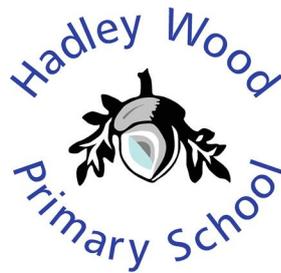




Reception Welcome Booklet

Helpful information for starting school



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Welcome to Hadley Wood Reception Class

Thank you for choosing our school.

We hope this handbook will help to answer any questions you may have and provide you and your child with the relevant information that will help to make starting in Reception a happy time and a smooth transition between home and school.

Obviously we will not be able to answer every question in this booklet or cover every circumstance or eventuality but we will always do our best to keep you informed on a regular basis and welcome any questions that you may have.

Parents are children's first and most important educators. At Hadley Wood we recognise that parents play an important role in their child's education and we therefore hope to establish a strong working partnership and this handbook is one of the first steps towards achieving this.

We look forward to working closely with you over the next seven years and welcoming you into our close-knit community.

Kind regards

Mrs Fran Worby
Headteacher



Vision and Aims

Vision



Our Vision

...that every child will leave our school **confident** in their own abilities and excited about the future, with the strategies and skills to tackle tasks and situations in a **capable** manner and **caring** about their planet and their fellow humans.

Our aims

- To challenge all children to reach their full potential: intellectually, physically creatively and socially.
- To develop relationships where we all respect one another's beliefs, differences and way of life, recognising each other as unique individuals.
- To enable children to develop high self-esteem and encourage independence.
- To enable children to take a responsible part in their own learning and become self-motivated to attain their goals.
- To make our school a welcoming community for all, where families are encouraged to participate in school activities and in their children's education.
- To provide a balanced curriculum that is stimulating, creative and of the highest quality; that is delivered by a committed team who ensure that learning is an enjoyable experience for all.
- To ensure that our core values 'Confident, Capable and Caring' inform everything we do and achieve.

General Information

The normal school day starts at 8:55am and ends at 3:10pm for the first half term and then 3.15pm from after the half term break.

The school gate is opened just before 8:45 am and children and parents wait just outside the main reception entrance where a member of the Senior Leadership Team will greet them, this will usually be Mrs Worby who is on hand to answer any questions you may have. The children will then make their way to their classrooms where they will be met by their class teacher.

Staffing

Reception Teacher:

Mrs Cornes



School telephone number:

0208 440 4359

School website:

www.hadleywood.enfield.sch.uk

Email:

office@hadleywood.enfield.sch.uk

Arrival and collection

If you arrive after the school gates have been locked at 8.55am please go to the main entrance where your child will be registered by Mrs Obika or another member of the team. If you need to collect your child early for an appointment, you will also need to go to the main entrance area to sign-out your child using our electronic registration system.



For your child's own safety they will only be allowed home with people named on the emergency contact form, unless the school has been informed in advance of any alternative arrangements. If we are ever unsure we will always contact you to double check before allowing your child to leave our care.

Should an emergency arise where you are unable to collect your child please telephone the school **immediately** (0208 440 4359) and advise staff of the arrangements that have been made for the collection of your child.

If you are going to be
appreciate a phone

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held up we would

call to let us know that

you are going to be late to collect your child. If we have not received a message from you to state that you are running late, we will phone the numbers given on the emergency contact form. If your child will be collected by a regular child-minder or grandparents please would you introduce them to your child's teacher.

Parking

The school car park is for staff only. Where possible we encourage our children to walk.

Absences

If your child is absent due to illness you **must** either telephone the school or email the office@hadleywood.enfield.sch.uk address before 9.30am to give a reason for the absence.

Authorised and unauthorised absences:

All absences are recorded by the school as either **authorised** or **unauthorised** and reported annually to the DfE.

Examples of authorised absences are: Illness of the child; attendance at medical appointments; attendance at funerals; visiting another school for educational reasons; attendance at external public examinations e.g. music exams; observance of a recognised religious festival (with Headteacher approval following written request); other exceptional family reasons with permission of Headteacher.

Examples of unauthorised absences are: Family holidays or 'days out' that have not been approved by the Headteacher; arriving more than 30 minutes late for school without good reason; staying at home to look after another member of the family who is ill.

Children's Health

Please keep children with any sign of illness at home.

- If your child is away through illness, please telephone the school to advise us of the situation.
- If your child has been away due to illness, please ensure they are **fully** recovered before they return to school to prevent the risk of spreading infection.
- If your child has had any form of sickness or diarrhoea they **must** be kept at home for at least **48 hours after** the symptoms have cleared.

