



Welcome to
Truro Learning
Academy
Reception 2020

Aspire to Achieve

Meet the Reception team



Miss Abigail Guy

Reception Class Teacher/EYFS Lead

Hello! I'm Miss Guy. I graduated with a First Class Honours Degree in Primary Education (BEd) and I have been at TLA for 5 years (loving every minute of it!). I have experience across all Key Stages, but feel passionate about Early Years and the joy that child-led learning brings to all. I believe that the strong, positive relationships between the children, parents and staff occurring has resulted in our huge success as a provision. We are lucky to have access to an abundance of outdoor space, as well as a spacious classroom, and have worked hard on adapting this environment to create the most amazing learning opportunities at all times. I completely understand that starting school can be a daunting time for both parent and child, but we promise to care for your children as if they are our own and to give them an unforgettable and high quality education. Parent positivity towards school around your children is of utmost importance. We have an open door policy and are here to talk to about any concerns you have. I can't wait to meet you all soon!



Miss Wendy Jasper

Teaching Assistant

Hi! I'm Miss Jasper. I have been working at TLA for 5 years and love it more and more every year. I have worked alongside Miss Guy for 3 of those 5 years, and we make a fantastic team. I love that every day is different in Early Years, and the joy of child-initiated learning is something that never fails to make me smile. I am looking forward to meeting you soon!

'Staff develop good relationships with parents and families. They engage parents in their children's learning very well through an online tool. Parents were overwhelmingly positive in their views of the early years provision.'
(Ofsted, 2019)

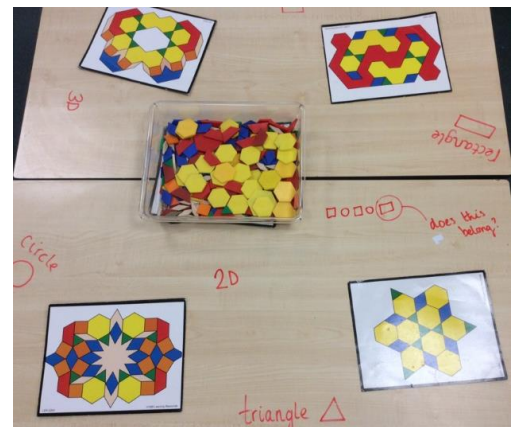
What does your new classroom look like?

Inside:



We have lots of well-resourced areas in our classroom:

- Mark-making Area
- Maths/investigation Area
- Home Corner
- Creative Area
- Playdough
- Reading Corner
- Construction
- Role Play



Outside:



We have lots of well-resourced outside as well and we encourage risk-taking practical skills, such as hammering, woodwork, climbing trees:

- Sports equipment
- Balance equipment
- Wood planks
- Water tray
- Sand pit
- Chicken and hutch
- Gardening tools/planters
- Writing and Maths shed
- Real bricks
- Guttering and pipes



Our school day

Your child's first year of school will be based around the Early Years Foundation Stage Curriculum (DfE 2018). The four principles of this are:

- Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured
 - Children learn to be strong and independent through positive relationships
 - Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers
 - Children develop and learn in different ways and at different rates.

The EYFS Curriculum is based upon play-based, experiential and active learning. We follow a child-led, enquiry based ethos. We have half termly topics that are guided by the interests of the children and this results in children who develop a love of learning. We look for high motivation, wellbeing and engagement within our setting and this indicates that the highest level of learning is occurring. Our day is split into adult-led sessions, such as; daily phonics, group activities and play-based learning. **Our skilled practitioners are trained in identifying further learning opportunities within play and our strong relationships with the children ensure that their curriculum is tailored specifically to their needs.**

