

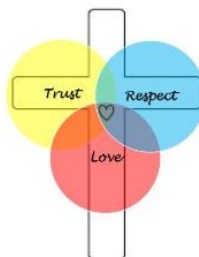
Ettington Church of England Primary School



*Ettington Church of England
Primary School*

INFORMATION BOOKLET RECEPTION PARENTS

'Learning for Fullness of Life' (John 10:10)



'We are determined to create an inclusive culture of learning where all children will be challenged in their thinking, achieve to the best of their abilities and strive to become lifelong learners underpinned by Christian values.'



CONTENTS

1. WELCOME
2. STARTING SCHOOL
3. THE SCHOOL DAY
4. COMMUNICATION
5. PREPARATION FOR SCHOOL LIFE
6. TRANSITION
7. CHILDREN AND LEARNING
8. WHAT GOES ON IN RECEPTION CLASS
9. READING
10. HELPING YOUR CHILD TO LEARN
11. ...AND FINALLY

OFSTED March 2025 said...

This is a school that puts pupils at the heart of all it does. The three values of trust, respect and love are the central themes that run through every aspect of its work. Relationships are based on these. Pupils forge strong and purposeful relationships with adults. They also form meaningful relationships with their peers. Pupils intuitively look out for each other at social times. All of this helps pupils to feel safe in school.



Welcome

Dear Parents and Carers,

A very warm welcome to our school and to our family. We are delighted that you have chosen us to share your child's journey through the primary years of their education.

Ettington Church of England Primary School is a truly wonderful, warm and welcoming village school, rooted in Christian values, vibrant and forward-thinking.

Our hard working and committed team of staff, governors and voluntary helpers are all motivated and passionate about our pupils and the wider school community and strive to provide every possible opportunity to enhance life prospects and skills, both within and outside of the school day.

We aim to provide the best possible education for all our pupils, regardless of their starting point and we are committed to a broad and balanced, fully inclusive and diverse curriculum that develops the whole child. We are lucky to have the most amazing school grounds enabling us to learn in and outside of the classroom on a daily basis.

We see the uniqueness and potential in all our children and know that in today's challenging society a well-rounded, creative, enthusiastic and motivated individual with perseverance and resilience is best placed to succeed. Relational intelligence is given great importance and we nurture a growth mindset and promote our core values of Trust, Love and Respect in adults and children alike.

Please do not hesitate to contact us if you have any questions or queries (no matter how small), or if we can be of any assistance during this exciting time.

Best wishes,
Michelle Crowe
Head Teacher

"This small but outward-looking school is infused with its Christian vision-inspired learning for fullness of life. This has generated a community that serves all with love, respect and trust creating an exceptional place of learning." (SIAMS Inspection Report November 2023)



Starting School at Ettington Church of England Primary School

Starting school is a big step for you and your child. At Ettington, we aim to make this a happy and positive event where your child will enjoy a caring and stimulating environment, feel secure and confident and able to learn through challenge and enjoyment. We deeply value a good relationship with parents and carers as this plays a fundamental role in the settling in process and during the rest of your child's time in school.

As your child commences school we understand they have already learned a great deal from you at home. We will build on what your child knows and can do already by working together with you to provide interesting and exciting opportunities to learn throughout their school life.

We firmly believe that your child's education is based on a partnership between school and home and therefore welcome parents to come and see us, whether you have a concern or you have skills to share with us and would like to spend some time helping in school.

We aim to promote equal opportunities in all aspects of school life and to promote the welfare and achievement of all pupils regardless of gender, disability or ethnicity. We recognise the contribution that children of all backgrounds bring to school life and actively seek to celebrate the cultural diversity within which we work. We expect high standards of achievement and behaviour and ask that all parents and carers share the Home School Agreement at the start of the school year to promote home school partnership in key areas of homework, attendance and behaviour.

OFSTED March 2025 said...

