



**Early Years Foundation Stage  
Induction Booklet  
2023 - 2024**

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## Welcome to Westwood First School

We value all children as individuals and look forward to getting to know them and working with you to celebrate all their achievements – at home and at school – and to making sure that they have a happy and successful start to their school life.



**Our Vision Statement: 'To be the best we can be'**

**Our Principles: Equality, Dignity, Respect**

**Our Values: kindness and respect, honesty and courage, curiosity and creativity**

At Westwood First School, our vision is to enable every child to **be the best they can be**. We encourage all children to become confident, independent individuals who have a thirst for learning and achievement, compassion and understanding for others, and the courage to stand up for what is right. We are a Rights Respecting School and everything we do is based on the principles of **equality, dignity and respect**. We ensure that children's talents are nurtured and they are able to thrive so that they have the best chance to lead happy, healthy lives and to be responsible, active citizens.

We offer an exciting curriculum and a range of other opportunities through which our key values of **kindness and respect, honesty and courage, curiosity and creativity**, are developed. We want our children to play, have fun and enjoy learning. We aim to help them develop positive relationships with others, to be thoughtful, considerate and polite. We encourage them to be strong principled leaders and supportive team players, to embrace challenge and have ambitious aspirations for what they can achieve. We want them to be resilient and determined, and learn ways to cope when things are difficult. We will enable them to recognise when help is needed and encourage them to be able to ask for it so that they will be mentally and emotionally healthy and happy.

We aim to develop strong partnerships between home and school and with our local community so that children know that they are part of that community. We want them to learn about and appreciate their local environment, culture and heritage, to enjoy sports and the arts, and understand the importance of citizenship and British values. We also want to ensure that children have an understanding of the wider world, so that they respect and celebrate diversity. We want them to have an understanding of environmental issues, have the confidence to voice their opinions and know that they can help to change the world for the better.

Copies of all our policies, including Safeguarding, Positive Touch, Special Educational Needs and Behaviour can be found on our school website or a paper copy can be provided upon request.



Westwood First School is part of The Talentum Learning Trust which comprises the following academies: All Saints' C of E First School, Beresford Memorial First School, Leek First School, Rushton C of E Primary School, Churnet View Middle School, Leek High School and Westwood College. The Trust promotes high aspirations and excellence for all. Our aim is to develop a strong partnership between the academies, students, and the wider community to secure an outstanding learning experience for everyone.

### **Safeguarding Children's Welfare**

This school is committed to safeguarding and promoting the welfare of children and young people. Parents and carers can feel confident that careful procedures are in place to ensure that all staff and volunteers are suitable to work with children. We hope that parents and children will feel free to talk about any concerns or worries which may affect their child or family and that they will see the school as a safe place. Children will be taken seriously if they seek help from a member of staff.

The designated safeguarding lead is Mrs A Johnson and the deputies are Mrs K White, Mrs K Steele and Miss D Martin. The nominated governor for safeguarding is Mr I Millward. If you have any concerns or need any information, please contact us via the school office.

### **Staff List**

#### **HEAD TEACHER**

Mrs A. Johnson

#### **DEPUTY HEAD**

Mrs K. White (acting)

#### **TEACHING STAFF**

Mrs K. White	Mrs F. Lovatt
Mrs A. Thorne	Mrs N. Brazil
Miss L. Shepherd	Miss C. Rhead
Miss D. Martin	Miss E. Whitehead
Mrs S. Green	Miss H. Brown
Mrs K. Steele	

#### **TEACHING ASSISTANTS**

Miss G. Grundy	Mrs P. Swarbrook
Mrs E. Emery	Mrs. S Heath
Mrs A. Goodwin	Mrs T. Nixon
Mrs C. Wood	Mrs W. Clowes
Mrs D. Preece (HLTA)	Miss S. Beardmore
Mrs M. Hollins	
Mrs G. Dillon	

