



# New Parents Information

Welcome to Walter Infant School

We warmly welcome you to our school. We hope that this information booklet will cover many aspects of school life, but if you need any further information please check our website, talk to a member of the Foundation team or contact the school office.

Best wishes,

The Foundation Stage team

**Walter Infant School**

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

## **Foundation Classes**

We have 90 children in F2, they are grouped into 3 classes of 30 children.

The Foundation Stage is led by Mrs Corinne Lewis.

Each class is led by a Teacher supported by an Early Years Practitioner (EYP) or a Learning Support Assistant (LSA).

Dove Miss Beeden

Magpie Mrs Coyne

Woodpecker Mrs Lewis (3 days) Mrs Parfett (2 days)

Our Early Years Practitioners are Mrs Head, Mrs Overton, Mrs MacLeod and Mrs Girling. We also have Learning Support Assistants supporting all children in Foundation, Mrs Althorp, Mrs Lloyd and Mrs Issa.

### **What is the Early Years Foundation Stage? How will they be learning?**

The Early Years Foundation Stage Framework is a statutory requirement for all schools, it applies to children aged 3 to 5. It comprises of 7 areas of learning and development

The prime areas are

- Communication and language
- Physical development
- Personal, social and emotional

The other 4 specific areas are Literacy, Mathematics, Understanding the World & Expressive Arts and Design.

The children will be learning through a mixture of adult led activities and child initiated play. Children learn best through spontaneous self-initiated play. It fosters Self confidence, Perseverance, Resilience, Co-operation, Conflict resolution, Problem solving, Decision making and Risk taking.



Every day your child will have a phonics session, time for free play inside and outside, group work with a teacher focusing on literacy and maths. They will have a weekly PE lesson (No need for a PE kit).

They will also have a guided reading session with their teacher every week. Reading books will start going home once the children are ready. The children will also start attending whole school assemblies when they are ready. The children will have lots of time to play, make friends and learn in our busy learning environment!

The Early Learning goals are listed below. At the end of F2, the children will be assessed against these goals. They will be assessed as Emerging, Expected or Exceeding against each goal.

Aspect	Aspect
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.

## The school day

**8.45am** Children arrive for school. Children line up by the class birds in the Foundation Garden. Teachers will come and open the gates. Parents are welcome to take their children into the classrooms and settle them. As the year progresses we would like the children to feel confident to come into the classroom on their own.

If you are running late and the gates are closed, please make sure that you take your child through to the main office.

**3.15pm** Children are picked up from school. Teachers will bring the children to their gate and release the children to the known adult. If someone else is picking up your child, please inform the school office. If it is a regular arrangement please let your class teacher know.



The club begins at 7:30am, the children will be delivered to their classes at 8:40am. It is run by Learning Support Assistants working in KS1. Variety of activities are provided including colouring, drawing, construction, table top games. The children will also have the opportunity to access the computer suite and play games available on the learning platform. Please provide a snack and a drink for your child. This could be a breakfast bar, fruit, sandwiches, yoghurt etc. and we are happy for you to send fruit juice or milk drinks. Please remember that we are a Nut Free Zone. Places in the club are limited, if you would like to register your child please fill in the form in this pack and return to the School Office asap.



After school club runs after school until 6.00pm. The F2 children will be gathered by the F2 staff ready to be collected by the Energy Kidz team. The club is held in St Pauls Junior school. If you wish to book places there please contact Energy Kidz on 0333 577 1533 or email them at [info@energy-kidz.co.uk](mailto:info@energy-kidz.co.uk) . For more information visit their website at [www.energy-kidz.co.uk](http://www.energy-kidz.co.uk)



## Uniform

We encourage the children to be active in their learning. Please can they wear jogging bottoms, shorts or leggings, navy/white/blue polo shirt and the school jumper. Please can they wear trainers, no need for school shoes for another year and no open top shoes/sandals. Long hair needs to be tied up and no jewellery please.



**Summer**—suncream applied before school and a hat. Shorts but no summer dresses please.

**Winter**—hat, gloves named please.

It would be really useful if your child has a spare set of clothes in school which can be in a bag left on their peg. This will really help as our school supplies of changes are limited!

Coats: Please make sure your child has a coat with a hood in school everyday.



Wellies: it is useful if we can have a spare pair at school as we do like to go out in all weathers!

Please make sure that everything is named; it really helps us when we are trying to reunite 90 jumpers with 90 children.

## Food and Drink

### **Lunch**

Children can have a hot school dinner or choose to bring a packed lunch to school. At the moment hot school dinners are free for all infant aged children.

**Hot dinners** We will send home a menu card for you to decide with your child what they would like to eat. The children will be asked in the morning to order their lunch, choosing from the main meal or the vegetarian option.

