Welcome to
Oxhey
First School

Early Years
Foundation Stage

Induction
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Introducing Oxhey

Oxhey School was opened in 1969 as a six classroom Infants School. In 1974 four classrooms were added when re-organisation in Biddulph took place and it became a First School.

It is set in lovely surroundings and we take children from local estates as well as the farming community of Biddulph Park.

Admission

The school caters for boys and girls between the ages of three and nine. Children who have reached the age of three before September 1st are able to start in our Nursery class, the September after their third birthday.

The Foundation Stage is made up of Oxhey Nursery and two Reception classes.

The Nursery class has a maximum of 26 part time places in the mornings available, staffed with a qualified teacher, a learning support and an Early Years apprentice. These children have opportunities to visit our Reception classes so that their transition to Reception in the September continues the learning journey smoothly.

We have two parallel Reception classes with a qualified teacher and part time support from a Learning Support Assistant in each class. An additional Early Years apprentice provides further support across the Reception unit.

There will be opportunities for children who will be joining the Nursery to come and visit before they start and likewise for the children who are starting straightaway in Reception in September.

Children leave us in the July before their 10th birthday when they go to Woodhouse Middle School.
STAFF LIST

TEACHING STAFF

HEAD TEACHER
Mrs C. Pointon

DEPUTY HEAD
Mrs R. Nevitt

Key Stage 1 Lead
Miss E. Gilmore

Early Years Lead
Mrs L. Holt

CLASS TEACHERS
Mrs D. Rigby
Mrs L. Holt/Mrs J. Whalley
Mrs M. Fletcher
Mrs R. Taylor
Miss E. Gilmore
Miss R. Lovatt
Miss B. McGeady
Mrs R. Nevitt
Mrs J. Rosson/Miss K. Warren
**LEARNING SUPPORT ASSISTANTS**

Mrs L. Petznick
Mrs A. Squires
Mrs D. Bibby
Mrs A. Bridgett
Mrs S. Critchlow
Mrs K. Walker
Mrs A. Powner
Mrs D. Stonier
Mrs N. Peach
Mrs J. Holt
Mrs C. Bates

**NON-TEACHING STAFF**

Mrs L. Siddorn
Mrs L. Rogers
Mrs C. Woodroffe-Butcher
Mr P. Williams
Mrs K. Murphy
Bursar
Finance assistant
Finance assistant
Site Technician
Janitor

**SCHOOL KITCHEN**

Mrs A Hodkinson
Mrs K Murphy
Mrs C. Hornby
Mrs J. Beech
Head Cook
Assistant
Assistant
Assistant

**LUNCHTIME SUPERVISORS**

Mrs J. Perry
Mrs A. Bridgett
Mrs D. Millward
Mrs D. Collins
Mrs S. Brindley
Mrs K. Williamson
Mrs L. Goodwin
Mrs M. Hawley
TIMES OF THE DAY

The school day for Reception is organised as follows:

8.50 am Gate opens and we have a flexi-drop off entrance procedure.
9.00 am Nursery children may be dropped off
9.00 - 9.05 Self registration & weather board.
9.05 - 9.30 Phonics ‘Sounds Write’
9.30 - 10.30 Learning Activities
10.30 - 10:45 Assembly
10.45 - 11:00 Morning break.
11:00 - 12.00 Learning activities
12.00 pm - 1.00 Lunch.
1.00 - 3.00 Afternoon Learning Activities (including a scheduled break time when appropriate)
3:00 - 3:15 Story time
3.15 - Hometime. Staff will hand children to parents from the Nursery playground.

Please help by waving to us for the first couple of weeks!
**SCHOOL UNIFORM**

Our school uniform is green, grey and white and, where possible children should wear items with the school logo on. We request that jumpers and cardigans are bottle green, trousers and skirts/pinafore dresses are grey and shirts/polo shirts are white. Sweatshirts and cardigans, pinafore dresses, white polo shirts, green fleeces and coats with the school logo on, are all available to buy in school. Grey shorts or a green and white chequered summer dress may be worn during the Summer Term.

Appropriate footwear should be worn at all times, preferably black boots or shoes. Sandals may be worn in periods of warmer weather.

