

# Walton CEVC Primary School

---

## Reception (Year R) Welcome Booklet “Every Child, Every Chance, Every Day”



*As a church school at the heart of the community, Walton CEVC Primary School is committed to provide each child with the opportunities to achieve their full potential academically, socially, emotionally, physically and spiritually. Through strong partnerships between home and school and inspired by Christian values, we aim to equip the children in our care with skills and confidence to meet future challenges.*

## **Welcome to Walton CEVC Primary School**

Your child's first experience of school is very important. Settling into school is a big step for your child and we endeavour to make it a smooth transition. Our aim is to make school a happy, stimulating and rewarding environment for your child to discover, learn and play. It is important that home and school work together in developing an effective partnership. This booklet contains information about some of the learning opportunities and experiences your child will have as they start their school career at Walton.

### **Our School Aims**

The governors and staff aim to provide equality of access to a broad and balanced curriculum in accordance with our school's Christian values. In particular we aim;

- to enable every child to feel special, encouraging them to develop their potential in all aspects of the curriculum
- to foster self-worth that the children will use their wisdom, knowledge and skills to make a positive contribution in the society in which they live
- to encourage children's respect for their environment and gain a sense of belonging and living well together within their local community
- to provide a stimulating environment that makes learning engaging, creative and challenging.
- to give all children equal opportunities, respecting differences in culture, faith, gender and ability
- to instil in children a sense of hope for the future, foster an aspiration to achieve well and grow in confidence so they can develop their own personal spirituality.

## General Information

Walton CEVC Primary School  
Meadow Lane  
Walton  
Somerset  
BA16 9LA

Telephone: (01458) 443675

Email: [office@waltonprimary.co.uk](mailto:office@waltonprimary.co.uk)

Website: [www.waltonprimary.co.uk](http://www.waltonprimary.co.uk)



Headteacher & Designated Safeguarding Lead:

Mrs Heidi Padfield

Deputy Safeguarding Leads:

Mrs Cathy Woodroffe and Mrs Kate Tidmarsh

Office Manager:

Mrs Natalie Sweet

Finance Officer:

Miss Claire Wilkie

Chair of Governors:

Mr Nick Oliver

Safeguarding Governor:

Mrs Jo Dowden

Owls Class Teacher:

Mrs Emma Manley

Owls Class Teaching Assistants:

Mrs Imla Mills

SENCO:

Mrs Katherine Cooper



## **Preparing your Child for School**

We are looking forward to welcoming your child into Walton Primary school, to encourage the transition into school life it would be useful if you could support your child with the following:

- Encourage your child to be independent. Try to accustom your child to being away from you for short periods of time and be able to manage things for themselves such as getting dressed, going to the toilet independently and asking to go there, fetching and cleaning up toys, eating and drinking without help.
- Help them learn how to do simple fastenings, as children will need to be able to dress/undress for PE. Please avoid shoelaces as they provide frustration for a small child.
- Help them to recognise their own name, this will help them with initial activities the children will do when they first come into school in the mornings.
- Show them how to hold a pencil and scissors correctly. Supervise lots of cutting, drawing, tracing and colouring activities at home for your child that will encourage good control of the hands.
- Sing songs and nursery rhymes with your child, these help to develop your child's memory and will help them join in when singing songs in school.
- Give your child as many varied activities as possible that involve talk, co-operation, sharing and listening such as cooking, model making, role play, simple board games, jigsaws, counting, play dough and of course story reading.
- Please remember, always encourage your child to take an active interest in their environment, encourage them to ask questions. Confidence can be built up by praising your child for the things they can do. Every child develops at different rates. Please try to avoid comparing your child's abilities with those of other children.

## The Foundation Stage Year

Between the ages of 3 and 6 your child learns faster and develops more rapidly than at any other time during his /her life. We believe this learning should be a pleasurable and rewarding experience, in which he/she plays and explores; investigates; creates; practices and rehearses. The children's learning is focused on topics based on information received from children before they start school. There is a flexible approach to the children's learning ensuring their interests are followed in accordance with the Early Years Foundation Stage (EYFS) Framework. All these opportunities are designed to develop confident children, who make the most of their school experience and enjoy high levels of success.

