

Extending a Very Warm Welcome to Our School



Purpose of Tonight's Meeting

- To introduce you to life at Darnhall.
- To help your child make the best possible start to school.
- To help you understand the curriculum that your child will be covering in the reception class.
- To understand how we teach in order to cover the requirements of the curriculum.
- To identify the key ways in which you can help your child at home and in school.
- General information.

An introduction to our school ...

- Split site – age 2-7 (Nursery to Year 2) and age 7-11 (Year 3-6)
- 422 children – 16 classes
- 45 places for reception – oversubscribed this year
- 12 place Resource Provision for SEMH

Our Team – Team D!

- 12 dedicated Governors
- Headteacher, Deputy Headteacher and Assistant Headteacher
- Key Stage Leaders
- SENDCo and Assistant SENDCo
- 15 teachers and a Nursery Manager
- 2 HLTAs
- 20 class based Teaching Assistants/ One-to-one Support
- 2 part time Intervention / ELSA Teaching Assistants
- 4 Nursery Assistants
- Full time Safeguarding Officer and a part time Attendance Officer
- Team of 5 Admin and Office Manager
- Team of 4 catering assistants
- Team of 4 cleaners
- Team of 3 caretaking
- Team of 11 Midday Assistants



Vision, Values and Core Beliefs

This is our school and what we are all about . . .

Our motto: '**D**ream, Believe, **L**earn, **A**chieve'



Dream Raise the aspirations of our children, families and school community.

Believe Promote the self-esteem and confidence of our children.

Learn Provide a fun, stimulating learning environment enriched with opportunities and an exciting creative curriculum.

Achieve Challenge all learners, promoting and celebrating the achievements of every child.





Our Curriculum



As a school, we care deeply about providing our children with the very best education and as many chances in life as possible. We seek to ensure this through delivering a broad, exciting and engaging curriculum.

We want our children to be excited about the opportunities that we offer and have the confidence and skills to be able to enjoy them and be ready for their next stage of education.



The aims of our school curriculum are:

- To enable all children to learn and develop their skills to the best of their ability
- To promote a positive attitude towards learning, so that children enjoy coming to school and acquire a solid basis for lifelong learning
- To teach children the basic skills of both core and foundation subjects
- To ensure breadth and balance, measuring its impact on pupils' outcomes and their personal development, behaviour and welfare
- To enable children to be creative and to develop their own thinking
- To teach children about their developing world, including how their environment and society have changed over time
- To help children understand the importance of equal opportunities for all
- To enable children to have respect for themselves and high self-esteem and to be able to live and work co-operatively with others
- To teach children to have an awareness of their own spiritual development and to understand right from wrong
- To enable children to be positive citizens in society
- To fulfil all the requirements of the National Curriculum and the Locally Agreed Syllabus for Religious Education

Meeting the needs of all learners

We pride ourselves on being an extremely inclusive school who welcomes all children and supports them to achieve their full potential.

The curriculum in our school is designed to provide access and opportunity for all children who attend the school, including those in our Resource provision. We will adapt our curriculum to meet the needs of individual children and provide a personalised learning approach if necessary.

If a child has a special educational, medical or additional need, our school does all it can to meet the individual's needs.



As well as adapting the curriculum, we also have the following strategies and interventions to support and develop the social and emotional well-being of all children:

- Feeling areas in all classrooms
- Weekly 'My Happy Mind' lessons
- Well-being workers
- ELSA sessions for identified pupils
- Quiet, calm spaces for reflection and 'time to talk'
- Therapy animals



Meet the Reception staff team:

Teachers

- Mrs Kadene Fife - Dragonfly class
- Mrs Charlotte Chappell- Butterfly Class

Teaching Assistant

- Miss Rachel Simpson



The Classroom – a happy, safe place to learn



- There are many different areas to explore within the indoor and outdoor classrooms, such as the home corner, reading area, construction area, creative table and small world. Reading, writing and maths is embedded throughout all areas of the classroom indoors and outdoors.
- There is lots of floor space for the children to gather their own resources, initiate their own learning, spread out and work.
- We have quality resources accessible to the children. The environment is refreshed and enhanced regularly to excite the children and maintain their interests at all times. Resources and enhancements are linked to the learning each week so they are relevant and purposeful.
- We offer a language rich environment with everything labelled with words and pictures.





