

WELCOME PARENTS AND CARERS

An introduction to Reception

Welcome to Reception

In our year group, you will find...

Class Animal	Teacher	Teaching Assistants:
Dragonflies	Miss Ferguson	Miss Blanc
Bumblebees	Mrs Coyne	Mrs Wesson
Butterflies	Mrs Cunningham and Mrs Elvestone	Mrs Finney
Ladybirds	Miss Midgley	Mrs Derry

Topics and Trips



The exciting year ahead for us looks like this:

Term	Topic	Possible Trips / other events
Autumn 1	Me, myself and where we live	Theatre trip
Autumn 2	Seasons of change	Santa visit
Spring 1	What's your emergency?	Having different occupations come in
Spring 2	On the High Street	Local walk around the shops and landmarks
Summer 1	People of the World	Food Tasting
Summer 2	Traditional Tales	Farm trip



We use Seesaw to share our learning with you and for you to share your child's learning with us. We love to see what you get up to at home so please send us your own wow moments for us to share!

We will post a few photos every week to share some of the learning that has taken place. These will be accompanied with a question and invite you to share anything your child does. This could be talking about the activity, something they do at home linked to the learning or something they make, read, draw following up.

We will also be sharing your child's next steps via Seesaw. We will share with you when they have met this and their new next step so you can help support them with this at home. Next steps are focused statements that help us as teachers know how to support your child to make progress within a specific area.

Seesaw is also used to share messages/information regarding your child's class including first aid messages e.g. if your child has had a first aid incident you will receive a message via Seesaw to make you aware so please ensure you have your Seesaw set up as this is our main form of communication.

Please be aware that whilst we may post and send learning journey posts home throughout the day, we will not be checking messages or comments. If it is something that we need to know throughout the school day or for collection please contact the school office.

Example week in Foundation

	8:40 9:00	9:00 9:15	9:15 9:20	9:20 - 10:50	10:50 10:20	10:10 - 10:50	10:50 11:20	11:20 11:40	11:40 12:40	12:45 1:00	1:00 - 2:00	2:00 - 2:30	2:30 2:50	2:50 3:05	3:05 3:10
Monday	Morning Work / Reading / Putting Stuff Away/ Stay and Play Welcome / Good Morning Song / Register / Wellbeing Check In		Phonics	Play Partner Inside Literacy	Maths	Play Partner Inside Pick Ups	Phonics (first half - focus group 2)	Get Ready and Lunch	Register	Phonics (Second Half)	1-1:15 Topic 1:15-2:00 Play Partner Outside Gross Motor observation Fine motor intervention	Monday Assembly 1-1 readers	Maths Retrieval/PSED circle time / Milk and Fruit	Big Read	Hometime / Goodbye Song
Tuesday				Play Partner Inside Creative area		Play Partner Outdoor Gross / Fine Motor					1-1:15 Topic Language Intervention PSED Intervention	Key Worker - Next Steps			
Wednesday				Play Partner Outside Interventions		Play Partner Indoor Small World /Water					1-1:15 Topic Play Partner Maths	Play Partner Indoor			
Thursday				Play Partner Outside Fine Motor Interventions		Play Partner Outdoor PSED Intervention					Guided Reading	P.E.			
Friday				Play Partner Inside Pick Ups		Play Partner Inside Pick Ups					Good News Assembly Library 1:45 1-1 Readers	Language Intervention			

Things to Remember



Doors open: 8:40am

School day starts: 8:50am

Lunchtime: 11:30-12:30pm

Snack time: 2:30pm

End of school day: 3:10pm

Baseline Assessments

The RBA (Reception Baseline Assessment) will be an activity-based assessment of pupils' starting points in:

- language, communication and literacy
- Mathematics

The RBA will be a short task-based assessment. Pupils will use practical resources to complete these tasks and teachers will record the results on a laptop, computer or tablet. It will not be used to label or track individual pupils. Schools will be required to carry out the assessment within the first 6 weeks of pupils starting reception. No numerical score will be shared and the data will only be used at the end of year 6 to form the school-level progress measure. However, teachers will receive a series of short, narrative statements that tell them how their pupils performed in the assessment. These can be used to inform teaching within the first term.

