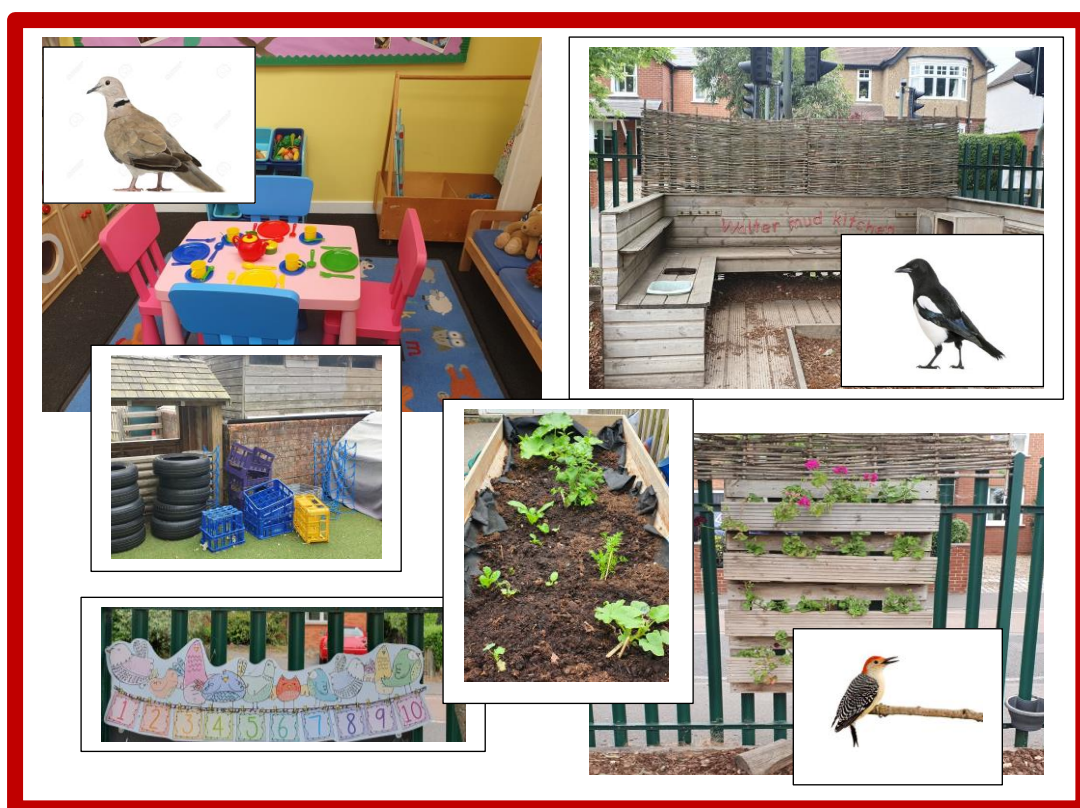




## Foundation Stage 2 at Walter Infant School and Nursery

### Information for Parents and Carers

Walter Infant School and Nursery is an equitable, safe, secure and happy place to learn; our children grow as individuals in a stimulating and exciting environment which values respect, empathy, kindness, honesty and resilience.



## Walter Infant School and Nursery

Murray Road, Wokingham, RG41 2TA.  
Tel: 0118 978 0825

[www.walter.wokingham.sch.uk](http://www.walter.wokingham.sch.uk)  
[admin@walter.wokingham.sch.uk](mailto:admin@walter.wokingham.sch.uk)

Headteacher: Mrs Judy Wheeler

***'To Be the Best I Can Be'***





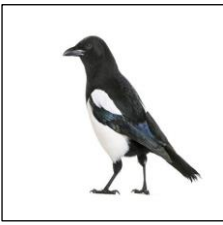








## Welcome to our new children and their families

Welcome to Walter Infant School and Nursery; I hope that this booklet will answer many of your questions. If you require any further information, please do not hesitate to contact Mrs Janes or Mrs Hemmings in the school office on [admin@walter.wokingham.sch.uk](mailto:admin@walter.wokingham.sch.uk) at any time.

