



# **Welcome Parents and Carers**

An introduction to Reception

# Welcome to Reception

In our year group, you will find...

| Class Animal | Teacher                           | Teaching Assistants:       |
|--------------|-----------------------------------|----------------------------|
| Butterflies  | Mrs Cunningham and Mrs Elverstone | Mrs Clayton                |
| Bumblebees   | Mrs Kuzyk                         | Miss Rourke                |
| Ladybirds    | Miss Knight                       | Mrs Sharma                 |
| Dragonflies  | Mr Owczarek                       | Ms Finney<br>Mrs Dougherty |

# Be Your Best

**BEST ATTITUDE** – Having the best attitude means approaching school life with positivity, respect and resilience. It's about being open-minded, encouraging others and facing challenges with determination and optimism.

**BEST BEHAVIOUR** – Best behaviour means treating everyone with kindness, fairness and responsibility. It's about making choices that create a safe, supportive and respectful environment for all members of the school community.

**BEST LEARNING** – Best learning is about striving for excellence in understanding and growth. It means being curious, engaged and willing to learn from mistakes. It's about developing skills, knowledge and a love for learning.



# Ingredients For Success

- At our school, children develop their character strengths through our Ingredients for Success, or IFS.
- These are used in all lessons and across the entire school. The IFS link directly to our 'Be your best expectations' – best behaviour, best attitude and best learning.
- 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?



# 60 by 6

If a child joins us in Nursery and stays with us until Year 6, there are 60 key experiences they will get the chance to enjoy. In Reception, our experiences are:

## Topics

Go on a tractor ride

Help a plant to grow

Make a home for wildlife

## Trips

Go to the Farm

Go to the cinema

Go to the shops and buy ingredients

## Other events

Fly a kite

Get really messy

# Example Week in Reception

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

# Things to Remember

## Our school day

Doors open: 8:40

School day starts: 8:50

Lunchtime: 11:30 – 12:30

End of school day: 3:10



# Reception Assessment Information

## **Reception Baseline Assessment (RBA)**

Completed within the first six weeks of starting Reception. This is a short, practical one-to-one assessment covering early literacy, communication, language and mathematics. The results are used nationally to measure school progress from Reception to the end of Year 6 and are not reported as scores to children or parents.

## **Early Years Foundation Stage Profile (EYFSP)**

Completed at the end of Reception. Teachers assess each child against the 17 Early Learning Goals across all areas of learning. Parents receive a summary of their child's attainment and progress, which supports transition into Year 1.

# English

English is taught through Drawing Club, developed by Greg Bottrill. Each week, children explore a high-quality story, picture book or short animation. They delve into the characters, events and vocabulary before using their imagination to create their own adventures, stories and ideas. Drawing Club encourages children to develop their speaking, listening, comprehension and early writing skills in a fun and engaging way.

**Phonics** is taught daily through our systematic phonics programme. Children learn new sounds, practise reading and spelling words, and develop their blending and segmenting skills. These sessions also support the development of correct letter formation and early handwriting skills.

**Handwriting** is taught daily and is closely linked to phonics learning, helping children to form letters correctly and build confidence in their early writing.



# Reading

Reading is a key focus in Reception. Children take part in daily guided reading sessions where they develop their decoding, fluency and comprehension skills. In addition, children read individually or as part of a small group with an adult each week to further support their reading development and foster a love of books.

- Children should be reading daily to help continue their progress. Each year group has a different length of time, which you can find in the appendix to our Reading Policy on the next slide.
- Reading Journals will be continuing on a paper format this year and your child will be required to write in their reading journal daily.
- Class Dojo will be up and running in Autumn 1, once we have had time to settle in and begun to write in reading journals.
- All classes will visit the library once a week.



# Home Reading Expectations

Reading at home is one of the most important ways you can support your child's learning. It helps children to practise and embed the sounds and words they have been taught in school, builds confidence and fluency, and develops a lifelong love of reading.

Children should read **at least 4 times each week** with a parent, carer or another adult. Reading should be a shared experience, with an adult available to listen, encourage, support with tricky words and discuss the story.

**Children should not be expected to complete their home reading independently.**

Regular home reading has a significant impact on children's progress, helping them to become confident, successful readers. Even a few minutes of reading together each day can make a huge difference to a child's achievement and enjoyment of books.



# 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.

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

If you have any further questions about Mathematics at A.R.H, please do not hesitate to contact our Maths Lead: Mrs Cunningham.



# Learning Feedback

In Reception, feedback is primarily given verbally and in the moment. This allows adults to celebrate successes, address misconceptions and support children's learning as it happens. Through conversations, encouragement, questioning and modelling, children receive immediate guidance that helps them move their learning forward.

