

Welcome to Reception



We know that this is an exciting (and sometimes daunting) time in your family's life. Your child is about to start school and is going through an important transition into the next chapter of their life. The information that follows will help make your child's start to school an enjoyable and worry-free time and should answer many of the questions you will have about beginning school.

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Staff

Below are listed key members of staff who will be interacting with your children on a regular basis.

Senior Leadership Staff

Mrs Samantha Thompson Principal
Mrs Kelly Hughes Early Years Lead

Teaching Staff

Mrs Joanne Leigh RL Class Teacher
Miss Ellie Davies/Miss Sophie Mitchell RS Class Teacher
Miss Rachael Tarry Teaching Assistant

Midday Staff

Mrs Wendy Hughes RL Midday Assistant
Mrs Mandy Shenton RS Midday Assistant

School Routines

This aim of this section is to answer the questions you may have about school routines, more information on Leighton Academy's philosophy, ethos, policies and curriculum are on our website: www.leightonacademy.com.

Coming into and leaving school.

- School begins at 9.00am and finishes at 3.15pm.
- The doors are open from 8.35am, it is important that your child arrives before 9.00am.
- At the end of the day parents wait outside the reception classrooms (where your child is dropped off in the

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morning) and your child is sent out to you by their class teacher or teaching assistant. In the first few weeks please be patient as we get to know your faces.

- For safeguarding reasons, access to the rest of the school is through the main entrance only.
- **Please ensure that we know who is collecting your child** as, for safeguarding reasons, we will not release your child to anyone other than yourselves without prior notification.
- Please use the correct footpath and enter through the pedestrian gates. Unfortunately, there are no parking facilities for parents within the school grounds. Please be aware that traffic congestion can be a problem on Minshull New Road so please park accordingly to the highway laws. We encourage all our families to walk or cycle to school where possible. More information regarding our cycling policy and bike storage is available from the school office or on the academy website.



Lunchtime and Snack

Lunchtime is at 11.45pm-12.55pm and each class has an allocated midday assistant. Teaching staff sit with the children while they have their lunch for the first half term. You and your child can decide each day what they would like for lunch and during the morning register your child will be offered the day's choice of hot meals or the option of their packed lunch from home.

Hot Dinners

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Children in reception are entitled to free school meals. Menus are available from the school office and online at www.leightonacademy.com.

Packed Lunches

Please clearly label your child's lunchbox and ensure they can easily open and close it. Please try to provide a healthy and balanced lunch that they will enjoy. Please do not be tempted to overfill your child's lunchbox as this can be daunting for them. Ideas for healthy lunches are on the following website: www.eatwell.gov.uk.

Snack

Children in reception receive fruit and milk daily. Whilst some of this is provided by the National Healthy Schools free fruit scheme, we also buy additional fruit for the children. To support us to do this we ask for a voluntary contribution of **£10.00 per half term** to provide the additional fruit. Please pay for this using the school's Arbor payment system.

Water

Children will have access to water at all times. Please provide your child with a labelled, sports cap water bottle. Please do not send juice or squash as this can make our classrooms very sticky, attract ants and ruin work!

Uniform and P.E. Kit

Our uniform policy, can be found on our website. Please ensure that ALL uniform is clearly labelled with your child's name (this includes scarves, gloves, socks, shoes, P.E. kit and bags).

Please be aware that, without labels, we struggle to return items to their owners. Children will come to school in their PE kits on PE day. More information will be sent out regarding this. A book bag will also be provided, this will need to be in school every day.

Uniform is as follows:

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- Black fine knit v-neck jumper with or without school logo
- Official Leighton Academy tie (optional for Reception, Year 1 and Year 2)
- Black pleated skirt, tunic or tailored trousers. Shorts may be worn in warm weather
- White shirt or blouse, short or long sleeved
- Black tights, black or white socks

Children are expected to wear sensible, black, school shoes. Trainers must only be worn for PE lessons as they are sportswear items. Boots may be worn to school in cold weather but should be removed when children enter school and replaced with school shoes.

For PE

- A white t-shirt
- Black shorts/black tracksuit bottoms
- Optional black jumper/zip up top
- Trainers



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Please be prepared for uniform to get messy.

Health and Medicine

As a result of statutory guidelines, Leighton Academy is unable to administer medicine unless it has been prescribed by a doctor. If your child needs **prescribed medication** during the school day, please take it to the main reception desk and fill in a form indicating the dosage and frequency required. Medicines are administered by the office staff.

Attendance

If your child becomes unwell during the school day, we may need to contact you. Please ensure that you keep your contact information up to date. At Leighton Academy we take attendance very seriously; if your child is absent from school due to illness please telephone the school on each day of absence or send a note so that the absence can be authorised. Failure to do so will result in a text message or phone call. Holidays should not be taken in term time.