**Mrs Jessica Bennette**  
**Foundation Leader**

## Our Staff Team and Classes

 <b>Dove</b>	<b>Class Teacher</b> <b>Mrs Bennette</b> 	<b>LSA</b> <b>Mrs Althorp</b> 	<b>LSA for FS2</b> <b>Mrs Adams Price</b> 
 <b>Magpie</b>	<b>Class Teacher</b> <b>Miss Prickett</b> 	<b>LSA</b> <b>Mrs Lloyd</b> 	<b>Mrs Girling</b> <b>EYP for FS2</b> 
 <b>Woodpecker</b>	<b>Class Teacher</b> <b>Mrs Parfett</b> 	<b>Class Teacher</b> <b>Mrs Coyne</b> 	<b>LSA</b> <b>Mrs Issa</b> 

Mrs Bennette leads our dedicated and talented team, who have exceptional experience of working with young children at the beginning of their school lives. They are all ready to welcome your children with open arms. They will ensure your child enjoys their time in school; they will enable all children to develop socially, physically and academically in a fun, exciting and stimulating environment following our '**Big Curriculum for Little People**'.



## Day to Day Organisation

Foundation Stage 2 begins at 8:45 am; the children come into the playground in the morning and wait with the parents or carers until the class gates open; each gate has a picture of their class bird. Their teachers welcome them in and the gates close at 8:50 am. If you arrive after 8:50 am you will need to enter school through our reception area.

With help from our team, the children will hang up their coats on their own pegs and organise their belongings into their own drawer, all will be carefully labelled. They will place their water bottles in the trays provided for easy access throughout the day. We will take the register and lunch selections.

The children will have their lunch at 11:30 am until 12:30 pm. The children eat their lunches in the school hall, supervised by our wonderful team of lunch time controllers.

The children will go home at 3:15 pm; we ask that they are met at the same gate that they come in through. Each child will be released one at a time to an expected adult known to the school. We will only release the children into the care of responsible adults that routinely collect the children. We will not release the children to older siblings, unless they are an adult. If there are changes to the usual adult please contact the office before the end of the school day and the class teacher will be informed. You will need to share a password so that we know we can release the child. Please do not try to collect other people's children for them if their parent or carer is running late. Please do not be offended if we refuse to hand over a child that does not belong to you.

## Absence from School

If your child is unwell please call the school as soon as possible on 01189 780825; you can leave a message and tell us why your child is absent.

Please let your class teacher or the office know if your child needs to attend a medical appointment.

## School Uniform

The children are expected to come to school in their school uniform. This is to help them feel part of our community and to keep the children looking smart and ready to learn. Our school uniform is as follows:

- Jogging bottoms, shorts or leggings in black, navy or dark grey
- Navy/white/blue polo shirt
- Walter Infant School Jumper/Cardigan or a burgundy jumper
- **Trainers** – no laces but any colour
- A coat with a hood
- Wellies: if you have a spare pair they come in very useful on wet, rainy days.



If you would like to order any of the school uniform please visit the following website. The website contains an up-to-date price list and is sorted by year groups for easy ordering:



Please ensure that **ALL** clothing is named to minimise a risk of loss, including trainers

**It is a good idea for your child has a spare set of clothes in school, which can be in a bag left on their peg, just in case!**

## Food and Drink

### Water

The children need to bring in a **named** water bottle, which stays in their classroom which they can access throughout the day. **Filled with water only please.**

### Snacks

We provide a piece of fruit or a vegetable for every child daily. Please do not send in other snacks.

### Milk

Every child is entitled to a free carton of milk until they are 5. Please register for your child to receive milk.

[registration@coolmilk.com](mailto:registration@coolmilk.com)

[www.coolmilk.com](http://www.coolmilk.com) or call 0844 854 2913

Alternatively, please contact the school office for a 'Cool Milk' form.



## Packed Lunches

Please ensure that if you are packing a lunch for lunch club, that you include food your child enjoys eating. They will need to be able to feed themselves although we will help with opening packets. Please do not include any sweets or nuts. We recommend food that should be eaten cold; we do not have facilities to warm food up. We would usually expect to see a salad or pasta dish, or a sandwich, roll or wrap with a filling that your child enjoys, a piece of fruit or vegetables, yoghurts or cheese and maybe a sweet or savoury snack such as a cake, biscuit, crisps or crackers.



