



St Maxentius C.E. Primary School

Bolton & Farnworth C of E Primary Multi Academy Trust



**Welcome to Reception
2021-2022**

Welcome to St Maxentius C.E Primary School



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Primary School**

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Welcome

Dear Parent/Guardian,

We are all looking forward to your child joining our school in September. Whether this is your eldest child or your first, starting school is a very big step, both for you and your child. A happy start is very important and we will support your child in making a confident transition from home to school, in a very caring, safe and secure learning environment.

At St Maxentius, we are a strong community, based on Christian beliefs, values and an understanding of the awe and wonder of God, His world and His love. We work together to provide an environment where everyone is happy, confident, secure and achieving. We strive to empower all to reach their potential in a loving, respectful and creative environment.

This booklet provides you with information that you may need before your child starts in Reception. If you have any other queries, please contact the school and we will be happy to help.

Yours sincerely,

Mrs L. Cousen – Headteacher
Mrs M. Nicholson – Reception Teacher
Mrs A. Handford – Reception Teaching Assistant

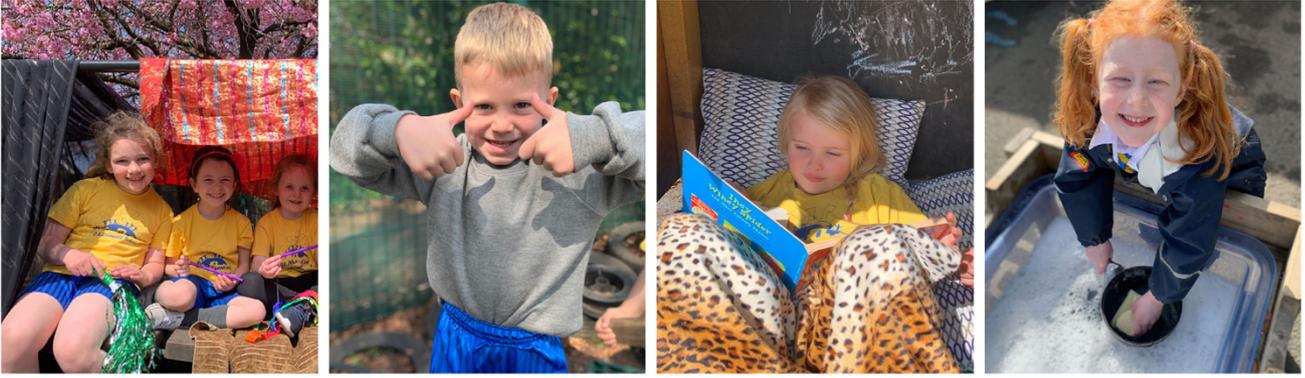


Mrs Nicholson



Mrs Handford

Welcome to St Maxentius C.E Primary School



Your child's first day at school

When you arrive for your child's first day in Reception, please come to the Reception playground where Mrs Nicholson and Mrs Handford will be there to greet you (8.55am). If your child feels a little sad, or finds it difficult to say goodbye to you then you can stay and play outside with your child until a member of staff is able to help your child to take their first big steps into our Reception classroom. (This reflects current Covid-19 government guidance, if this changes over the summer we will communicate this to you.)

Things for your child to bring with them on their first day:

- A waterproof coat
- A small water bottle (named)
- A pair of wellies that can be kept in school (named)

We no longer keep PE kits in school or get changed in school, instead on your child's designated PE day (Friday) they can come to school dressed in their PE kit.

At the end of the day children can be collected from the Reception classroom door at 3.30pm.



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The Learning Environment

Children are given lots of opportunities to work outside as well as inside. We are fortunate enough to have a large and exciting outdoor area in which to develop our learning. Outdoor play enhances the curriculum and makes it more exciting for the children.

Children are able to go outside come rain or shine so please provide a pair of wellies for rainy days. We have all weather suits which allow the children to go outside in bad weather. A bag with spare clothes, especially socks, to keep on children's pegs would be ideal in case of an emergency.

On sunny days we ask that children bring a sun hat and come to school wearing sun cream. We are unable to apply sun cream at school.