If your child is asthmatic or has any allergies that require the use of an inhaler, Piriton or an epi-pen, please discuss this with our Welfare Officer, Mrs Obika. We will need their inhaler or two epi-pens to be kept in school which should be clearly labelled with your child's name and full instructions on its use and dosage. A Health Care Plan should be completed and signed by parents giving us all the necessary information. If your child has any other medical conditions please inform the school immediately as a Health Care Plan may be required.

Please inform the staff if your child has any allergies or needs a special diet for medical reasons.

We would expect your child to be fully toilet trained when they start school unless there is a medical or developmental reason, but obviously we understand that accidents can happen. We have spare clothes in case of this eventuality so if your child comes home in our spare clothes please wash and return them as soon as possible. Obviously we will support the children but we expect them to take full responsibility of their own toileting needs. We will be able to talk them through the process but we will not be able to do it for them unless there is a specific need.

Starting

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School

We realise that this can be both an anxious and exciting time for children and their families. Therefore at Hadley Wood we have set up a rigorous induction process.

Stay and Play Session

The children and parents will have the opportunity to attend a play session with their Reception class teacher in their new classroom (please see your information pack for dates and times). There will be lots of things for the children to do and explore while they get acquainted with their new classroom and it will give the parents an opportunity to talk to the class teacher too.

September Induction

This will be the first two weeks. Your child will do a block of mornings and then a block of afternoons or vice versa. The session timings are 8.55-12.00 and 1-3.10.

When your child attends the morning session they will need to be collected from the front reception gate where your class teacher will meet you. All children attending the afternoon session will be met by the class teacher at the reception front gate at 1.00pm. Parents will be able to collect their children from here at 3.10pm.

Lunchtimes are an important part of school life. All children in KS1 are offered the opportunity to enjoy a hot school lunch as part of the Universal Free School meals initiative. Further information can be found here:

<https://new.enfield.gov.uk/services/children-and-education/school-welfare-and-information/school-meals/>

Please ensure that the office always has an up to date mobile phone number and email as these will be used as the main forms of sending you information and messages.

We will be available in the school playground every morning or at collection time if you have a query or need to inform us of something. However these are very busy times so if you feel that the matter will require longer please do not hesitate to arrange an appointment with us so that we have more time to speak to you.

We will keep you informed of your child's progress on a regular basis. There will be parent's evenings in the autumn and spring terms. You will receive a mid-year report in the spring term where targets for your child will be set. An informal meet and greet session will take place in the summer term where you can discuss your child's progress against previous targets set and view examples of your child's work.

School website

The school website is www.hadleywood.enfield.sch.uk

Copies of the school newsletter are posted on here as well as any forthcoming school events. Throughout the year parents will be invited into our classrooms to see what we have been doing and share recent work.

Emails

This is our main form of keeping you up to date with what is going on in school. All official school communication will be sent via email so please make sure we have your details.

FHWS (Friends of Hadley Wood School)

This is an organisation run by the parents to support the school. They arrange many activities and functions which are always fun and enjoyable and the proceeds go to the school fund. Over the years many parents have offered their support and this has been a great way of bringing the community together. If you would like to get involved please let us know.

The Reception Curriculum

Reception is part of the Early Years Foundation Stage and consequently has its own specific curriculum. Your child will finish their Foundation Stage when they leave Reception and move into Year 1. A new Foundation Stage Curriculum will be introduced in September 2021 based on the recognition that every child deserves the best possible start in life and the support that enables them to fulfil their potential. The curriculum is divided into three prime areas and four specific areas of learning and the children will work towards achieving the Early Learning Goals for each of these areas.

The three prime areas are:-

Communication and Language
Physical Development
Personal, Social and Emotional Development

The four specific areas are:-

Literacy
Mathematics
Understanding of the World
Expressive Arts and Designs

The aim of Reception is to support and develop children's learning by building on their interests, abilities, ideas and experiences. Children need to have the confidence to have a go by giving them time to play and explore. They need to be active in their learning and be able to persevere if they find things a bit tricky so that they can be proud of their achievements. They also need to be able to develop their own ideas and make links with previous learning.

The Reception year will be carefully planned to give the children the opportunity to experience a wide variety of stimulating activities through structured play situations so that learning will be fun. At the end of the year we will provide you with a written report based around the Foundation Stage Profile. The Foundation Stage Profile is an assessment that is completed for all Reception children at the end of their Reception year.

Communication and Language Development

This area of learning involves:

- Providing children with the opportunities to speak and listen in a range of situations and to develop their confidence and skills in expressing themselves.

By the END of Reception children should be able to:

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

How can you help at home?

- Talk with your child
- Act out stories for others in your family to watch
- Chat, talk, speak to, whisper, sing with your child
- Play I spy when you are out
- Engage in dialogue with your child when you are out and about



Physical Development

This area of learning involves:

Providing opportunities for young children to be active and interactive and to develop their coordination, control and movement. Children must also be helped to understand the importance of physical activity, including pencils for writing.