At Walton CEVC Primary School in Owls Class is where their learning journey and the excitement begins! The children learn in an environment which is developed around the children's interests. We pride ourselves on being a motivating and engaging place to be - encouraging our children to become independent learners through a range of practical activities. We follow a thematic curriculum which allows us to be creative with our lessons and let the children lead their learning. The characteristics of effective learning underpin all 7 areas of learning and development. They represent the process rather than the outcome- **Playing & Exploring, Active Learning, Creating & Thinking Critically.**

Reception children follow the Early Years Foundation Stage Framework (EYFS). This curriculum is based upon four themes and principles.

**The Unique Child-** We understand that every child is an individual who is constantly learning and can be resilient, capable, confident and self-assured.

**Positive Relationships-** Social interaction is key to children's development. Children become strong, independent learners; as well as scaffolding their learning through positive social interaction.

**Enabling Environments with teaching and support from adults-** Providing a safe, secure and stimulating base for children is key to their development. The framework allows for experiences that respond to the child's individual needs/interests; as well as developing a strong partnership between practitioners, parents and carers **Learning and Development-** Children develop and learn at different rates. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities.





During Foundation year your child will be working towards, and beyond, the Early Learning Goals (ELGs). The seven areas of learning are;

- Personal, social and Emotional Development (PSED)
- Communication and Language (CL)
- Physical Development (PD)
- Literacy (L)
- Mathematics (M)
- Understanding the World (UW)
- Expressive Arts and Design (EAD)

Your child will be involved in a wide range of activities every day, developing their skills in many different areas. Activities are designed to follow interests of the children and move their learning forward. The Foundation Stage year is about well-planned play activities to develop the children's strengths in all areas of the curriculum. Play is a fundamental part of the EYFS curriculum which is carefully observed and led. Properly supervised, organised and resourced play promotes the following important aspects of development. It will help children;

- become more creative and imaginative
- work alongside or co-operate with other children
- communicate and express feelings
- investigate, discover and learn
- learn self-control and understand the need for rules
- extend their experiences in a safe environment
- care for others, share and make sense of the world
- develop and express new ideas
- explore and take risks
- develop concentration and develop skills



## **Personal, Social and Emotional Development**

Children learn about showing consideration for others, making friends, taking care of themselves, co-operating with others and caring for our learning environment. To develop your child's skills in this area we plan activities where children play together, sharing ideas and taking turns. Children are also encouraged to look after the classroom and the things in it, including their own and other people's belongings with initiatives such as classroom monitors, ensuring your child develops a sense of self-regulation.



## **Communication and Language**

The development of children's spoken language underpins all seven areas of learning and development (EYFS 2021) and it with this view that we strive to give children the opportunity to develop their language skills and vocabulary through conversations with each other and their teachers. They are taught to follow simple instructions, answer questions relating to their own experiences as well as in response to stories, rhymes and poems they have heard and events they have participated in. Children are encouraged to express themselves effectively through speech building on their own vocabulary with a growing awareness of the listeners' needs.



## **Physical Development**

Activities are focused around developing good control and co-ordination in both large and small movements. Children develop skills in using different tools effectively, including pencils, paintbrushes and cutlery. They also learn about the importance of health. This will include physical exercise, food health, and oral hygiene. Importantly they learn to manage their own basic hygiene and personal needs successfully.



## **Understanding the World**

Children will explore the similarities and differences between themselves and others, among families, communities and traditions. They will participate in activities that enable them to make observations about their own immediate environment as well as those further afield. They will be encouraged to explore their environment giving them first hand experiences of the world around them. These experiences will support their questioning skills and give them opportunities to talk about what they observe. Children will use their knowledge from stories, maps and rich experiences within the setting to make sense of the world around them and this will support them to explain why things happen and talk about changes.

## Expressive Arts and Design

A variety of very varied activities will develop children's skills in representing their thoughts, ideas and feelings through design and technology, art, music, dance, role play and stories. They will develop their storytelling using props and materials to recreate stories, or create their own with their peers or alongside their teacher.



