



'Educating For Life In All Its Fullness'

Harewood C of E Primary School

Starting School Information Pack

Please note that for the purposes of this document the term 'parent' is used to include anyone who has legal responsibility for a child and 'child' includes 'children', for example when twins are starting together.

Welcome to Harewood C of E Primary School

We want your child to settle at Harewood as soon as possible and for you to feel well informed. We understand that starting school is a very important time and we endeavour to do everything we can to make it a smooth transition for all concerned.

The information outlined below details how Reception, known as Class 1, would usually run. Any necessary changes will be communicated to parents as soon as possible.

If you have any queries or questions do not hesitate to ask office@harewood.leeds.sch.uk

Please note that the school office is not staffed during school holidays but the email address is monitored for communications of an urgent nature.

Special Educational Needs and Disabilities (SEND)

Harewood C of E Primary School is proud to be an inclusive school. Our staff work together to challenge, inspire and motivate all children to become successful, confident and caring citizens of our diverse world.

Provision is tailored at Harewood C of E Primary to support the needs of all children with SEND. If you have any queries about this in relation to your child, please talk to your child's teacher or our SEND Co-ordinator, Mrs Burnley, who can be contacted via the school office. Further information can be found in the SEND policy on our school website.

Pupil Premium

Some children are eligible for Pupil Premium funding. Eligibility can be linked to parental income or other criteria, for example working in the armed forces. Recipients of Pupil Premium funding receive help with things such as uniform purchasing and later on, school meals. The grant received by schools from Pupil Premium funding is designed to improve children's progress and academic success. If you think you may be eligible for Pupil Premium please contact the school office in confidence for further information.

The Class 1 Team

Class One is the name for our Reception Class and is the final year of the Early Years Foundation Stage (EYFS). There are up to fifteen children in Class 1. They are taught by Mrs Watts and supported by Teaching Assistant Mrs Williams.

Mrs Watts is available for brief conversations before and after school, apart from Tuesday and Wednesday afternoon. She can also be contacted by email via the school office and telephone messages can also be left there. If you need to make an appointment for a more a formal meeting, this can be arranged at a mutually convenient time.

Useful Information

Uniform

Our school website outlines the uniform your child will need – www.harewood.leeds.sch.uk/uniform/ . Uniform can be ordered new from Kool Kidz in Wetherby – www.koolkidzuniforms.com .

Our PTA also hold a stock of Pre-Loved uniform which is available for families. A full list of current stock can be seen on their own website - <https://www.pta-events.co.uk/harewoodpta/index.cfm?event=products>

Details:

- **Shoes:** For the safety of children and to prevent the risk of injury, shoes with a heel, platform soles and those which are not secured to the foot are not allowed due to the danger of tripping whilst running on the playgrounds or on the track. For the same reason we would prefer children not to wear open-toed sandals, but if this is not possible, we ask that they wear socks. Children should not wear shoes that are decorative (e.g. diamantes) have flashing lights, coloured strips or logos, be backless sandals, boots, trainers or 'leisure' shoes. Please do not send children in shoes with laces unless they can tie them themselves.
- **Wellingtons:** Children in Class 1 also need pair of wellingtons that are kept on site throughout the year.
- **PE kits:** Reception children do PE from the start of the year but do not need a tracksuit. PE kits should be sent each week on PE day however Mrs Watts will notify you when you need to start sending it in. The PE kit is a plain white T-shirt or the school's PE top and a pair of plain navy shorts – both of which need to be clearly named.
- **Hair:** Hair must be neat and tidy at all times. Long hair should be tied back. Hair accessories should be plain, practical and either neutral or in the school colours. Novelty or fashion items are not allowed.
- **Naming belongings:** All items of clothing, as well as footwear, must be named. Please note that any clothing which arrives in school unnamed may be named by Class One staff. If it is not possible to match up unnamed belongings with children the items will be sent to school lost property.

What to Bring to School Every Day

Class 1 children go outside to learn and play in most types of weather so it is vital that they always bring a hooded waterproof coat with them to school. Each day they

must also bring a named water bottle containing water (not juice), their school reading book and reading record book (when they have received one) and any additional clothing needed for the weather (e.g. a hat and gloves in the winter or a sun hat in the summer). Toys are not allowed in school unless they are part of the learning and have been requested by the teachers. Children do not need to bring in any kind of stationery or other school equipment but they will need their school book bag and home/school reading folder with them, once these have been given.

