



CHRIST THE SAVIOUR  
C OF E PRIMARY SCHOOL



**Christ the Saviour**  
**Church of England School**  
Welcome to  
Reception Class  
2019



## Welcome!

Welcome to Reception at Christ the Saviour, Ealing. We are delighted that you have joined our school community. This booklet will give you guidance about what to expect during the coming year.

# Keeping in touch

We try to be a listening and caring school. Please contact the class teacher right away if something is concerning you – even if it is just a niggles.

## Communication

We provide direct email addresses for staff to ease communication between home and school. Staff will always try to respond to emails promptly, sometimes with a quick acknowledgement email just to let you know the information has been received. Sometimes a quick word in the playground can be better.

Teachers make themselves available in the playground regularly – and after school is usually a better time to chat to them. Senior staff will also almost always be on duty at either school gate. Please contact the class teacher with any concerns first, and if this fails to bring a satisfactory resolution, please do speak to one of the Assistant Headteachers or Deputy Headteacher.

## Website

[ctsprimary.org.uk](http://ctsprimary.org.uk)

The website contains copies of letters, information, the curriculum and programmes of study, events, news articles, and photo galleries. Under the [Learning] tab, click on [Reception] for more resources specific to your year group.

## School mailing list and texts: [login.arbor.sc](http://login.arbor.sc)

Our main form of communication with parents is via email or SMS, so please make sure you keep your contact details up-to-date in Arbor, as this is the Information System we use to send information home, and contact you in the event of an emergency.

## Letters home

We will always email parents in the first instance, which is why it is so important we have your correct contact details in Arbor. Letters are rarely sent home in bookbags. Please contact the office or email your child's class teacher if you require hard copies.

## Reporting pupil illness and absence

Please report your child absent from school via the website by completing the online form. Parents whose children are absent should have reported this by 9.15am. Alternatively you can email the school office on [admin@cts-school.org](mailto:admin@cts-school.org). If you do not email or use the online form, you will need to telephone the school – although this is discouraged – and you must then write a letter explaining the absence, which should be sent to school with your child on their return. If we have not heard why your child is absent by 9.30am we may make a home visit if we have reason to be concerned.

## ParentPay

The school collects all monies through Parent Pay. Office staff will be happy to let you use a computer, or help you do so should you wish – simply ask at the office. Further information on payments and login details will be provided soon.

## Term dates

Autumn 1: 4 Sep–18 Oct 2019

Autumn 2: 29 Oct–19 Dec 2019

Spring 1: 6 Jan–14 Feb 2020

Spring 2: 24 Feb–3 Apr 2020

Summer 1: 20 Apr–22 May 2020

Summer 2: 2 Jun–17 Jul 2020

**nb** *May bank holiday has been moved to Friday 8 May (instead of Monday 4 May) to commemorate the 75th anniversary of VE Day.*



# The CTS team

Our experienced staff will help ease your child into school life.

## Key contacts

Miss Rajaratnam	<a href="mailto:raj@cts-school.org">raj@cts-school.org</a>	Assistant headteacher EYFS
Miss Norris	<a href="mailto:norris@cts-school.org">norris@cts-school.org</a>	Assistant headteacher KS1
Ms Valentin	<a href="mailto:valentin@cts-school.org">valentin@cts-school.org</a>	Deputy headteacher
Mrs Halliwell	<a href="mailto:halliwell@cts-school.org">halliwell@cts-school.org</a>	Medical and welfare
Miss Laldee	<a href="mailto:laldee@cts-school.org">laldee@cts-school.org</a>	Medical and welfare
Miss Hughes	<a href="mailto:hughes@cts-school.org">hughes@cts-school.org</a>	Head of Inclusion
Mrs Tramoni	via <a href="mailto:admin@cts-school.org">admin@cts-school.org</a>	Headteacher & Designated Senior Person For Safeguarding
School offices	<a href="mailto:admin@cts-school.org">admin@cts-school.org</a> <a href="mailto:grove@cts-school.org">grove@cts-school.org</a>	020 8249 6800

We will send you the name and contact details of your child's class teacher before the end of term.