## Literacy- Reading

We want to develop a love of reading for the children within our school, we believe that reading opens the door to a range of learning. A child who is exposed to a variety of stories, that they either read themselves, or read by others will open the door to a range of new vocabulary and experiences for your child. Within our language rich environment, we encourage reading in a range of ways this includes stories being read to your children regularly, and listening to your child read individually and in small groups, Owls also have access to a range of books in a quiet area that they can access and embark on their next adventure!

At Walton CEVC Primary School we use the *Read Write Inc. (RWInc.)* programme to get children off to a flying start with their literacy. *RWInc.* is a method of learning centred round letter sounds and phonics, and we use it to aid children in their reading and writing. Using *RWInc.*, the children learn to read effortlessly so that they can put all their energy into comprehending what they read. It also allows them to spell effortlessly so that they can put all their energy into composing what they write.

When using RWI to read the children will:

- learn that sounds are represented by written letters
- learn 44 sounds and the corresponding letter/letter groups using simple picture prompts
- learn how to blend sounds
- learn to read words using Fred Talk
- read lively stories featuring words they have learned to sound out show that they comprehend the stories by answering questions





Sharing books at home helps children to develop their confidence and their reading skills. It shows them that reading is important in daily life, not just in school. Please do visit the library with your child to choose and enjoy books and develop a good reading habit. Please let your child see you reading books for yourself.

As they start full time school your child will begin to bring books home. Initially these will be very simple and we would like you to encourage your child to talk about the pictures in the book and what is happening. Your child will also have a reading record, the Foundation Stage staff will write a comment when they hear your child read. We also ask you to write a comment when you read with them to say how they are doing. This helps both yourself and the staff to see your child's progress.

## **Writing**

Many children love to make marks on paper. Early writing is the start of communication. Please encourage your child to use thick crayons, felt tip pens, pencils, chalk and large pieces of paper to make marks. Some children do not want to write before starting school and it is better not to force them. However, if your child is keen to write letters, please make sure they form each letter correctly, starting in the right place. We are happy to provide you further information if you would like it. By the end of the Foundation Stage Year, children can use their phonic knowledge to write words. They can write simple sentences which can be read by themselves and others. Some words will be spelt correctly and others are phonetically plausible.



## **Mathematics**

We recognise that young children learn very effectively mathematical skills through engaging, motivating and practical activities. Children's knowledge and understanding of mathematical language can be re-enforced in everyday life through use around the house, in the garden, on the way to school, at the shops and by playing games. Asking questions such as;

- How many do we need?
- Do we need more or less?
- Which is heaviest / lightest? / Which is fastest / slowest?

By the end of the Foundation Stage year, children will be expected to be able to count beyond 20, recognising when one quantity is greater than, less than the same as the other quantity, include evens and odds, double facts and how quantities can be distributed, have a deep understanding of numbers to 10, number bonds to 5, doubling facts and some number bonds to 10.

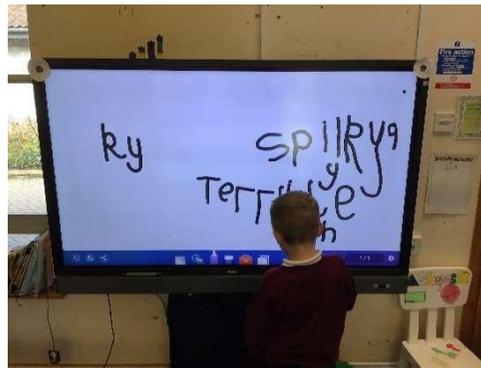
## Early Years Foundation Stage Profile

This is an on-going assessment throughout the Foundation Stage Year and your child's progress will be discussed with you at the parent consultation meetings in the autumn term (November) and spring term (March). This assessment is based on observation and demonstrates your child's progress towards the Early Learning Goals (ELGs).

Achievements are recorded through Tapestry and their adult directed learning in their Literacy, Maths books and Creative books. You will receive regular observations through tapestry and you are welcome to look through your child's Literacy, Maths and Creative books during the Parent Consultation Evenings. At the end of the year you will receive a copy of the profile in your child's end of year report.

