



Welcome to Reception Class



Dear Parents/Carers,

First of all, thank you for choosing St Cuthbert's as your child's primary school. We hope your child will be very happy at our school. We hope St Cuthbert's will be a place where your child can learn, grow and develop to their full potential.

This 'Welcome Pack' has been designed to provide you with some useful pointers and information to help both you and your child settle as quickly and smoothly into St Cuthbert's as possible.

If there is anything further you require, please do not hesitate to contact our school via the main office telephone number 0191 2860129.

We look forward to working in partnership with you and your child.

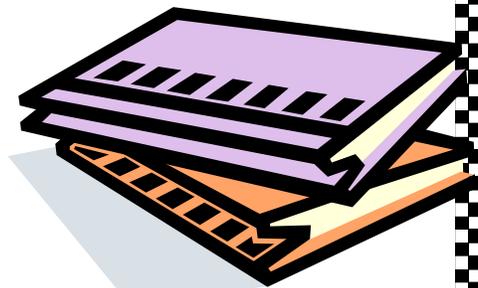
Best wishes,

Mrs Bullerwell
Headteacher

Contents

Introduction from the Headteacher

1. School Mission Statement and School Prayers
2. School Uniform
3. General Information
4. Early Years Foundation Stage
5. Daily Timetable
6. Wraparound Care and Home/School Partnership
7. Safeguarding
8. Learning Journeys, Website and Facebook
9. Behaviour
10. Helping your child to read
11. Handwriting
12. Mathematics



St Cuthbert's Mission

God made us all unique
To learn, live and grow
To show care, concern and friendship
To be the best we can
Showing Christ's love in all we do.

All prayers begin with the Sign of the Cross and end in Amen.

St Cuthbert's School Prayer

Let us pray for friendship in our school.
May we live happily and joyfully with each other.
Let there be care and concern in all our friendships.
Let us remember that a school is only as good as the people in it.

Dear God, help us to make our school a place where people feel
welcome, content and secure. Amen

Prayer before meals

Bless us O God, as we sit together
Bless the food we eat today
Bless the hands that made the food,
Bless us, O God
Amen.

Prayer at the end of the day

God our Father,
We have come to say
Thank you for your love today.
Thank you for my family
And all the friends you give to me.
Guard me in the dark of night
And in the morning send your light.
Amen.

School Uniform

Your child needs:

Winter

A pale blue polo shirt
Grey trousers
Grey skirt/Pinafore dress
A royal blue jumper or cardigan

Summer

A pale blue polo shirt
Grey trousers or shorts
A blue gingham dress

Footwear

Socks/tights should be grey, black or white
Shoes should be black and flat (no high heels allowed)
Wellington Boots to be kept at school for outdoor play

School uniform can be bought at the 'Tots To Teams' uniform shop in Kingston Park (NE3 2EF) We do stock a small amount of uniform at school.

We recommend that your child has a **St Cuthbert's School Reading Folder**. These can be purchased from the school office or the uniform shop. They need to bring the folder (or similar) to school everyday as this is where they will keep their reading books and letters home.

A water bottle need to be brought into school everyday for your child. Your child will take it home each day to be washed and refilled. Please write your child's name on it.

PLEASE ENSURE THAT EVERY PIECE OF CLOTHING IS CLEARLY MARKED WITH YOUR CHILD'S NAME ON.



PE Kit

Children need to come to school wearing their PE kit on a Friday each week.

Plain white t-shirt
Plain navy blue or black shorts
Plain navy blue or black jogging bottoms
Trainers
A royal blue jumper or cardigan

General Information

On health and safety grounds children are not allowed to wear jewellery in the Reception class. Children's haircuts/hairstyles should be smart and appropriate for school. The school does not permit children to have 'extreme' haircuts such as hair which is too short (where the child's scalp is visible or less than a Grade 2) or has designs shaved into it with a shaver. We define extreme hairstyles as excessive spiking and gelling of hair, colouring of hair or having false extensions. Elaborate hairbands and slides are also discouraged. Long hair (both boys and girls) should be tied back, away from the face, at all times. Children are not allowed to wear nail varnish for school.