#### **NON-TEACHING STAFF**

Mrs D. Potts – Office Manager  
Mrs E. Muir – Clerical Officer  
Mr G. Johnson – Site Supervisor

### **Times of the day**

The school day for Reception is organised in the following way:

8:45am – Gates open and children come up to the classroom

8:55am – Registration/start of the school day

9:00am – Learning activities

10:45am – Snack and Break

11:15 – Phonics

11:35 – Lunch

12:30pm – 2:45pm – Afternoon Learning Activities (including a break time when appropriate)

2:45pm-3:10pm – Circle Time/ Story Time/ Drama activities

3:25pm – Home time. Please come up to the Reception classroom doors and staff will hand children over.

**Please help by waving to us when your child is at the front of the line in the first couple of weeks!**

### **Toilets**

Initially all children will be prompted to go to the toilet at given times by members of the Early Years Foundation Stage staff but they can ask to go at any time. There are integral toilets between the two Reception classrooms. Please speak to a member of the Early Years Foundation Stage staff if your child has any toileting issues that we should be aware of.

### **Our Ethos and Way of Working**

As a Rights Respecting School we believe that everyone has a right to learn and to be safe at school, and we put the UN Convention on the Rights of the Child (UNCRC) at the heart of our school's planning, policies, practice and ethos. We want all our children to be empowered to enjoy and exercise their rights and to promote the rights of others, locally and globally; and we will work together to develop and maintain a school community based on equality, dignity, respect, non-discrimination and participation. This includes learning and teaching in a way that respects the rights of both educators and learners and promotes wellbeing.

We keep school rules to a minimum but some are important to ensure that children are safe, happy and respectful of each other's rights.

Our school rules and expectations are:

#### **Rules:**

- We follow instructions
- Keep hands, feet and objects to yourself
- Speak to everyone with kindness and respect

#### **Expectations:**

- We show care and respect for each other and our school
- We listen carefully to each other and wait for our turn to speak
- We walk quietly in the corridors

We use a merit system whereby children are rewarded for a wide range of positive behaviours and attitudes, for example; trying hard with their work, being a kind friend, using good manners or overcoming something tricky. When they have received a certain number of merits they will receive a certificate to recognise their achievements. Children receive certificates for the following number of merits:

Bronze – 20 merits; Silver – 40; Gold – 60; Platinum – 80

When your child receives their Platinum certificate you will be invited to attend a special Celebration Assembly. This is a lovely opportunity for you to see them receive their award and share in their achievement.

More information about our rewards and consequences can be found in the behaviour policy on our website.

## Curriculum and Organisation

At Westwood First School our Reception staff work as a team to help each child to fulfil their potential and feel secure, happy and supported. We aim to provide a stimulating, interesting and varied learning environment in which children are encouraged to follow their own interests and learn in ways which suit them as individuals.

We cover lots of different topics, but also provide space in our curriculum to follow children's interests as they arise. Our topics currently change each half term and may include:

- All About Me
- Terrific Tales
- Amazing Animals
- Come Outside
- Ticket to Ride
- Fun at the Seaside

We also cover a range of events and celebrations throughout the year including Harvest, Diwali, Chinese New Year and Easter, as well as learning about and participating in charity events such as Children in Need or Comic Relief.

There will be a balance of adult led activities where your child will work with their teacher to learn and develop new skills, alongside lots of opportunities for child led activities which they can choose themselves and access independently. This gives children the opportunity to use and apply their new skills in a meaningful way.

## The Curriculum

Our Curriculum is made up of seven areas of learning and development. There are three Prime areas:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

And four further Specific areas:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

**Communication and Language** – The development of children's spoken language underpins all seven areas of learning and development. It is vital that children are given every opportunity to experience a rich language environment, develop skills in expressing themselves and have daily opportunities for speaking and listening.

**Physical Development** – Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. We provide children with opportunities to be active, develop their co-ordination, control and movement, and understand the importance of physical activity. It includes the development of gross motor skills such as running and jumping, and fine motor skills like threading beads and holding a pencil correctly.