What is the EYFS?

EYFS is the Early Years Foundation Stage.

The Statutory Framework for the Early Years Foundation Stage sets the standards that all early years providers must meet.

Ofsted regulate and inspect all early years providers against the safeguarding and welfare requirements and areas of learning to determine how well children are kept safe and healthy.



Characteristics of Effective Learning

Weaving throughout the EYFS curriculum are three **Characteristics of Effective Learning**. Activities are planned with these in mind to highlight the importance of the child's attitude to learning, being an active learner and their ability to play, explore and think critically about the world around them.

1) Playing and exploring – engagement

- Finding out and exploring
- Playing with what they know
- Being willing to have a go

2) Active learning – motivation

- Being involved and concentrating
- Keeping trying
- Enjoying achieving what they set out to do

3) Creating and thinking critically – thinking

- Having their own ideas
- Making links
- Choosing to do things



The EYFS Curriculum

The EYFS curriculum has seven areas of learning and development, leading to the Early Learning Goals (ELGs). All areas of learning and development are important and inter-connected.

Three areas are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships, and thriving.

- These are called the prime areas:
 - communication and language
 - physical development
 - personal, social, and emotional development.

Four areas help children to strengthen and apply the prime areas.

- These are called the specific areas:
 - literacy
 - mathematics understanding the world
 - expressive arts and design

Some children may achieve all the ELGs and some may not. No child is the same, children are unique and their learning is not linear.



Alongside direct teaching the children have 'Explorer Time' Child initiated ~ Learning through play



A child-initiated activity is an activity chosen by the child because they really want to explore a project, or express an idea. In doing this, the child may make use of a variety of resources and demonstrate a complex range of knowledge, skills and understanding.

Adults will support and extend child-initiated play. When sensitively supported, it is one of the key ways for children to learn. For example, regular play with blocks helps children to develop their coordination. They have to place and balance blocks carefully to build structures. It also helps children to develop their coordination. It also helps children to develop their attention; you have to concentrate hard to make sure that a tall tower doesn't tumble down. Teachers are also able to point out other pearls of wisdom such as mathematical language and move the learning on through in the moment interaction with the child.



Mole Missions in the Classroom



M.O.L.E. (**M**y **O**wn **L**earning **E**xperience)

During class time when children can explore the continuous provision, children are challenged to complete a mole mission that is linked to what we have been learning about.

Mole Missions at Home

On the mole mission menu (which will be on 'Tapestry') you will find 12 different activities for the children to choose from that are linked to our learning in school.

Each menu will last half a term and we ask that the children complete at least **3** tasks from the menu – you can of course complete more. Once completed, these should be uploaded onto your child's 'Tapestry' so that they can be shared in class.



RWI (Read, Write, Inc.) Phonics

- Phonics is a rigorous approach to teaching early reading and writing from Reception to Year 2.
- RWI is taught daily in small groups within Early Years and Key Stage 1. For any children who have not completed the programme at the end of Year 2, we will continue with these RWI sessions in Year 3.
- It is a complete literacy programme which is both systematic and structured.
- RWI meets the demands of the new national curriculum, giving your child the best chance of success
- Storybooks align with the sounds learnt in class.



In Reception all children will learn how to 'read' the sounds in words and how those sounds can be written down.