Your child will also need a PE kit comprising of a white T-shirt and green shorts. These items are available to purchase in school, along with a green pump bag bearing the school logo. Pumps are not required until the summer term, as most PE sessions are conducted indoor in bare feet. Please ensure that your child's PE kit is in school AT ALL TIMES. It will be sent home at the end of every half term for washing purposes.

Please ensure that all items of uniform are clearly labelled with your child’s name to avoid unnecessary distress.

To keep safe in the sun, it is a good idea to send your child with a sun hat in the hot weather and remember to apply sun cream at home on the mornings on very sunny days.

As much of the Early Years curriculum is delivered outdoors, please send in a pair of named wellies to keep in school and ensure your child’s coat is suitable for wet weather.
SCHOOL MEALS

We provide the children with a piece of fresh fruit or vegetable and a drink of milk free of charge each day as part of National Fruit for Schools' scheme.

This scheme encourages healthy eating for young children and we hope that you can support us by inviting your children to try out different fruit and vegetables at home.

The child-sized piece provided varies from day to day and consists of apples, oranges, pears, tomatoes, bananas and carrots etc.

We do encourage the children to drink plenty of water and we ask you to assist us with this by sending in a bottle of WATER ONLY, each day. Please ensure your child’s water bottle is also clearly labelled with his/her name; bottles with non-spill tops are most preferable.

School meals are varied and nourishing and are cooked in the school's own kitchen. All children in Reception are entitled to a free school meal under the Universal Free School Meal Government Scheme. A hot and cold option is provided each day, however if your child prefers to bring their own packed lunch to school they may do so. Please ensure the school office is informed of your child’s lunch time arrangements along with any dietary requirements.

Any children in our Nursery who are staying for a full day may request a school lunch. This is currently a half-portion of a typical school meal and is priced at £1.08. Children may also bring in their own packed lunch.

We would encourage you, if possible to pay for school dinners online using the SCO PAY scheme. Please ask Mrs Siddorn in the office for details.

Any parent who thinks they may be eligible for free school meals can collect the relevant information from the school office. We encourage you to claim even if you do not take the dinner as we receive financial help based on free school meal numbers.
Packed Lunches

If you would like your child to bring a packed lunch, please make sure it is in an enclosed container clearly labelled with your child's name and for obvious reasons, glass bottles are not allowed.

If you should wish to change over from school dinners to sandwiches mid-term, then we do require at least one week's notice because of the food being ordered by the kitchen staff.

All children are supervised and cared for by our Lunchtime Supervisors in the hall and out on the playground at lunchtimes. There is one Lunchtime Supervisor per class.

All new parents will be offered an opportunity for their child to stay for a school dinner before they join the Reception class.
HEALTH AND SAFETY

Parking space on Pennine Way is restricted and car owners are asked to park well away from the crossing patrol and the zig-zag lines and respect the access of local residents’ homes.

A crossing patrol warden is on duty every day from approximately 8.45 - 9.15am and 3.10 - 3.40pm. Please teach your child to cross the road at this point and if you do come by car, please make sure your child exits the car on the pavement side.

At hometime the children are brought out to meet you on the small playground. Teachers will then wait to make sure every child has been collected. It is made clear to the children and hopefully by yourselves, that they must never wander off by themselves, or go off with someone who they do not recognise.

The children are told regularly that if they cannot see who is to collect them, then they must return straightaway to their teacher.

Children are only sent home with other adults over 16 when we have received verbal or written permission from yourselves beforehand.

If your child has a medical appointment during the school day, it is helpful to us if the teacher is informed beforehand. For obvious reasons no child will be allowed to leave school premises during school time unless collected by a parent, or other adult who has been given responsibility, who must notify the office when s/he arrives.

For extra safety, a security fence surrounds the outer buildings of the school which ensures that no-one wanders off the premises at playtime, and that anyone wishing to come into school, must do so via the school office, which also has a security lock.

To keep all or children safe the security gate is closed at approximately 9.05 every morning. Late arrivals must, therefore, arrive via the office and sign in.

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Please help us to ensure the safety of your child by:-

- Keeping access areas clear.
- Ensuring that younger children are with you at all times, especially when waiting on the playgrounds at hometime.
- Informing us as soon as possible about any change of address, telephone number, emergency contact, medical conditions etc.