Holidays and Illnesses

Please avoid taking your child out of school for a holiday in term time. In the event that you intend to take a holiday during term time you will need to fill out a 'Leave of Absence' form available from the school office. If your child has a medical appointment during the school day please inform the office and provide them with a copy of your confirmation of the medical appointment.

In the event that your child is ill, please inform the school by ringing the main office and leaving a message on the answer machine. If your child has had diarrhoea and/or been vomiting school policy advises parents not to send their child to school until 48hrs after the last time they experienced these symptoms. This is to prevent stomach viruses being passed to other children.

Parking

Please ensure that if you are parking in the streets around school that you consider the health and safety of the children and residents in the local area. Road markings clearly show that there is no dropping off anywhere along the double yellow lines or Keep Clear signs at all of the entrances to school. Please take into account the residents who live next to the school and park considerately, keeping driveways accessible for the residents at all times. The school car park is for staff parking only.

Medicines

We can only give medication to a child if it is prescribed by the doctor with the child's name on it. If a child needs medicine during the school day a medicine form would need to be completed, signed and passed to the school staff.

Collecting your Child

Children will be dismissed one by one when we see the person who is picking them up. Please inform the staff if somebody different is picking your child up. Your password has been noted in case an adult unknown to school needs to pick your child up. Please inform the school office straight away if any emergency contact details change.

Early Years Foundation Stage

The EYFS Framework explains how and what your child will be learning to support their healthy development. Your child will be learning skills, acquiring new knowledge and demonstrating their understanding through 7 areas of learning and development.

Prime Areas

Children should mostly develop the 3 prime areas first. These are:

- **Communication and language:** Listening Attention & Understanding, Speaking
- **Physical Development:** Gross Motor Skills, Fine Motor Skills
- **Personal, Social and Emotional Development:** Self-regulation, Managing Self, Building Relationships

These prime areas are those most essential for your child's healthy development and future learning. As children grow, the prime areas will help them to develop skills in the four specific areas.

Specific Areas

These are:

- **Literacy:** Comprehension, Word Reading, Writing
- **Mathematics:** Numbers, Numerical Pattern
- **Understanding the World:** Past & Present, People, Culture and Communities, The Natural World
- **Expressive Arts and Design:** Creating with Materials, Being Imaginative and Expressive

These seven areas are used to plan your child's learning and activities that are suited to your child's unique needs & interests. Children in the EYFS learn by playing and exploring, being active, and through creative and critical thinking which takes place both indoors and outside.

Reception children will complete a statutory Baseline assessment in the first half of the Autumn term. Children will work on a one to one basis with an adult to complete a series of activities. Pupils' attainment in these tasks are a starting point to provide a way of measuring progress to the end of KS2.

At the end of the Reception year we will complete an assessment which is known as the EYFS Profile. This assessment is based on our knowledge of your child and what we have observed your child do. The profile measures your child's progress in all of the areas of learning against the Early Learning Goals. We will give you a report of your child's progress, including information from their EYFS Profile.

Daily Timetable

8:30am	Gates open. Reception children enter the KS1 yard. Classroom doors open.
8:45am	Classroom doors and gates are closed and locked
8:45-9:15am	Registration and Child Initiated Play
9:30 -10:00 am	Whole Class Phonics
10:00-10:30am	Child initiated learning & group work inside & outside
10:30-10:40	Snack Time and Story
10:40-11:10am	Child initiated learning & group work inside & outside
11:10-11:30am	Whole Class Literacy Teaching
11:30-12:30pm	Lunch Time
12:30-12:50pm	Registration, Whole Class Maths
12:50-1:00pm	Whole Class Handwriting
1:00-2:45pm	Child-initiated learning & group work inside & outside
2:45-3:15pm	Celebration Time, Collective Worship & Prayer Time
3:15pm	Home Time

On certain days throughout the week children will participate in **Computing** and **RE** lessons. On a Friday children will wear their PE kit for school ready to participate in a PE lesson.