## Allergies/Dietary Requirements

It is very important for us to know about any allergies or food intolerances when your child starts school. We are a **no nuts** school; Please do not bring anything to school containing nuts. If you have any concerns please speak with your class teacher.

## Our Learning Environment

Our children learn inside and outside in our wonderful classroom and garden; 80% of their time is child initiated and 20% is adult led. We work hard to get the balance right and we plan every activity and learning opportunity to meet the children's learning needs. They also have access to continuous provision where they meet their own learning needs in every element of the Early Years Curriculum. The children will learn from real life experiences or excellent quality fiction and non-fiction texts.



## The Outside Environment







## Parent Partnerships

We usually offer every family a home visit before a child starts with us; unfortunately we are unable to do this at this time. We understand that the children's families are the experts about their children and we want to be well-prepared when the child starts school so that we can make the transition as smooth as possible. We have therefore included a questionnaire to enable you to share information with us that will help us to get to know your child more quickly.

We have an 'Open Door Policy' at Walter Infant School and Nursery and staff members are available at the beginning or end of the session. If you need a longer appointment you will be able to organise it directly with the teacher or with the admin teams.



We would like to work in partnership with you to make sure that we give your child the best start to their education. We are available to speak with at drop off or pick up times. Please come and talk to us about your child, let us know if there is anything we should know or if anything changes. Throughout the year there will be times to meet more formally at parent consultations and also times to come in and play with your child.

### **Health and Well-being**



Our staff team are qualified paediatric first aiders; we will administer first aid if your child needs it during the school day. You will be informed if your child has an accident such as a cut or a graze via our first aid reporting system.

If your child receives a bump to the head, you will be contacted by telephone, as it is our policy to inform parents because of the risk of concussion or compression.

It is imperative that your contact details are kept up to date.

If a child has an accident that we suspect could be a broken limb, the parent is informed immediately. If necessary we will call an ambulance and inform you of its destination.

### **Illness**

Childhood illnesses are common; if your child has sickness or diarrhoea please keep them away from school for 48 hours after their last episode. If you have a concern about whether your child should be in school, please telephone the office and we will be able to advise you.

### **Our Big Curriculum for Little People: The Early Learning Goals**

We have designed a 'BIG' curriculum to excite, inspire and foster a desire to learn; we want our children to know more about the world around them and to be happy, confident and successful.

We want our children to have very positive behaviours for learning and to ask BIG questions and we want our staff team to support our children in finding authentic, age-appropriate answers to questions which stimulate them to want to learn more.

The children will learn through real-life and practical experiences, as well as through wonderful, awe inspiring fiction texts and exciting non-fiction texts. Our children will learn inside and outside the classroom, fulfilling and exceeding the requirements of national Early Years Curriculum and Early Learning Goals in a stimulating and memorable way.



## The Early Learning Goals

Communication and Language	<b>Listening and Attention</b> Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.
	<b>Understanding</b> Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.
	<b>Speaking</b> Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.
Physical Development	<b>Moving and Handling</b> Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.
	<b>Health and Self-Care</b> Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.
Personal, Social and Emotional Development	<b>Self-Confidence and Self-Awareness</b> Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.
	<b>Managing Feelings and Behaviour</b> Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.
	<b>Making Relationships</b> Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.
Literacy	<b>Reading</b> Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.
	<b>Writing</b> Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.
Mathematics	<b>Numbers</b> Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.
	<b>Shape, Space and Measures</b> Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.
Understanding the World	<b>People and Communities</b> Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to their needs. They know about similarities and differences between themselves and others, and among families, communities and traditions.
	<b>The World</b> Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.
	<b>Technology</b> Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.
Expressive Arts and Design	<b>Exploring and Using Media and Materials</b> Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
	<b>Being Imaginative</b> Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.



