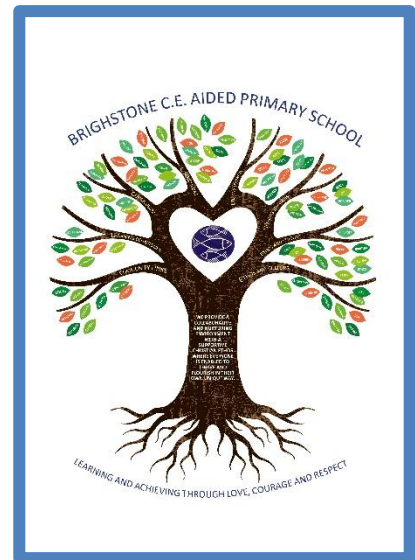


Welcome to Brighstone C.E. Aided Primary School



September 2020

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Welcome to Brighstone CE Aided Primary School.

Situated below the rolling hills of the south-western coast of the Isle of Wight, we aim to promote a love for learning, enabling each child to achieve his/her best during their time with us.

Our school values:



Contact Details:

Headteacher: Mrs Rebecca Lennon

School Administrator: Mrs Debbie Pelosi

Brighstone Church of England Aided Primary School

New Road, Newport

Isle of Wight, PO30 4BB

Telephone: 01983 740285

Email: office@brighstoneprimary.org.uk

Please do visit our school website: <http://www.brighstoneprimary.org.uk> Here you will find lots of information about the school.

1. The Reception Class Staff

Mrs Kirsti Cousins

Reception Class Teacher

I have been an Early Years teacher for 17 years, and I worked in a pre-school prior to this.

I have one grown up daughter who is usually travelling the world. We also have two Labradors which keep us very busy. I like being outside doing lots of walking, gardening or just sitting with a good book. I also enjoy knitting, sewing and creating things.



Mrs Hannah Brear

Reception Class Learning Support
Assistant

I have worked in various classes at Brighstone over the past 4 years, and before that I worked in a pre-school for 8 years.

I have 2 young boys and enjoy spending lots of time outside with them, walking, riding bikes and running!

I also enjoy taking them camping in our very old caravan!



2. School Uniform

- White shirt or polo shirt with a collar.
- Grey or black skirt, pinafore, shorts or trousers.
- Navy sweatshirt, sweater or cardigan with school logo.
- Black, white, navy or grey tights or socks.
- Black or dark coloured sensible shoes.
- Navy gingham summer dress.

P.E. Kit

PE Kits should be named and kept in an appropriate named bag.

- White t shirt or polo shirt.
- Navy shorts.
- Black plimsoles.
- Navy jogging bottoms or leggings (optional for winter/outside).

Children will need a bag to carry their reading book folder and water bottle.

We do sell uniform displaying the school logo, and an order form is included with this pack. However, this is *not* compulsory and most items can be bought fairly cheaply at supermarkets.



3. The School Day



Times

School starts at 8.25am.

School finishes at 2.45pm.

For the first part of the Reception year, parents are invited to bring children into the classroom via the outside play area, from 8.15am, and support them to settle at an activity. Children are collected from the same door at 2.45, where they are seen out by a member of staff. If a different adult is collecting your child, please inform the teacher or the school office in the morning.

All children are invited to stay at school all day from day one, although some children may need a more staggered start. We are happy to discuss individual needs.

Our school day consists of a mixture of adult-led and child-led activities, planned within an indoor and outdoor environment and including many open-ended opportunities for play and exploration.

Late Arrivals

The field gates are locked shortly after 8.25am and if you arrive after this time you should enter school via the Main Entrance in New Road, and sign in at the Office.

Medical Appointments

If your child needs to be collected early for medical appointments or other reasons, please come to the Office. A member of staff will collect your child from the classroom.

Parking

There is free car parking in Warnes Lane Car Park, with easy access to the school through the playing field. Please do not park in the bus layby at the front of school.

For safety reasons, when entering the Main Reception area please use the footpath through the small gate and do not walk through the staff car park.