Good Level of Development

This is a summative assessment judgement which is made for each EYFS child at the end of the Reception year. It is a measure of attainment, not progress. Achieving a good level of development will help a child to make a good start in Year 1.

A 'good level of development' can be defined as a child reaching the 'expected' level of development at the end of their reception year, at the end of EYFS.

L&D Area Aspect (title of early learning goal) Start of early learning goal

Personal, Social & Emotional Development

- Self confidence & self awareness
- Managing feelings & behaviour
- Making relationships

Children are confident to try new activities....
Children talk about how they and others show....
Children play co-operatively, taking turns.....

Communication & Language

- Listening & attention
- Understanding
- Speaking

Children listen attentively in a range of situations...
Children follow instructions involving several ideas
Children express themselves effectively.....

Physical Development

- Moving & handling
- Health & self-care

Children show good control and co-ordination....
Children know the importance for good health.....

Literacy

- Reading
- Writing

Children read and understand simple sentences....
Children use their phonic knowledge to write.....

Mathematics

- Numbers
- Shapes, space & measures

Children count reliably with numbers from 1 to 20..
Children use everyday language to talk about

Understanding the world

- People & communities
- The world
- Technology

Children talk about past and present events....
Children know about similarities and differences in relation to
Children recognise that a range of technology

Expressive Arts & Design

- Exploring and using media & materials
- Being imaginative

Children sing songs, make music and dance....
Children use what they have learnt about media.....

Key Worker

A key person is a named member of staff with responsibilities for a small group of children who helps those children in the group feel safe and cared for. The role is an important one and an approach set out in the EYFS which is working successfully in settings and in Reception classes. It involves the key person in responding sensitively to children's feelings and behaviours and meeting emotional needs by giving reassurance, such as when they are new to a setting or class, and supporting the child's well-being.

- Identified within the first 2 weeks of term.
- Time spent in Key person groups for story and PSHE sessions.
- Responsible for your child's next steps and sharing these with you on Seesaw
- First point of contact if you have any questions or concerns.

Sharing Progress

Children develop at different rates and have different interests. Please try not to compare them to other siblings or children in the class. If you are at all concerned please speak to the class teacher.

There will be 2 opportunities for you to meet one to one with the class teacher. One in the first term to discuss how your child has settled in and one in the Spring term to discuss progress. This is by no means the only times you can meet the teacher. They are always available to talk briefly with at the start and end of each session.

However, teachers may ask to continue conversations at a later time – they're priority at these times is always with the children in their care.

We have opportunities for Parents and Carers to come in throughout the year for stay and play, story time and workshops.

Parents and Carers are kept up to date through SeeSaw where you can access your child's learning and where any homework might be set.

Getting you into the classroom!

Each Monday and Friday morning there will be an opportunity for you to come into the classroom with your child.

On these mornings, your child's classroom will be open from 8:40 til 9:00. During this time you will be able to come in for 'Stay, Play and Learn' where you will be able to take part in our daily COOL activities with your child.

We will also be inviting you in throughout the year for story sessions, art afternoons, board game sessions and lots more

Staff will let you know when the first sessions will start once all the children have settled in.

Outdoor Learning

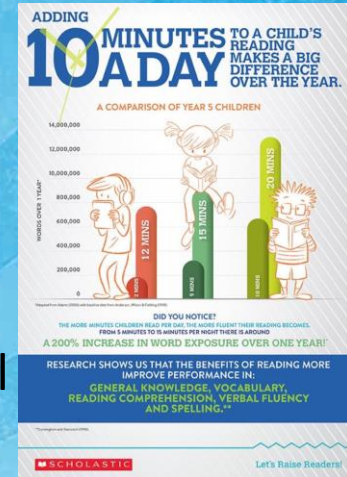
Having the opportunity to engage in high quality outdoor learning helps children and young people understand and respect nature and life-cycles whilst developing the ability to identify hazards. At the same time they can develop problem-solving and team-building skills in a fun environment. Not everyone learns through reading and writing; whilst some learners might feel that they don't have determination and perseverance in the classroom, they can quickly discover that they have the most grit in the class when it comes to getting things done in an outdoor environment! Opportunities to nurture this kind of self-esteem and confidence in pupils whilst honing important soft skills like resilience and determination are integral parts of the learning journey.

please ensure your child has warm waterproof coats, wellies and warm clothes.