## Teaching assistants

The school is supported by a highly qualified and talented team of teaching assistants who work across many year groups and with different groups of pupils according to educational need, and learning activity.

## Medical or welfare issues

If there are medical or any other pastoral issues you wish us to be aware of please do not hesitate in contacting Mrs Halliwell or Miss Laldee at the Grove Site. They will be able to advise on whether the inclusion leader or assistant headteacher should be involved in supporting your child in any way necessary. A medical care plan may be drawn up and we will work to support your child in every way we can.

## Additional educational needs

Miss Hughes is head of inclusion. Some children need additional social, emotional, educational or pastoral support from time to time. If you have any worries about any aspect of your child's learning, health, vision, hearing, progress or development – we are here to help you. Contact Miss Hughes direct on: [hughes@cts-school.org](mailto:hughes@cts-school.org) or 020 8249 6800

## Keeping children safe:

### Safeguarding and Child Protection

Mrs Tramoni is the *Designated Senior Person For Safeguarding*. Please raise any child protection, welfare, pastoral or emotional concerns with her – no matter how insignificant they may seem and whether about your child or another child.

Every child has the right to grow up in a caring and safe environment. However, some children live in families that are having a difficult time and cannot cope with their problems, whilst others are deliberately hurt or neglected by adults around them.

If you are concerned that a child or young person is being harmed through abuse or neglect you should contact the local authority's **Children and Families** link on **020 8825 8000**.

If there is an allegation against a member of staff you should call the office on 020 8249 6800 and ask to speak to Mrs Tramoni. If your allegation is against the head, you should contact the Chair of Governors via the school office.

# Travel to and from school

We actively promote sustainable travel at Christ the Saviour and aim to make the area around our school a safer place for pupils.

You will see senior staff in high-vis vests at the gates each morning welcoming pupils in to school and keeping the perimeter of our site safe whilst the gates are open. Parents dropping off at the Grove site are asked to walk their children to their classroom doors – for Reception and Year 1 these are accessible via the playground – to ensure they are safely in class before they leave.

Fewer cars at the school entrance make it safer for you and your child. We encourage families to use sustainable travel options such as walking, cycling/ scooting or using one of the many public transport links available for our location.

If you need to drive your child to school please note there is no parking immediately outside the school sites and idling is strictly prohibited, this contributes significantly to localised air pollution. When driving, please consider a **car share** with families coming from the same direction – your class rep will help identify nearby families or **park and stride**: park a short distance from the school and walk the last 5 to 10 minutes with your child. Walking to school contributes to the recommended daily physical activity for you and your child. It also helps to reduce congestion around the school and helps to improve air quality, providing benefits for everyone.

We encourage families to use the website **walkit.com** to identify the cleanest walking route to school for your child. Through school learning we aim to build on children's existing knowledge and develop their safe travel skills. We engage actively with Transport for London and children will gain skills such as pedestrian and cycle training to encourage a healthy and sustainable lifestyle.



# The daily routine

## What to expect in the first weeks and months in reception.

### Personal belongings

Pupils will be encouraged to be responsible for their own uniform and P.E. kit. Parents are responsible for ensuring that all garments and belongings are clearly labelled with their child's name. Children are not permitted to bring personal pencil cases, toys or mobile phones into school. At special events, pupils may be given permission to bring things into school and class teachers will always let parents know in advance.

### Mid-morning snack

Pupils in Reception are provided with a piece of fruit as a mid-morning snack. Low-fat milk is also available to all our children every day at mid-morning break. Milk is provided by 'Cool Milk' and is free to all pupils under the age of 5. Further details may be found on the 'Cool Milk' website: [www.coolmilk.com](http://www.coolmilk.com)

### Water

Keeping hydrated is conducive to good learning. There are drinking fountains all around the school and pupils will be encouraged to keep drinking water throughout the day. Pupils in Reception are permitted to bring a named water bottle to school too.