The school is determined that all pupils reach their full potential. This ambition is realised, and pupils achieve very well. This is demonstrated in how well they succeed with their education, but it extends beyond that. The school is also resolute in its ambition that each pupil leaves knowing they can play a positive part in society. Pupils already demonstrate ways in which they are active citizens who want to make a difference, and they do so.

Pupils' behaviour is exceptional. They are polite and courteous at all times. The genuine respect and care pupils have for each other is inspiring. As well as this, they have excellent attitudes in lessons. They want to learn and engage well with the learning opportunities provided.



The school day

Arrival at School

Please note that timings during the initial staggered start may differ.

On a regular school day, your child can be dropped off on the smaller playground to begin learning at **8.45a.m. The school gate opens at 8.40am.**

Either your child's Class Teacher / Teaching Assistant will be on the playground ready to greet them and take any messages for the day.

The start of the day is extremely important and children need to be ready for registration. We encourage all children to be as independent as possible. Most children throughout school say goodbye to their parents on the large playground and make their way to the small playground. However, for reception children this can take quite a few weeks and we will not rush them to do this before they are ready. It would help the class teacher however, if you support this at the beginning of the day, when the time is right. If you need to talk to the class teacher, please see them at the end of the school day at 3.15pm if possible.

Lunch Time (12:00-1:00)

Lunchtime is at 12 o'clock. Your child will be entitled to a Universal Infant Free School Meal up until the end of Year 2. Children having hot lunches are taken by their class teacher to the serving hatch. During the lunch break mid-day supervisors take over this role. For children staying for packed lunch, please ensure food is nut free and supports our healthy school ethos and is in a clearly labelled container. Both hot lunches and packed lunches enjoy eating together in the hall. There is plenty of time for play after eating.

End of the School Day (3.15pm)

School finishes at **3.15pm** for EYFS and KS1 and we welcome parents to wait outside to the rear of the classroom. Once the class teacher has identified you, your child will be dismissed. Should for any reason you require someone else to collect your child who is not the usual person, you will need to inform school as soon as possible. Only when we hear directly from parents that there will be a change in the person



collecting will we release your child. (Please see communication section for further details).

You are kindly asked to not let your children and their siblings play in our reception area at the end of day as this is set up ready for learning.

Before and After School Provision (BASE)

Some children attend the School Wrap Around Care, both in the morning and after school. If your child has before school care, they will be taken by the Club Staff to their classroom or line in the morning. After school, the children are collected directly from their classroom and taken to the Club.

Parking

You will notice that there is very little parking space outside school so we do ask you to park with care and thought for safety and NOT park in Churchill Close for school drop off and pick up. We actively encourage you to park your vehicle at Ettington Community Centre and walk down to school. In line with county policy, we would ask that all dogs be kept out of the playground (except guide dogs).

We request that all parents/carers be courteous to the school neighbours and: -

- Do not double park.
- Please do not block driveways or park on the grass verge.
- Monitor your children around parked cars. Watch out for children crossing the road.

It is our aim to ensure the safety of all staff and pupils is maintained. We understand that parking at school times is an issue; however, there are restrictions to the parking which must be adhered to.

We appreciate you support in keeping our community safe.





Food / Milk Arrangements

All our Reception and KS1 children are provided with a daily piece of fruit for snack.

Once your child is in school for a full day, they can either bring their own packed lunch or choose school dinners. *All children in Reception and Key Stage 1 (Year R- Year 2) are entitled to universal free school meals.*

Free milk is available for all children in school under five years, funded by the UK government. In our school, this milk is provided by **Cool Milk**, the UK's leading school milk supplier.



Once your child turns five, you will be offered the opportunity to pay a subsidised rate for your child to continue to receive milk. To do this you will need to register your child with Cool Milk by either emailing: registrations@coolmilk.com or by visiting their website at www.coolmilk.com

All information handled by the Cool Milk group is processed in accordance with the Data Protection Act 1998. All personal information is securely stored on Cool Milk's UK servers, and is never passed on to third parties without your permission.

Communication

Parent and Teacher communication in Reception at Ettington Primary School

The Reception team welcome parent/carer in-put whole heartedly and believe it is important for parents and teachers to work together for the well-being and education of each child.