We will be out in all weathers!

Reading

- Your child will come home with a reading book each week and their reading diary. Each child will read to their teacher or teaching assistant once a week and will be able to change their book. Please ensure that your child brings their book bag to school everyday as there is no set day for reading with their teacher.
- 'All Star Reading Heroes' will be up and running, once we have had time to settle in. This is where the children get a point for every day they read and then can trade these points in for rewards
- Home reading expectations- 10 minutes a day with your child. Please log this in their reading diary so they can receive their point. There will also be an activity for your child to complete to support with their comprehension.
- We visit the library once a week to change and explore new and exciting book
- If you have any further questions about English at Alderman Richard Hallam, please do not hesitate to contact Mrs Heaney-Fitzgerald, Mrs Fowler or Mrs Coyne.

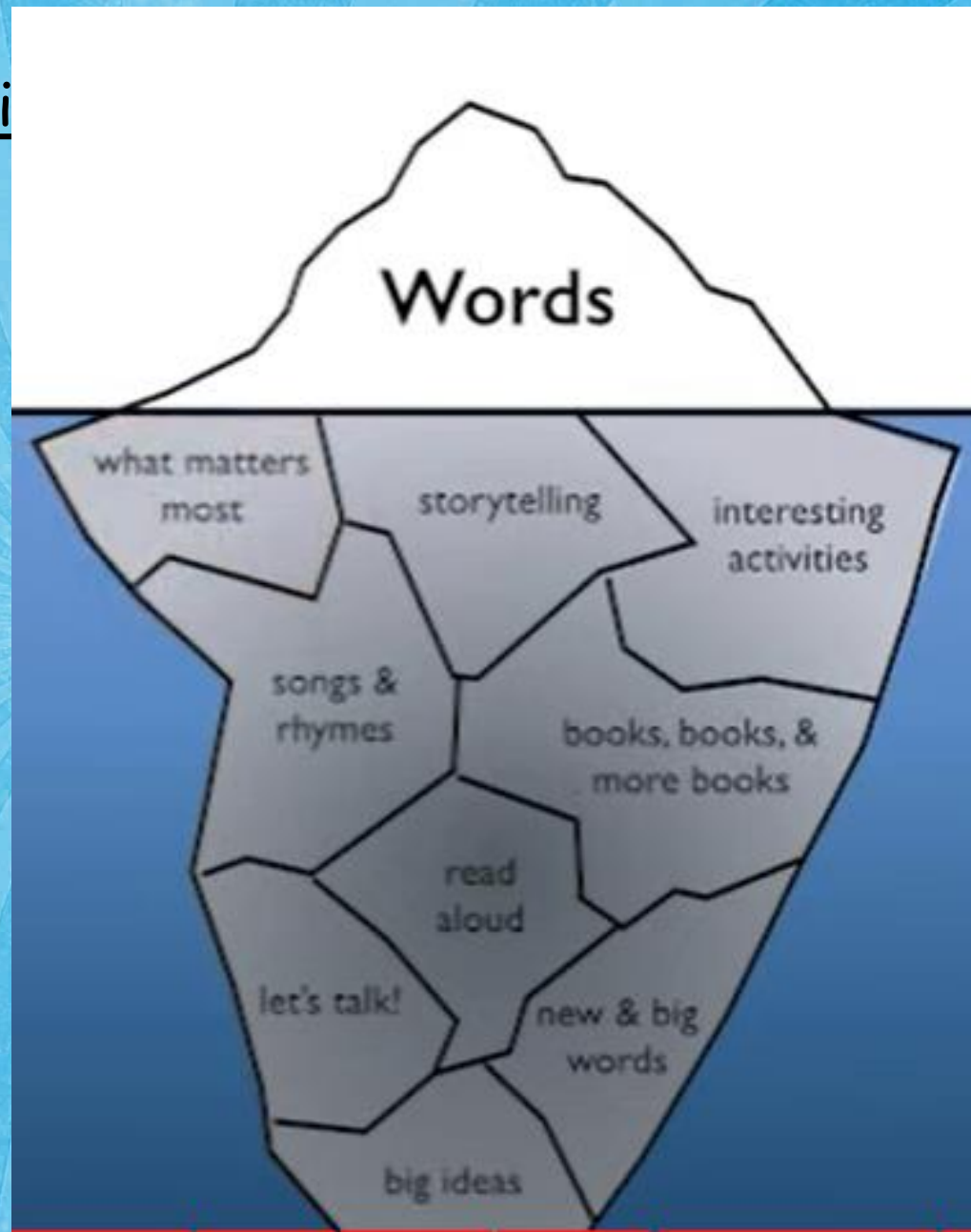


Over the Summer Holi

Read! Read! Read!

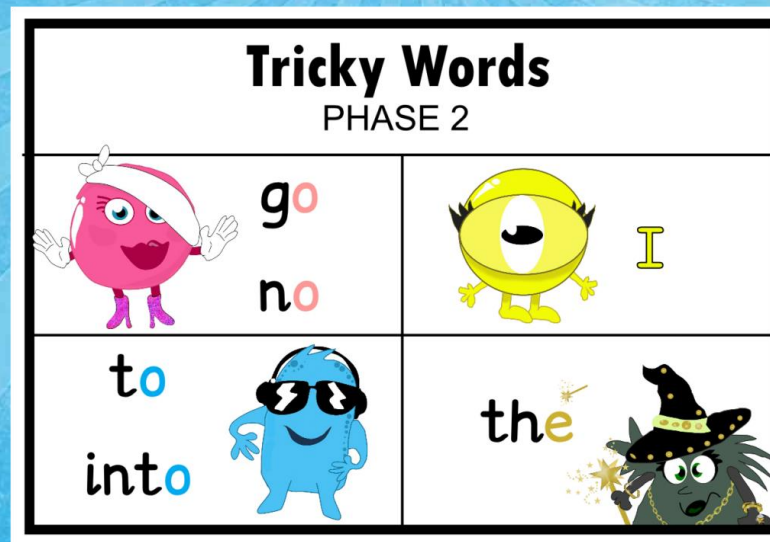
Pupils with a language deficit at five-years-old are four times more likely to have reading difficulties as adults. In England 1 in 4 children aren't meeting the expected level for reading. At age 5 this rises to 1 in 3 for the poorest children.

This is equivalent to a 30,000,000 word gap at age 3.



Tricky Words

- Tricky words are words that the children are expected to learn without sounding out.
