent.

See means testing information below.

Universal Infant Free School Meals (UIFSM)

Children in EYFS and KS1 are covered by a universal infant free school meal (UIFSM) government initiative.

Every child in Key stage 1 or EYFS will be offered the opportunity to have a *'free school meal'* under this initiative.

This scheme will stop when your child enters key stage 2 - unless you are eligible for the Pupil Premium grant.

Officially claiming your 'Free School Meal' can help your child in school.

Find out more by speaking to our office or contact the Free School Meals Team in confidence by emailing freeschoolmeals@bathnes.gov.uk or calling 01225 394317.

You only need your child's name, date of birth and your National Insurance Number and the Free School Meals Service will do the rest.

You can register your entitlement for Free School Meals if you have children who attend a school in Bath and North East Somerset or children who attend The Mendip School, Shepton Mallet, **and** receive the following benefits:

- Universal Credit (provided you have an annual net earned income of no more than £7,400, as assessed by earnings from up to three of your most recent assessment periods.
- Income Support
- Income Based Job Seekers Allowance
- Income Related Employment Support Allowance
- Child Tax Credit **without** Working Tax Credit **and** an annual income below £16,190
- Child Tax Credit with Working Tax Credit **run-on** which is only paid for 4 weeks after you stop qualifying for WTC
- The Guaranteed Element of State Pension Credit
- Support under Part V1 of the Immigration and Asylum Act 1999

Children who get paid these benefits directly, instead of through a parent or guardian, can also get free school meals.

This funding is called a 'Pupil Premium'. For more details on how this money is allocated in the current year, please refer to the [Pupil Premium](#) page.

If you think that you qualify for Free school Meals based on benefit received, please download and complete the [Free School Meals registration Form 2020/ 2021](#) and return it to the school office, or email direct to B&NES (details on the form).

You can find out more about Free School Meals by having a look at this leaflet or by visiting the B&NES website.

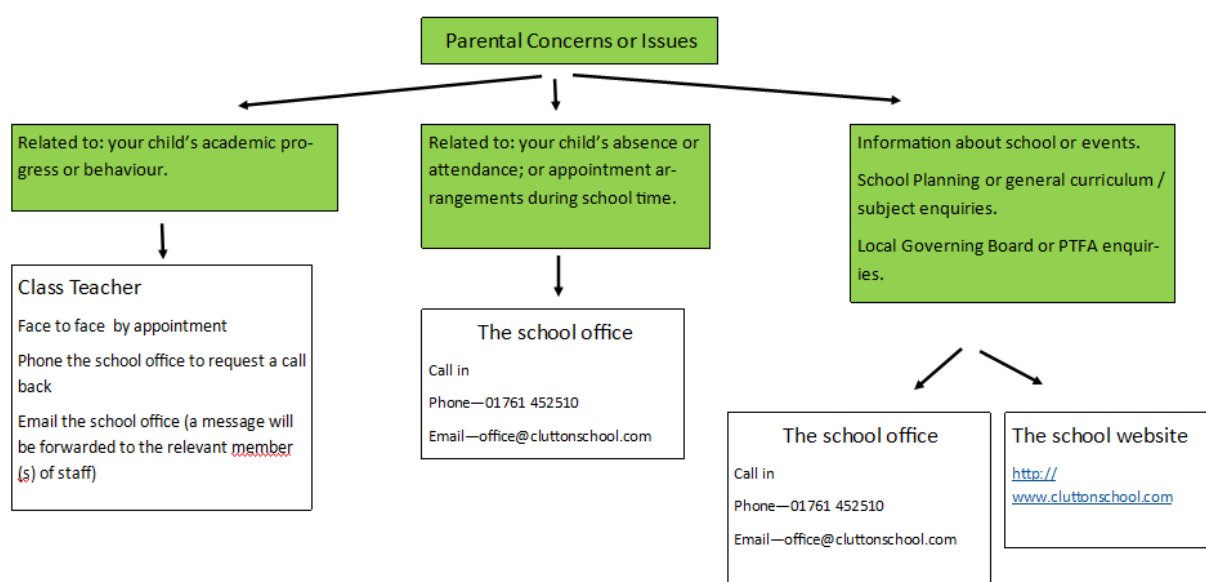
Parents and School - Communication

At Clutton Primary, we believe:

