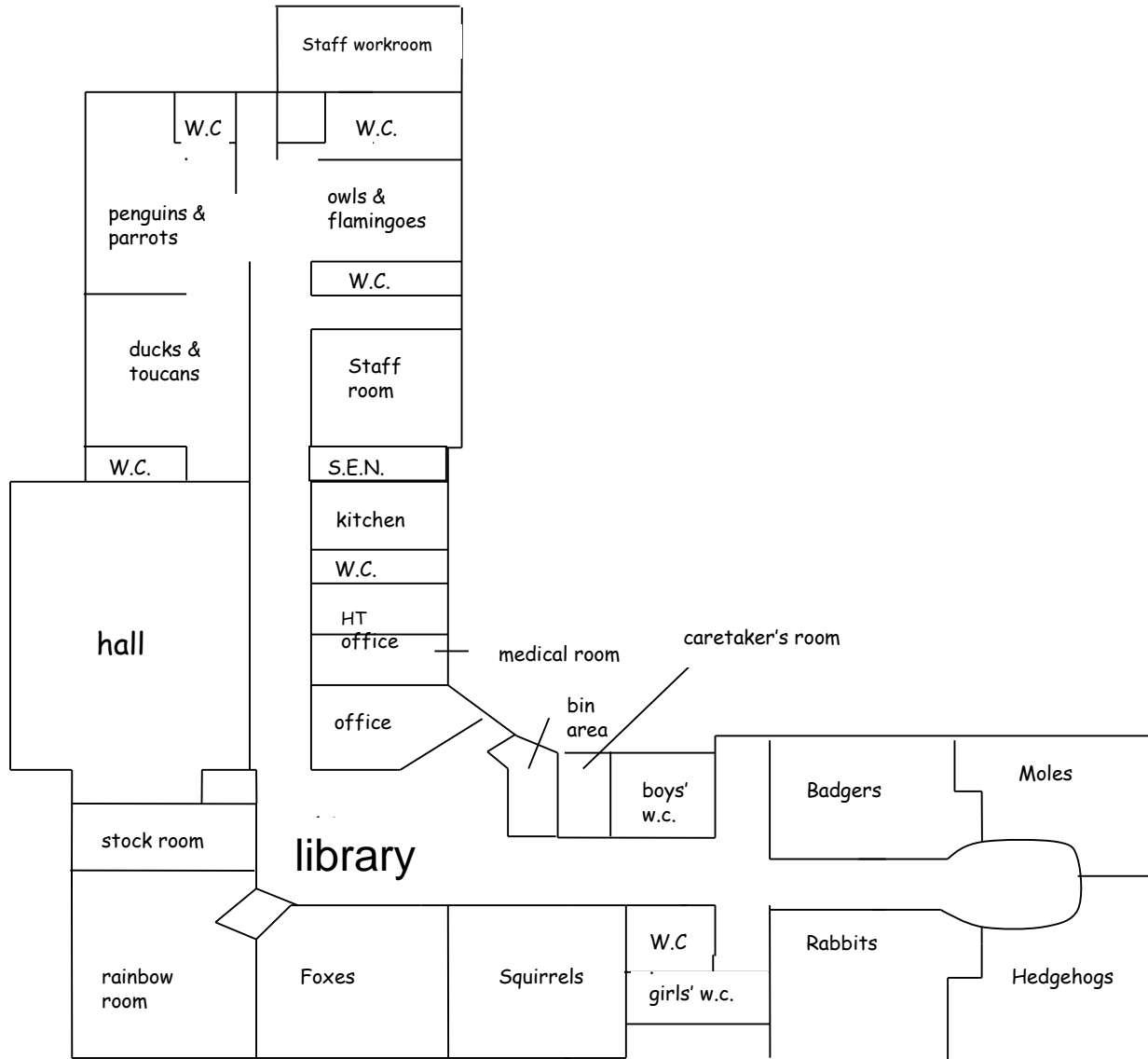


Welcome to St. Michael's C.E. (Controlled) Infant School



School Plan



How do we get in?

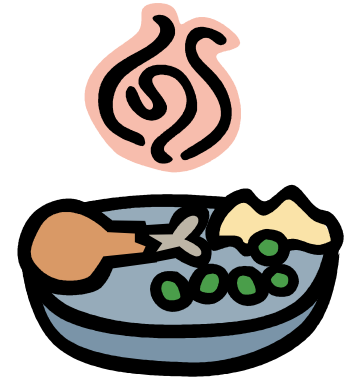
- alley gates – top anytime, and lower at beginning and end of day only
- Junior school then down steps/path, **but Junior school gates, including gate between Junior school and this school closed between 9.15 and 3.10**
- School drive only accessible by Registered Disabled for H&S reasons

School Lunches

- School lunches are currently free for all infant aged children.
- Children welcome to bring a packed lunch instead, but either school lunches or packed lunches preferably need to be for a week at a time.
- No sweets or nuts please!