Celebration Time involves sharing something they have created at school. The children will be assigned a specific day to share their work.

Lunch Time: All children are entitled to a hot school meal with no payment for Reception or KS1 pupils. This is a universal infant free school meal. Parents will be sent a lunch survey to complete each week for their child where they can select the school lunch from a choice of three that they would like their child to have. Children have the option of bringing in a healthy packed lunch from home. If they decide to change from packed lunch to school lunches or vice versa then they need to tell the office so they can inform the kitchen staff. After eating lunch, the Reception children will play in the Butterfly Garden.

After School Club

Our After School Club is based in the KS1 Hall for children from Reception to Year 6. Reception staff take the children from the classroom into the hall where the After School Club leader will be waiting for them. The club is available for children to attend from 3:15pm until 6pm Monday to Thursday and 3:15pm until 5pm on a Friday. Parents need to book sessions in advance with the school office.

Breakfast Club

The Breakfast Club also takes place in the KS1 Hall from 8:00am until 8:30 am for children from Reception to Year 6. Sessions don't need to be booked in advance and cost £2.00 per child.

Home/School Partnership

If you have any queries, questions or concerns, please speak to a member of staff. We are always there to listen. It is really important that you inform us of any medical or emotional issues so that we can support you and your child. Staff are available to speak to first thing in the morning and at the end of the school day to listen to any immediate concerns that you may have. It is also possible to make an appointment with a member of staff if discussing more sensitive matters.

We have Parents' Evening in the Autumn and Spring terms to discuss your child's progress. A written report is sent home in the Summer term to describe your child's achievements, progress and next steps in their learning. The Learning Journeys are shared with parents via email at the end of each half term.

We offer Reception Parent Workshops to inform families about the Reception Curriculum and how we teach Phonics to develop children's reading and writing skills. We give parents ideas and deepen their understanding about how they can support their child's learning at home.

Safeguarding

This school is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. This means that we have a Child Protection Policy and procedures in place which we refer to in our prospectus.

All staff (including supply staff, volunteers and governors) must ensure that they are aware of these procedures. The policy is available on our website. 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 our concerns about our pupils are discussed with his/her parents/carers first unless we have reason to believe that such a move would be contrary to the child's welfare.

Our Designated Person(s) are:

Anne Bullerwell (Headteacher)

David Hastie (Chair of Governors)

Lucy Clarke (Deputy Headteacher)

Carolyn Ferguson (Assistant Headteacher)

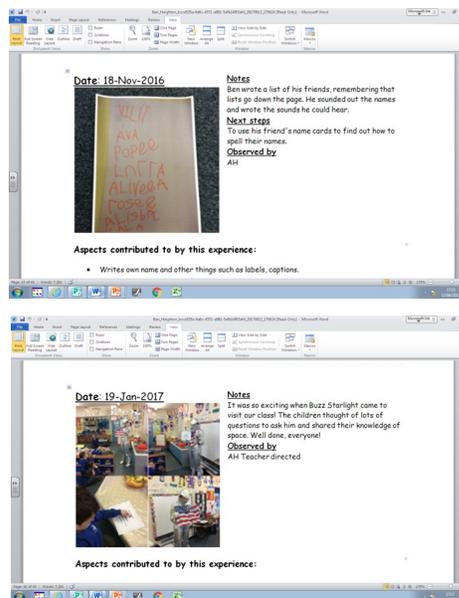
Lucy Marley (Early Years Leader)

If you are concerned about a child's welfare, please record your concern, and any observations or conversation heard, and report to one of the Designated Persons as soon as possible the same day. Do NOT conduct your own investigation. Please treat any concerns as confidential. If your concerns relate to the actions or behaviour of a member of staff (which could suggest that she/he is unsuitable to work with children) then you should report this to the Head Teacher or Chair of Governors.