Word Reading

The children:

- learn 44 sounds and the corresponding letters/letter groups using simple picture prompts
- learn to read words using Fred talk and sound blending
- read from a range of storybooks and non-fiction books matched to their phonic knowledge
- work well with partners
- develop comprehension skills in stories by answering 'find it' and 'prove it' discussion questions

Writing

The children:

- learn to write and form the letters/letter groups which represent the 44 sounds with the help of fun phrases
- learn to write words by using Fred Talk
- learn to build sentences by practising sentences out loud before they write

Comprehension

The children work in pairs so that they:

- answer every question
- practise every activity with their partner
- take turns in talking and reading to each other
- develop ambitious vocabulary

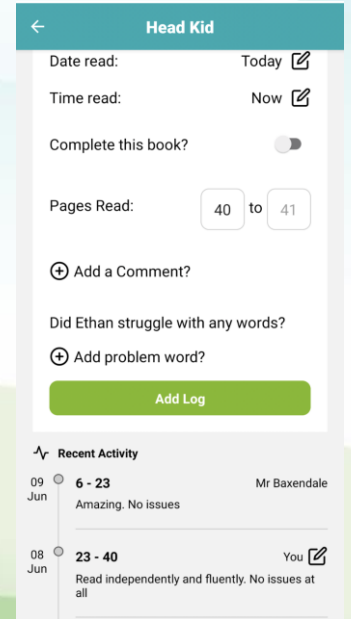


Home Reading

Home reading is a fantastic opportunity for children to share with their families the skills and strategies that they are learning in school. RWI Home reading books should be read at home with children daily if possible, alongside other books of their choice.

- The Go Read app is used to record reading at home. It is important that you have logged on to the reading app so that you can document how your child is reading at home. We ask that parents/carers write a short comment of how your child read with you. This will provide us with an open and honest dialogue. It is important to include both positive and developmental comments.

- We ask that all reading books are well looked after as these books are shared resource that will be used by other children as well as your own.



The screenshot shows the 'Head Kid' app interface. At the top, there is a back arrow and the title 'Head Kid'. Below this, there are several input fields and buttons:

- 'Date read:' with a dropdown menu set to 'Today' and an edit icon.
- 'Time read:' with a dropdown menu set to 'Now' and an edit icon.
- 'Complete this book?' with a toggle switch currently turned off.
- 'Pages Read:' with two input boxes containing '40' and '41', separated by 'to'.
- 'Add a Comment?' with a plus icon in a circle.
- 'Did Ethan struggle with any words?' with a plus icon in a circle.
- 'Add problem word?' with a plus icon in a circle.
- A green 'Add Log' button.

Below the form is a 'Recent Activity' section with a chevron icon on the left. It lists two entries:

- 09 Jun: 6 - 23, Mr Baxendale, Amazing. No issues.
- 08 Jun: 23 - 40, You, Read independently and fluently. No issues at all.



Encouraging Reading

Reading is such a vital life skill and encouraging children to love books is something that we constantly promote throughout our school.

Through reading and hearing stories, children build upon their range of vocabulary, develop their language skills and spark their imagination. Children can get lost in the pages of a good book which can take them off to far-away lands as well as widening their understanding of the world around them.



'Tapestry' Learning Journey

- An information letter relating to our school 'Tapestry' can be found in your starter pack.
- Log in details for the 'Tapestry' will be sent after your child starts in September
- To access 'Tapestry,' you will need to download the 'Tapestry' app
- 'Tapestry' is a place for us to share your child's learning throughout the year at school and at home.
- It is a great way to have that ongoing dialogue between parent and teacher, with regular updates posted each week.
- 'Tapestry' will show a clear path of your child's learning journey.



Settling In Days

- If your child is in **Butterfly Class** or **Dragonfly Class** they will come to school on 6th July 1:30- 3pm and 7th July 1:30pm- 3pm.

Please arrive at the gate on the Darnhall School Lane site. You will not need to come in to the classroom with the children during these visits.

N.B. CHILDREN WHO ATTEND OUR AFTERNOON SESSION OF NURSERY WILL BE TAKEN THROUGH TO THE SESSIONS BUT MUST BE COLLECTED AT 3pm.

Please ensure your little one is wearing sun cream, has a name labelled hat and a name labelled water bottle. If your child requires medication including an inhaler you must let us know via email.



