



# THE LIMES

PRIMARY ACADEMY

## Welcome to The Limes Primary Academy Reception



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## **Our Philosophy**

At The Limes, we believe that all children should be given the opportunity to experience the very best possible start to their education. We need to ensure that our children enter school having established solid foundations on which they can build.

Good quality Early Years education will provide a foundation for learning for life. It will support, foster and promote the physical, intellectual, emotional and social development of the child.

We value the role of well-planned play, both indoors and outdoors, as the fundamental way through which young children learn, with enjoyment and challenge.

In Reception we build on the values of Nursery provision, extending the children's thinking and ideas alongside teacher-led, focused activities.

At The Limes, we acknowledge that parents or carers are the child's first and most enduring educators. We believe in working together with you, by sharing dialogue, expertise and information, to help your child become a confident, enthusiastic and competent learner.

We value all children in our Foundation Stage equally, without racial or gender stereotyping. We respect the different racial origins, cultures and languages that make up our multicultural society in Britain.

## **Early Years Foundation Stage Staff**

Mrs Kate Cracknell	Headteacher
Mrs Sarah Burgoyne	Early Years Foundation Stage lead and Reception Teacher
Mr Tim Marjoram	Senior School Business Manager

*We are still in the process of recruiting our staff for September and will update you via our newsletter as we appoint our team!*

During the year we may have students at the school who are following childcare or teacher training courses.

We welcome parent helpers in both Nursery and Reception, either on a regular basis, or now and then, when you can fit it in! As part of our Safeguarding policy and procedures, all helpers are DBS checked through our school office, for the safety of our children. If you would like to come in and help, please speak to one of us. We also need volunteers to run our snack table, during both the morning and afternoon sessions, to help us with our welly walks and to be involved in other small group activities and games.

## **Our Reception Class**

Reception children are offered a full-time place in the September following their fourth birthday. Children will be in Reception for the duration of the academic year and then move into Year 1 the following September.

Our Reception children attend all day. The school day is as follows:-

Arrival from 8.35 – the children are expected to be in by 8.50

Lunch 11.45-12.45

Home time 3.15

Once children have put their coats and bags away in the morning, they can access a range of activities to start the school day.

Once the register is complete, the children will have a short carpet session or get into groups for small group phonics teaching. After this, the children are then free to explore all the provision in the Reception classrooms. This environment is carefully planned to ensure that children have continuous provision to support all aspects of their development, as well as the 7 areas of learning in the Early Years Foundation Stage Curriculum. We are able to offer much more space for the children to explore, play, construct and develop their ideas and thinking, for sustained periods of time. They are also able to return to their play later, developing their thoughts and ideas, as many of the activities will remain for several days. We also offer a wide range of messy play, in our wet areas. At times they are called to complete adult led, focused activities.

Mrs Burgoyne leads and manages the Early Years Foundation Stage Team, and is also part of the Senior Leadership Team. We work closely with our Governors.

In Reception we will create a Learning Journey to celebrate your child's achievements. Each staff member in the Foundation Stage team is responsible for updating certain children's 'Learning Journeys' and the next steps for learning are then planned. Needless to say, staff may work with a range of children, depending on the adult-led activity in question and feed information into all of the Learning Journeys. We feel that this gives our staff a greater knowledge of all of our children.



## **Parental Involvement**

We like to keep parents up-to-date on information concerning the whole school, as well as the Foundation Stage. Your child will bring home regular newsletters. We also put information on our noticeboards and on the school website and social media pages.

Through 'Tapestry' learning journeys, parents and carers are able to receive regular updates of their child's learning. Parents/carers will be able to see an activity their child has taken part in and maybe have a next step highlighted that the family could work with their child on at home to support their child's learning. Families are also able to enter their own observations that can be put together with school observations to provide a picture of the whole child and their development.

Sometimes we approach parents to talk about how their child is settling in, or if we have any concerns. We offer formal parent-teacher meetings in the Autumn and Spring terms. Please feel free to come and talk to us if you want to find out how your child is settling in, their progress or behaviour at school.