St Cuthbert's staff record all safeguarding and child protection information on an electronic system: Child Protection Online Management System (CPOMs)

Learning Journeys

Learning Journeys are emailed to parents on a half termly basis. They help parents to understand teaching points & activities children have been participating in. Some observations are written about a group, class or individual activity. They include 'Next Steps' which explain what the teacher would be focusing on next with their child. The Early Years Outcomes statements show what the children have achieved. Parents are encouraged to add to their child's learning journey by sharing photographs and activities that they have participated in at home.



School Website

www.stcuthbertsk.newcastle.sch.uk

The school website gives lots of information. The Early Years Section shows photographs split into terms & topics covered. It also has topic overviews that explain the activities & Early Years Outcomes statements Reception Class plan to achieve. Newsletters, phonic guidance, policies and the EYFS Curriculum are all displayed for parents to read.

School Facebook Group

Parents are invited to join the St Cuthbert's Catholic Primary School Facebook group where photographs and descriptions of the children's activities are posted. It is a closed Facebook group so only families that are connected to the school can view the posts.

School also have a Twitter page that parents can access. Parents need to give permission for their child's photographs to be used online by completing the 'St Cuthbert's Photograph Consent Form'. The school's social media pages should not be used to air concerns or grievances. Please speak to a member of staff or your child's Class Teacher if you have any issues.

Behaviour

Good behaviour makes effective teaching and learning possible.

Cubes in the Jar

Children are asked to put a cube in the class 'Cube Jar' when they have shown good behaviour or made achievements. When the 'Cube Jar' is full, the whole class get a treat e.g. make biscuits, bring scooters in, dressy up day etc.



Greenie Awards

We give children these in class for things such as trying hard, recognising sounds, learning tricky words, being a good listener or being kind to a friend.

Certificates

After the October Holidays, the Reception Class will join the whole school for Assemblies on a Friday morning either in the hall. In this assembly, one child (each week) will receive a Head Teacher's Award for their progress and achievement. This is a very special award and is a great incentive for children to help each other and work together.

Buddies

Each child has a Year 6 'Buddy' who is there to help them and be their friend. They will also help to set a good example of behaviour. They will meet them once a week and play together in the Reception classroom and Butterfly Garden. Sometimes, the Buddy will hear their Reception friend read.



Helping your child to read at home



- * Children will be given Oxford Reading Tree books to read at home, both fiction and non-fiction.
- * Discuss what is happening in the pictures, what the weather is like, how the characters might feel and try to link the story to their own experiences.
- * Encourage your child to find sounds in the title, talk about the pictures and predict the story.
- * Picture books build the confidence of children by allowing them to talk about a story, using the picture as aids and helps to develop their understanding and vocabulary.
- * Reading together at home enables your child to grow into a confident and enthusiastic reader and the more books you read aloud and enjoy together, the better.
- * Reading at home will really help your child to start to gain confidence with their reading.

Visit the Oxford Owl website to view a large selection of online E books for children to read.

<https://www.oxfordowl.co.uk/for-home/>

Helping your child to read at home



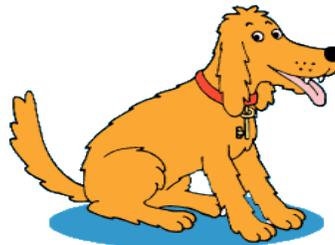
- * With your encouragement, reading should be a fun activity for both you and your child at home.
- * Help your child learn the names of the different characters in the book. (Sometimes the ORT books have other characters.)



Mum



Dad



Floppy



Biff



Chip



Gran



Wilf



Wilma



Kipper



Helping your child to read at home

- * We will send home word sheets in a small booklet alongside a sound wall with the reading books. These are words that your child will encounter in their class work and reading books. There are a number of words to cover during the Reception Year. Once your child is able to read the words with confidence, we will provide them with the next sheet.
- * Encourage your child to identify the sounds in words and practise blending these sounds together to say the words. Children will become more confident as they practise.
- * There are some tricky words that cannot be sounded out for example : was, that, said, the, you, my, me, all, come, like. These words can only be recognised by sight.
- * When practising words, you could make it fun by:
 - * *playing, 'Find the word'*
 - * *making silly sentences*
 - * *word bingo*
- * Word sheets and the sound wall should be returned to school with your child's reading book and Reading Record every day. We will write a weekly comment in your child's Reading Record alongside your comments.
- * As 'Phonics Into Reading' is **SO important** in Reception, home and school need to work together to help your child progress. Inside your Reading Record book will be a specific day where your child will be heard to read and their books will be changed by either the teacher or teaching assistant. Please ensure that your child brings their Reading Record and books to school every day as there are often opportunities to hear children read more than once in school.



