

# Parent Information Meeting

September 2019

# Meet the Staff



**Miss  
Watson**  
Class  
Teacher



**Mrs Foden**  
Teaching  
Assistant

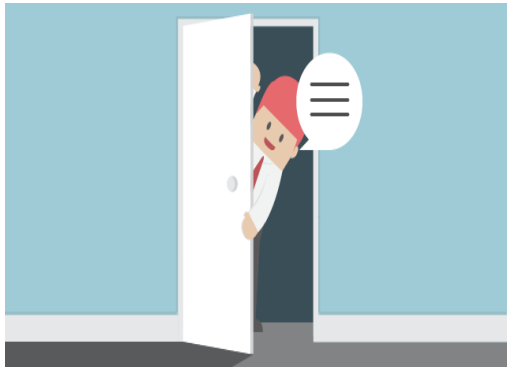


**Mrs Ward**  
Higher  
Level  
Teaching  
Assistant



**Annette**  
Teaching  
Assistant  
and  
Welfare  
Assistant

# Communication



- \* Class staff will meet the line in the playground.
- \* Class staff will be available after school.
- \* Please do speak to us if you have a problem, worry or complaint - we have an Open Door Policy.
- \* We also have 3 Parents' Evening meetings over the year (the third is optional and is after reports have been given out).
- \* Parent Mail will be used for communication
- \* Class Dojo
- \* Telephone: 01772 433641
- \* Keep us up to date with changes of contact details.

# Punctuality and Attendance

- \* Please telephone school by 9.30am if your child will be absent – not via Class Dojo.
- \* Mrs Geldard is unable to give authorised absence for holidays during term time.
- \* Please book your holidays during planned school holidays only.
- \* Persistent absentees will be picked up by the Attendance Officer and our Family Support Worker (Angela Braithwaite).
- \* Being on time is very important. The children miss vital parts of the school day.

# Class Routines

- School starts at 8.55am (adult outside from 8.45am)
- Latecomers must come through the office and sign in.
- Open snack from 9.45 – 11am.
- Lunch is from 12pm – 1pm (no nuts with packed lunches please).
- Open snack all afternoon.
- Home time is at 3.20pm (children to be collected from outside the classroom).
- Please let us know if someone different is picking up.
- PE days this year are Fridays. No earrings please.



# School Uniform and What to Bring

In Reception the children will need:

- \* A warm coat
- \* Wellies
- \* PE kit (shorts, t-shirt and pumps)
- \* A water bottle (plain water)
- \* Their book bag
- \* Names in everything please!

# Reading Books

- \* Reading books will be given out shortly.
- \* Most children will have books without words at the beginning. Please talk to your child about the story and practise with them every day.
- \* Books will be changed once a week (Tuesdays for Robins and Beavers and Thursdays for Squirrels and Dolphins) but please send your child's book back every day.
- \* Please sign the Reading Record Book to show that you have shared the book with your child / your child has read **3 times a week**. This will also allow us to know the book can be changed.
- \* Children will also be able to choose their own library book on a Wednesday. This will be changed once a week.
- \* Guided reading books will not be sent home.



# Phonics and Key Word Books

- \* We will begin teaching Phonics shortly.
- \* Reading and phonics activities and information are available on the website.
- \* A Phonics course will be available in school for parents on Friday 11<sup>th</sup> October 9-11am.
- \* Key Word Books will be sent home shortly. New lists will be given out weekly.



# Homework

- Please refer to our Homework Policy on the school website.
- \* Reading is a priority. Reading *at least 3 times per week* and recording in Reading Record.
- \* New! Reading Record Comment Guide is for adults readings with their child at home. Staff will not record in this (time in school spent with the children!)
- \* • Reading Race – chances to win book vouchers for children. Each class earns points based on how many children read at least 3 times per week.
- \* • Younger children will read through a combination of ORT, Dandelion and Reading Planets banded books, matched to their ability. Once your child is confident enough, they will move off the banded books scheme and given time to choose their own book from a selection of mainstream novels in class.
- \* Communication from teacher/Parent Mail reminders if Reading Records regularly unused. We understand things crop up.