We invite parents to regular 'Activity Cafes' where we share the children's learning and you can join in a range of different activities working alongside your child and their friends. We also hold open sessions for phonics and maths, to give you an idea of how we teach this to the children in a 'typical' input.

There are many different ways you can support your child during their time in our Reception. You are probably already doing lots of these things in everyday life with your child.

Here are some suggestions of how you can help your child at home. We have used the same headings that we use when planning in our Foundation Stage. These are taken from the Early Years Foundation Stage Curriculum.

### Personal, Social and Emotional Development

- Encourage your child to be friendly towards others in their social circle (adults and children).
- Encourage them to take turns and share when playing with others.
- Help them to gain independence by providing opportunities for them to make a simple choice, such as juice or milk.
- Practice everyday skills such as using the toilet, washing own hands, dressing and undressing, using a knife and fork etc.

### Communication and Language, Literacy

- Talk to your child when you are playing, using questions and answers.
- Enjoy nursery rhymes and stories together.
- Repeat a word if your child says it incorrectly, so they can hear how it should sound.
- Enjoy books and comics together, allowing your child to turn the pages and tell the stories in their own words, if they want to.
- Encourage your child to draw, make marks or 'play' write, using crayons, pencils and felt-tips. Support them in holding these with a correct grip.
- Show them their own name so they can begin to recognise it (with a capital at the front and the other letters in lower case).

### Physical Development

- Give your child opportunities to run, jump, skip, climb, swing etc.
- Walk to school whenever you can.
- Encourage your child to thread, use scissors, paint and complete jigsaws. This will help your child to develop fine motor control in their fingers.
- Play games such as throwing and catching, football etc.

### Maths

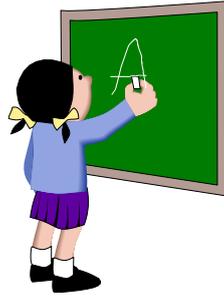
- Use number names in order, such as playing hide-and-seek.
- Draw attention to numbers you see in everyday life, such as on doors, notices, clocks etc.
- Match sets and pairs such as socks, knives, forks and spoons etc.
- Count everyday objects, encouraging your child to point/touch to each item.
- Talk about the shapes you see around you and what they look like.

### Understanding the World

- Be willing, whenever possible, to answer questions your child has about the world around them. Don't be afraid to explain that you don't know the answer! You could look it up with them in a book or on the internet.
- Talk about what you see, hear, touch and smell when you are out and about, in books or on the TV.
- Give them opportunities to join in with real life experiences, such as cooking, gardening, feeding the birds etc.
- Talk to them about the passing of time (night, day, breakfast, lunch, tea, yesterday, today, tomorrow, Christmas, birthdays etc.).

### Expressive Arts and Design

- Encourage your child to draw, colour, paint, cut and stick using old cards, catalogues etc.
- Sing songs, nursery rhymes and play clapping games.
- Let them dress up and engage in pretend play (you can join in too!)



## **Some Practicalities**

### **Reading**

Books may be borrowed from Reception and we will aim to change these weekly. As your child progresses through Reception, they will also be given a school reading book. It is important that you share books with your child, read to them and get them to tell you stories and talk about the pictures. Asking a range of questions about the characters and story will help your child's understanding and ability to predict what might happen next. It doesn't just have to be books; reading signs and labels when out and about on a daily basis will help your child pick up the meaning of text and the importance of it.

### **Phonics**

Reception children will be learning key sounds and words throughout the year, working in small groups in order to teach phonological knowledge at a level which is appropriate to them. They will learn to blend sounds together to make a word and segment or 'sound out' to help them hear all the sounds in the word. In the Autumn Term you will be invited to a 'Reading Meeting' when we will share further details of our phonics scheme with you.