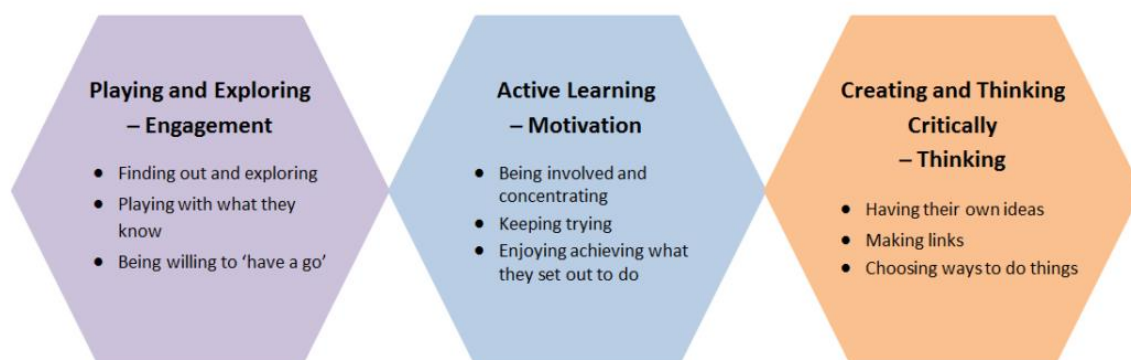


## Characteristics for Learning

Children learn in different ways; our learning environment is designed to ensure that all children can learn and develop a love for learning and a desire to know more: The characteristics of learning help us to see when children are learning; they tell us that children are learning when they are:

- Engaged
- Motivated
- Thinking

In planning and guiding children's activities, our teachers and practitioners reflect on the different ways that children learn and provide for these in our practice. Three characteristics of effective teaching and learning are:



## Phonics in Foundation Stage

In the Foundation Stage we provide an environment designed to develop the language, listening and literacy skills needed to enable your child to become a confident communicator. An integral part of this provision is a daily phonics session. The sessions last for approximately fifteen minutes in F2 and all children take part in activities tailored to their stage of development.

Phase 1: Our children are taught to listen for sounds around them; environmental sounds, music, body percussion such as clapping etc. We have a bank of 20 core rhymes that we share with all our families so that they can learn alongside. Phase 1 phonics also encourages the children to explore language: listening for sounds in words, alliteration, rhythm and rhyme and to learn a variety of different ways of making sounds. There is a strong focus on listening skills so children in Foundation learn a range of songs and rhymes relating to our topics, such as Christmas songs as an enjoyable means to develop their auditory memory.

Phase 2: We introduce individual sounds (phonemes) alongside Common Exception Words (such as I, the, to, no) in the order set out in the Letters and Sounds scheme. This promotes "phonemic awareness" (the point at which children realise that you can take a word apart and put it back together again (eg /d/o/g/ = dog). Common Exception Words are those words which are needed for early reading and writing but which follow phonic rules that have not yet been taught.

Once children can hear, say and remember a range of phonemes (s,a,t,p,i,n,m,d) they can begin to blend them to read simple words and segment words into sounds in order to spell them. **It is very important when teaching the articulation of phonemes that the sound is pure (ss not suh and mm not muh) to enable blending.** Following on from the teaching of single letter phonemes, we introduce a range of digraphs and trigraphs (2 or 3 letters making one sound that cannot be broken down into smaller sounds: eg ch,th,sh,ng,ai,ee,igh,oa,oo). This ensures that children are equipped with at least one possible spelling for all of the sounds we use in English.

The emphasis is on phonic sessions which are quick, engaging and fun. We use an online resource called Phonics Play, which includes phonic games to help children read and distinguish between real and nonsense words as well as consolidating a range of other skills. A free version of Phonics Play is available to access at home ([www.phonicsplay.co.uk](http://www.phonicsplay.co.uk))



We will present a session on **How We Teach Phonics in the Foundation Stage** in the autumn term. This is aimed at helping parents and carers to support their children at home.

### **Pupil Premium Funding**

#### **Does your child qualify for Pupil Premium Funding?**

Pupil Premium funding is an additional amount of funding allocated to schools by the government to support the learning and progress of children in receipt of free school meals or those looked after by the local authority. It is for schools to decide how the Pupil Premium Funding is spent and we are held accountable for the impact the funding has on those for whom the money is allocated.