- that every child is entitled to the best learning opportunity and we are committed to working in partnership with parents/carers to deliver this.
- that the child is the most important consideration of any conversation
- that a three-way process of communication between the child, home and school is essential for all children thrive and flourish
- that all communication should be open, accessible, timely, respectful and appropriate
- that communication is about more than information exchange: it is about the development of positive relationships
- that communication involves active listening
- when parents/carers understand what a school is aiming to achieve and work with the school to achieve this, they are able to help their own children more.

Communication Flow Chart

To be read alongside the communication protocol



We are committed to being a 'listening' school and always welcome parents/carers who want to meet with our staff. However, we do recommend that an appointment is made if you have a particular issue you wish to discuss as this will ensure the member of staff you wish to see is focused on you.

Appointments can be made in a number of ways:

- sending a note in with your child addressed to the class teacher;
- telephoning the office to leave a message,
- emailing the school office to forward a message on to a member of staff.

Generally speaking, we would always recommend that you discuss concerns with your child's class teacher in the first instance, as this will be the person who will know you and your child best.

Regular Meetings and Correspondence

Throughout the course of the school year, we will provide information relating to your child's learning, achievement, activities as well as offering you opportunities to come into school for formal and informal meetings.

Throughout the course of the school year, the following meetings and information will be provided to all parents/carers:

Beginning of the year

In 'Meet the Teacher' session your child's class teacher will provide you with lots of information including:

- curriculum information for the year, which is published on the school website
- homework information
- how you can help your child at home with their learning

Termly Information

- update on the class website will tell you all about the learning that has taken place
- an overview of the learning each term in the form of a topic web. This will be available on the website by the last week of the previous term.
- Reception classes will receive information updates via the class page on the school website.
- School newsletter including Governing Body communication

Text Service

We use the Teachers2Parents text service to provide urgent information, reminders and updates for parents and carers as it is a great way for the school to communicate quickly and briefly.

Class teachers are able to use this service also to specifically contact the parents and carers of their class.

Any parents/carers who choose to sign up to this service must make sure they keep the school office notified of any changes to mobile numbers or any concerns that they are not receiving messages.

Teacher and Parent Consultation Meetings

These are important meetings where class teachers meet 1:1 with parents/carers to discuss their child's progress, behaviour and attitudes so that we can work together to help unlock your child's potential.

- Term 1 meeting for YR-Y6 - this is an information sharing opportunity to discuss how your child has settled into their class and identify any concerns or ways parents/carers/school can support a child.
- Term 2 meeting for all year groups - this is an opportunity for parents/carers/class teachers to discuss a child's progress, identify strengths and next steps in helping them to move forward as a learner.
- Term 6 - you will be invited to make an appointment at a mutually convenient time with your child's class teacher to discuss your child's report and any transition concerns and/or ways to help your

child maximise the learning progress and opportunities right until the end of the academic year. Not all parents/carers feel it necessary to make an appointment but if you have anything you wish to discuss with your child's teacher this is an ideal opportunity.

Annual Report to Parents

- School reports are sent out in Term 6 for Yr R to 6. As above, you will be invited to make an appointment at a mutually convenient time with your child's class teacher to discuss your child's report and/or ways to help your child maximise the learning progress and opportunities right until the end of the academic year.

The full version of our Communication protocol is available on our school website or by request from the school office

Parents, Teachers and Friends Association (PTFA)

The school is very fortunate to have an amazing PTFA and school community.

The PTFA have organised some brilliant events over the years, bringing the school community together



and raising much needed funds to help with things that the school's regular budget cannot extend to. In the past, the PTFA have helped with some major investments including new media equipment in the hall, an adventure playground, reading spine books and Astroturf.