The School Day

You will be provided with information about our staggered start half days for new Reception children at our parent induction meetings. However, our current routine for the normal school day is as follows. Any changes will be confirmed before the start of term.

Morning Drop-Off

Mrs Watts will open the side garden gate at 8.40am. Please bring your child into the garden area and hand them over to Mrs Watts or Mrs Williams. School officially starts at 8.50am and the gate will be closed at this time. If you have another child to drop off in school, we would advise you to bring your Class 1 child in last. Other than during the first few days of school, we encourage all parents to hand children over to staff at the entrance door rather than entering the classroom, as there is not really space for this. This is also important for encouraging children's independence.

At any other times during the school day access into school is by the main entrance only. If you arrive at school after 8.50am, you will need to bring your child to the main entrance.

Afternoon Collection

The main school black gates open at 3.05pm. Please enter the school site and come all the way round the building to the Class 1 cloakroom door. School finishes at 3.15pm and Mrs Watts will release your child directly to you. Your child will be allowed out when a member of staff can see their adult. We will be asking for details of anyone else who will be regularly collecting your child (such as grandparents). These lists can be amended at any time in the year.

If your child is to go home with anyone else as a one-off, perhaps for a play date or in an emergency, it is vital that you inform staff beforehand, either in person or via the school office.

Before School & After School Club

Children who attend the Before or After School Clubs are delivered to and collected from their classroom by Club staff. The staff in Class 1 have a strong relationship with Before & After School Staff.

Absences

Please telephone the school office on 0113 2886394 to report an absence due to illness before 8.30am. There is a 24-hour answer phone where messages can be left.

Harewood C of E Primary's Attendance Policy is in line with the Local Authority. The headteacher is unable to authorise term time holidays and will not grant a leave of absence for exceptional circumstances where these include days of family holiday. Requests for other absences are considered on a case-by-case basis once a form has been completed. The form is available from the office or can be found in the school Attendance Policy, which is available on the school website.

Harewood C of E Primary School has adopted the Local Authority's code of conduct which allows for Penalty Notices (fines) to be issued to parents who take their child out of school for holidays. Children under the age of 5 at time of travel cannot be fined but the holiday will still be unauthorised by the school.

Wherever possible, please make doctor or dentist appointments outside school hours. If you are not able to do this, you must inform your child's class teacher once the appointment has been made.

Parking

The school does not have its own carpark. Parents park in various places around the village and walk their children from there. Our relationship with residents of the village is very important to us so please do ensure that, when parking, you do not park so as to obstruct pavements or driveways. The village hall in Church Lane do allow parents to use their car park if they choose. They operate an honesty box system for contributions and just request that those using the car park on a regular basis make an occasional contribution.

PTA

We are very lucky to have an extremely active and supportive PTA. All parents are members of the PTA and are encouraged to attend the meetings and take part in the various functions, social events and fund raising occasions.

SchoolMoney

The school uses this system for all payments eg. Before & After School Clubs, school dinners (when in KS2), extra-curricular clubs and trips. As a cashless office we cannot accept any payments by cash or cheque. During the first week of school, you will be sent a text and email which will include a unique username and password for the system. You will also find a user guide in the information pack.

Food and Drink at School

Morning Snack

Free fruit is provided for a morning snack each day through the School Fruit & Vegetable scheme. Children may also bring in their own fruit for a snack.

Milk

Children are entitled to free milk every day until the start of the term in which they turn five. Milk is available to purchase for children who turn five in that term. Please refer to the Cool Milk leaflet for further details.

Water

Children need to bring **water** in a clearly named drinks bottle every day. They have access to these throughout the day. The bottles are sent home for washing every night. **No other drinks are allowed.**

Lunch

School dinners are currently free to Class 1 and KS1 children. Harewood's school meals are tasty and nutritious and the vast majority of Class 1 children have them. There is a rotating three-weekly menu with a daily choice of a meat or vegetarian based meal. In September, Mrs Watts will send home a copy of the menu with a tick list each week. It will go home on a Friday for you to discuss options and make a choice with your child for the following week and it should be returned to school on the following Monday morning. From the Summer term children will choose their meal at the start of each day, as part of the transition process for moving to Class 2, but it is still important to talk to your child beforehand about what they might like to eat. All menus are available on the school website.

Packed Lunch

If your child has a packed lunch instead of school dinners it must NOT include food containing nuts, fizzy, canned or bottled drinks and sweets, crisps or chocolate. It may be that we ask you to avoid bringing in other food items if class members have allergies but Mrs Watts will inform you if this is the case. An ideal packed lunch would contain a sandwich, a drink of water and some fresh or dried fruit.