School Lunch Choices



- A meat and a vegetarian choice each day, and a choice of desserts.
- Children make their choice first thing each morning, assisted by pictures.

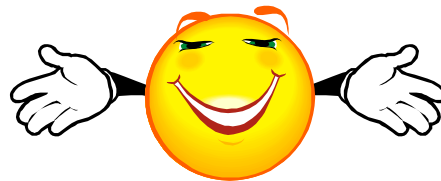
Organisation



- 3 classes of up to 30 children, each class split in to 2 key worker groups with up to 15 children. Groups are Owls and Flamingoes, Ducks and Toucans, Penguins and Parrots. There are at least two key adults per class - one teacher and one teaching assistant.
- Additional adults to support specific children
- Children will remain in the same 'bird group' whilst in YR

Key Worker Groups

- Children will have opportunities during each school day to mix with children from other key worker groups
- Key worker groups are a balance of children of different ages, boys and girls and from different pre-schools
- We endeavour to put at least two children from the same pre-school setting in each class



Transition to School

- Songs and rhymes sessions – please sign up this evening
- Home visits week beginning **11th July**
- Keyworker sessions (all children in keyworker group) with parents, **Tuesday 6th September**
- Part-time group sessions **Wednesday 7th – Friday 9th September**
- Children able to start full-time from **Monday 12th September**

Important Points

- Holidays during term time not allowed. Absence can only be granted for exceptional reasons, e.g. if a child's parent is going to a war zone and wants to spend some time with the child before he/she goes. Family weddings, birthdays etc. are not reasons for authorised absence.
- Our Attendance Legal Panel becomes involved when absence is a concern.
- 5 days' unauthorised absence within any 50 school days generates a Penalty Notice
- If your child is late to school, parents will be asked to fill in a 'late' form, explaining why they are late (after 8:55am).
- If your child is unwell, you must let the school know each day that they are off school, so that the absence is authorised.

INSET days

5 in service training days a year, statutory for schools

Generally used for bought-in training

School closed to children

Thursday 1st September 2022

Friday 2nd September 2022

Friday 18th November 2022

Tuesday 3rd January 2023

Friday 30th June 2023

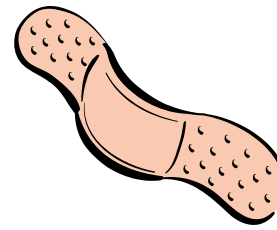
Collecting Children

- Complete a **green** form if a different adult is picking up your child as a 'one off'
- Complete a **blue** form if another adult regularly collects your child from school
- Telephone the school and leave a message on the answerphone if your child is ill and can't come to school, or alternatively email the school office or use the contact form on the school website

Medicines

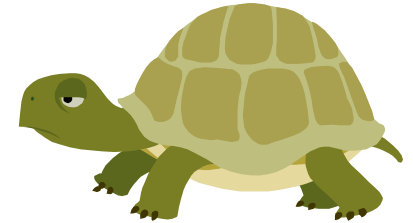
- School can only administer medicines if a form is signed by a parent and ideally at 12.00
- 'Over the counter' medication not generally given, but this depends on the situation.
- Asthma inhalers etc. sign a form and they are kept in classroom
- Tell us everything!
- Notify us of any additional needs

Accidents



- A member of staff is fully trained in paediatric first aid
- Accidents are recorded in an accident book - ask if you need more information
- Where there is a visible mark, a green letter will be sent home
- When a child has bumped his or her head, a red, or pink letter will be sent home

Promoting Positive Behaviour



- Praise and positive reinforcement
- Good and bad choices
- ‘Golden tickets’
- Special mentions and phone calls home
- Values awards



ELSA



Emotional Literacy Support Assistant

An ELSA is trained in supporting children with understanding and coping with feelings, developing high self-esteem and positive interactions to improve social and friendship skills.

How Will I Know What Is Going On in School?

- Weekly tapestry updates
- Newsletters
- Message Monday reminders
- Parents' Evenings
- Annual Reports
- Informal chats
- Parents' Forum

The Early Years Foundation Stage



The statutory framework which ‘sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children’s ‘school readiness’ and gives children the broad range of knowledge and skills that provide the right foundation for good future progress throughout school and life’.