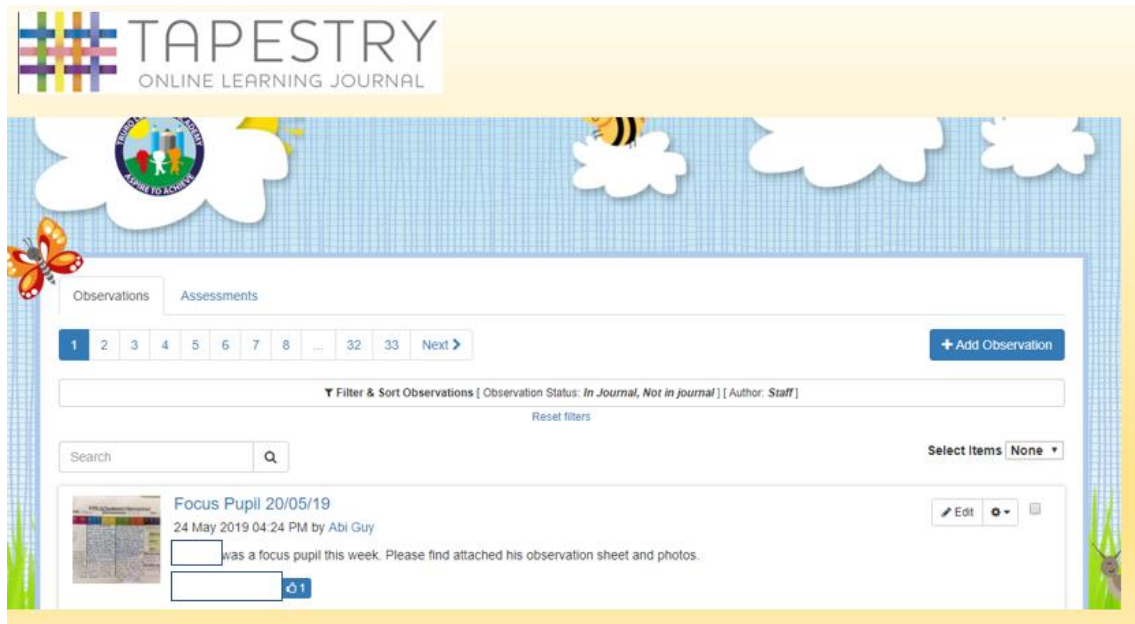
The three **prime areas** are: -

- **Personal, Social and Emotional Development**, including *Self-confidence and Self-awareness, Managing Feelings and Behaviour, Making Relationships*
- **Communication and Language**, including *Listening and Attention, Understanding, Speaking*
- **Physical Development**, including *Moving and Handling, Health and Self-care.*

The four **specific areas** are: -

- **Literacy**, including *Reading and Writing.*
- **Mathematics**, including *Numbers and Shape, Space and Measures*
- **Understanding of the World**, including *People and Communities, The World, Technology*
- **Expressive Arts and Design**, including *Exploring and Using Media and Materials and Being Imaginative*

How do we keep up with our child's learning?



What is Tapestry?

Tapestry is a secure online Learning Journal. We use it to record photos, observations and comments, in line with the Early Years Foundation Stage curriculum. The system enables teachers, parents and carers to share information and record children's experiences, play and learning at school and home. Working together with the help of Tapestry, we can create a cumulative, and more complete record of your child's experiences and development during their time at Truro Learning Academy.

How does Tapestry work?

Tapestry provides each child with their own individual Learning Journal, which is held online. Parents and carers are provided with a personal log-in, linked to their email address, and a password (which can be changed to make it more secure). This enables them to access their own child's Learning Journal. They will not be able to view or add to the Learning Journal of any other child/children. Your child's teacher and teaching assistant also have a secure log-in. This enables them to upload observations, photos or videos; recording children's achievements and assessing their learning in reference to the EYFS curriculum. Parents/carers can change their settings so that an email is automatically generated informing them when an observation has been added so they can have a look and add any comments of their own.

<https://forms.microsoft.com/FormsPro/Pages/ResponsePage.aspx?id=rVOWGVbBBUq60whMGjC2GNQzh8GyMTBDIM8-H3wZjiVUNIIIXOU5LMjJZWFBKVzEyWVRGTUILWkgxOC4u>

Please click on the link to sign up to Tapestry ASAP.

Absence and Attendance

Illness

Please inform the office before 9am, if your child is going to be absent due to illness. You will be asked why they are going to be absent and when you expect them to return. If your child is off for more than one day, you will need to contact the school office on each day of their absence until they return to school. **In instances of sickness and/or diarrhoea, your child will need to stay at home for 48 hours**, timed from the last occurrence. Call [01872 277635](tel:01872 277635) to report absences.