Mental and Physical Wellbeing

Mental Wellbeing

Harewood C of E Primary is a child-centred school. Developing good communication and positive relationships lie at the very heart of the Early Years curriculum. A lot of learning, particularly at the start of the year, focusses on these areas.

Staff are mindful that some children may find the transition to school difficult. Staff are well used to promoting self-confidence and self-esteem and successfully managing separation from parents.

Illness at Home

If your child is ill at home and going to be off, you must telephone the school's on 0113 2886394 before 8:30am on the first day of their illness and give the reason for their absence. If their illness continues into the following week please call again on Monday morning.

To stop the spread of infection children are not allowed to return to school until **48 hours after** their last bout of vomiting/diarrhoea (this is NHS guidance for all schools). Please visit <https://www.nhs.uk/live-well/healthy-body/is-my-child-too-ill-for-school/> for information about common childhood illnesses.

Illness at School

If your child is ill in school, you will be telephoned to ask you to collect your child as soon as possible. It is essential that you keep the school office informed of all your

up-to-date contact details. If we cannot get hold of you, we will call the contacts you have given on the admissions form in the order they were listed.

Accidents at School

In the event of a serious accident, a parent is always contacted immediately. If your child bumps their head they will always be attended to by a qualified first-aider and a 'bumped head note' will be sent home with your child if they have needed first aid. Children who have been given a bumped note will also be given a bumped head sticker. Sometimes special stickers are given to children who receive first aid.

Self-Care

Children should be able to go to the toilet by themselves **unaided** before they start school. If you have any concerns about this, please raise them with your child's teacher before they start. If there is a medical need for a child to be assisted in going to the toilet, an intimate care plan will be set up between parents and school staff.

Head lice

Head lice are very common in young children. They do not have anything to do with dirty hair and are picked up by head-to-head contact. Head lice spread very quickly in school settings. Please check your child's hair regularly and treat head lice immediately if found. It is best if long hair is tied back, as this reduces the risk of head lice being passed on between children.

Medication in School

If your child has a long term condition (e.g. asthma, food allergies, cystic fibrosis etc.) we will need a copy of their medical care plan so that we can support their needs. Any medication for long or short-term illness can only be administered in school once an 'administration of medicines' form has been completed. Any prescribed medication must be clearly labelled with your child's name and the dosage. **No medication can be administered by school staff without the appropriate documentation being completed.**

Sun cream

Sun cream should be applied at home before school. We advise applying long-lasting sun cream as the children in Class 1 have more access to the outdoors than other year groups. Your child may bring sun cream into school in a named bottle for a top up before lunch time. They will need to apply it themselves but they will be supervised by an adult whilst doing this.

For more details about medication please see the school's Supporting Children with Medical Needs Policy on our website.

Positive Behaviour in School

While recognising that each child is an individual and children are very young when they start school, we still have high expectations for behaviour. Harewood C of E Primary has four whole school rules, 'Be kind, be respectful, be honest, be your best self'.

When they start school each child is put into a house team. Siblings will be put into the same team. Children can earn points for their team for things such as excellent effort or demonstrating kind behaviour.

Each week 2 children who have shown excellence in learning, behaviour or attitude become the Excellent Early Learners.

Positive behaviour and hard work are rewarded in other ways such as praise, stickers and certificates.

Communication

Website

Our school website www.harewood.leeds.sch.uk contains a whole raft of useful information. In the Parents section you can access class specific information, including updates, usually posted by the teachers on Fridays, telling you what your child has been working on that week.

The Homepage of our website also has a link to the school Twitter feed which also shows you a good range of the things we have been up to in school.

Celebration Assemblies

There is usually a celebration assembly on Friday at 2.40pm, to which parents are invited. This is when children are awarded certificates for being an Excellent Early Learner along with other celebrations.

Parent/Teacher Meetings

At the start of the academic year each teacher will meet the parents of children in their class. The purpose of these meetings is for school staff to get to know more about the children and for parents to have the chance to ask any questions they might have. We also hold teacher/parent meetings at different points in the year to discuss children's progress within the Early Learning Goals (ELG). Parents can also request additional meetings at any time throughout the year to talk about progress or other matters that have arisen. In addition, Mrs Watts has a meeting for parents in the Autumn term to provide information about the teaching of phonics. This is a particularly important meeting as it gives parents the initial information they need in order to successfully support their child's reading and writing development at home. This support is of course also ongoing throughout the year

Newsletters

Each week, Mrs Watts sends a weekly update. A school newsletter is circulated to all families weekly, detailing events in the school as a whole. News and events are also published on the school website.