Statutory Framework for the Early Years Foundation Stage, 2020

Prime Areas of Learning and Development

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

Specific Areas of Learning and Development

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

Communication and Language

- We learn to listen and respond to stories, non-fiction, rhymes and poems.
- We learn to use a wealth of new words and phrases in a range of contexts.
- We learn to share our ideas and explain things to others in conversation, story-telling and role-play using a range of sentence structures.

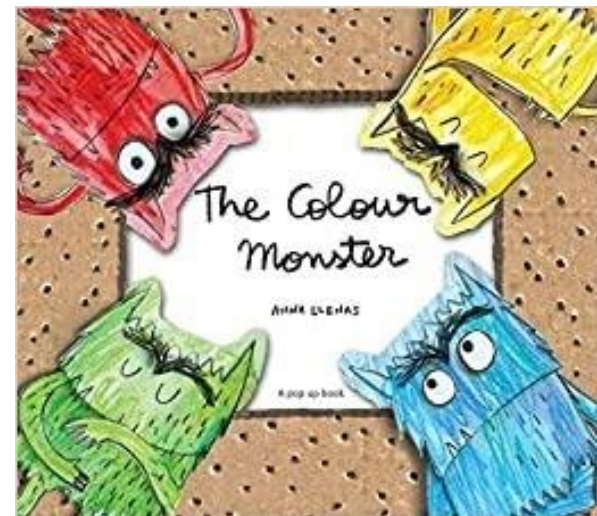
At home, you can help by sharing screen-free time with your child. Encourage your child to take turns in conversation and join in with familiar stories and rhymes. Comment on what your child is doing as you play together and echo back what they say, adding a word or two.



Personal, Social and Emotional Development

- We learn to manage our emotions.
- We learn to be confident.
- We learn to wait for what we want and to direct our attention.
- We learn to look after our bodies, eat healthily and manage our personal needs.
- We learn to make and sustain good friendships.

At home, you can help by encouraging independence in dressing and toileting and by playing turn-taking games.



Physical Development

- We develop our core strength, stability, balance, spatial awareness, co-ordination and agility.
- We learn to move safely and energetically in a range of ways.
- We learn to play physical games, using skills like throwing and catching, rolling and kicking.
- We develop proficiency, control and confidence in our fine motor skills.
- We learn to use a pencil and other tools, such as scissors, paint brushes and cutlery effectively.

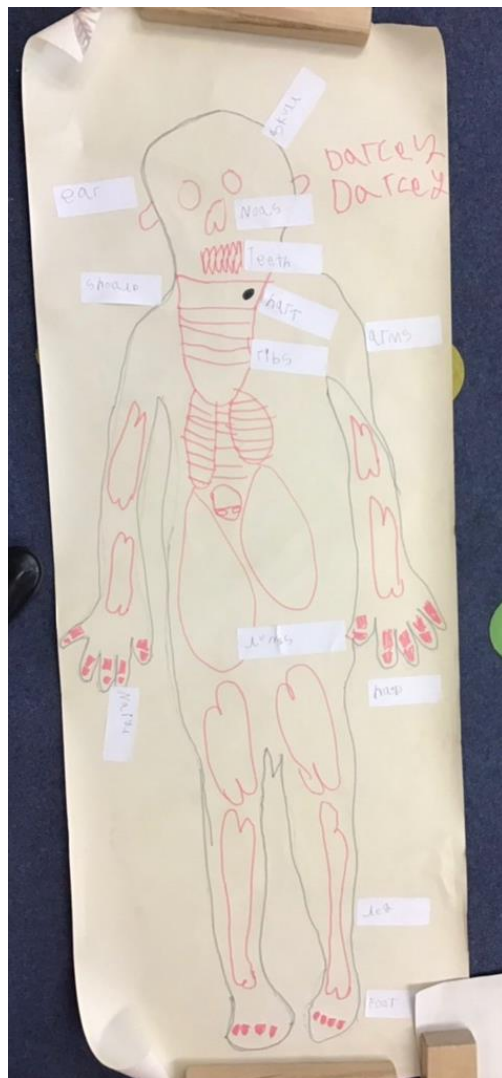
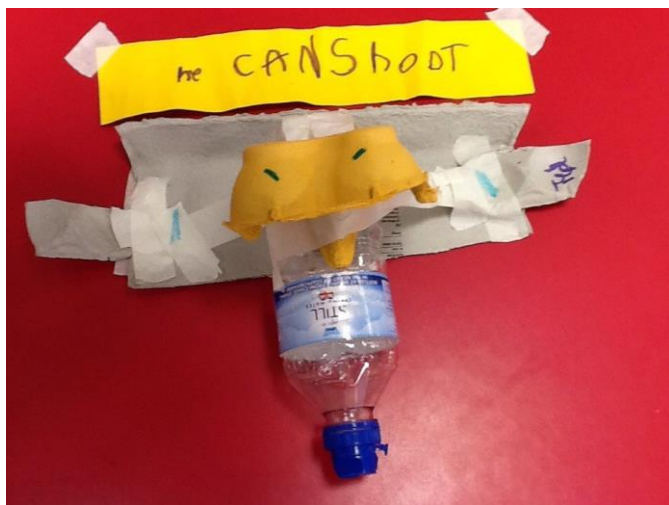
At home, you can help by encouraging your child to engage in sensory play, painting and drawing. Make time every day to move energetically – climb, jump, dance and run!



