

Franche Community Primary School



Reception

Parent Information
2024/2025

"Children get off to an excellent start in early years."

OFSTED 2019



Reception

Information for Parents

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Information for Parents

The first steps...

The transition from Nursery to Reception is a big event in your child's development. As a school we work hard to maintain the emotional well being of all children and endeavour to make this a happy and positive experience for both you and your child.

We are incredibly proud of our transition process at Franche and look forward to meeting many of you at our transition sessions. Whilst at these sessions, you will meet various members of staff but here is a little overview of some of the key members of staff that you, and your child, will get to know.



Who's who?

| | |
|--------------------------------|---|
| Mrs Dixon | <i>Headteacher and Designated Safeguarding Lead</i> |
| Mrs Woodward | <i>Assistant Headteacher and Designated Safeguarding Lead</i> |
| Miss Minogue | <i>Assistant Headteacher of Early Years and Deputy Designated Safeguarding Lead</i> |
| Mrs Arnold | <i>Reception Year Band Leader and Reception Teacher</i> |
| Miss Potter | <i>Reception Teacher</i> |
| Mrs Gudger | <i>Reception Teacher</i> |
| Mrs Morgan | <i>Specialist Speech & Language Teaching Assistant</i> |
| Mrs McLean | <i>SEND Co-ordinator (maternity leave)</i> |
| Mrs Wilson | <i>Acting SEND Co-ordinator</i> |
| Mrs Ellis | <i>Attendance Officer</i> |
| Miss E Running | <i>Attendance Lead and Deputy Designated Safeguarding Lead</i> |
| Mrs Crowther | <i>Swimming Teacher</i> |
| Mrs Vining | <i>Swimming Teacher</i> |
| Mr Gauden 'Dan the Forest Man' | <i>Forest School Leader</i> |
| Miss Jodie Dyke | <i>Forest School Leader</i> |
| Mr B Wills | <i>PE Teacher</i> |

Reception

All About Us...



At Franche Primary School we provide an outstanding start to school life and offer a creative and inspiring curriculum for all of our children. Our fantastic facilities include our own onsite swimming pool, vast playing fields and a forest school. All of which the Reception children will have access to throughout the academic year.

We also offer excellent wraparound care for children from 3 months to 11 years, open 7:30am until 5:30pm, 51 weeks a year including a breakfast club, after school care and holiday club.

Our Reception unit has three class bases, a large shared central area, additional teaching rooms and a well resourced outside classroom and garden. Each classroom has a class teacher and a full time teaching assistant. The children also benefit from having additional teaching assistants that are shared between the classes.

The Reception unit works very closely with both Nursery and Year 1. This enables a smooth transition between year bands. It also allows us to organise and plan effectively to ensure that we can personalise every child's learning and support them to achieve their full potential through an ambitious and sequential curriculum, building on skills and knowledge from previous years. Our curriculum is delivered through our indoor and vast outdoor learning environments. Reception children are also invited to attend after school clubs which can include dance clubs, gymnastics clubs, Lego club and creative clubs.



We also believe that working with you as parents is of paramount importance. Our effective collaboration and positive partnership will ensure the best learning opportunities for your child. If you have any concerns or questions, we are always willing to meet with parents and carers. Please do not hesitate to see your class teacher in order to make an appointment. Throughout the year we also invite you to a number of evenings to discuss your child's progress and development. There are other opportunities such as parent workshops and parent/carer mornings where you'll get a chance to see how we teach and catch up with your child's teacher too. These are excellent chances to experience Early Years teaching and pick up tips and advice for how to support your child's development at home.

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Looking Good!

Our Early Years uniform consists of:

Winter Uniform

- Red polo shirt (optional with school logo)
- Navy jumper or cardigan (optional with school logo)
- Grey or navy trousers (no leggings, no lycra), skirt or pinafore dress
- Grey or navy tights
- Grey, navy or white socks
- Black low-heeled shoes (no black trainers)
- Navy school coat (optional)

Summer Uniform

As we enter the summer term, your child is able to wear the school summer uniform.

- Red polo shirt with optional school logo or light blue check shirt
- Light blue check summer dress
- Grey or navy long shorts, culottes or skirt
- Grey, navy or white socks
- Black or navy **closed** toe low-heeled sandals (optional)
- Navy cap with school logo (optional)

PE Kit

- Navy crew neck t-shirt (optional with school logo)
- Navy shorts or skirt
- Navy tracksuit
- White socks
- White trainers or black pumps

Swimming Kit

On the days where your child goes swimming (once every week) they will need to bring in their own swimming kit. This consists of an appropriate swimming costume or swimming trunks and a towel. You are able to provide a swimming hat if you would like your child to wear one and they can also wear goggles if the appropriate letter is signed beforehand. As a school, we provide all necessary buoyancy aids such as arm bands.