## Parents as Partners

Parents are children's first and most important educators. When parents and staff work together, the results have a positive impact on the child's development and learning. If any point during the school year you have any worries or concerns about your child; please do not hesitate to contact your child's teacher. It need not even have to be a worry; any information which you feel may be useful in supporting your child's learning would be helpful to know. Likewise, we will contact you if we have any concerns or need clarification on anything regarding your child's progress and development.



## Walton School PTA

The PTA always welcomes new committee members to help organise fundraising events for our school. Regular events are Family Bingo, Cake Sales, Christmas Fair and a Summer Celebration. The PTA is a good way for new parents to meet other parents and to have a say in raising valuable additional funds for the school that will benefit all the children.



## **School Uniform**

In an attempt to give the children a sense of pride in their school, a sense of community and belonging, we have a school uniform. In this way the school has a sense of identity and becomes instantly recognisable when taking part in various local events with other schools, or on day visits.

### **Boys**

Grey or black trousers or shorts (in summer)  
White shirt or white polo shirt  
Maroon school sweatshirt or fleece embroidered with school logo and name  
Grey or black socks  
Grey or black school shoes

### **Girls**

Grey or black skirt / pinafore or trousers  
White blouse or white polo shirt  
Red and white checked summer dress (in summer)  
Maroon school sweatshirt, fleece or cardigan embroidered with school logo and name  
White or black socks, grey or black tights  
Grey or black school shoes  
Sensible summer sandals (covered toes please)  
Black, brown or maroon hair bands and clips



School uniform can be purchased from the South West Schoolwear Shop at 23 Broad Street, Wells. Sweatshirts, fleeces and cardigans embroidered with the school logo and name are stocked.

This year the PTA will provide each child with a Walton School book bag so you will not need to buy one prior to starting school.

## PE

Please could the children come dressed in their PE clothes on a **FRIDAY** ready for PE. It would be really useful if the children wore Velcro trainers until they are confident to tie shoe laces. In PE lessons the children play games, dance and learn to move their bodies in different ways, developing their co-ordination and sporting skills.



## PE Kit

Suitable clothing is essential in order to participate fully in these sporting activities. Children will, therefore, need the following items:

- Black shorts
- White t-shirt
- Plimsolls or trainers.
- Plain sweatshirt or hoodie and jogging bottoms are useful for P.E. sessions during the colder weather.

P.E. clothing and trainers can be mislaid. Your child's name should be on ALL his/her property; it then makes it possible to trace the owner if items are lost. A cloth bag with drawstring, clearly labelled with the child's name provides a secure storage place which can hang conveniently on the child's peg. Large plastic sports bags are not really suitable as hanging space is very limited. On grounds of health and safety we do not allow children to wear jewellery or fashion accessories in our school. The exception to this is ear-ring studs in pierced ears.

## **Things to Bring to School**

Please could you ensure that **all** items that your child brings to school are **clearly named**.

- Suitable coat
- Hats, scarves and gloves
- Sun hats
- Water bottle
- Book bag which contains reading record and reading books

## **Medical Information**

Parents are asked to supply the school with any relevant information concerning the health of their children. In general, if children are well enough to attend school they are normally expected to go outside to play. Exceptions are made where necessary - limbs in plaster etc. or for a specific reason. Several members of staff are qualified to administer First Aid.

## **Medicines in School**

Occasionally, it is necessary for medicines to be administered at school. If a parent wishes a child to take a prescribed medicine during school time they should either arrange with the office to come to school to administer the medicine or complete an Administration of Medicines in Schools form, giving permission for a member of staff to administer the medicine and deliver the medicine with instructions to the school office where it will be kept in the school kitchen fridge or if needing to be kept secure, in the school office. The medicine should be in date and clearly labelled with:

- Name of medication
- The owners name
- Dosage, time and frequency
- The prescribing doctor's name.

Staff will not administer non-prescription medicines except in exceptional circumstances when recommended by a doctor.

## Attendance

Children of school-age who are registered at a school must, by law, attend school regularly. Regular attendance is important, not just because the law requires it but because it is the best way of ensuring that a child makes the most of the educational opportunities which are available to him or her. There may be occasions when a child has to miss school - for example, if he or she is unwell. If a child has a high temperature they should not be in school. After any episodes of sickness or diarrhea, we ask that children remain at home for 48 hours.