- Your child can show their teacher how well they are doing with their tricky words every Thursday and/or Friday. If they get all their tricky words correct, they will have a certificate in our Well-Done assembly and will move up to the next set. The next set will come home with your child for you to practice with them.



Mathematics

At our school Mathematics is taught as a whole class in mixed abilities.

Our lessons will be taught with a Mastery approach which ensure that *all children in class are working in the same direction trying to achieve the same objective.*

Through highly effective teaching our children will be taught a range of skills in lessons which will promote making links, problem solving and reasoning.

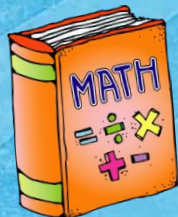
If you would like to help your child at home please use our calculation policy which provides examples of how to support your child as well as resources we shall be using.

The Mathematics team organise three maths weeks a year so keep a look out for these!

Any questions?

The Maths team are always here to answer them.

Mrs Barnes and Mrs Cunningham



Lunch

Children may bring a packed lunch.

All children in Reception are offered a free school dinner.

A meat and vegetarian option are provided daily for all children to choose from.

During the first couple of weeks as your child gets used to the dinner hall, we will be offering a reduced lunch time menu.

Special Dietary Requirements

- Any allergies or specific dietary needs must fill out a medical meal planner form. Please collect a form before you leave.