Forest School

On the day your child has forest school they will come into school in their PE kit.

All children in Reception are required to wear school uniform and have a school book bag. Please don't rush to purchase the book bag as we have a special gift for each child starting school with us. Franche specific items of school uniform and bags can be purchased from the School Shop in Kidderminster or from our online provider www.myclothing.com. Parents may also wish to buy a school P.E bag; however, this is optional. Non branded items of school uniform can be purchased from most supermarkets.

Please name ALL items of clothing. It is advisable to re-check labels each half term as names can wash or rub off.



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A 'Typical' School Day

Although our timetable can be flexible in response to our children's learning needs, here is an example of a typical day in Reception.



- 8:30am Our school day starts at 8:30am where the children come in through their classroom door, into their class cloakroom area. They then come into the classrooms, sign their name on their new name card and settle in. As the year progresses, this time can also include a morning challenge linked to the current topic.
- 8:45am The register is taken by the class teacher. We also use this time to look at our the visual timetable for the day and explore what we are going to be doing.
- 8:55am Phonics session following the Little Wandle phonics scheme. Assembly (one morning each week).
- 9:15am A short teaching session takes place on the carpet, focusing on either literacy, maths or PSHE.
- 9:30am Independent learning opportunities begin during which the children select their own activities through a topic led, play-based curriculum, both indoors and outdoors. During this time, short teaching sessions take place in small groups. This targeted time with a teacher often has a maths or literacy focus and is delivered at the table or through play. Three times per week there will be small group reading practise sessions where the children explore a new book each week with a member of staff.
- 11:30am A short daily teaching session takes place on the carpet area followed by some reflection time/ story time.
- 12:00pm Lunchtime and a play outside on the Lower School playground.
- 1:00pm Afternoon session starts and the register is taken.
- 1:10pm A short whole class teaching session takes place. This could be a mini Maths Meeting (exploring a new maths concept or number), an 'expressive art and design' session or a carpet time exploring 'understanding of the world' (areas of learning from the EYFS).
- 1:40pm Independent learning begins during which the children select their own activities through a topic led, play-based curriculum, both indoors and outdoors. During this time, short teaching sessions take place in small groups.
- 2:30 pm Transcription Time (where we practise writing letters). Initially, we focus on developing our gross and fine motor skills (PD) during this time until the children are ready for letter formation.
- 2:40 pm Story time and getting ready for home time.
- 3:00pm School day ends and children are collected from their classroom door.

*Throughout the week the children will also have adult led forest school, music, PE and swimming sessions



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Food Glorious Food!



As a 'Food for Life' school we pride ourselves on offering healthy snacks and hot dinners. The school hot dinners consist of a main course, access to a salad selection and pudding, all of which are cooked on site using locally sourced produce. Every child from Reception to the end of Year 2 is entitled to a universal free school meal. This is provided everyday and is of no cost to the parent, we simply ask that you complete your child's meal choice using ParentMail (school communication service). Your child may prefer to bring a packed lunch to eat at lunchtime, this is of course okay to do.

Children are required to bring their water bottle (labelled) into school each day. To support good oral hygiene we ask that children do not bring squash, fizzy or high-sugar drinks such as juice. The children in Reception are also welcome to have milk which is provided daily and is free, up to the age of 5 years.



Throughout the day, the children are offered healthy snacks. We provide a wide range of different types of food to encourage them to try new things in addition to the fruit that is on offer everyday. To assist us in providing this additional snack option, we ask that all parents/carers make a voluntary contribution of £1 per week. This will also be used to buy ingredients so that we can cook with the pupils regularly throughout each term, linking our experience to the curriculum topic that is being explored.

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‘Learning Without Limits’



Reception children access the curriculum through several creative topics throughout the year and planning and provision is differentiated depending upon the needs of the child. We encourage children to become independent learners and thinkers. Learning takes place through whole class teaching, adult led focus groups and through play and exploration with open access to our secure outdoor area.

The Early Years Foundation Stage Framework is made up of three Prime Areas of Learning and Development and four Specific Areas of Learning and Development.

The three Prime Areas of Learning and Development are:

Personal, Social and Emotional Development



Through this area of the curriculum children are provided with learning opportunities and experiences to enable them to develop a positive sense of themselves and others. They will be encouraged to show respect for others and their feelings, develop social skills and a positive attitude towards learning. The children will also develop independence skills in relation to personal care and self development, thinking and learning for themselves.