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A Typical Day in Reception

- 8.55 – 9.15** Registration and continuous provision
- 9.15 – 9.30** Circle time (Literacy or topic focus)
- 9.30 – 10.15** Continuous provision with guided teacher activities (indoor & outdoor)
- 10.15 – 10.30** Snack and key person time
- 10.30 – 10.50** Phonics
- 10.50 – 11.45** Continuous provision with guided teacher activities (indoor & outdoor)
- 11.45** Tidy up/prepare for lunch
- 11.50 – 12.45** Lunch time
- 12.45 -12.50** Register followed by meditation
- Circle time - maths focus
- 13.05 – 14.30** Continuous provision with guided teacher activities (Indoor & outdoor)
- 14.30** Tidy up/Prepare for Daily Worship
- 14.40 – 15.00** Daily Worship
- Prepare for home time
Story or singing
- 15.30** Home time



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Teaching and Learning in the Foundation Stage

At St Maxentius Primary school we plan and deliver purposeful play and learning experiences based on the Early Years Foundation Stage curriculum, in which there are seven areas of learning and development.

Three areas are particularly crucial for building:

**'a foundation igniting children's curiosity and enthusiasm
for learning, forming relationships and thriving'**

(statutory EYFS framework 2021).

These three areas are known as the **prime areas**.

The information below is taken from the Department for Education Document 'Statutory framework for the early years foundation stage' March 2021.

The Early Learning Goals

1. Communication and language

Listening, Attention and Understanding

- Listen attentively and respond appropriately 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 and hold conversation with their teacher and peers.

Speaking

- 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.
- Express their ideas and feelings about their experiences using full sentences, including accurate use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

2. Physical development

Gross Motor Skills

- Children negotiate space and obstacles safely, with consideration for themselves and others. They demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing

Fine Motor Skills

- 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, paint brushes and cutlery.
- Begin to show accuracy and care when drawing.

3. Personal, social and emotional development

Self-Regulation

- 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.

Managing Self

- 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.

Building Relationships

- 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.

Alongside these **prime** areas are four **specific** areas, which are:

1. Literacy

Comprehension

- 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.

Word Reading

- 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.

Writing

- 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

2. Mathematics

Number

- 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 aides) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

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Numerical Patterns

- Count confidently beyond 20, recognising the pattern of the counting system;
- Compare sets of objects up to 10 in different contexts, considering size and difference;
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

3. Understanding of the world

Past and Present

- 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;
- Recall some important narratives, characters and figures from the past encountered in books read in class.

People Culture and Communities

- 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

4. Expressive arts and design

Creating with Materials

- Draw and paint using a range 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.

Being Imaginative and Expressive

- 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

As well as these, the curriculum identifies **Characteristics of effective teaching and learning** which are developed through all activities we do. They are;

1. Creative and thinking critically (thinking)
2. Active learning (motivation)
3. Playing and exploring (engagement)

We provide an environment where children feel confident and secure to play and explore new learning experiences both indoors and outside. An environment where friendships are formed and ownership of play is embraced. Children have great fun exploring and creating. They gain independence and confidence and are encouraged to let their natural curiosity unfold.

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Assessment

Assessment in Reception is carried out in line with 'The Early Years Foundation Stage'. Every child has a 'Tapestry' electronic learning diary. This is a secure online assessment and resource tool where we record a child's progress and achievements in the seven areas of learning. This is made up of observations, photographs and videos. This on-going assessment forms an integral part of the learning and development process, it also informs planning. We encourage parents/carers to contribute to the learning diaries. Information about the use of Tapestry and how you can help to build on your child's amazing learning journey will be provided at the start of the school year.

A short baseline assessment will take place during the first six weeks of starting in Reception class. At the end of the EYFS each child will be assessed against the 'Early Learning goals' and this information will be reported to parents and also passed on to the year one teacher to help them plan appropriately for your child as they continue their learning journey into Key Stage 1.

We hold a parents evening during both the autumn and spring term where we will discuss your child's learning journey and their progress. A written report will also be sent home at the end of your child's Reception year.



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Reading

At St Maxentius we aim to instil a love of reading and encourage children to share books with each other, individually and with an adult. In the Reception classroom, we have a cosy and inviting reading area where children love to share and talk about books with their friends or with a cuddly toy. We also provide a variety of books to enhance and add interest to other areas of learning and display these in and around our continuous provision.

Children will be given a reading diary soon after they start school. They will be encouraged to bring home a library book to share with you. Initially children will be expected to discuss books and what is happening in the pictures.

Early in the term the children will be given a reading book. At first children will use picture clues, memory and word recognition to read these books. As they progress they will begin to sound words out. Children will be given key words to learn when they are ready. The children use Letters and Sounds which is a synthetic phonics approach to learning to read and write. As the phonics programme develops, so too does the children's ability to blend sounds together and learn to read. There will be a parents meeting early in the Autumn term that focusses completely on reading and phonics. Information will be given on how children learn to read and how you can best support your child in this enormous stage of their learning (date to be confirmed).