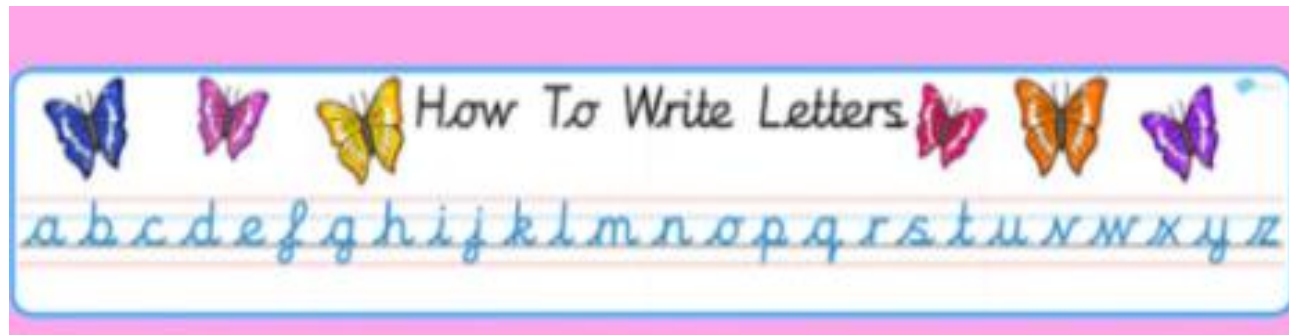
# Cursive Handwriting

As a whole school, we have now adopted a cursive handwriting scheme in school from Reception. The aim is to develop confidence, accuracy, fluency and improved presentation.

Letter formation is also taught in line with the Letters and Sounds framework for Phonics.

Letter formation is taught through different techniques e.g. air writing and tracing over large letters and when children are ready, they will be taught to hold a pencil correctly, using a tripod grip.

## Tripod Grip



# Expectations and Transition

- \* Please refer to our Homework Policy on the school website.
- \* End of year expectation Booklets are available on the class website.
- \* Work is pitched appropriately to challenge groups and / or individuals.
- \* Interventions are put in place for those children who may need additional support – this can be in groups or 1:1.
- \* Transition meetings between teachers allow for detailed conversations regarding classes to ensure the children are challenged and supported in their next class.

# Clubs

- \* We offer a wide range of clubs at Lancaster Lane, some after school and some at dinner time.
- \* Reception children are able to attend 'Hair Club' one dinner time a week. They must bring their own hair brush, bobbles and clips etc.
- \* There is also loom band club this year.

# Golden Time

- \* Golden Time is a reward for good behaviour and hard work. Children who have not read three times a week will attend Reading Club for Golden Time.
- \* The children receive warnings for inappropriate behaviour and are told their Golden Time will be taken if they continue. Golden Time can be taken as an immediate sanction for extreme behaviours.
- \* Parents will be informed if their child has missed their Golden Time.

# The Early Years Foundation Stage

Early Education  
The Early Education Foundation  
www.earlyeducation.org.uk

## Development Matters in the Early Years Foundation Stage (EYFS)

This non-statutory guidance material supports practitioners in implementing the statutory requirements of the EYFS.

Children develop quickly in the early years, and early years practitioners aim to do all they can to help children take the best possible start in life. Children have a right, spelled out in the United Nations Convention on the Rights of the Child, to provision which enables them to develop their personalities, talents and abilities irrespective of ethnicity, culture or religion, home language, family