**Jewellery is not allowed in school**, with the exception of a wrist watch. We ask that children have their ear’s pierced during the 6 week holiday to allow plenty of time for them to heal.

Long hair **must** be tied back for PE.

Please note, that if your child is absent for any reason, you **need to** send a note in with your child when s/he returns, otherwise it will go down in the register as an unauthorised absence. You can telephone the school and leave a message on 01782 513000

We do encourage holidays to be taken in term time to prevent lost learning but if this is unavoidable, please call into the office to pick up an absence request form to complete. The Head Teacher will notify you if permission has been granted, but please note this can only be given in exceptional circumstances.
**MEDICINES**

Our paediatric first aid staff will give *prescribed medicines only*, for example, inhalers and antibiotics, if it is essential that medicines are to be taken during the school day.

There is a consent form that can be accessed from the office.

We feel that medicine taken three times a day can be fitted in around the school day.

Please make sure that if your child is taking a prescribed course of antibiotics, that they are fit enough to be in school; germs spread so quickly amongst our young children.

If your child is an asthmatic, it is necessary for a care-plan to be in place and an inhaler/spacer to be kept in school at all times. Once again please label carefully and ensure the medication is in date.

All of our staff, including lunchtime supervisors, have received asthma and also epi-pen training, should any child require this.
OUR WAY OF WORKING

It is important within the school community that children learn to work and play together. We try to keep rules to a minimum but some are essential and concern the health and safety of your child.

As a school we are committed to positive teaching and our Behaviour Policy reflects this belief.

We use incentives in the form of personal merit stickers, good behaviour certificates and other rewards to promote good behaviour. Children are also taught the following Golden Rules:-

GOLDEN RULES

We are kind and helpful.

We don’t hurt anybody’s feelings.

We are gentle.

We don’t hurt others.

We look after property.

We don’t waste or damage anything.

We are honest.

We don’t cover up the truth.

We work hard.

We don’t waste our own and other’s time.
The staff at Oxhey work as a team to help each child develop to their full potential throughout their years in school. By providing an environment in which each child feels secure, happy and interested, we ensure children are happy and can learn.

We aim to enable all children to:

- have access to the Early Years Curriculum.
- be enabled to reach their potential.
- develop a responsible and independent attitude towards work.
- have the opportunity to develop their aesthetic appreciation and spiritual awareness.
- be tolerant, understanding and have respect for the rights, views and property of others.
- develop the knowledge, skills and attributes needed to enable them to become caring and responsible members of society.

The curriculum for the Foundation Stage is centred around seven areas of learning, three ‘prime’ areas

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

And four further ‘specific’ areas.

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

Each area is also divided into further strands. There is a set of Early Learning Goals for each area and most children will have achieved these goals by the end of the Early Years Foundation Stage that is completed at the end of the Reception year.

Some children will continue working on these in Year 1.
Personal, Social and Emotional Development

By the end of the Foundation Stage most children will be able to achieve the following Early Learning Goals in the strands below:

Making relationships:
Children play co-operatively, taking turns with other. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

Self Confidence and Self Awareness:
Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

Managing Feelings and Behaviour:
Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.
Communication and Language

By the end of the Foundation Stage most children will be able to achieve the following Early Learning Goals in the strands below:

**Listening and Attention:**
Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

**Understanding:**
Children follow instructions involving several ideas or actions. They answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events.

**Speaking:**
Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.
Physical Development

By the end of the Foundation Stage most children will be able to achieve the following Early Learning Goals in the strands below:

**Moving and Handling:**
Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

**Health and Self-Care:**
Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

Literacy

By the end of the Foundation Stage most children will be able to achieve the following Early Learning Goals in the strands below:

**Reading:**
Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

**Writing:**
Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.
Mathematics

By the end of the Foundation Stage most children will be able to achieve the following Early Learning Goals in the strands below:

Numbers:
Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.

Shape, Space and Measure:
Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

Understanding the World

By the end of the Foundation Stage most children will be able to achieve the following Early Learning Goals in the strands below:

People and Communities:
Children talk about past and present events in their own lives and in the lives of family members. They know that other children don’t always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.
The World:
Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

Technology:
Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

Expressive Arts and Design

By the end of the Foundation Stage most children will be able to achieve the following Early Learning Goals in the strands below:

Exploring and Using Media and Materials:
Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Being Imaginative:
Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.
The major part of a curriculum for the Foundation Stage is based on play, as it should be remembered that play is children’s work and as such, should never be undervalued.