### **Writing**

We will be encouraging the children to write more independently in a range of situations across the Foundation Stage activities. It is important that when you are practising writing your child's name at home, that you only write the first letter as a capital letter and lower case for the others. It can be difficult to stop children writing in capital letters at a later date. Please see the attached letter formation sheet of how we teach letters in pre-cursive form in readiness for cursive/joined script in Key Stage 1.

### **Snack**

We offer all the children in our Reception class a healthy snack every day. As our school will be part of the 'School Fruit and Vegetable Scheme', the children are entitled to a free piece of fruit or vegetable each day. We supplement the fruit with other items such as yoghurts, bread, fruit loaf and cheese. Milk is available every day free of charge. The children also have access to water. Please let us know if your child has any allergies.

We ask for a small voluntary contribution each term, to help cover the cost of snack time. If there is any money left at the end of each term, it will be used to fund the children's parties in the Early Years Foundation Stage.

### School Lunches

All Reception children are entitled to a free hot school meal. Our school lunches are cooked on site by our catering team as part of our Academy Trust's REAch2Eat scheme. All meals are cooked from fresh, local ingredients and we will offer a choice of hot meals (vegetarian and meat options), a jacket potato with a choice of fillings or a cold, packed option. We cater for most dietary needs – please do come and see us if your child has any specific needs.

Parents, grandparents and carers are most welcome to join us for school dinner, the cost of which will be approximately £3.50. Please let the office know before 9am on the morning if you would like to join us.

*Should you want to opt out of school dinners for your child, we ask you to come and see us.*

### Pupil Premium

Pupil premium is a grant of money given to the school, to assist your child in school. It can help by providing you with new free school uniforms, and towards the cost of educational visits, trips and after school clubs.

Your child is entitled to Pupil Premium if you receive any of the following benefits:

- Income Support
- Income related Employment and Support Allowance
- Income based Job Seeker's Allowance
- Guarantee element of State Pension Credit
- Child Tax Credit, as long as you do not get a Working Tax Credit and have an annual income that does not exceed £16,190
- If you are supported under Part IV of the Immigration and Asylum Act 1999
- Working Tax Credit during the four-week period immediately after your employment finishes or after you start to work fewer hours per week.

If you would like further information or to apply for Pupil Premium, please see Mr Marjoram in the office.

## Behaviour

At The Limes we have the very highest expectations of behaviour. The aims of our Behaviour for Learning policy are:

- To help each child to feel happy, safe and secure in the school.
- To encourage children/staff to celebrate their uniqueness and develop respect for each other.
- To help children to develop a social responsibility within the community, as they increase their understanding of the world we live in, so that in future, they will be active, responsible citizens.
- To help children recognise their achievements, uniqueness and to have high aspirations for the future.
- To enable each child to develop skills for life so they become increasingly independent personally, socially and in their learning.

Our school behaviour expectations are:

- We always try our best
- We listen and learn
- We care for others and our school

## Clothing

Our uniform, worn by all the children, is a distinctive feature of The Limes Primary Academy and is compulsory in Reception. We place an emphasis on maintaining high standards of dress and appearance because we believe it encourages the children to take pride in themselves and their Academy. We therefore ask parents to ensure that their children always wear the correct uniform and that it is clearly labelled. Children also need to wear the appropriate kit during PE lessons.

Our uniform will consist of:

Grey trousers, skirt or pinafore dress

Purple polo shirt

Black sweatshirt or cardigan

Grey or black socks/tights

Black sensible shoes (no raised heels, platforms, boots or trainers)

Outdoor coat

Book bag

In the summer, tailored shorts and purple checked summer dresses will also form part of the uniform. All uniform will be available from Screens, Lowestoft, and will shortly be available online on their website: [www.screensschoolwear.co.uk](http://www.screensschoolwear.co.uk)

## **P.E. kit**

In addition to the uniform, all children will need:

A pair of black shorts, a purple T-shirt and a pair of plimsolls / trainers in a PE bag.

A jumper and tracksuit bottoms for the colder weather would be useful.

PE kit should be in school every day and PE kit needs to be in a small bag that can easily be hung on your child's peg.

It is often useful for Reception children to have a clean pair of pants and socks at school, in case of accidents!

