



# Welcome



# School Development Plan 2021-2022

## 1. Effectiveness of Leadership and Management

- \* Develop middle leaders roles and responsibilities
- \* Further develop SENCO role partnerships and training
- \* Develop secure succession planning within the FGB

## 2. Quality of Teaching and Learning

- \* Further develop progress and challenge in Mathematical reasoning and skills across KS1
- \* Develop a strategy for reading skills from EYFS to KS1
- \* Improve and develop phonics provision across EYFS and KS1

## 3. Personal Development, Behaviour and Welfare

- \* Further develop the provision for supporting the wellbeing and mental health awareness for all pupils
- \* Develop PSHE curriculum to include wider links

## 4. Outcomes for all pupils

- \* Maintain high outcomes for all pupils and catch up/intervention programmes for all children
- \* Increase % of children achieving the higher standard / greater depth in Reading, Writing and Maths by the end of Y2

## 5. Effectiveness of EYFS Provision

- \* To develop the curriculum and assessment in line with the new EYFS framework
- \* Develop increased opportunities for oracy in the EYFS across all subject areas
- \* Develop closer links with parents to enhance provision and next steps
- \* Continue to develop our relationship with local Pre-school practitioners including a clear transition process starting from the beginning of the preschool school year.

## 6. Asset Management

- \* Develop the provision of WASPs and the growing need for wrap around care throughout the year.
- \* Develop the PTA and funding avenues



# Our Curriculum

- \* We use learning vocabulary with our children and encourage them to 'Grow their brains!' and to be actively involved in their learning.
- \* We also encourage children to consider the wider world through charity days or supporting local events.
- \* We use experts and visitors to help us to bring learning alive.
- \* We love to get out and about in the local community and further afield by visiting museums, forestry areas and places of interest.



# School Values

We have shared values that we harness in our school and this year we are exploring through the year and will focus on in class:

<b>Our Values 2021</b>	
<b>1<sup>st</sup> Half Autumn</b>	<b>Kindness</b> <b>Teamwork</b>
<b>2<sup>nd</sup> Half Autumn</b>	<b>Honesty</b> <b>Respect</b>
<b>1<sup>st</sup> Half Spring</b>	<b>Independence</b>
<b>2<sup>nd</sup> Half Spring</b>	<b>Resilience</b>
<b>1<sup>st</sup> Half Summer</b>	<b>Responsibility</b> <b>Compassion</b>
<b>2<sup>nd</sup> Half Summer</b>	<b>Self belief</b>



# Behaviour



Your child's teacher  
will show you more  
in their classrooms





# Communication and Parent Forum

Communication happens in many ways here at HCIS.

The newsletter is a source of information as well as the weekly updates and the school website.

Each class has a **whatsapp** group which is a very useful way to check what's going on and communicate amongst yourselves.

Each term we host an active **parent forum** which asks for feedback on many aspects of school life.

**Questionnaires** are sent periodically to collect views too.



# The Reception Year



# What your child needs in school

- \* Bookbags - welcome everyday, but particularly **Monday & Friday**
- \* Coats - every day when the weather becomes less reliable
- \* Sun hats on hot days (apply sunscreen before school)
- \* Come wearing **PE Kits on Monday and Tuesday (no ear-rings)**
- \* Named **wellies** for sand, mud kitchen and wet play
- \* Please ensure all **belongings are named** 😊
- \* Water bottle (although we have cups if you forget!) - no juice please!





# Medical Information

## \* Medicines

- \* Medical form to be completed
- \* Children shouldn't administer medicine themselves

## \* Inhalers/Epipens

- \* Medical labels need to be on the box
- \* Please ensure they are in date

## \* Sickness

- \* Please inform the School Office
- \* 48 hours for sickness/diarrhoea





# Learning and teaching in Reception

- \* Broad topics - but main focus on children's interests
- \* Daily inputs for Phonics and maths.
- \* Short adult focussed sessions daily
- \* Children continually assessed in all 7 areas
- \* Children have time to explore their interests over extended periods
- \* Adults observe and teach 'in the moment'.
- \* Observations may be recorded on Tapestry
- \* New curriculum - are child 'on track' or need support for specific things.



We have an over-arching topic for each term, however most of what your child learns will happen in their self-chosen activities

#### Communication & Language and Literacy

- Talking about our holiday news.
- Show and tell.
- Learn to orally retell 'Supertato'
- Planning and recording simple sentences
- Creating speech bubbles for characters from 'Supertato'.
- Phonics - phase 2 sounds.
- Hearing rhyme and alliteration in words.
- Creating captions and labels for characters in familiar stories.