IT'S OKAY TO
NOT BE OKAY

Mental Health



- Ensuring our children, their families and our staff have good mental health is one of our highest priorities as a school
- We recently achieved the Carnegie Centre of Excellence Mental Health GOLD Award
- To find out more about what we are doing, please look at <https://www.arhprimary.co.uk/mental-health/>

Parent, Carer and Pupil Voice

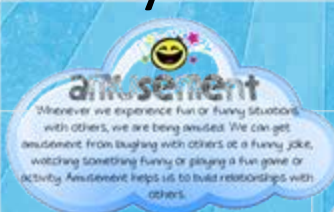
- At ARH, we give children lots of opportunities to share their ideas, opinions and suggestions. Children give their views for each of their topics so we are continuously adapting our way of teaching.
- Our children also have ownership over electing the School Council who contribute to decision-making across the school, such as interviewing new teachers and sharing ideas for our fundraising events.
- We will be inviting parents and carers to share views through our new half-termly suggestion surveys as well as our current bi-annual questionnaires. Your voice is really important to us so please respond and let us know how we're doing!
- If you or a family member would be interested in volunteering with us or listening to pupils read, please speak to your child's teacher at the end



Positive Emotions



- There are 10 key positive emotions which are displayed in all classrooms
- Children are given lots of opportunities to experience these emotions and discuss times when they have felt them
- This helps to improve their mental health
- Each year begins with positive emotions week to help with a happy transition
- At home, why not ask your child to think of a time when they have experienced different emotion.



I.F.S.

EMPATHY

We are sensitive to other people's feelings. We are able to put ourselves in other people's shoes to share of how they are feeling.

LISTENING

We are active listeners. We show proof of listening with eye contact, body language and verbal responses. We are able to respond to the speaker.

LEADERSHIP

We can encourage others working with us, maintaining good relationships within the group and helping them overcome challenges.

JUDGEMENT

We are able to think things through logically and make a rational and sound decision on our own and other people's work.

HUMOUR

We like to laugh and bring smiles to other people. We try to see the light side of things.

INDEPENDENCE

We can work on our own, making the most of our own strengths and skills. We know how to make the most of our environment, resources and the people around us to do this.

CREATIVITY

We are creative individuals. We can think of interesting ways to do things and creative things to make.

ARTICULATION

We know how to express ourselves clearly so that others can understand us. We share about our work, our role and the impact of what we do.

TEAMWORK

We can work together smoothly. We take other people's concerns into account and work as a team to reach a solution.

BRAVERY

We love to challenge ourselves and try things that are out of the ordinary. There is nothing we won't try.

- IFS – Ingredients For Success
- Student spotlight
- Used in all lessons
- All of us have these skills – sometimes we need to exercise them to develop them further
- Why not ask your child which of the IFS are their strongest and which ones they are working on?

ENTHUSIASM

We approach our learning with excitement and energy. We are doing things that we love.

FAIRNESS

We are aware that everyone has different needs and we share things to make sure everyone is happy. We are able to share things along the way. We give everyone a fair chance.

LOVE OF LEARNING

We work hard to master new skills and knowledge independently.

REASONING

We can use what we know to figure things out. We can begin to do this and try to use our different approaches to problems and situations.

CARING

We are thoughtful and care about the other people in our class, school and community. We think about the different ways we can help and take care of others.

RESILIENCE

We don't give up easily. Even when things are tough, we never give up and keep on going. If we get stuck, we share about how we feel.

FOCUS

We are able to concentrate our thoughts and efforts on one thing. We know what helps us to improve our focus.

SELF-CONTROL

We are able to control how we feel and act. We are able to control our behaviour at all times.

CURIOSITY

We love to find things out and know how and why things work the way they do. We love learning, investigating and discovering.

