



Rowlands Gill Primary School

Nurturing, Understanding & Succeeding Together



Parent Information Booklet

Reception Year



Welcome to Rowlands Gill Primary School

Our School Vision

At Rowlands Gill Primary School, we want our children to have confidence and achieve well through our warm, caring and inclusive environment. We aspire to give all children the chance to really get to know themselves and understand others, so they can forge their own path to success.



We want all children at RGPS to:

- develop confidence and independence.
- develop a love for learning.
- succeed in all areas of school life: academic, social, emotional, and physical development.
- make excellent progress in everything they do so that they can grow and develop their full potential.
- continually celebrate and feel proud of their achievements.
- feel happy, cared for, safe and healthy.
- enjoy learning in a nurturing and friendly ethos where they are respected and valued and where individual needs are recognised and supported.
- experience high quality, challenging, stimulating and personalised education.

Meet the Early Years Team



Mrs R Sharpe
Early Years Leader and
Reception Teacher



Miss S Smales
Nursery Teacher



Mrs P Andrew
Higher Level
Teaching Assistant



Mrs B Noble
Teaching Assistant



Miss E Connelly
Teaching Assistant

We are keen to build positive relationships with our children and families and we welcome regular consultation to talk about your child's development, interests, progress and their individual needs.

Everything You Need for School

School Uniform

- purple sweatshirt or cardigan – preferably with school logo
- purple or white polo shirt – preferably with school logo
- grey trousers, shorts or skirt
- purple and white checked summer dress
- black shoes - preferably with Velcro fastenings
- warm, weatherproof coat



PE Uniform

- plain white crew neck cotton t-shirt – preferably with school logo
- plain black hoodie - preferably with school logo
- plain black shorts – no logos or sports logos e.g. Nike
- plain black joggers or sports leggings – no logos or sports logos e.g. Nike
- trainers with non-marking soles

Children should bring their PE kit in a named bag at the start of term to keep on their peg. We will practice changing into our kit for each PE Lesson. PE kit will be sent home every few weeks to be washed. Please ensure it is returned to school ready for the next PE lesson.

Please label **all** items of clothing and shoes with your child's full name to avoid missing/lost items.

Really useful to have in School

- spare clothes (including underwear and socks) in a named bag
- wellies
- sun hat
- sun cream - Please ensure sun cream is applied before school and we can assist with a top-up when required.

We encourage children with long hair to wear it fastened back for their own safety. Jewellery is **not** to be worn in school.





School Meals



Children have a choice of ordering a hot school meal or bringing a packed lunch from home. Our catering team provide food that is fresh, prepared daily and which provides everything your child needs to feed their bodies and minds without compromising quality and choice.

All children in Reception, Year 1 and Year 2 are entitled to 'Universal Free School Meals' which means that they can have a school lunch every day for free. If you think you may be entitled to benefit-related free school meals please speak to the school office about applying. Schools can claim additional funding for eligible pupils and this can be used to support your child in the classroom.

If you would like your child to have a packed lunch, it should be healthy and we encourage you to include some fruit and/or vegetables e.g., piece of fruit/fruit juice, dried fruit, cherry tomato, raw carrot, cucumber. Sweets, sugary drinks and chocolate **should not** be included in packed lunches.

We are a completely **nut free** school. We maintain this in order to protect children and staff with severe allergies to all kinds of nuts. Packed lunches **must not** contain nuts in any form: **this includes peanut butter, Nutella, Pesto or nut yoghurts.**

Snack



We provide a range of new and exciting snacks for children to try during snack time each day and during planned activities. If your child has any allergies to foods, please let a member of staff know immediately. A medical/dietary form and risk assessment will need to be completed for our records and your child's safety.

Children are asked to bring their own named water bottle (**NO JUICE/SQUASH**) into school every day. This will be re-filled by staff throughout the day.