Please feel able to come and see us if you have any concerns or worries about your child. Please come at the end of the day as in the mornings we are settling the children into the daily routine.

Tapestry

At Ettington Primary, we are pleased to inform you that we use the online learning journal called 'Tapestry'. This is a great communication tool used to ensure good communication between home and school, whilst capturing your child's learning experiences.

Tapestry will be used to share information with parents and for parents to share 'WOW' moments about their child.



Sickness and Absence - Letting school know if your child is going to be absent

If your child is going to be absent from school, please ensure you notify the school before 9.00am. We require a reason for any absence so it can be recorded correctly. If you need to take your child out of school for a period of time you will need to fill in a 'leave of absence' request form. **Term time holidays requests will not authorised.** Leave of absence requests are monitored by the Local Authority and will only be granted in exceptional circumstances.

What to do if your child arrives part way through the school day?

If you know in advance that your child is going to be late for school (e.g. dental appointment), please inform the school beforehand. It is essential that if for any reason your child arrives after registration that you report to the office on arrival so they can be signed in late, however, we expect all medical appointments to be taken outside of school hours.



Collecting a child during the school day

If you need to collect your child before the end of the school day, please give as much notice as possible so the class teacher may gather their belongings together and bring your child to the school office for you to complete the signing out book.

Keeping contact numbers up to date

We must have all up to date contact numbers. If they change during the year, it is imperative that you inform us in writing immediately.

Letting school know if you are going to be delayed collecting your child

We are committed to safeguarding your children; therefore, we will never release your child to anyone other than yourselves unless we have permission to do so. If you are unable to collect your child for any reason, we ask that you telephone the school office and inform us who will be collecting your child in your absence.

Medication

Other than inhalers, we can only administer medicines to your child once we have received signed authorisation from yourselves, **this includes the application of sun cream which we ask that you apply before school.** The school office has all the necessary documents for authorisation in order for a member of staff to administer. Any medication required will only be administered by a member of staff and will always be witnessed by another person. Each time medicine is administered it is logged, signed and dated by two members of staff. As an alternative, you may decide to come into school to administer medication yourself. If your child uses an **epi-pen or inhaler**, please make sure that it is labelled, not past its expiry date and hand to the teacher to be **kept in school.**



Who to contact if you have concerns

Your first point of contact is your child's class teacher, who will be available after school at 3.15pm. If you have a significant concern or query, please contact the office where an appointment can be made for you to see or speak to the class teacher at a mutually convenient time. Any issues which may be sensitive or if you feel your concern has not been addressed sufficiently should then be directed to the Head Teacher in order that we can settle any unresolved worries.

News and Letters

We email letters and send text messages as required in order to keep you up to date with the events in school, dates and general information. Please take time to read the emails and texts as they contain a wealth of information and are our main source of communication. In Reception, we also send weekly updates and messages via Tapestry.

Parents Evenings

It is our aim to keep you as informed as possible. Parents meetings are an important time for you to have discussions with your child's class teacher regarding their academic, personal and emotional progress. We hold meetings in the Autumn and Spring Terms and share an interim report with personalised targets. An End of Year Report is sent out at the end of the Summer Term.



Preparation for School Life

We understand that all children develop at their own pace, and that we're all learning from birth. When it's time to start school, some children will need more help than others.

There are key skills that schools expect children to be learning before their first day. Practising these will make your child's journey to Reception as positive as possible.

If your child is already at nursery, in pre-school, or with a childminder, those professionals will work with you and your child to help get them ready.

There's lots you can do at home to build your child's confidence and independence, helping them feel emotionally and practically prepared to start school.

How can I help my child get ready?

Your child will have lots of new activities and routines to get used to when they start school. There are some things they'll need to do more independently than they might have before.

Research shows that a child's relationship with their parents is the most important factor in their development, and there's a lot you can do at home.

The definition: skills to practise before starting Reception:

New skills take time to learn. Practising at home will help your child move into school more easily and with confidence.