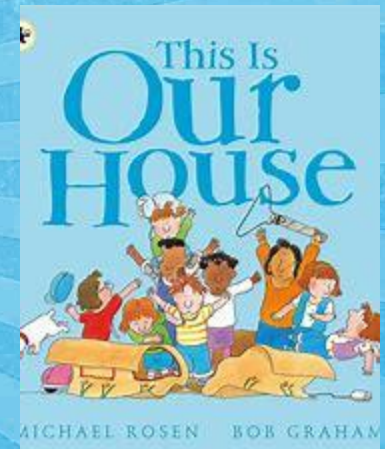
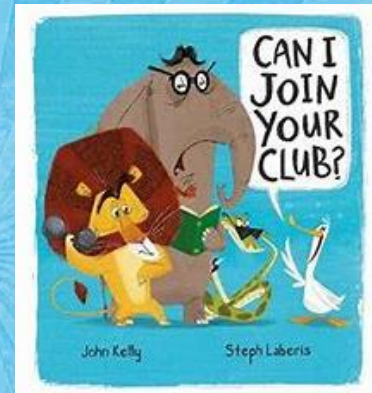
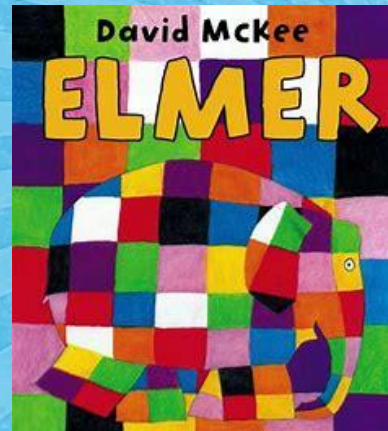
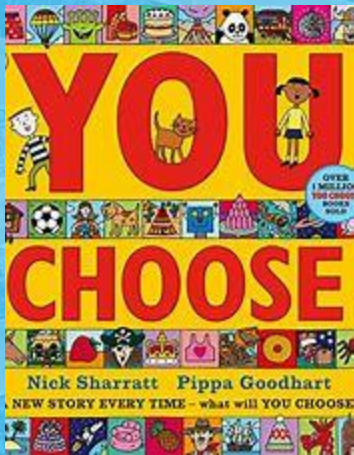
HONESTY

We always tell the truth and share our true thoughts and feelings. We take responsibility for our feelings and actions.

No Outsiders

‘No outsiders’ in our school is the strategy our school uses to ensure all children understand the protected characteristics outlined in the Equality Act 2010.

Here are some of the books we will be looking at this year:



If you have any questions regarding them please speak to your class teacher or contact Mrs Pickering cpickering@aldermanrichardhallam.leicester.sch.uk.

Behaviour



The Golden Rules:

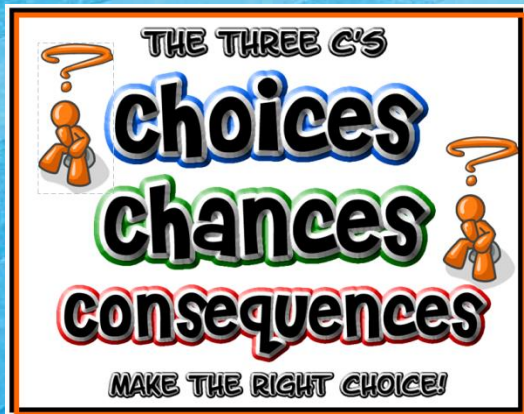
Be kind and gentle – don't hurt others

Be honest – don't tell lies

Try hard with your learning – don't waste time in school

Listen carefully – don't talk when others are speaking

If you would like to know more about our behaviour policy, you can find a copy on our website



Attendance



A telephone call, note or email message on the first day of absence is required so that the school is immediately aware of the reason for the child's absence. This can be emailed to absence1@aldermanrichardhallam.leicester.sch.uk