Daily Routine



Register

8.45am: Doors open for "soft start" (drop off point is the Reception Gate)

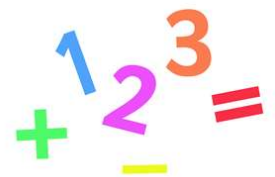
9.00am: Registration/Welcome time

9.30am - 11.00am: Child initiated play (free-flow inside and outside) and small group activities with adult support

11.00am - 11.40am: Phonics

11.40am - 12.30pm: Lunch time

12:30pm: Registration and Maths



1.00pm - 2.50pm: Child initiated play (free-flow inside and outside) and small group activities with adult support

2.50pm - 3.10pm: Story time and get ready to go home

3.10pm: Doors open for home time (collection point is the Reception Gate)



Plan Do Review

Plan, Do, Review is a big part of our day in Reception and encourages children to not only plan what they are going to do, but to also develop important life skills such as negotiation and time management.

After discussing the activities and exploring the resources within the classroom, staff and children plan together which areas of the classroom they are going to work in and discuss what they might do. Children then follow their plan in the classroom. During this time, staff are solely led by the child and will act as a play partner.

Key Worker

Each child is assigned a member of the Reception Team as their key worker. The key worker will ensure that the needs of each child are met and will build up a relationship of trust by responding sensitively to their feelings, needs and behaviour. The key worker, and other staff who work closely with your child, will observe them in their play which in turn will enable them to plan appropriate opportunities and experiences that will best meet their needs and interests. Staff meet daily to plan enhancements to our provision based upon our observation and assessment to ensure continued high-quality learning.



Passwords: Different adults picking up your child

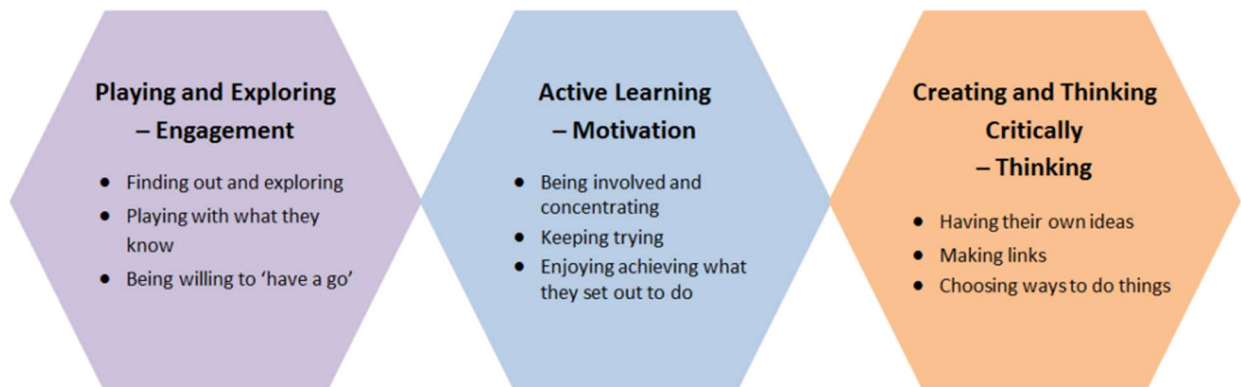
At the beginning of the year, you will be asked to set a password for your child. Other adults will need this password to collect your child from school. If for any reason you need to alter your usual pick-up arrangements, please inform the school via **telephone**. If another adult is picking up your child, staff will not allow your child to go if the staff do not know who they are / have not been informed, or if the collecting adult does not know the password for your child.



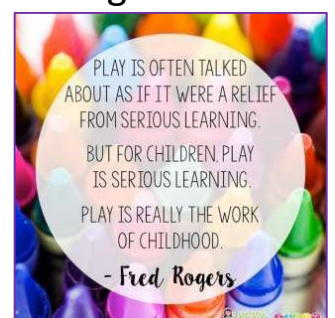
The Early Years Foundation Stage Curriculum

The Early Years curriculum is taken from the 'Statutory Framework for the Early Years Foundation Stage' and the 'Birth to Five Matters' documentation, provided by the DfE.

The Early Years Foundation Stage identifies three ***Characteristics of Effective Teaching and Learning***. These characteristics encompass children from birth to the end of the Reception year and children will demonstrate them in different ways, depending on the developmental level of the child:



The Early Learning Goals are divided into seven areas of learning and development. These seven areas shape the Early Years curriculum taught here. These areas of learning ensure a holistic development of the children and their skills across the curriculum, building on their previous learning experiences, knowledge and skills.