Your child will need a named book bag to carry their book to and from school, to protect it from general wear and tear. The book bag should be brought to school every day to enable staff to read with your child or to change books.

Key Person

Mrs Nicholson and Mrs Handford will be the key people during your child's learning journey. They will ensure that their individual needs are met and will support and help them to settle into their new learning environment and build positive relationships. They will be available to answer any questions, or to have a friendly chat, and also discuss the progress and wonderful achievements that your child makes along the way.



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School Uniform

Our school uniform consists of:

WINTER

- Boys: Grey trousers
White shirt
Blue and yellow striped tie
Royal blue sweatshirt
- Girls: Grey skirt, pinafore or trousers
White shirt
Blue and yellow striped tie
Royal blue cardigan

SUMMER

- Boys: Grey trousers or shorts
White short sleeved shirt
Blue and yellow striped tie
- Girls: Blue and white gingham dress

To enable independence, ideally shoes need to be Velcro fastening.

PE Kit

Both boys and girls: Yellow emblem t-shirt, royal blue shorts and slip-on or velcro pumps.

Winter/outdoor PE kit: Children may wear a pair of black jogging bottoms and a pale grey sweatshirt (no logos).

Children can come to school on their designated PE day (Friday) in their PE kit.

Our school uniform stockist is Whittakers Schoolwear, Deansgate, Bolton. They are situated in Bolton Town Centre, near the General Post Office.

Labelling Clothes

Your child's belongings will look very similar to their class mates. Labelling their equipment and clothes will help prevent loss or confusion! Please remember that pen washes off and check the name is clear. Also, please ensure your child has a spare set of clothes in school at **ALL** times.

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Dinner Time

We have a cafeteria system for lunches.

This system has a choice of both savoury and sweet dishes of which your child can choose on a daily basis. The kitchen staff and lunch time supervisors are always on hand to aid your child in making a healthy choice. The selection of food over a week is quite a wide one and nutritionally sound.

The Reception children go for their dinner first and the rest of their lunch time is spent outdoors and in the class room on a very rainy day.

Universal Infant Free School Meals

As of September 2014, the government have funded school meals for children in Reception, Year 1 and Year 2. As there are no proposed changes to this funding, the school dinners continue to be free of charge.

Healthy Snacks

At St. Maxentius, we ask children not to bring any snacks for play time as the school kitchen provide snacks at morning break for 34p per day. This cost is payable in advance each half term. Milk is provided by the school for all Reception children free of charge.

Fruit is also supplied free of charge every day. Please let us know if your child is not to have milk or any particular fruits so that we can make other options available.

Please provide your child with a named bottle for water. We will send them home each night for cleaning and refilling. Of course, staff will be more than happy to refill them throughout the day at school. This is to ensure that your child does not become dehydrated during the day and has easy access to a drink.



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Safeguarding

School security is of the utmost importance and our responsibility for safeguarding children is our highest priority. Along with other policies and procedures mentioned in this prospectus, the following systems are in place to safeguard children:-

- All staff, volunteers and regular visitors to school must have a current DBS. Details are kept on a Single Central Record.
- All visitors must sign in and wear an identity badge
- Parents will not be allowed into school to speak to with staff during the school day or collect forgotten items until they can be escorted by a member of staff at the end of the day. There is ample opportunity to speak to the Early Years team at the beginning or end of the day.
- Pupils in Reception and Key Stage 1 must remain with their class teacher at the end of the day until a parent or carer has been identified.
- Parents must inform the school if anyone not known to the staff is collecting a child and a password agreed.
- Taxi drivers must have a current DBS or staff will not allow a child to go with him/her.
- Records are kept regarding any concerns that staff may have about a pupil. The nature of the concern will dictate the action required to be taken by the Headteacher or Assistant Headteacher.

Health matters

If your child is ill in school, we will contact you so that you can collect them. It is therefore essential that we have up to date phone numbers. Please fill in your contact detail forms and keep us updated if you change address or telephone numbers.

If your child is ill and won't be attending school please contact us on the first day of illness before 8.55. If your child suffers from sickness or diarrhoea due to a stomach bug, they must stay away from school for 48 hours after the last bout.

Children who need to take medicine in school must have a medication form completed by a parent. This can be obtained and filled in at the school office. Prescribed medicine such as antibiotics or inhalers, must be handed into the office with the original packaging which has the child's name on it. Inhalers are kept in the classroom.