### Requesting authorised absence

Absence is only authorised in truly exceptional circumstances (which does not include holidays) and under strict guidelines. The school's decision is final. Request permission by completing the application form in the [contact] section of the website which outlines criteria for exceptional requests. Holidays are never authorised. We believe that our high academic results are directly linked to carefully planned learning every day, in every week in every year – absence severely hinders achievement.

### Coming into class in the morning

The class teacher will open the door at 8.30am and welcome children into the classroom from the playground. Please say goodbye and stand back from the line so that the teacher and other parents can see their child safely into school. We encourage children to carry their own bags, walk into the classroom independently and find their pegs. The school gates close at 9am sharp, after which children are recorded as late and must enter by the school office. Lateness is recorded on the pupil's education record, a copy of which is sent home each year with the annual report card. We love welcoming parents on site, but at drop off it really helps us get best use of the site if parents can leave promptly!

### Home time: keeping pupils safe

The front gate will open at 3.00pm and teachers will open their doors at 3.10pm. When the teacher identifies you, they will ask your child to join you; this approach allows teachers to track the safe dismissal of children. If someone different is collecting your child please use the [collection form] on the school's website (and let your child know in advance too if you can). Children always need to say 'goodbye' to their teacher and wait for permission to leave. Please reinforce this with your child at home. Children and siblings must always be supervised and kept next to adults.

We do not permit running, skating, scooting or using playground equipment before or after school. Please reinforce this. The gates will be locked at 3.25pm; thank you for departing promptly to allow after-school activities to start on time.



# The home and school partnership

We really appreciate your involvement at home to support your child's learning.

## Book bags

Book bags should be brought to school each day. Homework and reading books will be sent home in them alongside any additional communication. Some pupils prefer our school rucksack but book-bags are much easier to store in school.

## Homework

Once children have settled in the reception class, we provide phonics homework (word and sound cards), reading books, an activities book and WOW books to complete as home learning.

## Learning to read: Systematic Synthetic Phonics

We offer phonics training sessions for parents, which are highly informative, fun, well-received and will leave you feeling equipped to be able to help us with the teaching of reading.

## Parent helpers

The partnership between parents and the school is long-established and enhances all aspects of our community. We are always grateful for the huge support that parents give our school in various ways.

One such way is by helping out regularly, or sometimes accompanying educational visits. Child protection training is provided before parents volunteer in school.

Further details about the expectations we set to maintain the high standards of professional care we are proud of can be found on the school's website.

We encourage parents to get involved with Parent Teacher Association (PTA) events, which play an important role in our school community. See the separate PTA welcome booklet for more details.

## Discipline

Good behaviour is dependent on a strong partnership between home and school. Each class creates seven rules around key areas and displays their own version in the classroom.

## SOLVING PROBLEMS

We try to solve our problems ourselves

## TREATING OTHERS

We share and we are kind to one another

## SAFETY

We choose not to hurt people and take care

## MOVING

We move about quietly

## COMMUNICATING

We listen and we use kind words

## LEARNING

We always try our very best

## E-SAFETY

We use the internet and computers safely



# Developing skills

## Our approach to teaching speaking, listening, reading and writing skills.

### Learning to speak, listen, read and write

Learning to express ideas clearly in speech and to gain information through listening to others is a key skill children will learn and practise in Reception.

To support your child's progress you can:

- Talk to children when you are playing together.
- Have fun with nursery rhymes and songs, especially those with actions
- Encourage the child to listen out for different sounds such as cars, animals and the telephone
- Gain the child's attention when you want to talk together by using eye contact
- Encourage the child to communicate in any way, not just through words
- Increase vocabulary by giving choices, eg 'Would you prefer orange or blackcurrant juice?'
- Talk about things as they happen, eg when you are both unpacking the shopping
- Listen carefully and allow your child time to finish the sentence
- Take turns to speak
- Always respond in some appropriate way when a child says something

### Learning to write: Pre-writing skills

The precursor to good handwriting is good fine motor skills. Before children begin to write script they need generous opportunities to develop their fine motor skills.