**Packed lunches** Please provide lunch in a named bag/box. We are a nut free school so please don't include anything that may contain nuts! As part of the Early Years Foundation Stage we learn about healthy lifestyles, please can you help us by leaving chocolate and sweets at home.

**Water** The children need to bring in a named water bottle, which stays in their class room which they can access through out 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 your own snacks.



**Milk** Every child is entitled to a free carton of milk until they turn 5. After their birthday if you would like your child to continue to receive the milk, then please register using the details below:

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

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

Alternatively please use the form in this pack.



**Allergies/Dietary Requirements** It is very important for us to know about any allergies or food intolerances when your child starts school. If you have any concerns please speak with your class teacher.

## **Partnership with Parents**

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. We love having parents in to help, so if you can spare some time please speak with your class teacher. 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. We also will hold special assemblies during the year.



## **Health and Wellbeing**

First Aid notes—we will send home notes if your child has an accident at school.



We may need to contact you - please make sure your contact details are kept up to date.

Sickness: Please keep your child at home for 48 hours following the last episode of vomiting or diarrhoea.

Head lice: Please regularly check your child's hair and treat if necessary. Please could you also let your class teacher know.

## **Absences**

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

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

Forms to apply for leave are located outside the school office.

## 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 ten minutes in F1 and fifteen minutes in F2 and all children take part in activities tailored to their stage of development.

Initially, children are taught using language play, alliteration, rhythm and rhyme and 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 as an enjoyable means to develop their auditory memory.

Next, 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 non-sense 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 shall be holding a session on **How We Teach Phonics in the Foundation Stage** in the Autumn. This is aimed at helping parents and carers to support their children at home.



# Pupil Premium

## Does your child qualify for the Pupil Premium Grant?

Pupil Premium 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 is spent and they will be held accountable for how this additional funding is impacting on those for whom the money is allocated.

All children in Infant Schools qualify for a free school lunch at the moment. However, we may be able to access additional funding for your child which would be used for their educational needs within school.

If you feel the following criteria applies to you please let your class teacher or the school office know.; we will be able to support you with your application.

If you are in receipt of - the Guarantee element of State Pension; or Income Support; or Income based Jobseekers Allowance; or Child Tax Credit (but not entitled to Working Tax Credit) and annual taxable income does not exceed £16,190; or income based employment and support allowance; or support under part IV of the Immigration and Asylum Act 1999 you may qualify.

If you have any questions please contact your class teacher or the school office.



# Walter Infant School

## 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

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 - Karen Hampton  
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

# Walter Infant School

## Term Dates 2018 -2019

### **Spring Term 2018**

#### **Inset Day – School Closed**

Start of Term

Half Term

End of Term

#### **Wednesday 3<sup>rd</sup> January**

Thursday 4<sup>th</sup> January

12<sup>th</sup> to 16<sup>th</sup> February

Wednesday 28<sup>th</sup> March – finishing

1 hour early

#### **Inset Day –School Closed**

#### **Thursday 29<sup>th</sup> March**

### **Summer Term 2018**

Start of Term

#### **Bank Holiday – School Closed**

Half Term

#### **Inset Day –School Closed**

End of Term

Monday 16<sup>th</sup> April

#### **Monday 7<sup>th</sup> May**

28<sup>th</sup> May to 1<sup>st</sup> June

#### **Monday 4<sup>th</sup> June**

Tuesday 24<sup>th</sup> July – finishing

1 hour early

### **Autumn Term 2018**

#### **Inset Day – School Closed**

Start of Term

Half Term

#### **Inset Day – School Closed**

End of Term

#### **Monday 3<sup>rd</sup> September**

Tuesday 4<sup>th</sup> September

22<sup>nd</sup> to 26<sup>th</sup> October

Monday 29<sup>th</sup> October

Wednesday 19<sup>th</sup> December – finishing

1 hour early

### **Spring Term 2019**

Start of Term

Half Term

End of Term

Thursday 3<sup>rd</sup> January

18<sup>th</sup> to 22<sup>nd</sup> February

Thursday 4<sup>th</sup> April – finishing

1 hour early

#### **Inset Day –School Closed**

#### **Friday 5<sup>th</sup> April**

### **Summer Term 2019**

Start of Term

#### **Bank Holiday – School Closed**

Half Term

End of Term

Tuesday 23<sup>rd</sup> April

#### **Monday 6<sup>th</sup> May**

27<sup>th</sup> May to 31<sup>st</sup> May

Friday 19<sup>th</sup> July – finishing

1 hour early

#### **Inset Days –School Closed**

#### **Monday 22<sup>nd</sup> and Tuesday 23<sup>rd</sup> July**