**Personal, Social and Emotional Development** – Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. We support children to develop a positive sense of themselves and others, form positive relationships and develop respect for others, develop social skills and learn how to manage their own feelings, understand appropriate behaviour in groups and have confidence in their own abilities.

**Literacy** – this involves children learning to link sounds to letters and beginning to read and write. The children will be given access to a wide range of books, poems and other written materials.

**Mathematics** – this involves providing children with the opportunities to develop their skills in counting, understanding and using numbers as well as describing shapes and measuring.

**Understanding the World** – this involves providing opportunities to explore, observe and find out about people, places, other cultures and communities, and the environment.

**Expressive Arts and Design** – this involves providing opportunities to explore and play with a wide range of media and materials as well as encouraging them to share their thoughts, ideas and feelings through art, music, movement, dance, role play and design and technology.

Each area is also divided into further strands. There is a set of Early Learning Goals for each area and most children will have achieved these goals by the end of the Reception year. Some children will continue working on these goals in Year 1. If you would like to read more about the Educational Programmes and Early Learning Goals you will find additional information in the Early Years Foundation Stage Framework:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/974907/EYFS\\_framework\\_-\\_March\\_2021.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS_framework_-_March_2021.pdf)

### **The Importance of Play**

Often your child will come home and tell you that they have ‘played’. It is important to remember that play underpins the EYFS. It also underpins learning and all other aspects of children’s development. Through play children develop language skills, their emotions and creativity, social and intellectual skills.

In our Reception classes adults will provide time, space and resources to help support children in their play. They will observe play, joining in when invited and watching and listening before intervening. We value play highly and aim to provide a safe but challenging environment which supports and extends learning and development.

We have a separate enclosed outside area attached to the Reception classrooms. The children will be using this area as an outside learning environment throughout the day. If you wish you can supply a pair of old wellies in a named bag which can be left in school, although we do have some spare pairs for general use.

### **How Can You Help?**

All parents want to help their children to learn, but sometimes it is difficult to know how to help. We value the fact that you are your child’s first educator and we want to build on their experience learned at home. What you do at home makes all the difference to your child in the early stages of learning.

One of the most important things you can help with is to **develop independence**, for example; encourage your child to have a go at dressing themselves, especially socks, shoes, tights and zipping up coats. Encourage your child to come into the classroom and hang their coats up and put their book bags and other belongings away themselves.

We realise that some children find the transition harder than others, so please don’t worry if your child feels unsettled at drop off times initially. If your child does get upset, we will ask you to leave us. They will be supported and comforted in class and we find that they usually settle quickly with some reassurance from their teacher and lots of lovely activities to participate in.



There are other ways in which you can prepare your child before they start in Reception. These are the most important things that we would like your child to be able to do before starting school:

- To be able to go to the toilet unaided, remembering to flush the toilet and wash hands afterwards.
- To be able to make a good try at dressing and undressing themselves e.g. attempt to put on/take off own sweatshirts/jumpers.
- To be able to put on their coat and make a good attempt at fastening it.
- Remembering to say please and thank you at the appropriate times.
- To be able to hold and use correctly, a set of cutlery.

### **Parent Partnerships**

We believe in the importance of strong parent partnerships, and are keen to involve you in the learning that takes place in school. We use a program called Class Dojo which allows us to share activities, newsletters, home learning and class photos/ videos with parents. It is also how we record our merits and warnings. You can share photos or videos of your child's work and activities with their teacher and comment on posts.

You will also be included in your children's learning in the following ways:

- Stay and Play sessions
- Daily Supported Learning (Spring term onwards) where you will be able to accompany your child into class in the morning to help them complete short daily activities
- Parents' Evenings
- Home/School diary

### **Parent Volunteers**

If you can spare the time, we welcome parent volunteers in school. Please let us know if you are able to offer us any of your time on a regular basis as it would be very much appreciated. Parent volunteers usually work in a different class to the one that their child is in. Please speak to your child's class teacher or call in to the office if you think you can help.