Literacy

- We learn to love a whole range of books!
- We follow the Little Wandle scheme and learn the sounds of the letters of the alphabet and of several digraphs (where two letters are working together e.g. 'sh' in 'shop').
- We learn to read simple books, sounding out new words using our phonic skills and recognising some words on sight.
- We learn to write recognisable letters.
- We learn to write simple sentences for a range of purposes, using our phonic skills to help us spell words.

At home, you can help by keeping up with the bedtime story and encouraging your child to revisit familiar books and turn the pages. Encourage your child to recognise his/her own name.



Mathematics

- We learn to count confidently.
- We develop a deep understanding of the numbers to 10.
- We learn to look for patterns, relationships and connections.
- We learn to talk about what we notice using mathematical vocabulary.
- We develop our spatial reasoning skills.

At home, you can help by singing number songs and rhymes and counting as you climb the stairs or set the table for dinner. Spend time cooking, building or collecting natural treasures with your child, talking about size, shape and measures as you do.



Understanding the World

- We develop an appreciation of our school environment and our local area through walks and visits.
- We learn about our families, communities and traditions and those of our friends.
- We learn about 'real life superheroes' who do important helpful jobs.
- We explore similarities and differences between our lives and life in the past and life in other countries.
- We learn to explore, observe and talk about animals, plants, important processes (e.g. melting) and changes.

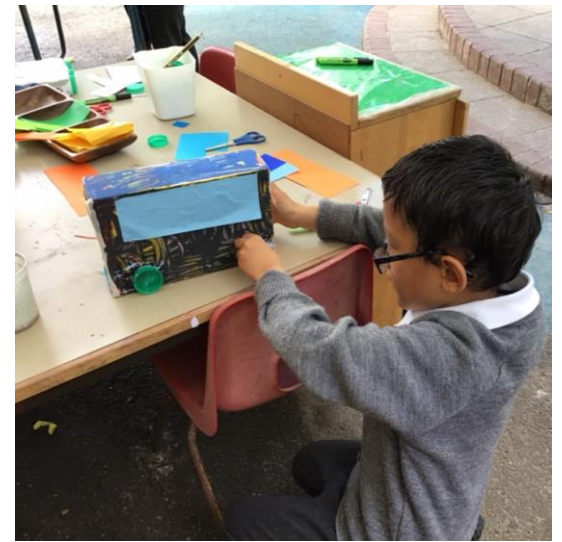
At home, you can help by going on a nature walk and talking about what you find or sharing information books, maps and family photos.



Expressive Arts and Design

- We use and explore a wide range of media and materials.
- We learn to experiment, to use our imagination and to share our creations with others.
- We learn to sing songs, listen to and respond to music and make our own music.
- We learn to create stories with our friends.
- We learn to perform songs, rhymes, poems and stories.

At home, you can help by joining in with your child's imaginative play and finding ways you enjoy being creative together, whether it's dancing, drawing, junk modelling, singing or making up stories!



Your child's first few weeks

- Our priority for the first few weeks is establishing **good relationships** with your children and helping them to feel safe and settled.
- Children will have lots of time to get to know each other, the adults and the environment.
- We will share lots of stories and songs in our keyworker groups to help children to feel secure.
- We will also use this time to establish routines and expectations of behaviour and to observe what children can do.
- We will conduct the statutory baseline assessment.
- From week 2, we will start our phonics teaching.

When children are settled...