Physical Development

Physical Development helps children build confidence in what their body can do and enabling them to understand the importance of being healthy and active throughout their lives. They will be encouraged to develop their fine (small) and gross (large) motor skills by moving in a variety of ways, as well as using a range of small and large equipment or tools in different situations, showing imagination, control and an awareness of safety. The children will also develop an awareness of how exercise affects their bodies and what this feels like. This area also aims to develop greater independence when dressing and undressing and managing basic personal hygiene.

Communication and Language

Communication and Language develops the children’s confidence when speaking, listening and communicating effectively with others, particularly developing children’s attention. Children learn to ‘listen and do’ communicating with others whilst engaged in activities. Children will have lots of opportunities to listen and respond to a variety of media, asking questions and responding with relevant comments and ideas. Following instructions and responding to questions in response to stories and events helps children to be able to express themselves effectively. We will learn to connect ideas and talk about things that have happened already and things that might happen in the future using the correct tense.



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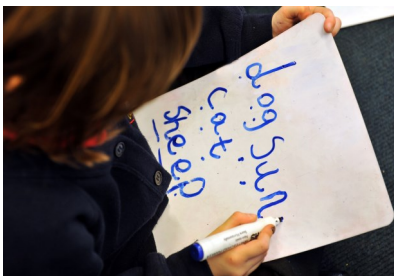
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The four Specific Areas of Learning and Development are:

Literacy

This area of the curriculum children will develop an understanding and enjoyment of stories, books and rhymes, recognising that print carries meaning. Initially the focus is linking the sounds (phoneme) and letters (grapheme) before being able to read and understand simple sentences as well as decoding unfamiliar and more complex words. Writing also plays an important part in this area of learning. Children gain an understanding of the relationship between the spoken and written word and by exploring making marks they can begin to write for a variety of purposes using recognisable letters. As these skills develop, the children will begin to write simple sentences containing a range of familiar and unfamiliar words that can be read by themselves and others. When writing more complex words children will be able to make phonetically plausible attempts.



Mathematics

Children's mathematical development is accessed through two aspects; Number and Numerical Pattern. Through these different aspects the children will be supported in recognising and having a deep understanding of numbers to 10, including the composition of each number (how it can be made in different ways). The children will develop an awareness of the relationship between numbers and amounts and know that numbers can be combined (added together), separated (taken away) and that amounts can be compared (difference) to help them with solving mathematical problems. Children will also develop understanding of and build up a vocabulary of everyday language in relation to size, weight, capacity, position, distance, time and money to compare objects and solve problems.



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The four Specific Areas of Learning and Development are:

Understanding the World

It is important that children are supported in developing the knowledge, skills and understanding that help them to make sense of the world. It is through this aspect of the curriculum that children will begin to find out about time in relation to past and present events in their own lives and those of people close to them as well as society. They will have the opportunity to learn about and talk about a variety of different cultures and the natural world around them, both within their local area and further afield. Children will begin to understand that everyone has different likes and dislikes and that they must respect this just as other people will respect them.

Expressive Arts and Design

Creativity involves children initiating their own learning and taking controlled risks, making connections, choices and decisions. The children will be provided with opportunities to explore equipment and their surroundings and will be encouraged to share their thoughts, ideas and feelings with both the adults in the setting and their peers. Creativity takes many forms and includes art, music, movement, dance, imaginative and role play activities, design and technology, ICT and mathematics. It is essential that children are given time to become absorbed in the activities/equipment on offer and to explore their own ideas using a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.



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Supporting Your Child at Home



We believe that the best way you can support your child's learning in Reception is to have fun and encourage positive conversation about school.

Please remember that your child is at school for a large part of the day and after a day at school, they will be tired and may need time to play without structure. Below are some suggestions of how you can support your child at home but do not feel pressured or obliged to do these.

Encouraging Independence

In Reception we promote the development of independence which will in turn increase self esteem and positive self image. We support and encourage the children to go to the toilet on their own and manage their own hygiene and personal property.



You could support this development at home by:

- Encourage your child have a go on their own first
- Try to put your child in clothes which are easy for them to put on and take off independently
- Named clothes helps your child to recognise their name and belongings
- You could use a star chart to encourage them to do activities themselves

Letter Names and Sounds

At Franche, we follow the Little Wandle Letters and Sounds Revised scheme when teaching phonics. You can learn more about how we teach phonics by exploring the 'Phonics' session on our school website. In Reception we start off by learning letter sounds whilst exploring how to orally blend and segment words.