Medication

We can only administer prescribed medication to children if:

- They are handed in to the office with clear written instructions. Instructions on the bottle is not enough.
- The medicine is labelled with the child's name and dose.
- The timing of the dose is not critical.

All medicines are dispensed centrally at playtime or lunch time. If medicine is required four times a day, it would be helpful if parents/carers can administer the first dose before school and two after school, leaving us to dispense one only in the middle of the day. If a medicine is required three times a day, please administer all three doses at home. Parents should collect medicines from the office at the end of the school day.

Inhalers

Parent/Carers need to complete an Asthma form (available from the school office), which authorises their child's inhaler to be stored in their classroom. We encourage parents of children with asthma to teach them how to take responsibility for their own medication.

Medical appointments

Where possible, medical appointments should be made outside of the school day. If you need to take your child out of school to

attend a medical appointment, you must notify the school office if during the school day and supply a letter confirming the date and time of the medical appointment.

Holidays

Unless there are exceptional circumstances, we do not authorise holidays in term time. Parents/carers wishing to apply for a holiday during term time due to exceptional circumstances must complete an Exceptional Circumstances Form, providing appropriate evidence. Their application will be considered at the discretion of the Head Teacher. All requests will receive a response stating the outcome of the request.

Every school day counts

A missed school day is a lost opportunity for children to learn. Regular student absence reduces even the best teacher's ability to provide learning opportunities. Children who attend school regularly have been shown to achieve at higher levels than students who do not have regular attendance.

Since September 2015, a new challenge has faced every school with the reduction of the threshold for persistent absenteeism now set at 10%, reducing from 15% in previous years. This amounts to 19 school days in a year. This is a very tight target and is linked to holidays in term time and indiscriminate days off. Additionally, the guidance for issuing penalty notices for unauthorised absence has been revised. **Penalty Notices can be issued in cases where a pupil of compulsory school age has been absent from school and the absence has not been authorised or where a pupil arrives persistently late.**

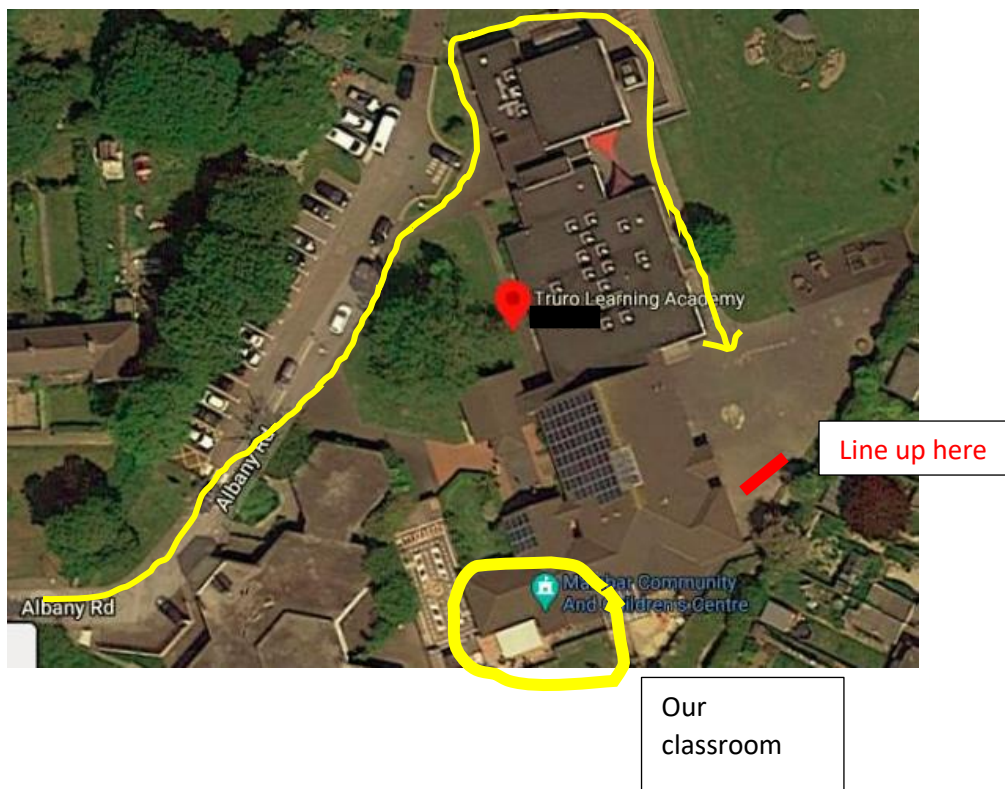
The minimum level of absence necessary is 10 or more school sessions (5 days) in any 100-day period. Prosecution under the Education Act should be considered as an alternative where 20 or more sessions of unauthorised absence occur. It is, therefore, essential that all requests for 'leave of absence' are made well in advance to enable time to check reasons, evidence and previous attendance information. |