Teachers and support staff use observations of children's play, learning and interactions to identify individual next steps in learning. These next steps help us plan activities, challenges and support that are tailored to each child's needs and development. Progress towards these targets is regularly monitored and shared with parents throughout the year so that home and school can work together to support each child's learning journey. As a result, you may see limited written feedback in books or learning journals. Instead, children benefit from regular, high-quality verbal feedback that is personalised, responsive and appropriate for their stage of development.

# Homework

In Reception, reading is the only formal homework that we set, as we believe regular reading at home has the greatest impact on children's progress. Each week, children also take part in **Show and Tell**, where they are encouraged to share special items, experiences or achievements from home with their classmates. This helps children make connections between home and school, builds confidence, and develops important speaking and listening skills. Show and Tell provides valuable opportunities for children to practise their oracy skills by speaking in front of others, answering questions and sharing their ideas.

# School Website



Our website has all the information, photos and letters that you need as well as contact information. It also contains a copy of this PowerPoint for you to refer to. Make sure you have a look through our website for answers to any questions you may have before contacting the school office.

# Parent, Carer and Pupil Voice

- At A.R.H, 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 twice yearly parent surveys. Your voice is important to us so please respond and let us know how we're doing!

# Parent Conduct

At A.R.H, we want to build positive working relationships with all of our parents and carers to get the best possible outcomes for our pupils.

We have a Parent and Carer Code of Conduct which sets out our expectations both on site and online with regard to the school. We do not tolerate any form of aggressive behaviour towards our staff.

You can find our Code of Conduct on the school website. Feel free to speak to any member of SLT if you have any queries regarding this.

# 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.

**Call 0116 262 4003**

**Or email [absence1@aldermanrichardhallam.leicester.sch.uk](mailto:absence1@aldermanrichardhallam.leicester.sch.uk)**



# Attendance

Equates to number  
of school days off  
each year



If you have any questions about attendance, please contact Kirsty Johnson, our Attendance, Admission and Welfare Manager.

Telephone: 0116 262 4003

Email:

[kjohnson3@aldermanrichardhallam.leicester.sch.uk](mailto:kjohnson3@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



# School Uniform – P.E. Kit

## Outdoor P.E. kit:

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



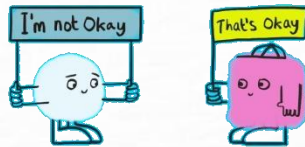
## Indoor P.E. kit:

- White T-shirt
- Black shorts
- Plimsolls



# Mental Health

- Ensuring our children, their families and our staff have good mental health is one of our highest priorities as a school.
- All children in the school have a daily wellbeing check by their class teacher.
- To find out more about what we are doing, please look at <https://www.arhprimary.co.uk/mental-health/>
- If ever you, or your child, needs support in this area, please speak to your child's class teacher.



IT'S OKAY TO  
NOT BE OKAY



# Anti-Bullying

- At A.R.H, we take bullying very seriously and have a strong approach to any incidences of bullying.
- We have a team of Anti-Bullying Champions. The Anti-Bullying Champions are clearly visible on the playground in their high-vis jackets. They have regular training on how to deal with a range of issues that may occur on the playground.
- 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 as well as our child-friendly anti-bullying policy.
- We currently hold Leicester City's Anti-Bullying Charter.
- If you ever have a concern about bullying, please speak to your child's class teacher or report on our school website.