Photographs

Any photographs and videos taken by parents/carers at school events for their own personal use are not covered by data protection legislation. However, we will ask that photos or videos with other pupils are not shared publicly on social media for safeguarding reasons, unless all the relevant parents/carers have agreed to this. Due to GDPR we are not allowed to give out class lists for parties.

We ask all families to contact the school directly if they encounter a problem, rather than using social media as a forum for discussion about school. Please contact our school office via office@harewood.leeds.sch.uk or 0113 2886394. All queries will be directed to the relevant member of staff.

The Early Years Foundation Stage Curriculum

In Class 1 we follow the Statutory Framework for the Early Years Foundation Stage 2021 (EYFS). The Reception Year is the final stage of a journey through the framework, which sets out the standards that schools must meet to ensure children learn and develop well and are kept healthy and safe. It provides a true foundation for learning through life.

The four overarching principles of the EYFS remain constant and at the heart of what we do:

- Every child is a **unique child**. They are constantly learning and can be resilient, capable, confident and self-assured. At Harewood we believe children bring with them a wealth of experiences and we capitalise on their previous and extensive knowledge by getting to know them and their individual personalities. We listen to them and respect their individuality.
- Children learn to be strong and independent through **Positive Relationships**. Our aim over the first few weeks of school is to build relationships. They are the key to happy and secure children who are ready and eager to learn. These strong relationships, between staff and parents, staff and children and children with their peers continue to develop over their time at Harewood and this means children thrive.
- Children learn and develop to their full potential in **enabling environments** with teaching and support from adults. The children in Class One take an active role in our learning environment and, knowing them well means we can follow their interests and deliver learning in ways that appeal to every child. They have a voice in our daily activities and help to plan their own learning.
- Understanding the importance of **learning and development** means our children are at the centre of all we do here and we understand that they develop and learn in different ways and at different rates. Half form entry, with a class of just fifteen children in their first year of school, means we can be more responsive to individual needs and get to know the children in much greater depth. We know where they are in their learning across the curriculum and can support them in their next steps. Children show and deepen their understanding of the things they have been taught through their play and conversations. Consequently, during 'choosing time' in Class 1, knowledgeable adults are always on hand to develop and extend children's learning.

The EYFS curriculum has seven areas of learning and development. All areas are equally important and inter-connect.

There are three prime areas:

- **Personal, Social and Emotional Development:** *Self Regulation; Managing Self; Building Relationships.*
- **Communication and Language:** *Listening, Attention and Understanding; Speaking.*
- **Physical Development:** *Gross Motor Skills; Fine Motor Skills.*

There are four specific areas through which the prime areas are strengthened and applied:

- **Literacy:** *Comprehension; Word Reading; Writing.*
- **Mathematics:** *Number; Numerical Patterns.* We also teach about shape space and measures although this is no longer one of the Early Learning Goals (ELG).
- **Understanding the World:** *Past and Present; People culture and Communities; The Natural World.*
- **Expressive Arts and Design:** *Creating with Materials; Being Imaginative and Expressive.*

Over the year children will be working towards meeting the Early Learning Goals in these areas of learning, as set out in the EYFS Framework (shown above in italics) with consideration and guidance from the non-statutory revised curriculum guidance document, Development Matters.

In planning and delivering our curriculum at Harewood we constantly reflect on the children's well being and engagement, as well as the all-important Characteristics of Effective Teaching and Learning, which are:

Playing and Exploring – Children investigate and experience things, and are happy to 'have a go'.

Active Learning – Children concentrate and keep on trying if they encounter difficulties, they enjoy achievements and build resilience.

Creating and Thinking Critically – Children have and develop their own ideas, make links between ideas and develop strategies for doing things.

Teaching and Learning in Class 1

Children in Class 1 learn through a combination of structured teacher-led sessions, child-initiated activities, adult-initiated tasks and through conversations/games with their peers or adults. The EYFS is a play-based curriculum and learning through play is key. We work hard to ensure there are always engaging and challenging resources available to facilitate this. Children's choices are valued and by following their interests, we are able to better understand their needs to consolidate and move learning forward. They have sole access to their own well-resourced outdoor area, which we call our 'garden'. When the children are not involved in directed activities, they have 'choosing time'. Throughout the day, during choosing time, they have the freedom to play and learn with their friends or adults in 'areas of provision' either inside the classroom or outdoors.