If your child is unable to attend school, telephone immediately to let us know by 9.30am on each day of illness. In special circumstances work can be sent home if the absence is lengthy and this is appropriate. We shall be publishing the number of 'unauthorised' absences per year at the school in accordance with Department for Education requirements. Unauthorised absences also include instances when children are late arriving at school and no explanation is offered.

## Holidays in Term Time

Somerset Local Authority strongly discourages parents from taking their children out of school to go on holiday during term time. Please note that parents do not have any right or entitlement to expect term-time leave to be granted. Therefore, **in exceptional circumstances only**, we are able to authorise holidays. Any extra time out of school has to be recorded as **unauthorised absence**. Please make every effort to avoid this. All holiday leave needs to be applied for; forms are available from the school office. We are required to report to you the number of unauthorised absences (pupil absence not explained by the parent, including significant lateness).

## Safeguarding and Child Protection

At Walton Primary School, we take the safeguarding of our children very seriously. We provide a safe secure environment for them to learn in. All staff are appointed using Safer Recruitment procedures. All staff and volunteers are checked by the Criminal Records Bureau (DBS). Risk assessments are completed for all external trips.

We aim to enable each child to feel special and cared for, whilst enabling them to develop their own skills and talents. The environment that we create is noted for being happy, kind, caring and respectful.

Should we have any concerns about the welfare of any of our children, we will monitor situations and may discuss the situation with parents or carers but have a duty to discuss concerns with Children's Social Care, as in line with the Somerset Local Authority guidelines.

Our Child Protection Policy is reviewed annually and it is available to parents on request and on our school website.

## **Breaktime Snack (10.15-10.30am)**

All the children are offered a piece of fruit from the KS1 Free Fruit and Veg Scheme. A healthy snack may also be provided from home if you wish. All children under the age of 5 are also entitled to a free carton of milk. Once your child reaches the age of 5 the milk can be purchased through the 'Cool Milk' website. Further details regarding this can be obtained from Mrs Sweet in the school office.

## **School Lunches (12.15-1.15pm)**

All children in Foundation Stage and Key Stage 1 are entitled to a free school meal. Our meals are provided by Beech Catering. The children will eat their lunch in their classroom and then enjoy playtime within our playground. Lunch menus will be put in your child's book bag and menu choices are returned to the school office. The children can choose from a choice of main meat or vegetarian meal, a jacket potato with filling choice, a packed lunch option and a pudding, fruit or yoghurt choice. During your child's first week at school, Mrs Sweet will send out the first menu choices. Alternatively, you may provide your child with a packed lunch from home, although we do encourage parents to try the school lunch service initially as the children do enjoy the meals it provides and there is plenty of choice for all.

## **Playtimes**

At break and lunch times the Foundation Stage play in their outdoor learning space. They also have the opportunity to play on the Trim Trail on specific days. A small team of selected playground pals also support the Foundation Stage children at lunchtimes, along with a midday supervisor, playing with them encouraging their sharing, co-operation and listening skills.



## **Puffins After School Provision**

On Mondays to Thursdays we now offer after school provision from 3.15-5.15pm. This is run by Mrs Mills, Mrs Chinnock and Mrs Tucker. The children have a toast and drink snack at 3.45pm. The provision costs £5 per hour and we only ask you book in advance via our booking form system. We do accept last minute bookings providing we have places that day. The children do a variety of activities even homework if they wish! Breakfast Club provision is run by Walton Pre School Staff. It runs from 8.00am to 8.40am, we collect the children from the Village Hall at this time.

## **And Finally...**

Starting school can be an exhausting time for a young child-emotionally, socially, physically and mentally. There will be many different motivating, engaging and enjoyable activities going on in the classroom and lots to learn. Please don't be surprised if your child comes home tired and doesn't want to talk much about their day at school, this is quite normal. A meal, a bath, a cuddle, a story and an early bedtime will provide your child with all the energy they require for the next day! We want your child's education to be a partnership between home and school. Early years education offers a wide range of experiences for all children, laying important foundations for their future development and learning.