A day in Reception class:

8.15 – 8.25	<ul style="list-style-type: none"> • Coats and bags in cloakroom. Packed lunches in the crate. Water bottles in the tray. • Children self-register by putting their name on the school dinner or packed lunch chart. • Children settle to a self-chosen activity within the classroom.
8.35	<ul style="list-style-type: none"> • Collective Worship – in the hall or the classroom. <i>Reception children do not go to Worship in the hall until they are ready to.</i>
9.00	<ul style="list-style-type: none"> • Read Write Inc Lesson. Children are taught phonics, reading and writing through this structured programme. We start as soon as possible in Reception with just a few minutes a day, building up to half an hour each morning per group. <p>For further information please see https://www.youtube.com/watch?v=-6dSsXkD1wM .</p>
10.00	<ul style="list-style-type: none"> • Child Initiated Learning (CIL) indoors and outdoors. • Snack café is opened. Children access this independently when they want to. • Adults call the class, groups or individuals to do more formal learning or planned activities such as Maths and Writing.
11.15	<ul style="list-style-type: none"> • Tidy up, toilet and hand washing. Story/song time. Lunchtime prayers.
11.45-12.45	<ul style="list-style-type: none"> • Lunch time – Children can have a packed lunch or a school dinner. They all eat together in the hall and then they play outside.
12.45	<ul style="list-style-type: none"> • Funky Fingers – Fine motor activities to strengthen fingers and improve fine motor muscles. • Child Initiated Learning (CIL) indoors and outdoors. • Adults may call groups or individuals to do more formal learning or planned activities such as R.E, Creative or Topic work.
2.20	<ul style="list-style-type: none"> • Tidy up, story/song time.
2.45	<ul style="list-style-type: none"> • Home time. Children are encouraged to be independent in getting themselves ready. Parents collect from the bottom of the steps in the outside play area.

4. Meals, Snacks and Drinks



School Dinners

All meals are cooked on site in our own kitchens and any special dietary requirements are catered for. Our menu is published in the Buzz each week and meals are ordered at the start of the school day. Parents can choose whether their child will have a school dinner or packed lunch each day.

Universal infant free school meals (UIFSM) provides funding for all government funded **schools** to offer **free school meals** to pupils in reception, year 1, and year 2.

We encourage healthy eating at Brighstone C.E. Primary, and ask that packed lunches do not contain bars of chocolate, fizzy drinks or sweets.

Snacks and Milk

In Reception we have our own “Snack Cafe” every morning, where children are offered a free piece of fruit and either milk or water. All children under 5 years old are entitled to free school milk. Our Snack Café is a sociable area where children can pour out their own drinks, choose fruit and chat with their friends. They are also encouraged to wash up their own cups afterwards.

Drinks

At Brighstone Primary we have a water-only policy. Water is available at all times and children are encouraged to drink frequently. Named drink bottles should be brought into school and are sent home daily for washing.

5. Preparing for School

Induction from Pre-School

We believe that transitions between Pre-School and School (and subsequently between year groups at school) are important and sensitive milestones in children's lives.

From January until March, the children at Brighstone Pre-school who will be starting school in September have visited our Reception class every week. This has enabled them to develop an idea of what "big school" is like, get to know the staff and the learning environment and reduce the apprehension of leaving Pre-school and starting at Primary.

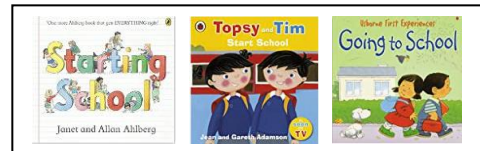
During the current Covid 19 pandemic, we are unable to arrange our usual informal parents' evening, transition days and Home Visits. However, we will be setting up Tapestry accounts for all new children, and will endeavour to keep you fully informed of any changes to legislation as they occur, and to provide a two-way communication tool between you and the school. This will be in addition to your current Tapestry account with your Pre-School, if you have one.