Our more structured learning centres mostly on the delivery of a daily systematic, synthetic phonics lesson and a mathematics lesson. We also teach a dedicated Personal, Social and Emotional lesson, a PE lesson and a Religious Education (RE) lesson weekly. Class 1 have daily Collective Worship, either in the classroom or with the rest of the school in the Hall.

Systematic, Synthetic Phonics

Reading and writing at Harewood is taught through phonics, an approach that breaks down words into sounds (phonemes) that are made up of single or combinations of letters (graphemes). We follow an accredited DfE programme called Twinkl Phonics, which was carefully chosen from a number of appropriate schemes and follows the progression of Letters and Sounds'. Most of the children will have already encountered phonics learning in their pre-school provision and should already be tuning into the sounds in words, either through direct teaching or through lots of conversations and discussions with family and friends. Children regularly take part in shared and small group reading sessions in Class 1 and also have lots of opportunities to read with adults 1:1. Children are challenged at a level appropriate to them and we expect that they practise at home every evening or morning or as often as possible. You will be provided with resources, books and revision sheets as each new grapheme, phoneme correspondence (GPC) is introduced. In the Autumn term Mrs Watts will arrange a meeting with all parents to help them understand how they can support their children at home. This partnership and regular practise of taught skills has been proven to help children make excellent progress with their reading and writing. Mrs Watts is always happy to provide continued support to parents where this is needed.

Handwriting

At Harewood, we teach children handwriting from the start, including a tripod pencil grip, letter formation (beginning and ending the letter in the correct position to promote a fluent cursive handwriting when they reach Key Stage 1) and correct posture for writing. Some children need to be supported in developing their fine motor skills before they are physically ready to write. Staff assess children's fine motor skills when they start school. Parents will be provided with correct letter formation information sheet to help them support at home. There is no expectation that the children will be writing when they start in Class 1. However, if they are beginning to write, we ask that you encourage lower case letter formation following the model on our handwriting sheet (this will be provided when we meet during induction). Incorrect letter formation habits can be very hard for children to break.

Mathematics

In Class 1 we follow a mathematically rich curriculum. Every opportunity is maximised to ensure the children are exposed to maths in a fun, engaging and meaningful way. Our daily classroom routines reinforce the learning we do through dedicated lessons and the children are challenged to solve real life maths problems in a wide range of context to make their learning relevant.

In our dedicated daily maths lessons, we follow the White Rose Maths Scheme (Maths Everyone Can), which embeds mathematical thinking and mathematical language. Key mathematical concepts are revisited and developed through the year

so the children become competent and confident mathematicians. Some of our other popular resources come from the CBeebies series of five-minute animated programmes called *Numberblocks*. We also use support materials from the NCETM (the National Centre for Excellence in the Teaching of Mathematics) website linked to the Numberblocks programmes.

Learning in the Moment

The best way to make any new learning real and meaningful to the children is through play, either child-initiated or adult led. When engaged in role play and other fun activities, knowledgeable adults are in the best place to reinforce and support the children's learning in the most appropriate way for each individual child. These are the times that we can capture the learning moment and make a real contribution to children's understanding.

Assessment

When children start school, we conduct our own baseline assessment through observations of children playing with each other, interacting with resources or through games and activities we have set up to engage in with them. This is done sensitively and children do not know they are being assessed. There is no expectation that children will have any prior knowledge of literacy or numeracy on starting school but the baseline is a useful way of establishing children's next steps. We also deliver the Statutory Reception Baseline Assessment of children starting school (statutory from September 2021). The government will keep the data from the assessment and use it to track progress of cohorts of children until the end of Year 6. Children at Harewood will take part in the assessment once they have settled into school. It will be conducted by Mrs Watts. If you have any questions about this do not hesitate to ask.

Following our baseline assessments, children's learning is regularly assessed through the year and this information is used for planning and delivering next steps in their learning. At the end of the year our own assessments feed into 'The Foundation Stage Profile' (EYFSP). The profile will say if children have achieved each of the ELG and, you will receive a report containing this information, accompanied by details of the children's wider achievements and a comment on their overall attitude to learning and to school.