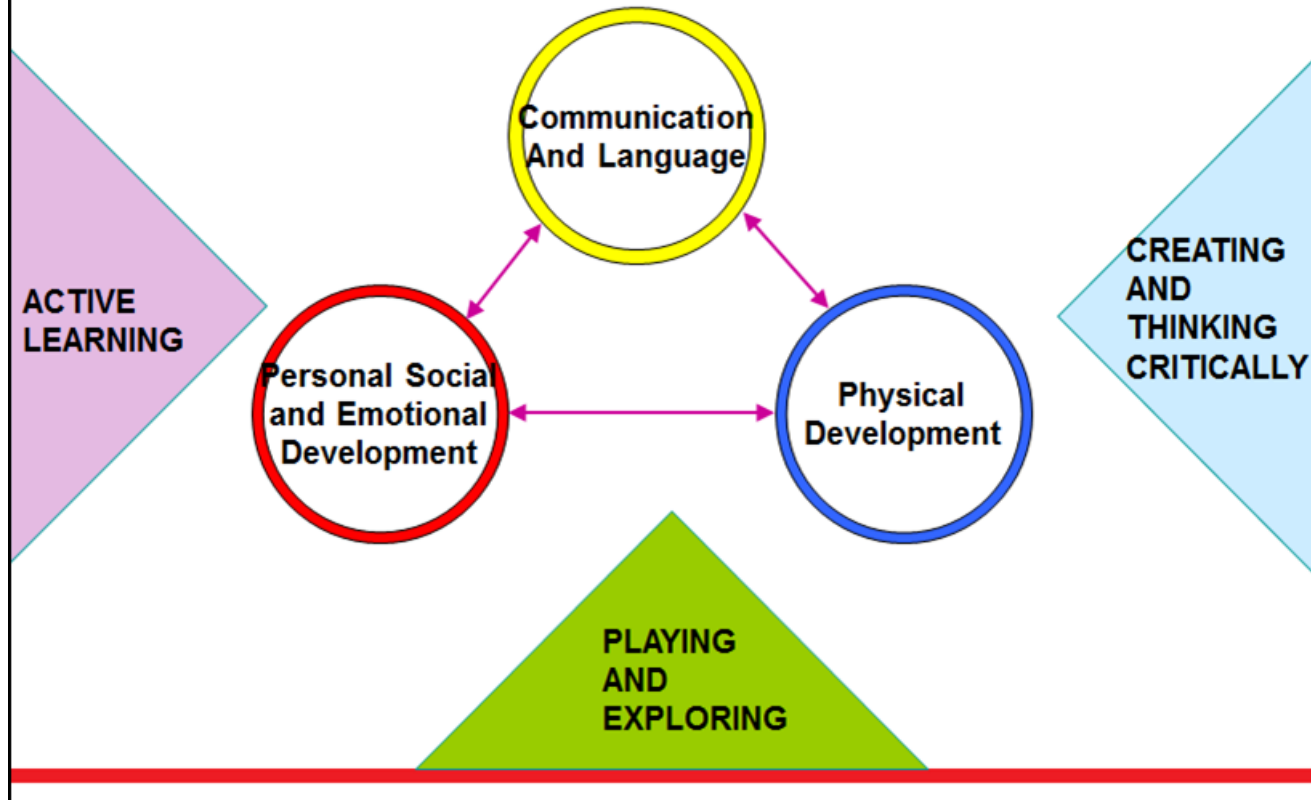
background, learning difficulties, disabilities or gender. This guidance helps adults to understand and support each individual child's development pathway. Other guidance is provided at [www.foundationyears.org.uk](http://www.foundationyears.org.uk). The EYFS statutory framework is available on the Foundation Years website as well as the Department for Education website: [www.education.gov.uk/publications](http://www.education.gov.uk/publications).



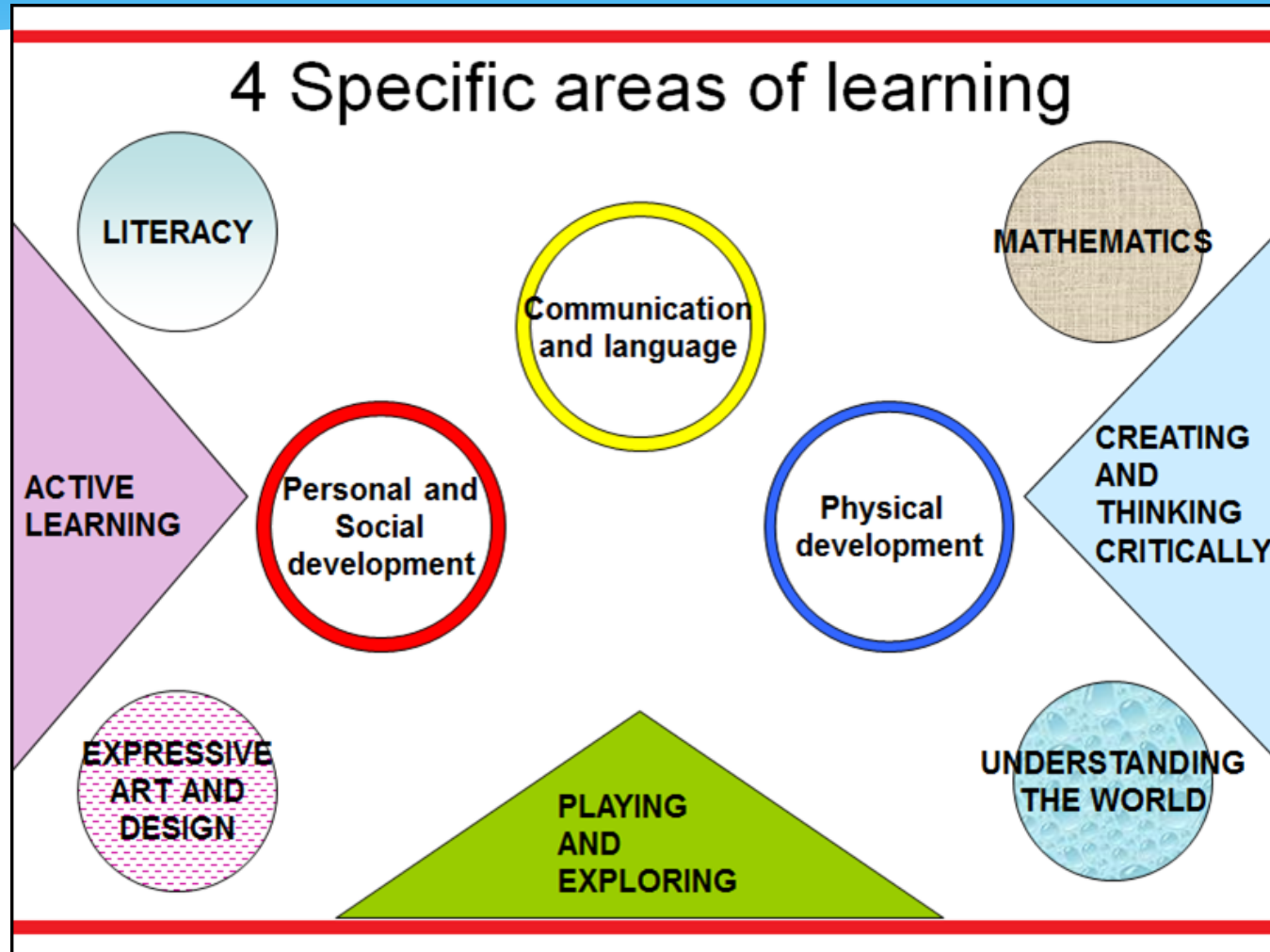
- \* The EYFS sets standards for the learning, development and care of children from birth to 5 years old.
- \* All schools and Ofsted-registered early years providers must follow the EYFS.