- Play enables the child to:
  - develop physical awareness and skills
  - form a sound foundation on which to build all future knowledge
  - gain aesthetic awareness, tactile experiences, pleasure of colour and the satisfaction in creating
  - develop an enquiring mind and through experiences and discovery, develop early scientific concepts
  - develop early reading and mathematical concepts
  - acquire manipulative skills and spatial awareness and to understand the properties and characteristics of materials
  - develop socially and emotionally through interaction with others
  - develop as an individual
  - gain those skills necessary for good communication.

When you meet your children at the end of the day and ask them what they have done, they will either say, ‘I don’t know’, or ‘I have just played’.

Play is good!!
**How do children learn best?**

- By being active learners (hands on experiences)
- By using language
- By planning and talking through their own experiences
- By interacting with other learners
- By becoming confident, independent learners, who use what they know to further their learning
- By being interested in what they are doing (promoting high levels of concentration and perseverance)
- By building on existing knowledge and understanding
- By the support of sensitive, positive and appropriate adult intervention.

**How can you help?**

All parents want to help their children to learn, but sometimes it is difficult to know how to help.

You are your child’s first educator and we build on their experience learned at home.

What you do at home makes all the difference to your child in the early stages of learning.

One of the most important things you can help WITH IS TO DEVELOP INDEPENDENCE, for example, let them have a go at dressing themselves, especially socks and shoes.

Encourage your child to come into the classroom and hang their coats up and put their own lunchboxes away themselves.

You know you have done a really good job of encouraging independence when they walk into the class by themselves. Give yourself a pat on the back and don’t look back.

If your child does get upset, please take the advice from experienced teachers and go quickly. If they are crying, they might be only for a short time. The longer you stay, the harder the parting becomes.

Phone us up from home and we can guarantee they will have stopped by the time you have reached the gate!
Reading and Phonics—Handy Hints!

 whilst you are reading a book to your child, ask them what is coming next in the story, or if they can show you where to start reading from and how to turn the pages and handle the book correctly. If you are out on a walk, point out signs and see if your children understand them or can notice letters which are in their name.

 In school we use a variety of reading schemes, which are closely linked to our phonics scheme.

 During the Literacy activities, higher order reading skills are focussed upon in a whole class situation through the use of big books. The children will read in small groups during the week and individually once a week, when home reading books will be given out.

 It is important to remember that young children often believe that ‘reading’, only consists of a school reading book.

 Reading schemes are only a guide for the teacher and ‘real’ reading consists of reading and discussing books you have read at home and also visiting the library as often as possible.

 Whilst it is useful for children to know the names of letters, it is more important for them to know the sound the letters make, as recognising the first sound of a word is an important early reading skill. Point out to your child the ‘large’ and ‘small’ letters. They will probably recognise capital letters first because they are all around us on shop signs and notices etc.

 In school we have a very successful daily phonics session that runs throughout the school, using a programme called ‘Sounds Write’. This very structured approach enables all children to be able to unlock the reading code by knowing the sounds and in some cases, multiple sounds that letters make. Further information will be given about our phonics sessions at a future parent meeting.

 Try to help your child to understand what reading and writing are for. Show them how they are connected. For example, we write things down to help us to remember, we receive letters from people and we put messages inside cards etc.
A young child will probably begin writing by making a few marks or squiggles. Don’t try and force them to write each letter shape - these are the very early stages of beginning to write and should be encouraged as such. When learning to write letter shapes children need to know where to start a letter and where to finish them. If your child is naturally left-handed, don’t try to change this. However, s/he does need to know how to hold a pencil correctly. If you find time, write underneath any picture that your child does.

We use lower case letters at school that are slightly cursive. On the next page you can see the way in which we teach letter formation at school. In all cases, start at X and follow the directions of the arrows. This is in preparation for the cursive way in which handwriting is taught in Year One (ages 5-6), eventually leading to when the children are taught joined up handwriting in Year Two (ages 6-7).