Here are some ideas to encourage the development of fine motor skills and pencil grip:

*Play dough:* pinching, squeezing with thumb and forefinger. eg: modelling animals from dough

*Threading:* beads, pasta, straws eg: jewellery making

*Picking up small objects:* use tweezers and pipettes/eye droppers eg: a race to transfer peas into a pot

*Finger rhymes:* stretching, curling fingers

*Water play:* use spray toys/bottles. or water the garden

*Craft activities:* use glue sticks, paint brushes and tissue paper to make a collage and decorate it with sequins.

*Icing cakes:* using a piping bag or icing syringe to squeeze out the icing

*Strengthening activities:* swinging from a climbing frame or grasping to climb and crawl



### What can I do at home to aid and encourage my child to write?

- Encourage independent mark-making and writing at home
- Encourage painting, drawing and colouring

### Letters and Sounds: Systematic Synthetic Phonics

Letters and Sounds is a phonics resource published by the Department for Education. It sets out a detailed and systematic synthetic programme for teaching phonic skills for children. Sometimes pupils might need a bit of extra help and we provide specialist support groups and individualised programmes. As a result, the levels of reading reached by our pupils are well above the national average. You can find further information on this method of teaching phonics at: [goo.gl/ZRud99](http://goo.gl/ZRud99)

### The Early Years Foundation Stage (EYFS)

This national framework sets out:

- Welfare requirements that everyone must follow to keep your child safe
- The seven areas of learning and development
- Assessments that will tell you about your child's progress through the EYFS
- Expected levels that your child should reach at age 5

### Seven areas of learning and development

Children should mostly develop three prime areas first.

#### COMMUNICATION AND LANGUAGE

- Listening and attention
- Understanding
- Speaking

#### PHYSICAL DEVELOPMENT

- Moving and handling
- Health and self-care

#### PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT

- Self-confidence and self awareness
- Managing feelings and behaviour
- Making relationships

There are four specific teaching areas within the three prime areas:

#### ENGLISH (AND LITERACY)

- Reading and writing

#### MATHEMATICS (AND NUMERACY)

- Numbers, Shape, Space and Measure

#### UNDERSTANDING THE WORLD

- People and Communities, The World, Technology

#### EXPRESSIVE ARTS AND DESIGN

- Exploring and using media and materials; being imaginative

Children in the EYFS learn by playing and exploring, being active, and through creative and critical thinking which takes place both indoors and outside.

### As a parent, how can I help with my child's learning?

All the activities you do with your child at home are important in supporting their learning, and will have a lasting effect on your child's development.

### At the end of Reception

At the end of the summer term, teachers will finalise their EYFS assessments which are known as the Foundation Stage Profile.

Another important part of the EYFS Profile is your knowledge about your child's learning and development, so do let your child's class teacher know about what your child does with you. All the information collected is used to assess your child's progress across the seven areas of learning and development. Finding out at this stage how your child is doing will mean that the teacher your child has in their next school year – Year 1 – will know what your child really enjoys doing and does well, and help them decide if your child needs a bit of extra support, what that support should be and if they are already getting it.



### Feedback

We value feedback through the **[general comments]** feedback section of the website at any time. As always, if there is anything you think we could improve on, please do come and talk to us first! We conduct an annual parent survey and enjoy receiving feedback.

**Parent view** is an online survey for parents to keep a 'live' account of their view of their child's school online and we recommend that you complete it at the end of each academic year. The results are available for the general public and prospective parents to see.  
<http://parentview.ofsted.gov.uk>

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