Growing Independence

Play, creativity and curiosity

Taking part in imaginative play (e.g. role play)

Drawing, painting, colouring and sticking

Sharing story books, looking at pictures and talking about the characters

Exploring the world around them (e.g. looking closely at the natural world, playing safely with objects at home)

At school your child will be meeting lots of new people and make new friendships. Some things to help them get ready include:



Building relationships and communicating

Being with others

Practising sharing and taking turns with toys

Talking to them about how they are feeling and why

Looking at story books together and speaking about what characters are feeling is a good way to do this

Beginning to recognise what others are feeling, e.g. understanding if a friend is sad

Encouraging them to set boundaries for themselves

Communication and language

Singing along with songs and nursery rhymes

Talking happily to others about activities, experiences and the world around them

Showing they need help by speaking clearly (in basic English or sign language)

Recognising the pattern of their name (so they can find it on their coat peg or jacket)

Listening and engaging

Paying attention for short periods of time

Listening to and following simple instructions

Carrying on with a task even when it's difficult and bouncing back if things go wrong

Physical development

Getting moving for at least three hours a day

Walking up and down steps (one foot at a time, using the wall for support)

Climbing, running, jumping and playing

Catching a large ball (most of the time)

Doing simple puzzles and craft activities, strengthening their grip with cutting and sticking



Healthy routines

Going to bed around the same time each night, waking up in time to get ready for school

Limiting screen time to the recommended daily amounts (see advice)

Eating a healthy diet and trying new foods

Brushing their teeth with fluoride toothpaste twice a day (you'll need to supervise this until they are at least 7)

Who can I speak to for help?

All children will need help from their trusted adults so they can feel confident and excited about starting Reception.

- Your childminder/nursery/pre-school team or your health visitor, children's centre or family hub can help if you need more information.

What should I do if I have concerns about my child's development?

If you're worried about your child's progress, talk to your childminder/nursery/pre-school team, health visitor, local children's centre or Family Hub.

- If your child has developmental delays or SEND (suspected or confirmed), speak to their nursery, childminder, or health visitor/nursery/pre-school team well before they start Reception and discuss their needs when you are selecting schools.
- You can work with your child's early years setting to help your child with self-care, managing emotions, social skills, and communication in a way that suits their stage of development.
- You might want to share details about their development, needs, what motivates them, what might trigger difficulties, how they learn best, and what strategies work well.
- Make sure you share important information with everyone supporting your child, including their new Reception teacher.



Transition

Even children who have been used to going to full time nursery will still be exhausted after their first few weeks of school. Although the timetable is very fluid and we go with the children in those early days, the feel of school is different for them and they will be tired from getting used to the new set-up and general life at school.

Home Phone Calls

We request home phone calls for all of our new children starting school. It is a very informal chance to share any information and for the teacher to have a chat with grown-ups. This is recommended for all parents.

Children and Learning

Children learn best when they feel happy, secure and safe. They will gradually form new relationships with all of the grown-ups and the children in the school. This takes time. We must allow them to settle in and get used to the new routines and expectations and it is during this time that we can observe and assess their skills, knowledge, attitudes and character. The best vehicle to allow this to happen is play. It is the means by which we all learn, no matter how young or old we are, and it is planned by the class teacher in order to continue the development of learning.

Once the children have settled in they will be introduced to the many exciting aspects of the curriculum in a variety of different teaching styles, from whole class teaching sessions on the carpet, through group work with an adult, to independent activities.

The children will be monitored closely and as they make significant steps it will be recorded and new learning will be planned. The children will be encouraged to develop independent skills, to ask questions and offer opinions. They will succeed at some things and not at others, what we must encourage is that all learning is worthwhile and relevant to the child.

Assessments

As your child begins school, we focus on helping them settle into their routines, make new friends and demonstrate their individual skills and abilities. As part of this we also assess each child, through observation and adult led activities, to ensure that we offer appropriate learning.



Baseline and Language Link Screening

During the first term, we will spend time with every child on a one-to-one basis to complete our 'WELCOMM Language' screening.