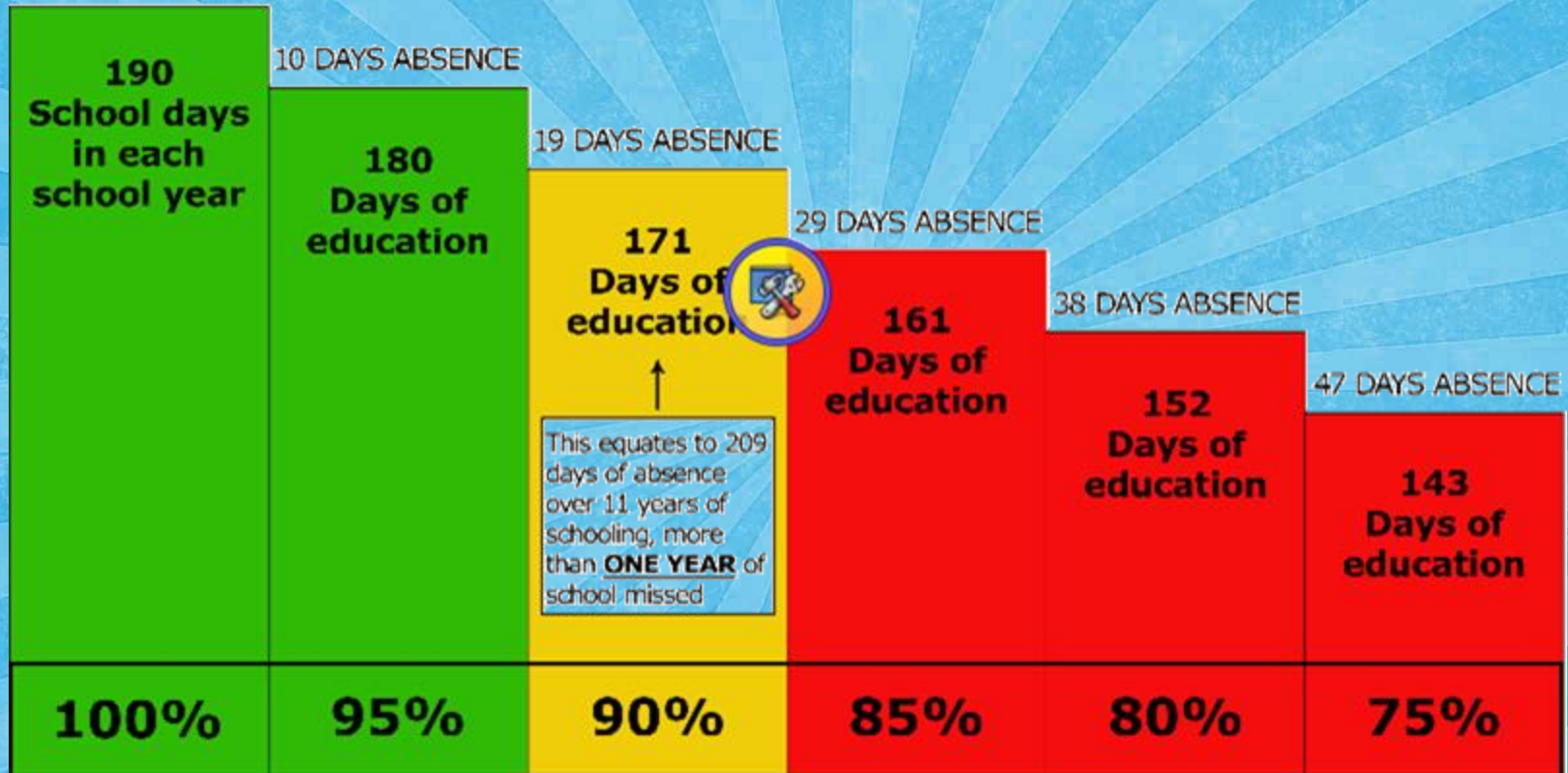
To call the school office if your child is absent from school –
0116 262 4003 or email
absence1@aldermanrichardhallam.leicester.sch.uk

Attendance - Absence

- Ring the school
or
drop in a note
if....
- your child is going to be late.
 - ... your child is ill.
 - ... your child has been away from school for any reason.
 - ... your child is going on holiday during term time.
 - ... you are going to be late picking up your child.
 - ... your home or family circumstances change.
 - ...If someone new will be collecting your child.

If you don't call us - we will call you!

Attendance



If you have any questions about attendance, please contact Mrs Karen Harvey, our Safeguarding, Attendance and Admissions Manager on 0116 262 4003 or by emailing kharvey@aldermanrichardhallam.leicester.sch.uk

School Uniform



Our colours are royal blue, grey, black and white and the uniform is as follows:

- School royal blue sweatshirt with school logo or other plain, royal blue sweatshirt
- School royal blue cardigan with school logo or other plain, royal blue cardigan
- Plain pale blue or white polo shirt, blouse or cotton shirt
- Grey or black trousers, shorts or skirt
- Grey pinafore dress
- Blue gingham dresses
- School royal blue book bag with school logo
- Blue, white or black headgear

Children must wear sensible black shoes or sandals with a flat heel. Children are encouraged not to wear trainers as the classrooms are carpeted and shoes bring in less dirt, however if the trainers are completely black, they *may* be permitted.