By the END of reception children should be able to:

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing

How can you help at home?

- Play ball games
- Take a trip to the park
- Feeling messy? Make some play dough
- Take a pot of water and a paintbrush outside so your child can 'paint' the pavement, fence or shed.
- Develop your child's fine motor by encouraging them to do zips, buttons and poppers.
- Cutting up magazines/pictures.
- Talk about the importance of fruit and vegetables
- Play with lots of construction toys to strengthen their fingers
- Encourage them to use a knife and fork by themselves



Personal Social and Emotional Development

This area of learning involves helping children to:

- Develop a positive sense of themselves and others form positive relationships and develop respect for others
- Develop social skills and learn how to manage their feelings
- Work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Understand appropriate behaviour in groups
- And to have confidence in their own abilities



By the END of reception children should be able to:

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.
- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

How can you help at home?

- Play games to encourage sharing and turn taking
- Talk about how things make both you and your child feel
- Ensure your child is able to use the toilet
- Encourage your child to wash their hands after going to the toilet
- Allow them to put their coat on and do it up by themselves
- Encourage them to have a go at dressing themselves
- Take them to new places to encourage self confidence

Mathematical Development

This area of learning involves helping children to practise:

- their skills in counting numbers up to 20
- Secure understanding of counting up to 10 and recognising the value of each digit
- calculating simple addition and subtraction problems

By the END of reception children should be able to:

- Have a deep understanding of number to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.
- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

How can you help at home?

- Play board games like snakes and ladders to practise counting
- Make a game out of sorting the socks after doing the washing.
- Talk about the patterns you see.
- Ask your child when you have a problem e.g. I only have 2 apples but there are 4 of us. What shall we do?
- Sing number rhymes e.g. 1,2,3,4,5 once I caught a fish alive. Spot numbers when you are out and about.



Literacy

This area of learning involves:

Encouraging children to read and write, both through listening to others reading, and being encouraged to begin to read and write themselves. Children must be given access to a wider range of reading materials, books poems, and other written materials, to ignite interest and begin to show a basic understanding of the key events in well-known stories.



By the END of reception children should be able to:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate (where appropriate) key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.
- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

How can you help at home?

- Allow children opportunities for 'real life' writing experiences e.g. shopping lists, birthday cards, Post-it notes.
- Celebrate all attempts at writing even if it doesn't look like 'real' writing.
- Share and talk about stories
- Spot writing in your environment– shops, sign posts etc.
- Practice writing letters in different things– trace it in sand and paint, use chalk outside

Understanding the World

This area of learning involves:

Guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people and places, in both the past and present and the natural world around them.

By the END of reception children should be able to:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.
- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

How can you help at home?

- Talk to your child about your family, culture, religion, where you live,
- Encourage your child to ask questions and answer them as best you can,
- Ask your child what buttons they think you should press and why when using electrical equipment at home,
- Notice changes in the natural environment, such as autumn leaves falling or the first signs of spring and talk about these changes.



Expressive Arts and Design

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This area of learning involves:

Supporting children to explore a range of materials and create their own compositions, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology. Children will be encouraged to develop a love for story-telling by invent, adapting and recounting narratives and stories with peers and their teacher.

By the END of reception children should be able to:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.
- Invent, adapt and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

How can you help at home?

- Encourage your child to role play; be prepared to be Mr, Miss or Mrs in a game of teachers. Or maybe you'll become a passenger on your child's train.
- Make shakers using pots and dried pasta or lentils
- Value your child's creations– talk about what they have done and listen to their ideas
- Keep your old clothes, shoes, hats, gloves to make an exciting box of dressing up clothes
- Do lots of painting and drawing with your child, they love to see you doing this as well.
- Explore a range of different materials and tools, such as paint, glue, crayons, pencils, scissors and hole punches.



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Characteristics of Effective Learning

The characteristics of effective learning are the ways in which children engage with other people and their environment. They underpin the learning and development across all areas and support children to become and remain an effective and motivated learner.

The different ways this can happen are:



Playing and exploring – engagement– This focuses on the way your child investigates and experiences things, as well as their willingness to 'have a go'

Active learning – motivation– This characteristic is about whether your child concentrates and keeps trying if they encounter difficulties and if they enjoy their achievements.

Creating and thinking critically – thinking– This looks at whether your child has, and can develop their own ideas, make links between ideas and develop strategies for doing things.



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2 Simple Evidence Me— A link between home and school.

Evidence Me is an interactive way of recording all the learning and fun of children's Early Years education. It will allow us to take a snapshot of a child's activity and identify the learning that is happening.

It will also be possible for you to comment on the activities that have been shared as well as add photos about special moments and the things that you have been busy doing at home.