EYFS Early Learning Goals		Support in Birth to 5 Matters	
CL	Listening, Attention and Understanding	CL:	Listening and Attention
	Speaking	CL:	Speaking
PSED	Self-Regulation	Characteristics of Effective Learning	
		PSED:	Understanding Emotions
		CL:	Listening and Attention
	Managing Self	Characteristics of Effective Learning	
		PSED:	Understanding Emotions: Sense of Self
		PD:	Health and Self-care
	Building Relationships	PSED:	Making Relationships
PD	Gross Motor Skills	PD:	Moving and Handling
	Fine Motor Skills		
L	Comprehension	CL:	Understanding
	Word Reading	L:	Reading
	Writing	L:	Writing
M	Number	M:	Mathematics
	Numerical Patterns		
UW	Past and Present	UW:	People and Communities
	People, Culture and Communities		
	The Natural World	UW:	The World
	(No ELG)	UW:	Technology
EAD	Creating with Materials	EAD:	Creating with Materials Being Imaginative and Expressive
	Being Imaginative and Expressive		

Children's learning is largely play-based in class using high quality, age-appropriate resources. Through their play, children practise and consolidate their learning, play with ideas, experiment, take risks, solve problems and make decisions.

First-hand experiences allow children to develop an understanding of themselves and the world in which they live. The development of children's self-image and feelings of self-worth and self-esteem are at the core of our Early Years curriculum. Children are supported to join in both child-initiated and adult led activities.



Communication and Language

We strive to build children's communication and language skills together with their vocabulary. Children are taught the skills of listening and an awareness of different sounds. Please don't underestimate the importance of these skills as they are vital to being able to access future learning such as letter sounds of words both written and spoken.

We expose the children to these skills through:

- Environmental Sounds - Children are exposed to a variety of sounds from their surrounding environment and are encouraged to replicate these.
- Instrumental Sounds - Children are encouraged to listen to a wide range of instruments and make sounds using these.
- Body Percussion - Children are taught how to use their body to match songs and rhymes for example, by clapping and tapping.
- Rhythm and Rhyme - Children are immersed in a world of books and young children's rhymes. Children begin to join in with repeated language patterns and rhymes.
- Alliteration - Children are made aware of the initial sounds within words and are asked to think of other words beginning with the same sound.
- Voice Sounds - Children learn to create a range of mouth movements and say different sounds.
- Oral Blending and Segmenting, e.g. b – u – s makes bus.

It is essential children are secure in these so they can be ready to move to Read Write Inc phonic sessions, where they will learn to read and write sounds.

What is Read, Write Inc?



Read, Write Inc (RWI) is a complete phonics and literacy programme which helps children learn to read fluently and at speed so they can focus on developing their skills in comprehension, vocabulary and spelling. RWI was developed by Ruth Miskin and more information can be found at: <https://ruthmiskin.com/en/find-out-more/parents/>.



Reading

"The more you **read**
the more **things** you know.
The more that you **learn**
the more **places** you'll go."
-Dr. Seuss

We place a high value on reading and believe it is essential to success. It opens the doors to so many different worlds! More importantly, reading will give your child the tools to become independent life-long learners. Please read with your child as often as you can - school books, library books, any reading materials at all. Reading to your child is as important as them reading to you - so share and talk about books whenever possible.



Your child will bring home a reading scheme book matched to their reading level together with their reading record. This needs to be brought back and forth daily. Books will be changed every **Friday**. They will also bring home a school library book, which they choose independently every week, to share with you. Please add comments, for example; which part of the story your child liked the most, into their reading record book to help us support your child's reading development.

We also love to invite Parents/Carers into school to be a 'Mystery Reader.' This is a great opportunity for adults to come into school and share a love of reading with the children. It is also a very exciting time for the children, when they anticipate who it will be! If you would like to be a Mystery Reader, please contact staff via the class email address and we will arrange a date and time with you.

Learning Journey

Your child will have a personal Tapestry Online Learning Journey which will contain observations, photographs and videos documenting key moments of learning and progress. You will be given login details for Tapestry when your child starts school.