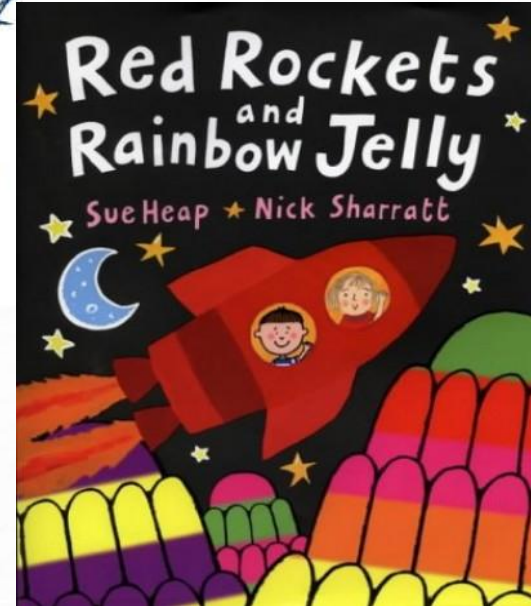
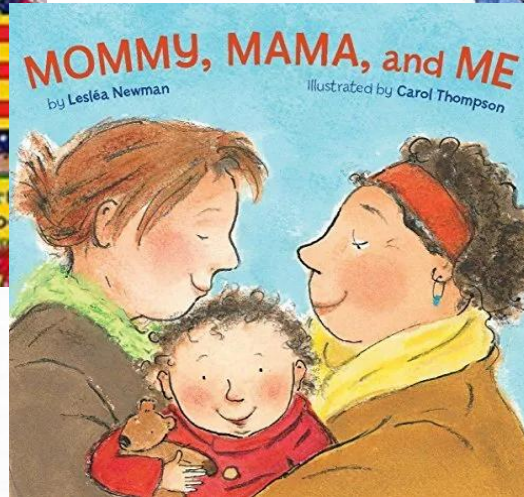
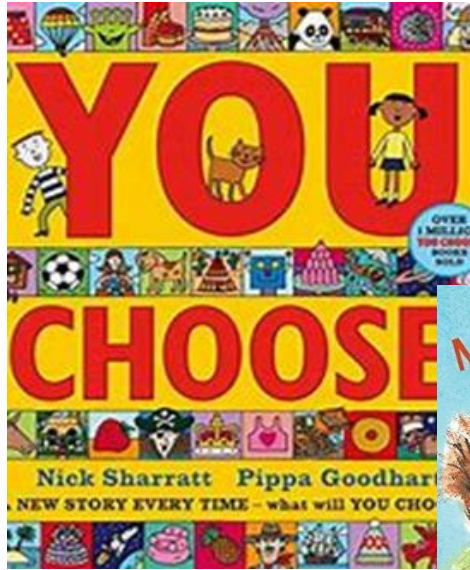
# No Outsiders in our School

We want to make sure that no one feels like an outsider at A.R.H. The 'No outsiders' scheme is the strategy our school uses to ensure all children understand the protected characteristics outlined in the Equality Act 2010.

These books provide support in the delivery of the objectives outlined in the Equality Act 2010; and in the provision of personal, social, health and economic education (PSHE) for every child. The books promote equality for all sections of the community. But more than that, the resources aim to bring children and parents on board from the start so that children leave primary school happy and excited about living in a community full of difference and diversity, whether that difference is through ethnicity, gender, ability, sexual orientation, gender identity, age or religion.

All books are available to look through at the end of the meeting. If you have any questions regarding them, please speak to your class teacher or contact Mrs Pickering [cpickering@aldermanrichardhallam.leicester.sch.uk](mailto:cpickering@aldermanrichardhallam.leicester.sch.uk).

# No Outsiders in our School



# Safeguarding

- Mrs Lawes is our school's Designated Safeguarding Lead.
- Our school has very robust safeguarding procedures in place. If a concern is raised, teachers and teaching assistants will usually 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 a child has been witness to an incident or involved with criminal activity, 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/>



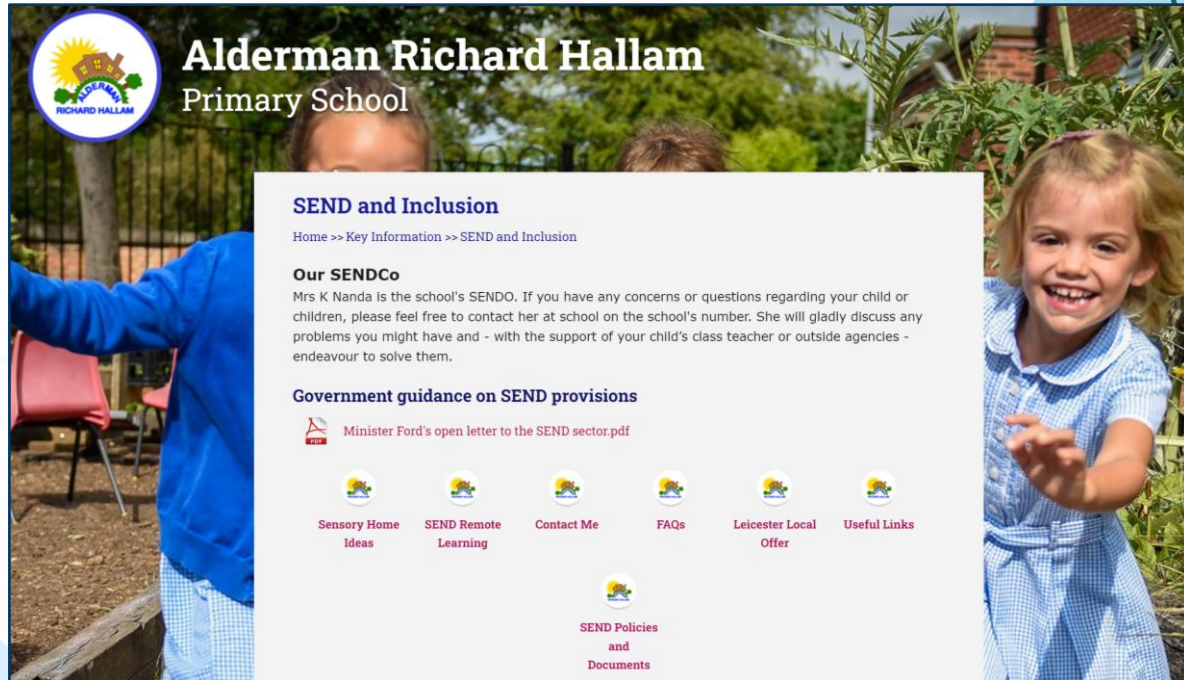
# Special Educational Needs and/or Disabilities (SEND)

