



High Green Primary School

Welcome Pack 2017



Important information for parents and carers

Times of School Day

The school day begins at 8.55am.

The Reception classroom will be open from around 8.45am. Adults are welcome to bring their children in to settle them ready for the day. Children will need to select their dinner (Colour band). Music will be played at 8.55am, which is the time for adults to leave and children will be asked to sit on the carpet, ready to start the days learning.

The school day ends at 3.15pm.

Please remember:

Parents/carers should inform school before 9.30am the reason for absence. If no reason is given, the absence will be recorded as unexplained.

No holidays during term time will be authorised unless exceptional circumstances can be evidenced. Penalty Notices may be issued. For further advice, please contact school.

A copy of the full attendance policy can be viewed on the school website under the 'Our School' tab.

School Dinners

Every child in Reception, Y1 and Y2 will be provided with a free school meal. They will be asked each morning to select a meal of their choice. If you are worried that your child will not eat what is offered, you may also send a packed lunch.

HOW MANY DAYS DOES YOUR CHILD ATTEND SCHOOL?

There are 190 days in a school year which leaves 175 days to spend on family time, shopping, appointments and other things.



190 days = 100%

Very best chance of success



180 days = 95%

Off to a wobbly start!



171 days = 90%

Less chance of success



161 = 85%

Harder to make progress



152 days = 80%

Very worrying



143 days = 75%

Very best chance of failure

Attendance below 97% will be closely monitored by school.

Attendance below 93% will be closely monitored by school and the LA, through MAST (Multi Agency Support Team)

Attendance below 90% may be subject to prosecution.

School Term Dates - 2017/2018

Autumn Half Term 1

- Term starts: Monday 4th September 2017 until Friday 27th October 2017.
- INSET DAY: Monday 4th September
- Half Term holiday: Monday 30th October 2017 until Friday 3rd November 2017

Autumn Half Term 2

- Term starts: Monday 6th October 2017 until Friday 22nd December 2016
- INSET DAYS: Thursday 21st and Friday 22nd December
- Christmas Holiday : Monday 25th December 2017 until Friday 5th January 2018

Spring Half Term 1

- Term starts: Monday 8th January 2018 until Friday 16th February 2018
- Half Term holiday: Monday 19th February 2018 until Friday 23rd February 2018

Spring Half Term 2

- Term starts: Monday 26th February 2018 until Thursday 29th March 2018
- Easter Holiday: Friday 30th March 2018 until Friday 13th April 2018

Summer Half Term 1

- Term starts: Monday 16th April 2018 until Friday 25th May 2018
- May Day Holiday: Monday 7th May 2018
- Spring Bank Holiday: Monday 28th May 2018 until Friday 1st June 2018

Summer Half Term 2

- Term starts: Monday 4th June 2018 until Tuesday 24th July 2018
- INSET DAYS: Monday 23rd and Tuesday 24th July

Holiday dates can be found on the Sheffield City Council website at <https://www.sheffield.gov.uk/education/our-schools/terms-and-holidays.html>

The Journey to School

We want all children travelling to our school to be safe, no matter how they travel. We would encourage as many as possible to walk to school. This helps reduce traffic congestion on Wortley Road, as well as encouraging children to exercise.



Children should only cross Wortley Road with the School Crossing patrol or a responsible adult.

If parents bring children to school by car, they should not park on the yellow zigzags, block private drive ways or cause an obstruction for other road users.

The lives of the children and other road users could be endangered.

Wortley Road is a busy and dangerous road. It is classified as a Level Three Road; one of the highest classifications used in Cycling Proficiency. Our children will have the opportunity, during upper Key Stage Two, to train up to Level Two. As a result, we do not advise children to come to school on bikes or scooter unsupervised. We also do not encourage children to be allowed to walk home on their own, until they are in Upper Key Stage Two (Y5/6). This is based on research which shows that children under the age of ten, do not have an accurate perception of speed and distance.

We would also ask waiting parents to supervise children at all times in the playground at the beginning or end of the school day. Please do not allow them to climb on the walls, play football, run around the mobile classrooms or endanger themselves or others in any way. If children do come to school on bikes or scooters, we request that these are not ridden in the school grounds. This is to prevent injury to any other children, during busy periods.

Thank you.

Clothing and Equipment Essentials

All items of clothing and personal equipment should be marked with your child's name.

School Uniform

Black, navy blue or dark grey trousers/skirts/pinafores

White or red polo shirts.

Red fleece/jumpers/cardigans.