Here are some fun ways to learn and practise letter names and sounds:

- Playing a game of 'I Spy'
- Playing teachers at home and asking your child to teach you the letters and sounds they have learnt
- Playing 'guess the letter' by tracing on each other's backs



Writing and recognising their name can also be a fun activity to do with children before they start school. You could write it in sand, or use a wet paintbrush on the pavement! You can find a video for how to write each letter on our YouTube channel too.

Remember to have fun!

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Supporting Your Child at Home



Reading

We want to encourage a passion for reading and a love of books.

This can be done through you reading to your child as well as encouraging them to read to you. After the first few weeks at school, your child will be bringing home a book to share with you at home. Later in the Autumn term we will invite you into school every week on a certain day between 8:30am and 8:50am to share a book with your child.

Other activities that support reading are:

- Acting out your favourite stories using dolls, toys or puppets
- Point to words and logos around you— can your child recognise the supermarket signs or their favourite food labels?
- Find words in the environment that start with significant letters like the same letter as your child's name
- Play silly rhyming games and games that encourage alliteration eg. the **big bad bug**

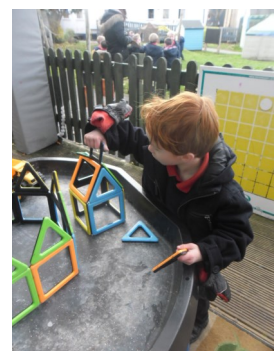


Problem Solving, Reasoning and Numeracy

We want to encourage a love of numbers, shapes and solving problems. We want the children to have a wealth of number and shape experiences, including weighing, measuring and comparing real objects from home and their environment.

This could be done through:

- Singing songs like "Five fat sausages sizzling in the pan...one went pop and the other went BANG!" How many sausages are left?
- Counting EVERYTHING! Maybe the number of lamp posts on the way to school, or steps taken to get into bed, use words like 'more than' and 'less than' to compare amounts
- Counting out loud forward and backwards
- Cooking together and talking about the different amounts
- Growing plants and measuring them. Which plant can grow the tallest?
- Making shape pictures, playing I-Spy with shapes, matching shapes.



Remember, learning is more fun when we do it together!

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Parent Partnerships



Franche Community Primary School knows and values the importance of relationships with parents and we firmly believe that parental involvement can only enhance a child's school experience. We are fully committed to a partnership approach and the needs of every child are discussed in full prior to admission and on an ongoing basis.

Parents are welcome to look at their child's Learning Journey at any time, 1/2 termly curriculum overviews and regular home-learning ensures that parents are fully involved in their child's journey. Any completed home-learning is celebrated within school with their friends.

Regular Parents Evenings are arranged during the academic year which enable parents to meet with their child's class teacher to discuss how well the child has settled, share progress and discuss any concerns. Parents/carers are welcome to book additional time with any teacher or a senior member of staff if they wish.

We are also proud to offer family workshops and mornings which enable parents/carers to come in and work with their child in the Reception environment. Workshops cover a range of topics and areas of learning and are designed to be fully interactive for the parents.

The school has an active PTA and parents are welcomed along to the monthly meeting to help plan and coordinate events for the school. The PTA raise a considerable amount of money for the school each year by organising a variety of events for both children and families, these include; quiz nights, discos, summer fetes and even a circus! These are attended by the whole community and parent support is essential to enable their success. Please contact the office if you would like further information.

If you would like to see all the wonderful fundraising they have achieved for the school or to see their next event please visit their Facebook page; Franche Primary School PTA.



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The British Values

At Franche Community Primary school we uphold and teach pupils about the British Values As educators we recognise that we have a duty to keep our children safe and to prepare them for life in modern Britain.



The British Values are:

- Democracy
- Rule of Law
- Individual Liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs

Community Links

When your child joins our setting they become part of the family of Franche Community Primary School. This family incorporates 'Chestnut' our onsite Children Centre, Tots@Franche 0-3 year old childcare, our wraparound out of school/holiday club and the wider community. We operate as a joined up service to ensure that our children and their families receive the best possible support and opportunities.

The Early Years staff also have excellent links with other child care settings and regularly meet as part of the local Early Years Partnership and Primary Teaching Alliance.

Reception pupils are also fully involved in the wider life of the school, joining in with all activities on offer such as assemblies, Christmas productions, family workshops and a variety of whole-school celebrations.