- Our SEND Coordinator is Mrs Nanda.
- Her contact details can be found on the school website.
- If you have any concerns or enquiries in this area, then feel free to speak to the class teacher in the first instance.
- Mrs Nanda will be hosting SEND Coffee Mornings throughout the year. Please check the Latest News for the dates as some are combined with training for parents and carers.



# Special Educational Needs and/or Disabilities (SEND)

Please visit our SEND & Inclusion page on our school website for further details.



 **Alderman Richard Hallam**  
Primary School

## SEND and Inclusion

[Home >> Key Information >> SEND and Inclusion](#)

### Our SENDCo

Mrs K Nanda is the school's SENDO. If you have any concerns or questions regarding your child or children, please feel free to contact her at school on the school's number. She will gladly discuss any problems you might have and - with the support of your child's class teacher or outside agencies - endeavour to solve them.

### Government guidance on SEND provisions

 [Minister Ford's open letter to the SEND sector.pdf](#)

  
[Sensory Home Ideas](#)

  
[SEND Remote Learning](#)

  
[Contact Me](#)

  
[FAQs](#)

  
[Leicester Local Offer](#)

  
[Useful Links](#)

  
[SEND Policies and Documents](#)

# School Nurse and Early Help

- If you require extra support, you can utilise the following services:
  - School nurse: 0116 215 3232
  - Early Help: 0116 454 1004

If you're not sure who to contact but would like support, please don't hesitate to talk to your child's class teacher.



What is FREE at school?  
What are the benefits of having PP?  
Find out if your child could be entitled to

**FURTHER** English support  
**FURTHER** Mathematics support

**FREE** Breakfast Club

**FREE** School Trips\*

(\*Most expensive one is paid for each year)

**FREE** uniform\*

(\*2 Jumpers and a book bag)



### What is the Pupil Premium Grant?

The pupil premium grant is extra funding that the government gives to schools to support and raise the achievement of underprivileged pupils. The amount a school receives depends on the number of pupils eligible for free school meals.

Parents are encouraged to register their children, even if:

- They do not want to eat school meals.
- They already receive universal infant free school meals.

This is in order to raise extra money for the school, which can be used towards extra tuition, learning assistants or school clubs.



## Who is eligible for free school meals? Check if you receive any of these:



- Income support
- Income-based jobseeker's allowance
- Income-related employment and support allowance
- National asylum seeker support
- Child tax credit (provided you're not also entitled to working tax credit and have an annual gross income of no more than £16,190)
- The guaranteed element of state pension credit
- Working tax credit run-on -paid for four weeks after you stop qualifying for working tax credit.
- Universal credit with annual net earned income of less than £7,400

### Where can I sign up? Apply online:

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

Or you can call 0116 454 1009. Make sure you have your national insurance number when you call.

### Who can help?

You can contact Ms Karia via the school office or email on:  
[akaria@aldermanrichardhallam.leicester.sch.uk](mailto:akaria@aldermanrichardhallam.leicester.sch.uk)



# Concerns or questions?

| Stage | Role                   | Staff Member(s)                                                                                                                                                                                                                 |
|-------|------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1     | Class Teacher          | Miss Knight, Mrs Cunningham, Mrs Elverstone, Mr Owczarek and Mrs Kuzyk                                                                                                                                                          |
| 2     | Year Group Leader      | Mrs Cunningham / Mrs Elverstone                                                                                                                                                                                                 |
| 3     | Phase Leader           | Mrs Elverstone / Mrs Jarvis                                                                                                                                                                                                     |
| 4     | Senior Leadership Team | Miss Kedzior (Headteacher)<br>Mr Beardsmore (Deputy Headteacher)<br>Mrs Lawes or Mrs Colley (Senior Assistant Headteachers)<br>Mrs Nanda, Mrs Elverstone or Mr Gregory (Assistant Headteachers)<br>Mr Holder (Business Manager) |

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.