Please help us and your child by ensuring that their attendance remains above 96%.

Arriving at School

The school day starts at 8:45am. Your child will line up in the playground near the gate. Miss Guy and Miss Jasper will come out to greet you and lead the children into the classroom. Please remain positive and allow your child to walk in by themselves – we understand that this can be hard, but it is the beginning of their independence. Miss Guy and Miss Jasper will support your children if they are finding it difficult. If your child is dysregulated or upset, we would encourage you to have lots of reassuring words and hugs with them and they can then enter the classroom when they are ready. Please ensure that your child only brings what they can hold, as this can make drop-off more difficult for the children. Please do not bring in ruck sacks, as these are not necessary, and they make hanging coats more difficult.

Any children that arrive after the bell will need to go to the office to enter the school, as the gates for parents will be closed. You will need to sign your child in and give a reason for their lateness.



Collecting your child from school at the end of the day

At 3:15pm, the bell will go off. Please stay in the playground until this point, as parents coming around prior to this can be distracting for the children. You will then walk through Year 1's outside area, and stand outside of our classroom (please see circled area on prior page's map) until your child's name will be called and they will be released to you. Please bear with us during the start of the year as we are getting to know your friendly faces!

Please do not use mobile phones on the premises, as the children will be coming out and will need you to have eyes on them at all times. They will also be so excited to tell you about their day!

A polite note that we cannot release your children to anyone that is not on the list of parents/guardians to pick up. If there will be someone different picking up, please let Miss Guy, Miss Jasper or Miss Saunders in the office know. **The safeguarding of the children is of utmost importance. Please ensure that you are on time for the end of the day to avoid your child worrying.**

How can I help with my child's transition?

The most successful transitions occur when parents and schools work together. Communication is key, and if you have any worries or information to pass on, please do so whenever is suitable for you. As well as the children, we are also here to support you during this time. Previous experience suggests that the children who are more independent feel less worried about school. For example, a child that can read their name won't panic when they cannot find their peg. Positivity is the most important aspect of transition and the children will pick up on your feelings towards their start to school. There are some very important self-help skills that will make school easier for your children before they start, that are developmentally achievable from the age of four:

- Eating with cutlery
- Recognising their name
- Writing their name
- Changing independently (socks and buttons not included)
 - Confidently explaining basic needs (EG hot/cold/sad)
- Using the toilet independently (and wiping themselves independently)
 - Being able to sing Nursery Rhymes
- Identifying when they need a drink and when they need the toilet and acting upon this
- Listening to a story for a period of time and engaging with the story

What will I need when I bring my child to school?

- Book bag
- PE Kit
- Water bottle
- A complete change of clothes (to be left in school)
- Wellies (to be left in school)
- A waterproof coat
- Suncream, sunhat, winter hat, gloves.

It can be upsetting for both parent and child if an item of clothing or belongings go missing, so please ensure that all items, including shoes, are clearly labelled with your child's name. Some independence in looking after their belongings before they start school can also be very helpful.