#### Personal & Social Education

- Introducing the rules and routines
- Taking turns and sharing equipment
- Talking about how we are all unique and special
- PSHCE and regular Circle Time sessions

#### Mathematics

- Counting objects and finding the correct numeral
- Number sequencing
- Using positional and directional language
- Naming and describing common shapes and use them to create patterns and pictures
- Putting Superheroes in height order.



## Superheroes Autumn 1



#### Expressive Arts and Design

- Decorating a patch for a class quilt
- Making their superhero self
- Making Supertato and the Evil Pea
- Andy Warhol handprint paintings
- Exploring colour mixing.



#### Physical development

- Weekly PE and yoga sessions.
- Fine motor activities to develop strength and dexterity.
- Gross motor development, eg climbing frame, monkey bars, bikes, digging in the woodland area and tyre races.



#### Understanding of the world

- Making observations of plants and living things
- Planting seed potatoes
- Use of computers and I pads in the classroom
- Talking about our families and identifying similarities and differences between us



# Your child's week

Your child's week will look a little like this. Short adult sessions, lots of play based learning:

	Monday	Tuesday	Wednesday	Thursday	Friday
8.40-9.10	Fine motor activities, register, plan for the day	Fine motor activities, register, plan for the day	Fine motor activities, register, plan for the day	Fine motor activities, register, plan for the day	Fine motor activities, register, plan for the day
9.00-9.30	Phonics & handwriting	Phonics & handwriting	Phonics & handwriting	Phonics & handwriting	Phonics & handwriting
9.30-10.00	Literacy focus task and Child initiated	Focus task and Child initiated	Focus task and Child initiated	Focus task and Child initiated	Phonics/Readers and child initiated
10.00-11.10		PE & Child initiated			
11.10-11.30	Quick Maths & lunch preparations	Quick Maths & lunch preparations	Quick Maths & lunch preparations	Quick Maths & lunch preparations	Quick Maths & lunch preparations
11.30-12.30	Lunch	Lunch	Lunch	Lunch	Lunch
12.30-2.45	PE & Child initiated	Focus task and Child initiated	Focus task and Child initiated	Focus task and Child initiated	Show & tell and Child initiated
2.45-3.15	Snack, Story & home	Snack, Story & home	Snack, Story & home	Snack, Story & home	Snack, Story & home





# Phonics

- \* Daily phonics - currently Letters & Sounds - changing.
- \* Phase 1 - taught in Preschool (tuning into sounds, eg rhyme, rhythm and alliteration) will continue
- \* Introducing Phase 2 (single sounds) - enunciation video for you on Tapestry.
- \* By the end of Reception children will have completed Phase 4.
- \* All children have been assessed.
- \* Non cursive flashcards, but cursive writing modelled:

*a b c d e f g h i j k l m n o p q r s t u v w x y z*





# Reading at home

Support at home makes a massive difference!

- \* Daily reading for 5-10 minutes to/with your child. School reading books can be visited more than once - read anything!
- \* Bedtime stories - inference, recall, story structure.
- \* Phoneme flashcards - sounds and word building.
- \* First 100 high frequency words - 'rainbow words' will be shared with you shortly.
- \* Sight vocabulary has a big impact on reading confidence!



# Tapestry observations

## Log-ins:

- Please sign up if you haven't.
- If you would like additional adult login, let me know.

## Observations

Several types:

- general - give you a flavour of something we have done
- assessment - which might give you next steps
- Individual observations of your child
- parental observations - we warmly welcome these!
- Less time behind a lens - more time with your child

## Comments

- You can 'like' observations and can comment/ask questions about ones that feature only your child.



# What else do I need to know?

## Reading books

- \* Will be changed on Monday only
- \* Please sign the reading diary with any comments. We won't exchange books before you are ready

## New phonemes

- \* Sent home on Friday, as taught (3-4 each week)

## PE

- \* Monday and Tuesday

## Library/Stay and Play

- \* Library currently being refurbished, then weekly visit to borrow a book (day to be confirmed)
- \* Stay and Plays will take place - dates to be advised



- \* We will be offering future meetings and/or advice on how you can support your child further in
  - \* Phonics
  - \* Maths
  - \* 'How good are your muscles?' importance of body and hand strength for writing



Any questions?