With the support of pupils, parents, carers, members of staff and the community, we have many achievements to be proud of including:

- ◆ Nursery World- Early Years Team Of The Year
- ◆ Leading Parent Partnership Award- Outstanding
- ◆ Sports Mark - Platinum Award
- ◆ Food for Life Flagship school – Silver Award
- ◆ Inclusion Mark
- ◆ Arts Mark – Gold Award
- ◆ Investors in People
- ◆ Leading Aspects Award



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Safeguarding

Franch Community Primary School is committed to safeguarding and promoting the welfare of children. We expect all staff and volunteers to share this commitment.

This means that we have a Safeguarding Policy and procedures in place. All staff, including supply staff, volunteers and governors, must ensure that they are aware of these procedures. Our Safeguarding Team and Safeguarding Governor oversee the school's safeguarding practices, ensuring that we remain vigilant and up to date.

For more information, you can visit our Safeguarding page on our school website www.franchprimary.org.uk Here you can find the Safeguarding Policy, leaflet for visitors, our Early help offer and safeguarding information. Paper copies of our policy can be obtained from the school office.

Sometimes we may need to share information and work in partnership with other agencies when there are concerns about a child's welfare. We will ensure that concerns about our pupils are discussed with parents/carers first -unless we have reason to believe that such a move would be contrary to the child's welfare.



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Attendance

Good attendance and punctuality remain a top priority for us at Franche Community Primary School. We share parents and carers views in wanting the best for your child and we are looking forward to working in partnership with you.

We strive to ensure your child has the best opportunities to be the best they can be, to feel safe and supported in school, and to develop a sense of belonging both with their peers and as a wider part of our school community.

To support that, regular attendance will be key.

We expect all pupils to attend school as regularly as possible. Our ambition for every child is **100%** attendance.

We recognise that on occasion some children may experience illness or have exceptional reasons preventing regular attendance. We will work with you as partners to ensure in such circumstances any identified barriers are discussed so we can best support your child's wellbeing and education.

Giving your child the best start

90% attendance may seem like an acceptable level of attendance, however the reality is that 90% attendance means that your child misses half a day of school every week, the equivalent of 19 school days (almost one whole month), during the year. Research shows that children who miss this amount of school do not achieve as well as their peers who attend more regularly.

| | |
|-----------------|---|
| 100% Attendance | 0 Days Missed |
| 95% Attendance | 9 Days of Absence 1 Week and 4 Days of learning lost |
| 90% Attendance | 19 Days of Absence 3 Weeks and 4 Days of learning lost |
| 85% Attendance | 28 Days of Absence 5 Weeks and 3 Days of learning lost |
| 80% Attendance | 38 Days of Absence 7 Weeks and 3 Days of learning lost |
| 75% Attendance | 46 Days of Absence 9 weeks and 1 day of learning lost |

Our attendance policy is available to read on our school website. This explains how we monitor attendance and follow up absence.

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Attendance

As parents/carers you can best support your child to secure regular attendance and punctuality by:

- ⇒ Making sure your child attends school every day it is open, unless there is an exceptional reason preventing this.
- ⇒ Ensuring your child arrives at school on time every day.
- ⇒ Establishing a good routine each evening and each morning so your child is prepared for the school day ahead.
- ⇒ Talking positively to your child about school and taking an interest in their school day.
- ⇒ Ensuring a good bedtime routine to enable your child to get enough sleep.
- ⇒ Arranging dental and medical appointments outside school hours wherever possible.
- ⇒ Informing the school if your child is ill and too unwell to attend via ParentMail.
- ⇒ Taking any holidays during school holiday periods, and not during term time.
- ⇒ Attending parents' evenings and school events.
- ⇒ Praising and rewarding your child's efforts and achievements at school.
- ⇒ Supporting school staff by working in partnership to best manage and support your child with any difficult or challenging behaviour or circumstances.
- ⇒ Discussing any problems or difficulties with the school as soon as they arise – staff are here to help.

We know being a parent/carer can be challenging at times and it goes without saying that we are here to support you all as families.

If there are any difficulties or problems affecting your child's attendance. Do please speak with your child's class teacher in the first instance or Mrs Ellis (Attendance Officer) or Miss Running (Attendance Lead). This can be done by calling the school, coming into the school office or emailing attendance@francheprimary.worcs.sch.uk.

We look forward to working in partnership with you to support your child's educational journey and ensure their educational entitlement.

Attendance Matters



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Further information



If you would like further information please feel free to have a look on our school website

www.francheprimary.co.uk



Alternatively, you can always contact us via telephone or email

Telephone number: 01562 751788

Email: office@francheprimary.worcs.sch.uk



Keep up to date with all the Franche news by visiting our Twitter and Facebook pages

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