The relationship between school and home is so important and Evidence Me will be a way of helping to provide us with a fuller picture of your child's development and progress during their time in the Foundation stage.

There will be a workshop available for you to come in and learn more about Evidence Me towards the end of September, once the children are settled into full time sessions. Please keep an eye out on for an email invitation or via the website for further information.



Homework

In Reception your child will receive two reading books each week. These are to be read daily in short frequent bursts and we ask that you record this in their reading record.

Each week we will set a mathematics activity based on the learning that has been introduced during the week. This gives your child the opportunity to apply their learning and gives you a clear picture of the skills and knowledge we are covering at school.

Your child will also be set a speaking and listening activity each week. This is to encourage your child to talk about a specific theme, listen to you and respond appropriately. These tasks may be used to launch a new topic so you will be discussing a stimulus with your child, for example, a poem, story or image.

All homework will be set on our online platform. Office 365. where you are able to upload comments, photos and videos in response to the homework set. Your child will receive a comment or sticker celebrating the learning they have done at home.

You will receive full details on how to log on to the online platform once your child has started school.

Snack and Lunch

Snack time

In the Reception class we have snack time every day. Snack time is a very important part of the curriculum when children can practise social conversation and listening skills.

Snack time always includes a piece of fruit and a drink of **water**. We are part of a free fruit scheme which means that each child is able to have a piece of fruit at no cost to you the parent. Through this scheme the children get to try a variety of fruit and vegetables. If you would like to send your child into school with a **healthy** snack you may do, we ask that it is not chocolate, crisps or anything which contains nuts as we are a **nut free school**.

Your child will need to bring a water bottle into school each day. Please ensure this is clearly named and placed in the water bottle box each morning (they must ONLY contain water please.)

Lunchtime

Children in Reception are entitled to free school meals. If you would like your child to have these then please fill out the free school meals letter in your Reception pack and return to the school office. Menus are available on our school website for you to select your child's choices. If you have any questions please see the office for more details.

If your child chooses to bring a packed lunch please ensure they have a selection of healthy food choices in their lunch box. We also ask that the lunch is free from nuts due to children with severe allergies within the school. If your child is having a packed lunch please provide a drink that is separate to their water bottle as this is kept in the classroom.

Lunch boxes

Do provide healthy things such as:

- Sandwiches
- Pasta
- Wraps
- Vegetable sticks
- Fruit
- Yoghurts
- Raisins
- Cheese
- A drink e.g. a carton of juice (or water is always available)

Please **do not** send your child with a lunchbox that contains:

- Any form of sweets
- Fizzy drinks
- Nuts or nut based products i.e. some cereal bars and chocolate spreads
- Lots of chocolate based products
- Crisps

Please remember that your child only has about half an hour to eat their lunch, so make sure their lunch box is not over full. After they have eaten they go outside to play with the other children on the playground.



Payments

ParentPay

The school is a cashless which means that all transactions are carried out online via our online payment system www.parentpay.com

In September you will receive information on how to login with a code specific to your child.



Contributions

Our school PTA is called Friends of Hadley Wood Primary School (FHWS). The FHWS was setup by parents of Hadley Wood School to support the school in moving forward financially. There are a wide variety of fundraising events run by the FHWS throughout the course of the academic year.

If you are willing to make a small monthly donation to the Friends, they are able to claim an additional 25% as 'gift aid'. Do speak to a committee member about the scheme.



Special

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Achievements

At Hadley Wood school we always encourage the children to demonstrate good behaviour, to foster positive attitudes and help them to develop a kind and caring nature. To reward this behaviour there is a celebration assembly every Friday.

Each class teacher chooses a child each week to receive the Star of the Week award and the Certificate of Achievement award. Staff can also choose to award a 'Values in Action'

award to children who have actively displayed one of our school values in and around the school.

Children can be awarded certificates for positive learning attitude, super effort, good manners or for a piece of work they have produced. The children receive their certificates in this assembly. Stickers are also given out regularly for particularly wonderful pieces of work in the form of a special gold Head Teacher sticker.

Other achievements are also celebrated, including school sports teams who have competed well in competitions, people who have been awarded a swimming certificate or badge, dance or music awards etc. Please tell us if your child has received a special award outside of school as we would love to celebrate this.



Checklist for Starting School

When I start in Reception I will need...

- A school uniform which is clearly labelled
- A practical mac/coat with a hood to be brought to school each day
- A Hadley Wood Book bag
- A lunch box– if your child is not having hot dinners
- A clearly labelled water bottle
- Completed emergency contact and permission form
- Clearly labelled PE kit in a pull-string bag that can be hung on a peg.
- Sun hat and sun cream on hot and sunny days

Please bring the above during your child’s first induction week starting on Monday 12th September.

We look forward to starting a fun-filled year together.

Mrs Worby and the Reception Team