Recently the fundraising has supported new football and netball goals, media equipment, the annual whole school treat to the panto in Bath, not to mention supporting the building of the sandpit

area as part of our OPAL project

More information can be found on the Clutton School PTFA facebook page.



Cherry Class

2020 Cherry Class site: <https://sites.google.com/cluttonschool.com/cherry-class-2020/cherry-class-home-page>

For the first 2 weeks of the year we encourage you to come with your child into the classroom, allowing them to hang up their own coats, put away their own bookbags and lunch boxes. Your child will have their own peg and drawer with their photo and name on.

By the end of Week 3 we expect all children to do this independently, and to say their goodbyes at the gate outside Cherry Class. If you would like to speak to one of the EYFS team, please catch us in the morning if you have a quick message or arrange a meeting after school if you would like to have a longer chat (please see the communication protocol document included in this booklet)

School Uniform. Please ensure that your child's name is clearly marked on every item of school uniform as it is an impossible task to keep track of unnamed jumpers! Also please make sure your child does their best to look after their own belongings (we encourage the children to hang jumpers and cardigans on their pegs in the cloakroom if they are not wearing them). Please see our uniform list for more details.

P.E. kit in a named drawstring bag containing:

- shorts
- t-shirt (the colour of your child's house)
- sweatshirt
- jogging bottoms
- daps

all clearly named please!

Bookbag. This is kindly provided as a gift from the PTFA. Please keep your child's reading record and reading books inside the bookbag and send it into school every day. This will enable us to regularly monitor and change your child's reading book.

Lunchbox (clearly named) if your child is having a packed lunch.

Water bottle. Please send your child into school with their own water bottle, clearly named.

Pair of wellies. Please send in a pair of named wellies to be kept outside relevant classrooms, for messy play, welly walks, Forest school activities etc.

Change of underwear and clothes if they are prone to toilet accidents. (We do have a small supply of clothes in Cherry Class for emergencies.)

Daily Routines

Lunchtime

At lunchtime, Reception children go into the dining hall first (at 11.50am) so that they have time to get their school dinner or start their packed lunch before the older children arrive. We ensure that Cherry Class sit together on three tables, as going to the dining hall can be a little strange for the children at first. During lunchtime the children are looked after by either Mrs Rogers, Mrs Garrett and the playleaders. The lunchtime staff will help cut up food if necessary but children are expected to use a knife and fork, and to eat sensibly and quietly. When the children have finished their lunch they go outside to play. (All children in Reception, Year 1 and Year 2 are eligible for free school lunches).

Daily Snack

In Reception the children are given a healthy snack in the morning, before playtime. This is a piece of fruit or a vegetable, provided free of charge and delivered fresh to the school (eg an apple, banana, tomato or small carrot). Children under the age of 5 are also provided with milk, free of charge.

Playtimes

Children in Cherry Class have their own outdoor playing and learning area. In addition to this, they join the rest of the school for the two playtimes during the day: morning play and lunchtime play. As a Platinum OPAL School (Outdoor Play and Learning), all ages play together and Reception children are looked after by their Year 6 buddies. At lunchtime play, our playleaders, Lorraine and Fran, open up the PlayPod and the children have access to an exciting assortment of things to inspire creative and adventurous play. In addition, children can play in the sandpit, on the climbing equipment, in the forest school area, in the mud kitchen or play football on the astro turf. We encourage children to be outside even if it is raining, so please ensure your child has appropriate clothing for all weather conditions e.g. Winter - warm coat, hat, gloves, scarf. Summer - sun hat, sun cream (applied before school), water bottle. Waterproof trousers will stop them getting too wet!

Buddies

At the very start of term, the Reception children will be paired up with a Year 6 buddy. The buddies collect the Reception children at the beginning of playtime for the first few weeks to give them a bit of support and friendship, and are a friendly face around school as the year progresses. They play together and older children love to share a book too from time to time.