Footwear

Black.

Children should come to school wearing flat, sensible shoes. If it is raining or snowing, they should bring a change of shoes for inside school. In the summer months children can wear white trainers.

PE Kit

White T-shirt

Black shorts

Trainers or plimsolls

Jewellery

For health and safety reasons jewellery is not allowed. Children can wear a watch and a pair of small stud earrings. These have to be removed by the child for PE and Swimming.

The School Uniform is compulsory.

It helps to reduce incidents of bullying and helps all children to fit in and feel part of our community.

Uniform carrying the school logo can be purchased from the school office.

Water - the best option!



Why does the body need water?

- ✓ Water is one of the body's most essential nutrients.
- ✓ Water accounts for up to 75% of body weight.
- ✓ Water keeps body temperature constant at about 37°C.
- ✓ Water transports nutrients and oxygen to all cells and carries waste products away.
- ✓ Water helps maintain blood volume, and it helps to lubricate joints and body tissues such as those in the mouth, eyes and nose.

Why should we choose water?

- ✓ The fluoride in tap water helps children develop strong teeth and bones.
- ✓ Other drinks are high in sugar and can lead to dental problems and obesity.
 - Fruit juice is high in sugar and calories, just like fruit drinks, flavoured mineral water, energy drinks and soft drinks. For example, a 250ml cup of apple juice or cola contains up to six teaspoons of sugar. Just one can of soft drink per day means you're adding 18 kilos of sugar to your diet each year!
 - Researchers found that children aged between 4 and 12 years who drank 500ml or more of fruit juice or cordial per day were twice as likely to be overweight or obese as children who consumed none.
- ✓ Water is sugar free, caffeine free and calorie free!

How much should we drink per day?

- ✓ 5 to 8 year olds - 1 litre
- ✓ 9 to 12 year olds - 1.5 litres
- ✓ 13+ years - 2 litres

This is only a guide. We should drink more on a hot day or if we have been exercising. We don't often feel thirsty when our bodies need fluid, so it's a good idea to drink water regularly throughout the day.

How can I get my child to drink water?

- ✓ Be a role model.
- ✓ Add fruit pieces or fresh fruit juice to chilled water (melon, lemon, orange etc.)
- ✓ Explain & educate
- ✓ Talk to us and let's work together.



Our school policy is for all children to have access to and drink **WATER** throughout the day. Children will be encouraged to eat fruit at break and dinner times. We will educate, encourage and support children in helping them to make healthier choices for themselves.

The Foundation Stage

The Early Years Foundation Stage is the title given to the early years of our children's education from birth to five.

'Children are born ready, able and eager to learn. They actively reach out to interact with other people, and in the world around them.' (Development Matters in the EYFS 2012)

The learning experiences for the children are organised into different areas. These are:

Prime Areas

- Personal, Social and Emotional Development
- Physical Development
- Communication and Language

Specific Areas

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Each area of learning has a number of relevant learning goals. These goals establish expectations for most children to reach by the end of Foundation Two.

Teaching and Learning:

Learning in the Foundation Stage is based around play experiences and children are encouraged to be active learners, have their own ideas and be willing to 'have a go'. Children are encouraged to build on their interests and previous experiences from home, Early Years Settings and /or Foundation One.

We use a model known as Continuous Provision which allows the children to access their learning at a level and a pace that suits them best. This model consists of areas which are permanently available in the extended classroom.

The areas are as follows:

Writing Area, Book Area, Mathematical Area, Sand Area, Water Area, Role Play Area, Construction Area, Workshop Area, Small World Area and Outdoor Area.

All areas are stocked with resources that the children can use at their leisure to carry out activities of their choice. However we as practitioners manipulate this by putting out activities to introduce and extend a specific skill. The children make the choice to PLAY with what interests them and we take the opportunity to OBSERVE their play and ASSESS each and every child in order to PLAN the next steps in their learning journey.

Children learn through a variety of activities and experiences in the setting, both child and adult led. They have the opportunity to access indoor and outdoor activities, which provide learning experiences across all areas of the curriculum.

This flexible approach to learning enables children to become increasingly independent and to be proud of all of their achievements.

Within the setting children experience a well organised environment with a range of activities and resources. This provision offers opportunities for independent learning with appropriate support and encouragement from practitioners. Children are given opportunities to make decisions, and time and space to follow their interests. There are opportunities to consolidate learning as well as for in depth exploration. Children are able to take time to observe before interacting and to take ownership of their play situations.