**Please ensure that all clothes are clearly labelled.** This includes coats, shoes, hats etc. Children are very good at losing their possessions –if clothes are labelled, it makes life much easier! Unnamed property will be kept for a short time and will then be put in the material collection box.

Remember to send your child with a coat for outdoor play, as we go out in all weathers. A hat is essential in the hot sun too.

It is essential that your child has a book bag which is in school everyday to enable us to change books and work on sounds regularly.

## Toileting

As far as possible, children should be used to going to the toilet, wiping themselves, flushing the toilet and washing their hands by themselves. Sometimes accidents happen and we have spare clothes at school for your child to borrow. If you feel your child is likely to have quite a lot of accidents, or if they are still being toilet trained, then it is useful if they bring their own bag of spare clothes each day.

## Dropping off and collecting your child

Reception children enter school, via the Reception gate. We ask that you wait outside the fenced area and gate at the start and end of the day. Please make sure you let us know if another adult is collecting your child, as we cannot let children go if we have not been informed of a change in circumstances. If you are late bringing your child and our Reception gate and door is shut, then please go to the main school office area, as it means we have already sent our register, and your child will need to be marked in the register.

## Dogs

Dogs are not permitted on the school premises.

## Gate

Please close the gate after you when leaving the Reception area.

### Illness

If your child is ill they should be kept at home. Please ring the school to inform us of this, and send a letter with the child on their return to school. If they have sickness or diarrhoea, we have been advised by medical experts to expect the child to be off for 48 hours after their last bout of sickness.

### Parking

Please note that it is school policy not to allow vehicles onto the school site, at any time (except for those belonging to staff, who have a permit, and blue badge holders). There is a 'drop-off parking' zone planned for the site.

### Library books

You will be given a day in which you can change your child's library book at drop off time. Simply write the new book you are taking out in the folder provided.



## Attendance and Punctuality

The Education Act 1996 states that all parents have a legal obligation for their child to attend school regularly and punctually. Section 444 of the Act says:-

**“If a child of compulsory school age who is a registered pupil at a school fails to attend regularly at the school, his parent is guilty of an offence.”**

(NB Where the Education Act refers to “he”, it also means “she”.)

### **When does my child need to be in school?**

Your child should be at school in good time for registration.

Children are able to come into school from 8.35-8.45am to ease parking, although not before, as staff may not be available.

Morning register is taken at 8.50am

Afternoon register is taken at 12.30pm for Reception, 1.10pm for Key Stage One and 1.30pm for Key Stage Two children.

### **What happens if my child is late?**

Our outside doors are locked at 8.50am

A child who is late needs to enter school through the Main Entrance and report to the Main Reception.

Registers close at 9.00am, after which time, children will be marked **late**.

If a child arrives after 9.15am, they will be marked **absent**.

It is very important to remember that children do not like coming into school late and everyone else is in class – try to remember what it feels like if you are late for a meeting or an appointment – they can feel awkward and self-conscious, and it gives them a poor start to the day.

### **How do I contact the school, to explain my child's absence?**

Parents are expected to contact the school, as early as possible, on the first day of absence and leave a message on the answer machine.

### **Will the school contact me if my child is absent?**

Although we need to emphasise that the responsibility for contacting the school lies firmly with parents, if you do not phone us, we will contact you. This is to ensure the safety of your child and that they are safe with an adult.

Please ensure we have up to date telephone numbers, including any changes in mobile telephone numbers.

If we are concerned about aspects of your child's attendance or punctuality we will contact you to discuss the best way forward.