P.E. Kit

Our PE day is on Thursdays.

Outdoor P.E. kit:

- White T-shirt
- Black shorts or black jogging bottoms
- Black, white or grey hoodie or jumper
- A pair of trainers

At this time, children are expected to bring their P.E. kits to school on their P.E. days to change into.



Indoor P.E. kit:

- White T-shirt
- Black shorts
- Plimsolls

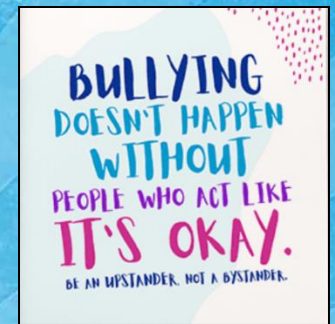


Safeguarding

- Our school has very robust safeguarding procedures in place. If a concern is raised, teachers and teaching assistants will speak to you in the first instance. We want to ensure that all children at A.R.H. are happy and safe at all times.
- If you ever want to raise a concern with us, please speak to a member of our safeguarding team.
- Operation Encompass – this is an initiative in Leicester City. If the police have been called out to a property and a child has been witness to an incident, the school will be informed so that we can ensure the child is supported at school.
- We teach the children how to keep themselves safe through lessons and assemblies. You can find out more about this at

<https://www.arhprimary.co.uk/safeguarding-at-arh/>

Anti-Bullying



- We are very lucky at A.R.H to not have a problem with bullying due to raising awareness and having a strong team of Anti-Bullying Champions.
- We teach anti-bullying with the phrase 'STOP' - this means several times on purpose.
- Please look at our Anti-Bullying section on the website: <https://www.arhprimary.co.uk/anti-bullying-1/> This has wonderful videos and activities you can share with your child.
- We are currently hold Leicester City's Anti-Bullying Charter and recently achieved the Anti-Bullying Alliance's Gold Award.

School Website



Our website has all the information, photos and letters that you need as well as contact information. Make sure you check out our website, Twitter or Facebook for information before ringing the office.

SENDCo / School Nurse / Early Help Services for Families

If you feel that your child has additional educational needs that you would like to discuss, please contact Mrs Nanda through our website.

For all other issues, please contact the school nurse on 0116 294 3095.

Information for help at home is also available through the Early Help team on 0116 454 5899.

Early Years Pupil Premium

If you receive one of the following benefits will generate EYPP for their childcare provider:

- Income Support (IS)
- Income - based (not contribution-based) Job Seeker's Allowance (IBJAS)
- The Guarantee element of the State Pension Credit
- Income-related employment and support allowance or financially supported by NASS (National Asylum Support Service)
- Universal credit – their annual net earned income must be equivalent to and not exceeding £7,400, assessed on up to three of the parent's most recent Universal Credit assessment periods
- Child tax credit - **except** if they meet **any** of the following criteria:
 - Entitled to working tax credit (regardless of income)
 - Have an annual income in excess of £16,190

<https://www.leicester.gov.uk/schools-and-learning/grants-and-allowances/free-school-meals>

Need to discuss any questions or concerns?

Stage	Role	Staff Member(s)
1	Class Teacher	Mrs Coyne, Mrs Cunningham/Mrs Elvestone or Miss Midgley, Miss Ferguson
2	Year Group Leader	Mrs Cunningham
3	Phase Leader	Mrs Elvestone and Miss McEwan
4	Senior Leadership Team	Miss Kedzior (Headteacher) Mr Beardsmore (Deputy Headteacher) Mrs Lawes or Mrs Colley (Senior Assistant Headteachers) Mrs Nanda, Mrs Elverstone or Mr Gregory (Assistant Headteachers)

Please ensure you speak to the relevant member of staff. Arrange an appointment to speak to them by booking an appointment through the school office on 0116 262 4003. They may not be available at the end of the day due to other meetings or school events so please let them or the office know you wish to speak to them and what it is regarding.