Starting Reception

Children start full time on **Monday 5th September 2022**

For the first few weeks of starting school, our main priority will be to make the transition into Reception as smooth as possible.

We understand that this can be a daunting time for everybody. This is why we spend the first two weeks getting used to the new environment, meeting new people and focusing on our well-being.

Our topic for the first half term will be '***All about me***'. This will be to help us understand what interests your child so we can incorporate this into the planning to motivate your children in their learning. We encourage you to provide us with family photos or anything of importance for your child to share with us.



What does a typical morning in Reception look like?

8.25 – Gates open - Arrive at school

8.30 – Self register when entering the classroom,
Formal Registration, hello song, rhyme of the week and
calendar

8.50 – Phonics (Read Write Inc)

9.30 – Wake up shake up

9.40 – Literacy teacher input

9:55 – Explorer time, snack and milk (inside and outside)

During children's explorer time it will be an opportunity for the adults to spend one to one time with children to have quality conversations and extend their learning even further using the continuous provision.

11.30 – Tidy up

11:45 – Story/ share Tapestry/ learn Rhymes/ 'Pinny' time/
share learning

12.15 – Wash hands/ Lunch



What does a typical afternoon in Reception look like?

- 1.15 – Registration, rhyme of the week
- 1.20 – Maths teacher input
- 1.35 – Explorer time (inside and outside)
- 2.20 – Tidy up
- 2.30 – Foundation (EAD, UTW, PSED)
- 2.50 – Get ready for home
- 3.00 – Story
- 3.10 – Home time



Parent/ Carer Partnership

Creating a strong home school partnership is really important to us. We want you to be very involved with your child's Reception year. You are your child's first educator and know them best.

- You can keep up to date with what your child is getting up to by looking at your child's 'Tapestry' and our school Facebook page.
- Please share with us anything you have done at home that means something to your child on the 'Tapestry' and we will share and celebrate it at school. We welcome certificates etc. into school for sharing too.
- Children will bring home reading books/ditty sheets and high frequency words to practise. Reading at home with your child is so important.
- Please contribute to your child's 'Tapestry' learning journey as much as you can.
- Family projects and competitions will be sent home occasionally.



What to bring to School



- Book bags (provided FREE) should be brought to school **everyday**. These should have your child's reading books in them. We will send you details of our new Reading App which replaces reading diaries.
- A named 'clear' water bottle – this should be filled with **water only**.
- Weather appropriate clothing (e.g. sun hats) as we want children to be able to access the outdoor environment wherever possible.
- We encourage all children in reception to have free school meals. There is a 3 weekly menu and multiple options to choose from. If you choose to send your child with a packed lunch from home, please ensure it is healthy and in a suitable lunch box. Please note, we are a nut free school.
- Children do NOT need a morning snack – fruit and milk is provided free of charge.
- Please remember to put children's names on everything they bring to school.

Behaviour and Expectations

- The first few weeks will be spent settling children in, setting expectations and creating a whole class ethos and culture.
- We are incredibly nurturing and focus on praise and reward.
- We will celebrate children's good behaviour and acts of kindness and helpfulness.
- We use the rainbow, sunshine and cloud for our behaviour tracker system (*Behaviour policy is available on school website*).
- We have special certificates that we give out each week.
- We give out DoJo points to reward good behaviour.
- We will use 'Tapestry' to communicate with parents and carers.



Uniform and Presentation



- In your information pack, there are full details about uniform expectations.
- We sell uniform via our website and our supplier is Julie Clare.
- Long hair must be tied back.
- No jewellery is allowed except a small stud pair of earrings or for religious/ cultural reasons.

Forest Schools



What does a Forest School session involve?

The outdoors environment is the perfect setting to develop resilient, confident, independent and creative learners whilst also improving their health and well-being.

Weekly sessions take place in our Woodland Wonder in all weathers. This fosters both resilience and creativity. Within the sessions, children learn how to adapt and change the way in which they tackle activities in various weather conditions.