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Religious Education

You have the right to request the withdrawal of your child from assembly or RE lessons, please let your teacher know if your child's religion is different to Christianity so we can embrace this within our curriculum.

Child Protection

Leighton Academy has a legal and moral responsibility to protect your child in a number of ways. We have established child protection procedures under the guidance of the Safeguarding Lead (Mrs Samantha Thompson). The school has a statutory obligation to take action if abuse is suspected.

Bullying

Every school has the potential for bullying to occur in the playground. We have high levels of supervision at playtimes and lunchtimes. Leighton Academy **will not** tolerate bullying of any sort. We are constantly on alert for any signs of this unacceptable behaviour. Every parent can help by reporting any incidents to us or by watching for any significant behavioural changes. **Any concerns must be reported to the class teacher in the first instance.**

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Starting School in September



Date	Attendance Times
Monday 5 th September 2022	9.00am-11.45pm (No Lunch)
Tuesday 6 th September 2022	9.00am-12.55pm (Lunch)
Wednesday 7 th September onwards	9.00am-3.15pm (Lunch)

All parents will have the opportunity to share information with your class teachers via telephone call on the afternoons of Monday 5th and Tuesday 6th September (time slots will be allocated beforehand). Following this there are termly parents' evenings, weekly drop-ins and opportunities to meet with your child's teacher at the end of the day where necessary.

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Differences between Nursery and Reception



Although nursery and reception both work from the Early Years Foundation Stage (EYFS) curriculum, some things will change as your child begins in their reception class.

- Initially, much of your child's learning will be through play-based activities. There will also be adult led activities in which your child will work with the teacher or teaching assistant on a particular area of learning and these increase as the year progresses.
- There is a big emphasis on reading in reception. Children should read at home every night with a parent or carer. The reading progress book is to record reading in and out of school. It is an opportunity to give your child praise and feedback to their teachers. Please ensure you send your child's book bag into school **every day**.
- You child will be encouraged to become more independent, for example, using a knife and fork independently and being able to put on coat and shoes.

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The Early Years Foundation Stage Curriculum



The Early Years Foundation Stage (EYFS) Curriculum has seven areas of learning:-

The Prime Areas

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

The Specific Areas

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

At Leighton Academy we aim to make the children's learning as interesting and stimulating as possible. We will provide your child with a wide range of learning experiences and will encourage them to continue their own learning. One experience may provide your child with opportunities to develop a number of competencies, skills and concepts across several areas of learning. The EYFS Curriculum emphasises the need for a balance between teacher-led and child-initiated activities. Please do not be surprised if your child comes home and informs you

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they have been playing all day – we can assure you that this is not the case!



Communication and Language

The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children’s language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Personal, Social and Emotional Development

Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in

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their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

Physical Development

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.



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Literacy

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).



Mathematics

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes. At Leighton Academy, we use Power Maths as a mastery programme to spark curiosity and

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excitement and to help nurture their confidence in maths.



Understanding the World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.



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Expressive Arts and Design

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.



Tapestry Learning Journal

We use an electronic learning journal called Tapestry. You can see a snapshot of what your child does at school and you can make your own contributions. These are accessible online; they are secure and only accessible to you.

We will require photo permissions in order to use this effectively for your child. You will get an email regarding this in September.

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Learning Independence

Your child will learn lots of new and exciting things when they begin at Leighton Academy and they'll also learn to increase their independence. Before they start school it would be really helpful if they had some degree of independence to give themselves confidence and help them get used to classroom routine effectively. Talk to your child and help them to be confident and able to do the following things when they start school.

I can...

Recognise my name

Dress and undress myself

Hang up my clothes

Be used to playing with children my own age

Use the toilet properly

Tidy away my toys

Wash and dry my hands

Use a tissue to blow my nose

Say my name and address

Use a knife and fork

Change my shoes

- Also you can read with your child.
- Encourage your child to draw, paint etc.
- Look at and talk about printed language in their environment, on food packets, road signs, labels and leaflets.
- Point out numbers around you, on houses, cars, television channels, cookers and microwaves.

All these things will help prepare your child for school.

Please let us know if there are any of these things that your child struggles with due to medical issues and we can make sure that help is on hand to give your child appropriate support.

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As we are a cashless school we use an electronic system for payments. You can pay for your child's snack, trips and other activities.

It is accessible online. It is secure and only accessible to you.

And most of all please don't worry!

- Your child will be very tired at first – it is hard being a four year old!
- They may get upset, after all this is a new experience for them!
- The best thing to do is make goodbyes short and sweet!
- If you have any concerns or questions please ask.

If you have any questions please do not hesitate to contact Mrs Hughes on

hughesk@leighton.cheshire.sch.uk

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