We will continue to communicate with the pre-schools for all of our children, and spend time talking to the children's key people about how the children learn and interact, things they enjoy or find difficult, and their friendships.

There is a short questionnaire included in this pack. We ask for information about your child's family, interests, allergies or medical requirements and any concerns you may have. This information will help us to plan activities that meet your child's interests and to make sure we have a good understanding of his or her emotional needs at school.

What you can do at home

- **Talk about school** – What fun things have you done on your visits? Who did you play with? What did you play with? What was there to do in the different areas? Where was the toilet? Talk to older relatives who are at school about their (positive!) experiences.
- **Talk about the staff** – Remember the names. Reassure children that they can talk to these adults about anything. Practise saying “Hello” to people you know (this can be daunting for children at first).
- **Read stories about starting school.**



- **Preparing for routines** – Practise the journey to school (if/when safe to do so). Set up routine bedtimes and getting up times in advance of starting school. Children will be extremely tired when they start school and bedtime routines are very important to ensure a good night's sleep. See The Book Trust's 'Bath, Book, Bed' scheme for advice.
<https://www.booktrust.org.uk/books-and-reading/tips-and-advice/bath-book-bed/faqs/>
- **Practical skills which will help your child at school:**
 - Recognising his/her name on a label.
 - Hand washing and using a hand dryer.
 - Going to the toilet independently.
 - Getting dressed – doing up shoes, putting on coat, zips, buttons.
 - Using a knife and fork. Opening & closing lunch box and drink containers.
 - Holding tools – pens, scissors, paintbrushes.
 - Counting – steps, jumps, hops objects.
 - Laying the table for a given number of people.
 - Talking about shapes.
 - Drawing a picture of themselves.
 - Writing their name (if they are ready).

Please note, all children develop at different rates and the above bullet points are not requirements for starting school. We are always on hand to provide help whenever it's needed.

6. The Early Years Foundation Stage (EYFS)

EYFS Curriculum

This is made up of seven areas of learning:

Prime Areas:

Communication and
Language

- Listening and Attention
- Understanding
- Speaking

Physical Development

- Moving and Handling
- Health and Self Care

Personal, Social and
Emotional
Development

- Making Relationships
- Self Confidence and Self Awareness
- Managing Feelings and Behaviour

Specific Areas:

Literacy

- Reading
- Writing

Mathematics

- Number
- Shape, Space and Measures

Understanding the
World

- People and Communities
- The World
- Technology

Expressive Arts and
Design

- Exploring and Using Media and Materials
- Being Imaginative

Planning, Learning and Assessment

Play is at the heart of learning in Reception. We start with the children's interests, watching where they go in the learning environment and then beginning to interact with the child in that area. We talk first and gradually engage in the play, and then we introduce challenge such as answering questions, thinking about what might happen next or changing something. Finally we begin to encourage mark making, reading, counting, problem-solving, drawing and eventually writing.

Some learning is more formal. The whole class or groups of children will be shown a new concept and then encouraged to have a go with this idea by themselves or with an adult.

The adults make brief recordings of the children's learning, via Tapestry. This is an online system of collecting evidence and measuring children's progress throughout the year, culminating in the Early Years Foundation Stage Profile. This is a summary of each child's attainment at the end of Reception, measuring their attainment in the 17 areas of learning, known as Early Learning Goals (ELGs). This is passed on to the Year 1 teacher to enable the learning to continue seamlessly into the National Curriculum.

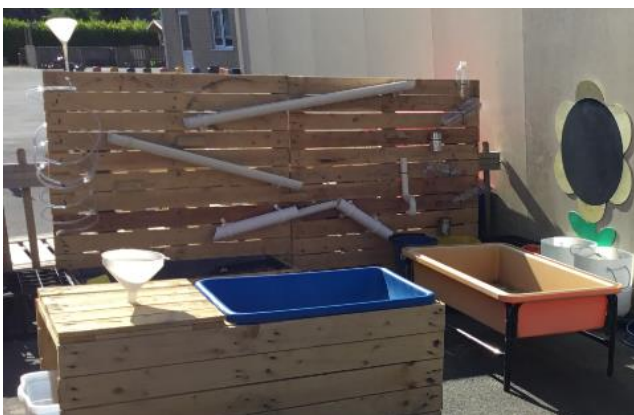
The observations and judgements made at Brighstone are moderated and checked within the Isle of Wight's robust EYFS moderation process.