All children in FS2, Year 1 and Year2 are entitled to a Universal Free School meal; however, we may be able to access additional funding to support your child and other children access the curriculum or indeed extra-curricular activities.

Children who are or have been in care, and children who have a parent who is or was in the armed forces, are also entitled to pupil premium.

If you are in receipt of:

- Universal credit (provided you have a net income of £7400 or less)
  - Income support
  - Income-based jobseekers' allowance
  - Income-related employment and support allowance
  - Support under Part IV of the Immigration and Asylum Act 1999
  - The guaranteed element of state pension credit
  - Child tax credit, provided that you are not also entitled to working tax credit and have an annual gross income of £16,190 or less
- The Pupil Premium for 2019 to 2020 will include pupils recorded in the January 2019 school census who are known to have been eligible for FSM since May 2013, as well as those first known to be eligible at January 2019.

We have included an application form in our pack for you to complete if you think you may be eligible; the funding will benefit your child and other children in our school.

We use the funding to support our children in a wide variety of ways:

- Access to extra-curricular activities in school such as a sports club
- Help with school uniform
- Canine Assisted Learning from our therapy dog Lilly
- Help towards the cost of school trips
- Additional resources for differentiated learning
- **Our Pupil Premium Champion; a member of staff who works with the teachers to find the best way to identify barriers to learning and close gaps.**





## Walter Infant School and Nursery Safeguarding Policy & Procedures

We are committed to safeguarding children and have a duty to refer any suspected cases of neglect or harm to the appropriate agencies.

### The Role of the Designated Person for Safeguarding

- Listen and act when adults report concerns
- To make referrals to Social Care if necessary
- Ensure confidential records are kept
- Attend case conferences and provide reports
- Ensure all staff are aware of school's Safeguarding Policy and procedures
- Ensure unexplained absences are referred to the Education Welfare Officer
- Keep themselves up to date with knowledge to enable them to fulfil their role and attend training every two years
- Provide an anonymised report to the Governors once a term
- Notify Social Care when a child is privately fostered
- Ensure that any concerns about a pupil who leaves the school are forwarded to the next school.

### The Safeguarding Children Team at Walter Infant School

Designated Person for Safeguarding is the Head Teacher, **Judy Wheeler** 0118 978 0825. Deputy Designated Person for Safeguarding is the Deputy Head Teacher, **Fiona Prickett**. The Inclusion Manager is **Lucy Ambler**.

Your Safeguarding Children Team also links with the Nominated Governor for Safeguarding: Gordon Waterson

The welfare of the child is our paramount concern. If you are concerned, report your concerns to the Designated Person for Safeguarding — **Judy Wheeler** or Chair of Governors — **Ghislene Lokuciewski** 0118 978 0825

For a copy of our full Safeguarding Policy please go to [www.walter.wokingham.sch.uk](http://www.walter.wokingham.sch.uk) or ask at the School Office

## Term Dates 2020-202

### Autumn Term 2020

Inset Days – School Closed  
Start of Term  
Half Term  
Inset Day – School Closed  
End of Term

Tuesday 1<sup>st</sup> and 2<sup>nd</sup> September  
Thursday 3<sup>rd</sup> September  
26<sup>th</sup> October to 30<sup>th</sup> October  
Monday 2<sup>nd</sup> November  
Friday 18<sup>th</sup> December – finishing 1 hour early

### Spring Term 2021

Inset Day – School Closed  
Start of Term  
Half Term  
End of Term

Monday 4<sup>th</sup> January  
Tuesday 5<sup>th</sup> January  
15<sup>th</sup> February to 19<sup>th</sup> February  
Thursday 1<sup>st</sup> April – finishing 1 hour early

### Summer Term 2021

Start of Term  
Bank Holiday – School Closed  
Half Term  
Inset Day – School Closed  
End of Term

Monday 19<sup>th</sup> April  
Monday 3<sup>rd</sup> May  
31<sup>st</sup> May to 4<sup>th</sup> June  
Monday 7<sup>th</sup> June  
Wednesday 21<sup>st</sup> July – finishing 1 hour early