The Early Years Foundation Stage

In Reception we follow the Early Years Foundation Stage (EYFS). This is a National document for Early Years children (aged from birth to 5). The curriculum lays out objectives which children should meet at different ages starting from birth. These lead up to 17 Early Learning Goals which children should be able to achieve by the end of their Reception year.

There are seven areas of learning and development. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning and for building their capacity to learn, form relationships and thrive. These three areas, called the prime areas, are:

- Communication and Language
- Physical development
- Personal, Social and Emotional Development

There are also four specific areas:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

We cover these areas through topic work as well as using the children's interests as a starting point for learning and development.

Learning through play

Play is vital for young children's learning. Play can offer a meaningful context for learning which allows children to take risks, and offers valuable insights into their abilities. Play-based activities are planned to enable your child's skills to continue to grow and develop in the 'prime areas' of learning. As the year progresses, your child will participate in an increasing number of adult-led activities where 'specific areas' of learning will be taught such as reading, writing and numbers.

Observation and Assessment

We use observations as our main method of assessment. These observations, along with further evidence of your child's learning, will be collected in their Learning Journal folders, to which you are welcome to contribute. This evidence is used to inform planning for the next steps in your child's learning.

Working in Partnership with Parents and Carers

Young children learn in many places and in many ways, not just in school! You are your child's first and most important teacher. Working in partnership is essential for your child's education.

The EYFS is underpinned by a philosophy that all children are born ready, able and eager to learn. These four themes below set out how the EYFS works in practise to ensure that every child reaches their learning potential:

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
Every child is a unique child who is constantly learning and is resilient, capable and self-assured.	Children learn to be strong and independent through positive relationships.	Children's experiences respond to their individual needs and there is a strong partnership between practitioners and parents and carers.	Practitioners teach children by ensuring challenging, playful opportunities across the prime and specific areas of learning and development.

Homework in Cherry Class

In Reception we teach Reading through Phonics. Once we start teaching the letter sounds, your child will come home with their own little Phonics tin with a set of sounds which we will add to each week. Please practise these sounds with your child regularly. Your child will also be given a sheet of Tricky Words to learn and a reading record and book. (We will tell you more about how we teach reading, in a Reading Meeting in September). Later in the year your child will be given a DoodleMaths login to practise their maths at home.

Star Moments

We love hearing about all the mini-milestones that your child achieves at home – whether it is getting dressed on their own for the first time, being especially kind to a family member, riding a bike without stabilisers, or perhaps having their first swimming lesson. Please write down your 'star' moment when it happens, pop it in your child's book bag and we can celebrate it in class. We will display them on the door in the cloakroom and then add them to your child's Learning Journal. Please look out for a star sheet in your child's book bag at the beginning of term.

Preparing your child for school

Starting school is a big step for you and your child to take and you can make it an exciting and happy one by encouraging your child to look forward to it and preparing them in different ways. You are your child's first teacher and your support throughout their school life is an invaluable part of their continued learning. Here are a few ways you can encourage your child to be ready for school:

1. Encourage your child to dress/undress independently - practising with uniform and PE kit. (Can they turn their t-shirt/trousers the right way round when they have taken it off?)
2. Teach your child to zip up or fasten their coat.
3. Encourage your child to go to the toilet, wash and dry their hands independently.
4. Teach them to blow their nose with a tissue.
5. Encourage them to sit at the table properly and use a knife and fork - try to introduce different types of food.
6. Encourage your child to practise walking across the kitchen with a large plastic plate or small tray in both hands (as they will be doing in school with their school dinner)
7. Arrange playdates with children of the same age so they learn to share toys and play cooperatively.
8. Teach your child that 'no' means no!
9. Help your child to develop good listening skills and be able to focus when following instructions.
10. Help your child become comfortable and confident away from you. Reassure them that there will be other adults to support and comfort them.
11. Encourage your child to carry their own bag and coat when you go out and about.



Mrs Parkes-Cordock is joined by a very experienced team of Teaching Assistants and support staff who work across the class on part time basis.