End of Year minimum Expectations for Reception

These expectations are the minimum requirements your child should meet in order to ensure continued progress throughout the following year. All the objectives will be worked on throughout the year and will be the focus of direct teaching. Any extra support you can provide in helping your children achieve these is greatly welcomed. If you have any queries or want support in knowing how best to help your child please talk to your child's teacher.

Reading

- Read some common irregular words.
- Identify rhymes and alliteration.
- Join in with rhyming patterns.
- Read and understand simple sentences.
- Demonstrate understanding when talking with others about what they have read.
- Make basic predictions.
- Identify start and end of a sentence.

Writing

- Write simple sentences which can be read by themselves and others.
- Write name (correct upper and lower case).
- Use capital letters and full stops to demarcate sentences.
- Write clearly demarcated sentences.
- Correct pencil grip.
- Letters are formed which can be clearly identified

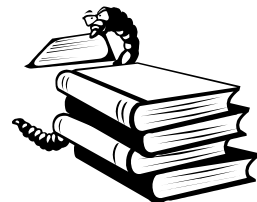
Maths

- Count reliably to 20
- Order numbers 1-20
- Say 1 more/1 less to 20
- Add and subtract two single digit numbers
- Count to 100

HOMWORK POLICY

Aims

- ❖ to encourage independent learning
- ❖ to consolidate prior learning
- ❖ to raise self-esteem of children
- ❖ to raise individual achievements
- ❖ to further involve parents and families in the learning of their child and to forge active partnerships with parents
- ❖ to educate children about, and encourage lifelong learning



The Homework Programme

In F2, the focus is on developing basic phonics knowledge, writing and math skills.

Your child will be given reading books to share at home every day. They will also be given a special tin with key words that children need to recognise.

Parents will also be able to select a Story Sack to share at home with your child.

Children who are supported at home on a regular basis do make much better progress.

Cursive Script - Why and how?

Research shows that there are a number of key advantages to this system:

- By making each letter in one movement, children's hands develop a 'physical memory' of it, making it easier to produce the correct shape.
- Because letters and words flow from left to right, children are less likely to reverse letters which are typically difficult (like b/d or p/q).
- There is a clearer distinction between capital letters and lower case.
- The continuous flow of writing ultimately improves speed and spelling.
- Learning to write in cursive is shown to improve brain development in the areas of thinking, language and working memory. Cursive handwriting stimulates brain synapses and synchronicity between the left and right hemispheres, something absent from printing and typing.
- The physical act of writing in cursive leads to increased comprehension and participation.

a b c d e f g h i j k
l m n o p q r s t u
v w x y z

abcdefghijklmnopqrstuvwxyz

Tracking your child's progress and attainment

We use a tracking system called **Classroom Monitor**. As children make progress, we input our assessments against key objectives. Each parent will be sent personal log in details to allow you to see your child's progress, attainment and attendance.

COMMUNICATION

Check out our school website.

www.highgreenprimary.co.uk

Every week each class adds their own Blog to share what they have been doing and will be doing the following week. Our Governors also have their own section to help keep you informed about how they support the school and ensure we continue to do our very best for children and families.

PARENTMAIL

This is the main form of communication between home and school. You can also make payments for visits, uniform and school dinners (from Y3)

FOTS (Friends of the School)

FOTS are a group of parents and family members who provide additional fun activities throughout the year. FOTS raise money for the school to spend on providing the children with extra resources and/or opportunities Check out their section on the school website.

A People Place

*If this is not a place where tears are understood,
Where do I go to cry?
If this is not a place where my spirits can take wing,
Where do I go to fly?
If this is not a place where my questions can be asked,
Where do I go to seek?
If this is not a place where my feelings can be heard,
Where do I go to speak?
If this is not a place where you'll accept me as I am,
Where can I go to be?
If this is not a place where I can try to learn and grow,
Where can I be just me?*

William J. Crocker

We hope HGPS will be that place for your child;

*A place where fears are understood
And friends are there to care.
Where hopes and dreams take flight
And everyone is keen to share.
Where questions deepen learning
And awe and wonder grow.
Where feelings are heard and respected
And love is always on show.
Where everyone is special
And unique in every way.
Where children love coming to school
And treasure every day.*

We hope your journey with us this year will be a rewarding one, filled with many treasured memories of your child growing up. We value this partnership and hope to work together to help your child achieve success.

If you have any queries or comments, at any time, please do not hesitate to contact school or speak to your child's teacher.