The Learning Environment

Our school is in a beautiful location with an additional playground and large playing fields which provide a rich environment in which to learn.

We have lots of space and good resources that are organised to allow children to explore and learn securely and independently. We have a variety of indoor and outdoor spaces, with areas for activity, creativity and role play, as well as quiet places to think and reflect or look at a book.

Our Learning Environment, alongside the staff, is our most important and flexible resource. It changes frequently to meet the needs of the children and the curriculum.



The Characteristics of Effective Learning:

The characteristics of effective learning run through and underpin all seven areas of learning and development, representing processes rather than outcomes.

Playing and Exploring: Play is a child's work. Play develops in many different ways and shows a great deal about a child's learning. It can enhance social situations, story-telling, using imagination and working things out. The process of play is more important than the end product.

Active Learning: Active learning involves other people, objects, ideas and events that engage and involve children. Active learning occurs when children are motivated and interested. Children need to have some independence and control over their learning and to learn to make decisions. This enables a sense of pride and ownership of their own learning.

Creativity and Critical Thinking: At Brighstone we encourage our children to be creative in all areas of learning. We provide the resources and the opportunities, and we celebrate the children's ideas, connections and methods. Children are encouraged to access the resources freely and have their own ideas and ways of learning.



The BSA is our Parent Teacher Association.

As parents you will automatically become a member, and you will be welcomed warmly at all of our meetings.

We meet approximately once a month, for around an hour between 6 and 7pm in school. It's a relaxed and informal meeting where we plan and discuss raising the vital funds needed for our children. These funds go towards:

- Paying for the school text service.
- Subsidising school trips and reducing the amount parents need to pay.
- Buying equipment for classes.
- Contributing to the school environment – storage sheds, new buildings, playground areas and markings.

We have events throughout the year, including a sponsored Round the Island Race, Christmas Fayre, Pumpkin competition, various school discos, refreshments and crafts at Wolverton Folk Festival and our fabulous Summer Sizzler.

Our BSA is vital to the school and all parental help is valued, whether it's attendance at meetings, bringing fresh new ideas, an hour on a stall or at a disco, or just baking a cake.

We need you!



Forms to fill in

- Starting School Questionnaire
- EV3 Form – This enables us to take your child on local visits and trips. Please return to the school office asap.
- Pupil Information Form
- School Uniform Order Form – if you would like to order/buy items from the school office.
- Free transport form
- Free School Meals Application – Although all children in Reception and Key Stage 1 are currently entitled to receive a free healthy school meal, if you are receiving any benefits you may also be eligible to register for Free School Meals & Pupil Premium. This raises extra funding for the school to provide valuable support for your child.

If you think there is even the slightest chance you may be eligible, please do fill in and return the form to County Hall (or complete it online) as every form could lead to extra funding for your child.

<https://www.iwight.com/iwforms/print.aspx?k=freeschoolmeals>



Child's Name _____ DOB _____

Does your child have a shortened name? (e.g. Elizabeth – Lizzy) _____

What name would you like on books, name cards, peg, tray?

Previous pre-school and key people

Please list any family members or friends your child is likely to talk about, and the names they use for them.
(If parents do not live together, please inform which parent the child lives with).

About your child: Important information concerning particular needs, allergies etc...

Is there anything you feel your child is especially able to do?

Does your child have any particular friends within the group?

Please provide any information which you think may be relevant about your child's early childhood (this can include difficulties at birth or developmental concerns, difficulties with separation from parents at drop off time, eating, allergies, etc)

What are your child's interests/fascinations? (favourite things to play, favourite stories, etc)

Please include any concerns you have or anything else you think we should know.

Parents' names _____

Contact Numbers _____

Email address