In addition to our contributions, we encourage you to add your own photographs/comments of your child's experiences at home, for example learning or family events, so your child can share their home experiences and development. In class we will use these in small group sessions to develop recall, communication and language as well as social and emotional skills.

We will also record the development of your child's mark making including letter formation in their paper 'learning journey' in school.

Special Events and Visitors

We love new friends joining us and helping us find out about our world, both in person and virtually. We have a variety of special events across the year and have regular visits out in to the local community which we link to the interests and learning opportunities that arise. This helps bring the curriculum to life and gives real world meaning to learning.



Parental Involvement

Parents will be invited to two parent consultation meetings during the year so we can provide an update on your child's progress. You will also be given the opportunity to discuss the '**Learning Journey.**' However; we do have an open-door policy and you are welcome to contact us at any time. If it is a brief discussion this could take place at the beginning of/end of the day, otherwise please make an appointment via the office or contact us using the class email address.



What you can do at Home:

- support your child to be independent
- read with your child as often as possible
- support your child to read their reading scheme book. These are changed as your child's reading develops and must be brought to school daily
- talk with your child about what they have learnt in school. This is a super way to help your child continually develop language and communication
- upload events and learning from home onto Tapestry

After School Clubs

We have a variety of after school clubs to cater for all children of all abilities and interests. Clubs run every Monday-Thursday. Clubs are booked and paid for through Arbor and are refreshed each half term. Please see our website for more information.

Important Information

School Website: www.rowlandsgillprimary.org.uk

You can visit the school website at; www.rowlandsgillprimary.org.uk, for information about all our upcoming events on the school calendar as well as to view our Newsletters and correspondence. Class pages are regularly updated to demonstrate our learning.

Arbor Electronic Payment and Communication System:

Arbor is an easy-to-use secure payment system. You will be given log in details when your child starts school. We are a cashless school so all payments e.g. school trips, events, after-school clubs and the Early Years fund (voluntary donation of £1.00 per week to help school purchase extra resources for children in reception) etc. must be paid using Arbor.

All communication is sent through Arbor. Letters will be sent via email and notifications/reminders via 'in-app' messages. In an emergency we will send you a text message or contact you by phone.

Contacting Us

You can contact us by email or telephone. Please allow up to 72 hours for a response to emails. **For anything urgent a phone call to the office is the best form of communication.**

Class email: owl@rowlandsgillprimary.org.uk

Office email: office@rowlandsgillprimary.org.uk

Telephone: 01207 549359

Absence from School/Illness

Our school target for a pupil's attendance is **97%**.

Parents/Carers are responsible for:

- ensuring that their child attends school regularly and punctually unless prevented from doing so by illness, or for a medical appointment.
- contacting the school office by **telephone** and leaving a message on the student absence line, **on the morning of any absence**. Please provide the pupil's name, class and the reason for absence. **Please do not send an email as this may not be picked up before registers close.**
- informing the school in advance of any medical appointments in school time. For the absence to be recorded as a medical absence we require evidence from the doctor or dentist e.g., an appointment card or letter.
- making requests for authorised absence in term time, **only if absolutely necessary**, as these are not automatically authorised. We are unable to authorise holidays taken in term time. Please request a leave of absence form from the office.
- talking to the school as soon as possible about any child's reluctance to come to school so that problems can be quickly identified and dealt with.

Friends of Rowlands Gill Primary School (FoRGPS)

This is a charitable organisation (charity no.1050183) **run wholly by volunteers**, comprising of parents/carers and grandparents of the pupils at our School. In partnership with school, they aim to enhance your child's school experience with organised events and through funding special projects which the school could not otherwise afford for the children. Their work has also recently supported the purchase of new interactive screens in the classrooms and improving the sound system in the Hall.

The group relies on parents/carers/family members to help out for as little as one hour per month. Help is always needed with the following jobs:

- running a stall at an event
- baking cakes to sell
- distributing event posters in the local area
- securing donations/funding
- supporting the organization of events and projects
- suggesting and promoting fundraising ideas
- using your professional skills to help with the management of the FoRGPS committee

Join us – all welcome!