Children are encouraged to take risks and work in an area to undertake tasks which may be out of their comfort zone. Children are encouraged to investigate, explore, think critically, manage risks, take decisions, work with others and challenge themselves. This can be a huge step forward for some children – seeing their confidence grow both physically and emotionally.

The outdoors is an open-ended resource which never fails to offer awe and wonder. This encourages motivation and creativity as it offers a huge, diverse, ever changing supply of materials through the seasons.



School Meals

Every day there are 3 tasty nutritious meal choices provided by Edsential. All dietary and allergy requirements catered for.

All children in Reception, Year 1 and Year 2 are offered a **FREE** lunch.

Some children in other classes are entitled to income-related free school meals also. Other children can buy one each day if they would like a school lunch, alternatively a healthy packed lunch from home can be brought in.



Breakfast Club



Our Breakfast Club is run by school staff and operates on both sites from 8am until 8:30am at a one off cost - **£10 per term.**

Children in Reception, Year 1 or 2 can attend Breakfast Club in our Early Years and Key Stage One building on Darnhall School Lane.

Children in Years 3, 4, 5 and 6 can attend Breakfast Club in our Key Stage Two building on Sandyhill Road.

(Nursery children can attend from the age of 4.)

‘Footprints in the Forest’ – Our After School Childcare Provision

This is run by Miss Alexandra Pagonis and her team on our Key Stage 2 site on Sandyhill Road site from 3:15pm-5:15pm.

Children on the EYFS and Key Stage 1 site are walked over staff to our Key Stage 2 building.

There is an information leaflet in your pack with how to book and prices.

Contact email - footprintsintheforest.fs@gmail.com

Phone - [07873811881](tel:07873811881)

Reminder - Home and School is a partnership.

There are lots of ways to be involved. We want you to be involved.

Examples:

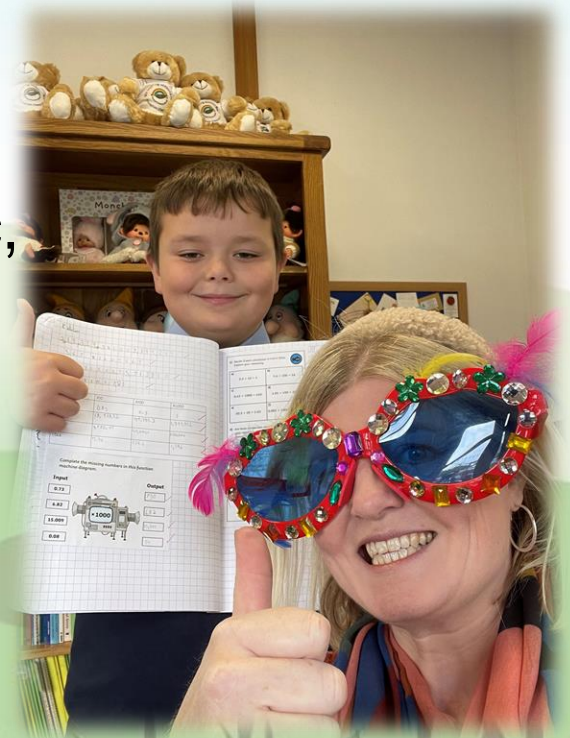
- *Reading at home*
- *Homework support*
- *Volunteering*
- *PTA 'W.A.R.M.' Group*
- *Workshops*
- *Coffee Mornings*
- *Family competitions*
- *Parents/ Carers Evenings*
- *Family days out ...*



Mrs Tomlinson's Top 5

I want your child to...

1. Feel safe, happy and loved.
2. Have friends and feel they belong.
3. Develop resilience alongside a range of academic, physical and social skills, knowledge and understanding.
4. Love their learning and achieve their full potential.
5. Become ambitious young people who have aspirations for their future.



Any questions, worries or concerns please email us:

contact@darnhall.cheshire.sch.uk

Contact details are found inside your starter pack and we are here to help. We would rather know any problems straight away so we can work with you to resolve them.

A very big welcome to the Darnhall Family – its going to be great fun learning together!