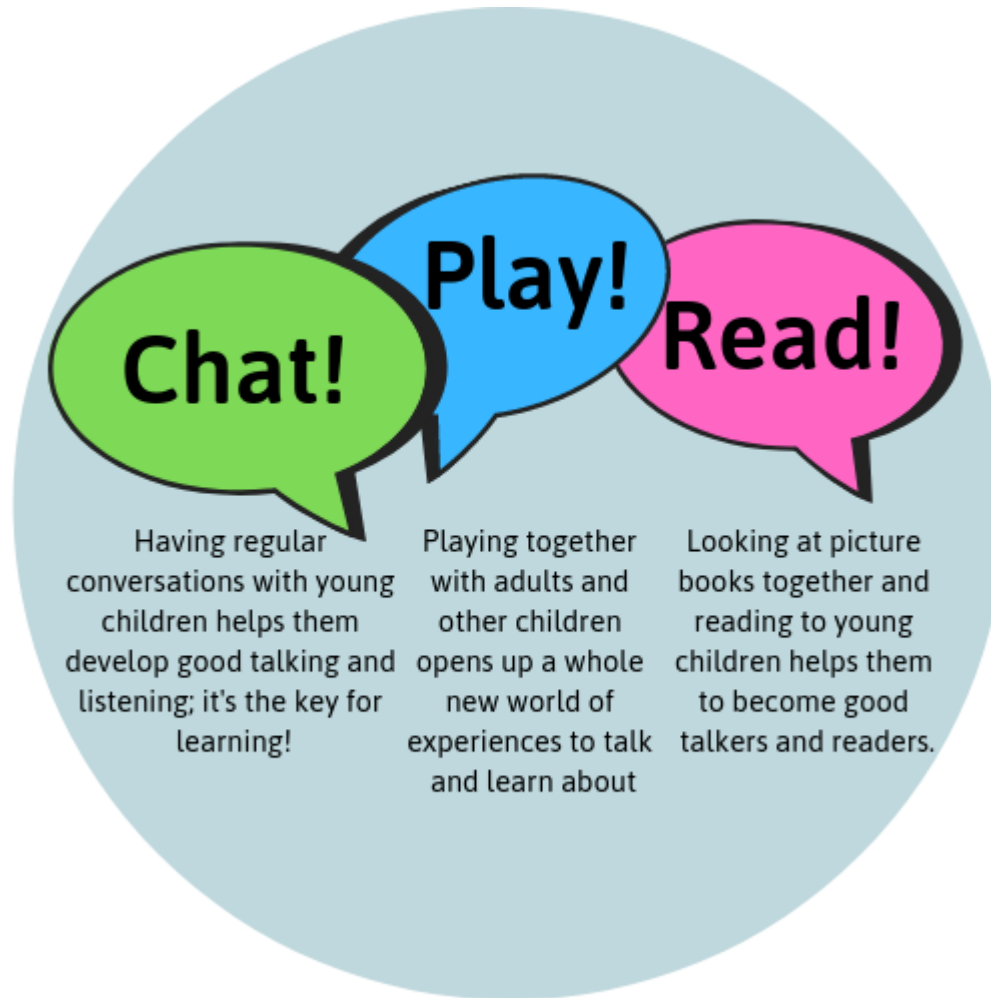
- Mixture of **child-initiated** and **adult-initiated** activities, as set out in the EYFS
- **Phonics, Maths and Language and Literacy** will take place every day for short periods of time.
- Guided activities will take place each week, to provide a new experience for your children or to help them learn a new skill.
- By the Spring term, adult led activities over a week will also include music, PSHE, and PE. We have an RE-focused week each half-term.
- Teaching is happening all day as we engage in quality interactions with your children as they play

Tapestry

- Interactive online learning journey, updated by teachers to include photos and videos of your child in school.
- Parents/grandparents etc. can access it through a secure password and PIN.
- With the new EYFS, there is a move away from teachers collecting lots of evidence to facilitate more time for interactions.
- Expect weekly class learning updates so you can talk with your child about what they have been learning and gain ideas for how to support them at home.
- We will also share individual observations periodically.

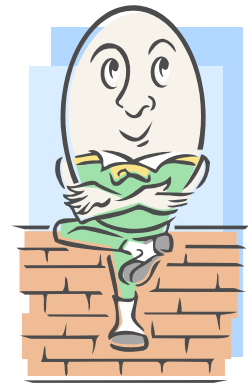
The Role of Parents

We can't emphasise this enough!



- There is a MASSIVE difference between the progress and attainment of children who are supported at home and those who are not.
- Research has shown that children who read at home with parents do significantly better in life.....
- Read **at least** 3 times a week (little and often)
- From October, a reward scheme for home reading will be running

Reading



- It is vitally important to read to your child and sing songs and nursery rhymes with them!
- In school, reading happens individually with an adult, in a group and in children's play.
- Initially children will bring home a reading for pleasure book
- We assess children every six weeks as part of our phonics programme and based on these assessments, children will begin to bring home books with simple words

Any Questions?

- We will have time to talk through any concerns and questions individually at the home visits
- Eve Silk- Chair of FOSM
- Linkup- school uniform