# Prime Areas

## 3 Prime areas of learning



# Specific Areas







# The Aspects of the Areas of Learning & Development



## Prime Areas

Area of Learning & Development	Aspect
Personal, Social & Emotional Development	Making Relationships
	Self-Confidence & Self-Awareness
	Managing Feelings & Behaviour
Communication & Language	Listening & Attention
	Understanding
	Speaking
Physical Development	Moving & Handling
	Health & Self-Care

## Specific Areas

Area of Learning & Development	Aspect
Literacy	Reading
	Writing
Mathematics	Numbers
	Shape, Space & Measure
Understanding the World	People & Communities
	The World
	Technology
Expressive Arts & Design	Exploring & using Media & Materials
	Being Imaginative

## The Characteristics of Learning

### Playing & Exploring ~ Engagement

Finding out & exploring

Playing with what they know

Being willing to 'have a go'

### Active Learning ~ Motivation

Being involved & concentrating

Keeping trying

Enjoying achieving what they set out to do

### Creating & Thinking Critically ~ Thinking

Having their own ideas

Making links

Choosing ways to do things

# Characteristics of Effective Learning

3 Characteristics of effective learning

**ACTIVE  
LEARNING**

**CREATING AND  
THINKING  
CRITICALLY**

**PLAYING  
AND  
EXPLORING**

# EARLY LEARNING GOALS SUMMARY

Area of Learning	Aspect	Attainment* Expected, Emerging or Entering.
Communication and Language	Listening and Attention	
	Understanding	
	Speaking	
Physical Development	Moving and Handling	
	Health and Self-Care	
Personal, Social and Emotional development	Self-Confidence and Self- Awareness	
	Managing Feelings and Behaviour	
	Making Relationships	
Literacy	Reading	
	Writing	
Mathematics	Numbers	
	Shapes, Space and Measures	
Understanding the World	People and Communities	
	The World	
	Technology	
Expressive Arts and Design	Exploring and Using Media and Materials	
	Being Imaginative	

# The Three Es

- **Expected Development:**

This is the development expected by the end of the Early Years Foundation Stage (EYFS) and is described by the

17 Early Learning Goals (ELGS) above;

- **Exceeding Development:**

This describes attainment beyond that which is expected

by the end of EYFS;

- **Emerging Development:**

This describes attainment at a level which has not reached that expressed by the ELGs.

# Parent Code of Conduct

- \* Our Parent Code of Conduct is available on the school website.
- \* Appropriate use of social media is to be adhered to by parents.

# Parent Helpers

- \* Parent helpers are always welcome!
- \* A DBS check will be required if you are a regular helper.
- \* It is likely that you will be allocated to a class different to that of your child.

# Website

[http://www.lancasterlane-  
school.ik.org/index.html](http://www.lancasterlane-school.ik.org/index.html)

# Clothing

- \* Please, please, please label ALL clothing. We have 30 sets of clothing in class and need to know which ones belong to your child!





**Any questions?**