There are plenty of opportunities to build up reading and writing skills when you are out shopping. If your child is still young, they may enjoy spotting letters which they recognise. If they are aged four or five they may be beginning to recognise familiar words. You could make it harder for them by asking if they can find some signs like; TOILET, EXIT or CHECK OUT. Play ‘I Spy’ and make your shopping list together so that children can see you writing for a purpose. Give your child a small notebook and ask them to draw the things they see in your shopping at home which begin with ‘b’ and so on.
a b c d e
f g h i j
k l m n o
p q r s t
u v w x y z
Talking is one of the most amazing skills that your child learns to master in the early years. Talking helps the child to think and by the time they are five they will probably know about 2000 words! Children talk most of the time that they are playing. They often talk to their toys or to themselves. Sometimes they pretend to be one of their toys and talk differently for each one. Sometimes they pretend to be mum or dad and copy their voices and the things they say. At other times they just think out loud or talk about each thing they are imagining. Here are some ideas for ‘pretend play’ which will encourage talk.

**Space Capsule**

Make a helmet by pasting layers of newspaper over a balloon. When the newspaper is dry, pop the balloon and cut out a window in front.

**T.V. Set**

Use a cardboard box that is big enough for your child to get into. Cut out a screen, stick on some corks or bottle tops for the controls. Your child can play at being the weather lady, newscaster or a favourite children’s presenter.

**Doctor’s Surgery**

A waiting room area with magazines and a receptionist’s counter, an appointments book and an old telephone. The Doctor’s room complete with notepad for writing prescriptions, a pillow on the floor for the bed, some rags for bandages and sticky labels for plasters!

**Library**

Stamp pad and stamper (you can make one by soaking a piece of J-cloth in paint, folding it up into a little tin and using a piece of potato for the stamp). Tickets, (use the corners of old envelopes to put the tickets in), books, magazines and leaflets (picked up from the information desks in shops etc).
Doll’s Classroom

Doll’s chairs and desks can be made from cardboard boxes; paper and pencils, a little blackboard, a teacher’s chair and some story books for ‘storytime’.

These ideas and other examples shown in this booklet can be found in the very useful publications:

‘READ AND WRITE TOGETHER’ and,

‘COUNT AND FIGURE IT OUT TOGETHER’

which are produced for parents by:

THE BASIC SKILLS AGENCY
COMMONWEALTH HOUSE
1-19 NEW OXFORD STREET
LONDON
WC1A 1NU
TOWARDS MATHEMATICS

Many children come to school able to recite numbers, but at school we need to know that a child can match the number to the correct amount of objects. This is most important and so if you would like to help us, give your child lots of opportunities to sort and count.

Again, shopping is an excellent opportunity for this. When putting things away, sort out how many tins of beans there are, count the number of apples etc. Eventually, your child will be able to write down the number of objects. When your child shows an interest encourage them to copy the number you write.

Shown below is the way we teach the formation of numerals, once again follow the direction of the arrows. But please remember that early mathematical experiences need to be practical, initially there will be little recorded work done in Reception.
There are other ways in which you can prepare your child before they start in Nursery or the Reception class. These are the most important things that we would like your child to be able to do before starting school:

😊 To be able to go to the toilet unaided, remembering to flush the toilet and wash hands afterwards.

😊 To be able to make a good try at dressing and undressing themselves e.g. attempt to put on/take off own sweatshirts/jumpers.

😊 To be able to put on their own coat and make a good try at fastening it.

😊 Remembering to say please and thank you at the appropriate times.

😊 To be able to hold and use correctly, a set of cutlery, especially if your child is going to have school dinners.

**PLAYTIMES & ASSEMBLIES**

At Oxhey we have a daily act of worship and Early years children will join in with this once they have settled into school in September. Children in the Nursery will also have the opportunity to go into an assembly before they start in Reception.

We are fortunate to have two playgrounds so that at dinner time when the whole school are outside for playtime, the Reception classes are able to use the smaller, bottom playground and connected timber trail so that they do not feel uneasy around the bigger children. In the afternoons, when break times are staggered and fewer children access the yard at the same time, our Reception classes may go up to the top playground to access the larger play trail and other facilities.
HOME-SCHOOL PARTNERSHIP

There are several ways which help us to keep parents informed of things going on in school and also opportunities which allow you to take an active role in helping to support our school.