This is a programme which assesses early language skills. The children will work with the screening programme for approximately twenty minutes. We will then use the outcomes to plan future learning activities and where necessary, provide additional tailored support in consultation with parents and carers.

The Reception Baseline Assessment (RBA) is a national assessment that is administered in all primary schools in England to children in Reception classes. The Reception Baseline Assessment provides the basis for a new way of measuring the progress primary schools make with their pupils. This takes place in the Autumn term.



What goes on in Reception Class

Parents, quite rightly are always eager to know how their child's day has gone. When children are asked; 'What have you been doing in school today?' the common response is, 'We played with the sand and toys.' They might be forgiven for thinking that 'play' is the order of the day. In fact they are working and learning through play. Parents may well have this opinion confirmed if they were to look into the classroom and observe the kinds of activity in progress. What might they see? At times activities including playing in the sand, splashing about in the water, dressing up, building models with bricks, looking at books and doing puzzles. At other times they will see whole class directed teaching, particularly of phonics, number skills and letter formation.

There can be no doubt that children are 'playing', but it is play that is structured and planned with clear objectives from the Early Years Foundation Stage Statutory Framework.

OFSTED March 2025 said...

Children in the early years get off to a great start. The setting is awash with interesting and varied activities that evoke children's excitement and interest in learning. Children quickly learn to become problem solvers in a language-rich environment. Like pupils elsewhere in the school, they show good resilience to all aspects of learning.

Reading

Helping Your Child to Read

We need and use the skill of reading in all aspects of our lives. Education is impossible without the ability to read. It unlocks the door to effective communication and is a source of great pleasure and enrichment which lasts a lifetime.

Your child has been learning language from birth by seeing and hearing speech, rhymes, stories, songs, pictures, films, television, books, computers and signs. These all contribute to language development and in consequence to the first steps in reading. Cultivating an appetite for language and the written word is the best experience which children can receive in order to be proficient readers.

Your child may choose the same book several times. That is a sure indication that his/her attention has been captured in a book. Many skills are involved in your child translating spoken language into the written symbols and back again. Imagine yourself trying to read in another language...

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χηιλδ το ρεαδ

At Ettington, we have chosen to follow the Monster Phonics programme. Monster




Phonics supports children phonetic awareness, linking sounds taught to characters and colours. Our phonics lessons are active, engaging and immersive in the

sounds being taught! Within our daily phonics lessons, your child will learn on average 4 new sounds a week as well as common "tricky" words.

Your child will be sent home with a new reading book weekly which will correspond to the sounds that have been taught that week. This supports children's consolidation of segmenting (breaking down), blending and phoneme awareness.

It looks mind boggling! And that is what we all have to cope with when we learn to read. As time passes your child will bring home a free choice book and a phonic school reading book. Please treat these with equal value.



The following are some suggestions for the home-school reading partnership:

- Choose the right time, when neither you nor your child is tired or harassed.
- Choose the right place. Somewhere cosy, comfortable and quiet. Give your undivided attention.
- A child may have a preference to read to either Mum, Dad, older brother or sister or a grandparent. Whoever, it is, it is important to show interest in what is being read.
- Look at the book together. Talk about it. The child may want the adult to read the book first. That is fine, Go ahead!
- If the child becomes 'stuck', be patient, make suggestions such as;
- Let's look at the picture for a clue,
- Let's guess which word would make sense,
- Ask the child to try to sound out the word,
- Don't be afraid to read it for the child but don't expect him or her to remember it just because he/she's heard it once!

Learning to read is not just about being able to read the school reading book. The books and bedtime stories which you share at home all make a valuable contribution to the process of learning to read. Library books, book shops and comics will perhaps already have given your child an impression of the world of literature.


Your child may already have a favourite book character or author...

This could be the first stepping stone to reading. Talk with interest about these 'favourites' and don't be afraid to mention them to your child's teacher.