### **What reasons will the school accept for absences?**

Absence from school can only be 'authorised' for the following reasons:

- Days of religious observance for the religion to which you belong;
- Unable to attend through illness or due to them receiving medical treatment e.g. doctor's appointment, dentist etc.;
- Absence has been agreed with the school, e.g. family bereavement and other exceptional family circumstances;
- **In exceptional circumstances**, (e.g. Armed Forces personnel leave, parents who are in the emergency services) family leave for up to 10 days absence from school;

### **So, can we take family holidays during term time?**

Children's regular attendance at school is very important and supports their learning and getting the most from the opportunities offered at school. The Government and Ofsted consider that children should normally have at least 95% average attendance a year in primary schools. This would be no more than 9 days absence (including illness) in a year. Schools have to advise parents that family holidays should be taken during the school closure periods. If, **in exceptional circumstances**, you need to request permission for your child to accompany you on a family holiday during term time, you should complete an absence request form (available from the School Office). **Unless there are very exceptional circumstances the school will not authorise absences from Easter to May each year for Reception – Yr 6 due to National tests and assessments and from Easter – mid June each year for Years 1 and 2 due to National tests and assessments.** Parents are advised that 6 sessions of unauthorised absence will mean a referral to the County Lead Attendance Officer and a Penalty notice will be issued. Please note that cheaper holidays in term time is not an acceptable reason for absence.

### **What is Suffolk County Council's advice to schools?**

- Parents do NOT have the right to take their children out of school for a holiday.
- Absence without permission is recorded as unauthorised.

### **What is unacceptable?**

We **cannot** authorise absence for: day trips, visiting relatives, shopping, birthdays or looking after brothers or sisters etc. If we do not receive an explanation, or if the explanation is unsatisfactory, we will record it as unauthorised absence and it will be on your child's end of year report. The Educational Welfare Service also monitors attendance very closely, looking at unauthorised absences and persistent lateness. Any concern on their part is likely to result in direct contact with parents, which could lead to a fixed penalty notice and / or potential court proceedings.

### **I am thinking about sending my child on an extended absence for an overseas trip to visit relatives. What should I do?**

The school recognises that such absence can be important for children to keep in touch with their extended family. Contact the Headteacher as soon as possible to discuss the best time for such a visit.

Except for very exceptional circumstances the school will not authorise absences during a child's SATs examinations period April / May. You need to complete an application form for extended leave of absence, and if the Headteacher and Governing Body approve the visit, the school will set work for your child to complete while away.

### **My child is trying to avoid coming to school. What should I do?**

Contact your child's teacher and share your concerns. Your child could be avoiding school for a number of reasons – difficulties with work, bullying, friendship problems, family difficulties. It is important that we identify the reason for your child's reluctance to attend school and work together to tackle the problem.

### **What can I do to encourage my child to attend school?**

Make sure your child gets enough sleep and gets up in plenty of time each morning. Ensure that they leave home in the correct clothes and with the right equipment. Show your child, through your interest, that you value their education, and that you believe it is important that they are in school every day, and on time.

## Head lice

**Head lice are tiny insects that live in hair. Nits are the empty egg cases attached to hair that head lice hatch from.**

Head lice are a common problem, particularly in school children aged 4-11. They're largely harmless, but can live in the hair for a long time if not treated and can be irritating and frustrating to deal with.

### **How to spot head lice**

Head lice can be difficult to spot, even when the head is closely inspected.

They're very small whitish or grey-brown insects that range from the size of a pinhead to the size of a sesame seed.

The only way to be sure someone has head lice is to find a live louse by combing their hair with a special fine-toothed comb.

Less reliable signs of head lice include:

- small white eggs or nits (egg cases) in the hair behind the ears or at back of the neck – see image above
- an itchy scalp
- a rash on the back of the neck
- feeling as though something is moving in the hair

### **How to get rid of head lice and nits**

Treatments to get rid of head lice are available to buy from pharmacies, supermarkets and online. You don't usually need to see your GP.

The main treatments are:

- lotions or sprays that kill head lice – these can be very effective.
- removing head lice with a specially designed comb – this is suitable for everyone and relatively inexpensive, but needs to be repeated several times and can take a long time to do thoroughly.

A pharmacist can advise you about the treatments available if you're not sure which is best for you or your child

**Please note – should live lice be noticed on your child's hair then you will be contacted to invite you to take them home to remove the lice.**

Letter formation