Homework

We recognise the massive impact regular learning at home can have on the children's development. Consequently, we have high expectations of the regular support parents provide throughout children's time in Class 1. We also hugely appreciate the effort made by families and will provide parents with as much support as is needed to enable them. After the initial Phonics support meeting in the Autumn term, parents will be provided with subsequent materials and ideas for activities to support their children's learning. Homework will be sent daily or weekly as appropriate (once the children are settled and we begin daily phonics lessons) and it is a great way to develop that all important home and school partnership, as well as helping the children learn.

Children will be given their own homework folder containing a phonics book, reading books, cards or reading materials along with a reading record book. Once children

have been given reading material it is expected that they will read with an adult at home **as often as they can** and every night or morning if possible. **Children who read regularly outside school progress more rapidly than those who only read in school. Sessions do not have to be long (five to fifteen minutes initially) but they do have to be regular and as positive an experience as possible.** The reading record book is designed to be used as two-way communication, so we know when the children are engaged in their learning at home and parents can see clearly what needs to be done to support.

There will sometimes be other specific focussed phonics, maths or other activities relating to topics of interest, which we ask for support with.

It is really important that the children's school bags and home/school folders are checked every night and are in school every day, as they are one of the prime means of communication between Mrs Watts and home. It is also vital that parents or any adults working with the children demonstrate a positive attitude to learning. If you have any questions or need and support to deliver home learning please just ask, we're here to help!

Tapestry, online Learning Journal

We use 'Tapestry' to track and share children's learning with families during their time in Class 1. This system, called an 'online learning journal' will enable staff to take photographs, videos and make written observations of the activities children do at school. Registered users will then have access to this information (using an email address and a secure password to log in). This enables families to celebrate the learning at home as well as support it through conversations. It also provides children with opportunities to reflect on their learning at home, which is something we use photographs for in the classroom every week.

Parents can also add their own photos and comments to the journal. It has been very popular with families over the last four years and has been used very successfully to provide Show and Tell opportunities for the children (see below).

Tapestry is hosted in the UK on dedicated, secure servers. These servers conform to very high safety standards and are proactively managed by a central security team. The safeguarding of our children is very important to us. Everything that is added to Tapestry will be on our school account and can only be viewed by the school staff that use the system, and registered users at home, using their own log in details. Tapestry admin staff will only access these accounts with prior permission from the school (for example, if required to solve a technical issue). A copy of Tapestry's 'Privacy, Security and Back-Up Policy' is available to view on request.

Parents only have access to their own child's journal and this cannot be seen by other families. However, children in the class will sometimes be photographed with others as they work together. For this reason, we will ask permission for children to appear in photographs within other children's Learning Journals. **Once the Learning Journal is set up, it is crucial that parents/carers do not share these photos or videos on social media or through other online platforms.**

The photographs/ videos taken and uploaded to Tapestry by the school are the property of Harewood C of E Primary School and other users do not have permission to upload them onto any website on the internet. We ask that parents protect the images of their own and other people's children by viewing and using them carefully. Any incidents where this confidentiality is broken will result in access to the system being withdrawn.

Mrs Watts will endeavour to set up Tapestry accounts for all the new children before the summer holidays so parents can upload 'All about Me' information about their child. Mrs Watts can then use this information to prepare the classroom and learning activities for the beginning of the Autumn term.

Here is the link to the Tapestry's website where there are videos, tutorials and more general information if you require it: <http://eyfs.info/tapestry-info/introduction>

Other than filling in the required details on the forms and consent slip, you do not need to do anything now. Mrs Watts will send you a link to your child's account once we have the necessary paperwork completed.

Show and Tell

Developing the children's language skills and self-confidence is a massive priority and one of the ways we can help them is to invite them, with the help of parents to do a 'show and tell' session each week. We ask that parents provide a photograph on the children's online Tapestry Learning Journal showing something they have done/made or somewhere they have been. They are encouraged to talk about their photo/photos in front of the class and the other children are then encouraged to ask questions to find out more information. These show and tell sessions are always very popular and we have allotted days for each of the children so they all have a fair opportunity. Please help the children make this experience positive and valuable by talking to them about the photos you have provided in advance.

Before children begin school, we have arranged a parent only meeting for all families with new starters and a 1:1 visit for parents and their child to meet Mrs Watts in the classroom. The children will also have the opportunity to visit the classroom with their classmates for an hour together before the long summer holidays begin.

We very much look forward to meeting you.

There is some really useful information about preparing children for starting school here: <https://www.oxfordowl.co.uk/for-home/starting-school/>