School uniform

<u>Boys Autumn/Winter</u> <ul style="list-style-type: none">• White or light blue polo shirt• Navy blue sweatshirt with logo<ul style="list-style-type: none">• Grey smart school trousers• Grey or navy socks• Black smart school shoes	<u>Girls Autumn/Winter</u> <ul style="list-style-type: none">• White or light blue polo shirt• Navy blue sweatshirt with logo• Grey skirt/pinafore dress or trousers• Plain grey or navy tights or white/grey socks.
<u>Boys Spring/Summer</u> <ul style="list-style-type: none">• Grey school shorts may be worn as an alternative to trousers.	<u>Girls Spring/Summer</u> <ul style="list-style-type: none">• Navy/blue check summer dress or grey school shorts.

PE Kit

- White, round neck t-shirt
- Navy shorts and/or jogging bottoms
- Sports socks
- Black plimsolls/daps for indoors/trainers for outdoors
- Navy drawstring bagged (clearly named please)

Optional items

- School sports hoody with logo

PE Kits will be kept in school and sent home at the end of each half term.



We take part in lots of experiential and messy play, including working in mud kitchens and with water. It can be frustrating to wash your child's uniform so regularly. We will be reminding the children to wear aprons during paint, but a tip is to buy some cheaper items (such as school tops) to rotate throughout the week. A messy top means lots of learning and fun and we do not want the children to be afraid to engage in highly beneficial messy play.

For health and safety reasons, we do not allow children to wear jewellery in school. The exceptions to this are one pair of plain studs in ears and a watch.

Hairstyles should be reasonable and long hair must be tied back each day. Bows, bands and clips should be navy or white and no bright colors.

Makeup and nail varnish are not permitted.

Logo items are available from KeyWear in Truro

Church Walk, 1, Truro, TR1 1JH

01872242233

Closes 5pm Thursday

Lunch time

All Reception and KS1 children are entitled to Universal 'Free School Meals' (FSM).

However, if you are in receipt of any of the benefits listed overleaf you must register each of your children with the Free School Meal Team at Cornwall Council. This will bring additional funding to the school to support your child's education (this is called Pupil Premium). See further information attached.

If you prefer, you can provide your child with a healthy, balanced packed lunch. Children are allowed to bring water and sugar free squash into school. No milkshakes or fizzy drinks are permitted. Due to allergies, **please do not bring any products containing nuts into school.**

Thank you for your support and cooperation in maintaining our **healthy school status**.

Please let the school know if your child has any dietary requirements, as we are happy to accommodate this.

Reading

'Staff in the early years engender a love of reading. Children engage enthusiastically in storytelling sessions and confidently retell the sequence of known stories.' (Ofsted, 2019)

Your child will be learning to read through a systematic, synthetic phonics approach. We follow a scheme called Read, Write, Inc. and this is a crucial year for their future reading skills.

Miss Guy will be holding various workshops for parents to attend that discusses phonics and the steps that your child will be taking in order to be a successful reader.

Reading is underpinned by many other skills, and to help your child prepare for the systematic blending that occurs with early reading, here are some tips for them before school:

- Nursery Rhymes (and lots of them!)
- Opportunities to tap beats, sing songs and listen to sounds in the environment.
- The first step of being able to read is to be able to hear alliteration (words that have the same sound at the beginning) and rhyming. Play eye spy and read poetry and rhymes.
- High quality language within the home – lots of learning new words daily
- Reading stories daily

Initially, your child will be given a reading book without words. When they are able to identify and read individual sounds and blend them into words, they will be moved up to books with words.

'The teaching of phonics is effective. More children are exceeding expectations in reading and writing this year because of the strong focus on developing their phonics knowledge.' (Ofsted, 2019)

A final message from our Headteacher



My name is Mrs Humberstone, and I'd like to take this opportunity to welcome all new Reception children and parents to our Early Years provision at TLA. As the new Head of School, I too will be feeling the nerves and anticipation that your children may be feeling about starting school in September, and I look forward to getting to know each and every one of them, as well as all of you.

Throughout my experience leading in schools in London and Cornwall, I have always prioritised Early Years education, and I wholeheartedly believe that the Reception year provides your child with the fundamental building blocks for all future learning. Early reading is a particular passion of mine, and with our excellent approach to systematic synthetic phonics, your child's progress in reading will be in great hands. Here at TLA, we understand that the past few months may have been challenging for many of our families, and whatever September brings, we will be ready to support your children to feel settled and safe as they start school for the first time.