In order to foster the desire for reading, pupils in our school are encouraged to choose from a range of books available in the classroom. It may be that your child's choice is not what you would choose for him/her. It may be a picture book with no words in it, or just a few very easy words, or maybe it might seem too difficult.

There is no competition or race involved in being a reader. Please try to support your child's choice.

In a picture book, try to help your child create the story. If it is a book with easy words, try to match the words and pictures. Do not let your child struggle in any way.



If the book contains words which are beyond recognition don't be afraid to read the book to your child.

We encourage children to bring books to school BUT please name them!

Ask your child why he/she chose a book and enjoy it with him/her.

Be positive in your attitude

Your child may point to every word to aid concentration. This is natural in the early stages of reading.

Your child may bring the same reading book home several times. Remember that what seems simple and laborious to us as adults is all part of the process of learning to read.

ATTITUDE ~ RECOGNITION

CONSOLIDATION ~ EXPRESSION

UNDERSTANDING ~ ENJOYMENT

- Please listen to your child read regularly, for a short while.
- Five or ten minutes every day is far better than half an hour once a week.
- Give your child a break after school. To have to read after a hard day can be a real chore.
- Please do not feel that it is necessary to read the whole book – finishing the book is not the aim. Make it an enjoyable time and give plenty of praise.
- Please encourage the care and respect of books. They are expensive and we would be grateful if they could be kept in a safe place when not in use.
- Try to make your child responsible for remembering his/her own reading book.
- Books will be sent home in bookbags and expected to come into school daily.

In school we are constantly trying to promote reading by using and extending our stock of fiction and non-fiction books. Talking to children about books and helping them to choose books is invaluable. If you feel that you can help in school in any way please do talk to us.



OFSTED March 2025 said...

Pupils start to read straight away. Reception-age children show an impressive understanding of phonics. They use their knowledge and skills to read well, decode unknown words and write simple sentences accurately. This is built upon in Year 1, where strong progress through the phonics curriculum continues. The school provides additional support for any pupil who needs extra help to keep up with their peers.

Helping Your Child to Learn

Do remember that all learning by young children should take place naturally in a happy and secure environment.

The child who has mastered the social skills of sharing, playing together, co-operating in small groups and making new friends will settle much more quickly.

We run regular 'Inspire Learning Sessions' for our parents during the Reception Year. Workshops are run by staff from the school and provide a great opportunity for parents to get to grips with the expectations in the Early Years Foundation Stage. We advise that all parents attend these essential workshops.

Here are some things that you can do:

- Describe everyday objects and events as they occur. Talk to your child as much as you can.
- Listen carefully to what your child has to say and always respond. Encourage your child to talk about what they did with their friends, ask questions, make comments, as this will enable your child to build up a wide vocabulary and extend their skills of conversation.
- Expecting your child to listen to you and to carry out simple instructions will be excellent training for listening to the adults and their peers at school.
- Read to your child and tell them stories. Talk about the pictures in the book; develop a love and respect of books that will last. Show them how to turn the pages and the difference between pictures and print. Run your fingers along the words as you read and point out that we read from left to right and from top to bottom.
- Play games that develop the sounds and names of letters. 'I Spy' is the obvious example.
- Do as much counting as possible; there are many opportunities in daily routines.
- Become familiar with different days of the week, months and seasons.

Parent/Carer Helpers

We hope to welcome parents/carers to help in school, subject to a successfully completed DBS (Disclosure and Barring Service). We also welcome parents/carers with a particular knowledge on a subject to come in to share their specific skills and knowledge. We also welcome parent/carers help on our school trips.

And Finally...

Please be assured that we take every possible measure to ensure your child's transition into school is smooth and enjoyable. It is a big step for parents as well as their children.

At the start, there may well be tears, this is mostly during separation and then they are absolutely fine once you have gone. If any child was at all distressed and didn't settle quickly we would call you.

We are very much looking forward to welcoming our newest children to the Ettington family; it is always a special moment for us at school as well as it is for you and your child.

Thank you for taking the time to read this information booklet, should you require any further help at all, please do not hesitate to contact us.

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