Helping your child at home to read



Always remember that reading should be *enjoyable*. Rather than 'hear' reading we 'share' reading with children. Reading aloud to your child is always a good idea, even after they have started to read themselves.

Talk about the books and texts you have enjoyed together. Read all kinds of books with your child - non-fiction and fiction.

Getting Started - Talk about the book before beginning reading, for example; 'This looks interesting, what do you think this book could be about? Look at the front cover, what is happening here? Why do you think that?' etc

Focus on Meaning - If your child comes across unfamiliar words, try to help them to understand the meaning of the word e.g. 'What would make sense there?' or 'What about this word?'

- * *Praise* your child when they work out a word correctly. If they can't attempt a word after prompting, read it yourself.
- * Give *positive* feedback on other aspects of reading as often as possible, without interfering with the flow of reading.
- * **Respond** to context - if it is funny, then laugh!
- * End the session on a *positive* note and acknowledge the effort your child has made.
- * Don't let them feel that they have disappointed or worried you in any way.

Handwriting

As your child's handwriting skills develop, their pencil control will improve. It is very important that your child holds their pencil in the correct way.

The pencil should be held in the 'tripod' grip, between the thumb and first two fingers. The grip is the same for both left and right-handed children. If a child's hold is incorrect, it is very difficult to correct later on.



Firstly, your child will be taught the correct letter formation and then the letters. Please encourage your child to start their letters from the correct point and form them correctly.

Please find below an example of how we form letters in our school:



1 2 3 4 5

Mathematics

6 7 8 9 10

Number recognition, counting and calculation skills are taught through practical activities, games and rhymes. Your child will learn through planned play-based, child-initiated and focused teacher led activities.

We aim for children to understand, recognise and order numbers from **0** to **10**. Children will be learning and practising the skills of counting and will be encouraged to count each object once by touching or moving the object as they count.

We also aim to ensure that the children have an understanding of number and its value, for example: knowing that 8 will always be eight of something e.g. 8 sweets, 8 pens, 8 cats etc. We also recognise amounts between 1 and 6 without having to count them especially when we roll a dice and identify the number of spots.

Other Maths areas we look at include 2D and 3D Shape and measurement which are explored throughout the Reception year.

Helping your child at home with 'everyday Maths'

- * Looking at different shapes around the house
- * Finding numbers on the telephone or remote control
- * Counting the pegs used to hang clothes on the line
- * We have 3 pegs, how many more do we need to have 5 pegs altogether?
- * Who has the biggest / smallest shoes or socks?



Here are some things you can practise at home to help you get your child ready for school

Encourage them to:

Wash and dry their hands.

Wipe their nose.

Put on/fasten their coat and shoes.

Use the toilet independently.

Dress/undress.

Be happy to be away from my parents or carers, knowing they will be back soon.

Get them to join in games and activities with other people.

Share and take turns.

Talk about their ideas, needs and feelings.

Ask a grown-up for help.

Follow simple instructions.

Use a spoon, knife and fork..

Open their lunch box as well as wrappers and packaging.

Drink from a water bottle, carton or open cup.

Put their wellies and shoes on the right feet.



Number

Count a small number of items and state the quantity counted.

Sing number rhymes and songs.

Say & recognise numbers to ten.

Begin to recognise small amounts of objects without counting them e.g. 3 spots on a dice.

Literacy

Recognise/read their name.

Hold a pencil to draw using the tripod grip.

Learning to write their name.

Enjoy listening to stories and rhymes.