Supporting work at home

Once the children in Reception begin individual reading, they will be given a reading record book which is sent home on individual reading days.

We ask that you try to hear your children read a small amount each day until their next individual reading day.

Remember that a ‘little often’ is better than reading the set amount all in one go.

Please feel free to comment in the record book about how your child has read and you can also write down the names of any other books that your child has read at home.

As stated before, reading scheme books are only meant as a guide for the teacher and ‘real reading’ consists of a lot more than reading to the end of a scheme book.

Other reading activities which may be sent home in Reception include: a keyring with individual words to learn on and ‘Sounds Write’ phonic activities.

Termly homework challenges are also set that are related to the Discovery Topic. These often take the form of drawings, models, or photographic evidence.

We have a quality book bag that you can buy from school. It is robust and should last children all their time at Oxhey.
We look at every individual child when they enter school and establish where they are in their stage of development. On entry into Reception a Baseline assessment is done, which takes the form of observational evidence along with information from your child’s pre-school setting. We are then able to closely track the **progress each individual child has made throughout the year**.

The initial assessment acts as a guide to enable us to begin to plan for learning. Following on from these assessments, the teacher will set targets in reading, writing and number.

These targets will then form the basis of the first of three termly written reports issued throughout the year. Parents will also be invited to a parental consultation with your child’s class teacher. This gives both the teacher and the parent a clear idea about the focus for learning for the forthcoming term.

A second termly report will be issued at the end of the Spring Term, which outlines progress to date and sets new learning targets. The subsequent meeting in the Spring Term gives you an opportunity to view your child’s work within the context of the classroom environment. You will be invited in to share part of the morning with your child to see how they operate within the class as well as looking through his/her work with them and having a discussion with the class teacher.

In the Summer Term, you will receive a more detailed end of year report. This explains in more detail your child’s progress and end of year attainment and also comment son his/her characteristics of learning, which is a statutory requirement of the EYFA curriculum. Should you wish to discuss anything on this final report, an appointment may be made with your child’s class teacher.

Please remember that if there is anything that concerns you about your child at any point in the year, parents are welcome to come into school to talk to the teachers. Please make an appointment via the office.
HELPING IN SCHOOL

If you can spare the time, we welcome parent helpers in school. Please let us know if you are able to offer us any of your time on a regular basis as it would be very much appreciated. We do have a general rule that parent helpers do not help in their own child's class so that it is not distracting to the child concerned.

BOOK CLUB

A book club magazine is sent out monthly. Any of the books you order helps the school to raise some commission which we can spend on books for school.

NEWSLETTERS

Topic newsletters are sent out once a term to keep you informed about school activities. A weekly newsletter is produced on a Friday. This contains general information.
**SCHOOL DISCOS**

These are held at various times during the year between the times of 5.30 and 8.00pm. There is a small cost and refreshments are also available to buy. No child is allowed to leave school at the end of the disco unless accompanied by a recognised adult. All proceeds go towards providing extra resources and materials for your children.

**FUND RAISING**

All parents are automatically members of the PTFA.

Parents, friends and staff work together to make P.T.F.A events a great success in raising funds. We hold regular meetings which anyone is welcome to attend. If you so wish, you may put your name forward for committee when a vote will be taken at the Annual General Meeting or you can keep it more informal and help at various occasions throughout the year.

**BEFORE AND AFTER SCHOOL CLUB**

Our after school TIGER CLUB offers wrap around care at Oxhey.

The times are:

7.30—8.45 (children are then given to staff on duty)
3:15—6.00

Please ask at the office for information about the current costs and availability of places.
CONCLUSION

‘Partnership’ implies a sharing of roles, with mutual respect and support, with roles that are complementary and compatible. A successful home-school partnership is beneficial to all parties; child, parent and school.
Acknowledgements

‘TIME FOR SCHOOL’ -
St. Edward’s C.E. First School

‘QUALITY EDUCATION IN THE EARLY YEARS’ -
Staffordshire Quality Learning Services

‘BEING FOUR IS FUN’ -
Staffordshire County Council Education

‘READ AND WRITE TOGETHER’ -
Basic Skills Agency

‘EARLY LEARNING GOALS’ -
QCA