## **Supporting your child's communication and language skills**

Talking is one of the most amazing skills that your child learns to master in the early years. Talking helps the child to think and by the time they are five they will probably know about 2000 words! Children talk most of the time that they are playing. They often talk to their toys or to themselves. Sometimes they pretend to be one of their toys and talk differently for each one. Sometimes they pretend to be mum or dad and copy their voices and the things they say. At other times they just think out loud or talk about each thing they are imagining. Here are some things which can help you to develop your child's communication and language skills:

1. Model language – speak clearly and slowly and face your child when speaking. If your child says a word or sentence incorrectly, rather than correct them or ask them to repeat it, just say the word / sentence back to them correctly to show you have understood. This way your child always hears the correct version. This is how children learn language.
2. Remember your language level – don't use words or sentences that your child will not understand. Speak to them using language they can understand, and explain any new words.
3. Make time to sit down with your child – even if it is just for a few minutes a day (although the more one-to-one time the better), spend some quiet time with your child, away from distractions. Look at a book together and talk about the pictures.
4. Discourage dummies – dummies can really impact on a child's ability to communicate clearly and effectively, and can lead to issues with speech sound development. If you would like any advice or support with encouraging your child to stop using these then please do speak to one of the Reception team and we can work with you on this.
5. Observe and comment – when you are playing with your child, take a step back, do not feel that you have to fill the silences, just comment on the things your child is doing so they can hear (and learn) the new vocabulary.
6. Let your child lead – let your child lead the play. This can build self-confidence and does not put pressure on them to talk and respond to the adult all the time.
7. Books, books, books – books can be used in many ways to develop language and early literacy skills. Evidence shows that children who have greater exposure to books prior to schooling often find it easier to develop early literacy skills.
8. Sing songs and nursery rhymes – songs and rhymes contain rhythm and rhyme, skills that help with speech and literacy development.
9. Feed language in, don't force it out – comment and expand on your child's words and sentences, rather than asking them to repeat words. If your child says "car", respond with "big car" or "yellow car" or "fast car". This is how children learn words, by hearing new vocabulary and linking it to the items or events they are focusing on.
10. Make every opportunity a language learning activity – if it's a trip to the shops, or bath-time, you can make every activity a language learning activity. Point to things, name them, sing a nursery rhyme, or ask a question. You don't have to set aside a specific time of day to learn language, every activity is a language learning activity.

### Supporting your child's early reading

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: Language comprehension and word reading. Language comprehension starts from birth and only develops when adults talk to their child about the world around them, the things they experience, and the books they are sharing. We encourage you to read a story with your child each night as this should be an enjoyable and special time for all concerned.

During their Reception year the children visit Leek Library when they all become members of the library, if they have not joined already.

When your child starts to bring home reading books they will be from the Dandelion, Oxford Reading and Bug Club schemes. They include a range of activities that you can do with your child. For example: practising saying specific sounds, reading words by blending sounds together from left to right throughout the word. They are encouraged to use their developing phonic knowledge to read new words.

The books also include high-frequency common words (for example 'the', 'he') which the children may not be able to decode initially. These are words that don't sound like they look and we describe these as 'tricky' words. Later in the school year we will be asking you to practise recognising and writing these with your child.

We also encourage you to spend time talking about the pictures and answer questions about the story.

When your child starts bringing home reading books, **please spend at least ten minutes every night reading** the book with them – this will help them to make much better progress in school, it will make them more confident and help with all areas of learning. Daily reading will help your child to learn better not just in Reception but in every school year.



### Supporting your child's early writing

It would be helpful if your child is starting to have a go at writing their own name. This is something they will have been working on if they attended a pre-school setting and it would be useful to encourage them to continue to practise over the summer break so that they do not lose the skill. They will have the opportunity to practise this further once they begin Reception. When you are helping your child to practise writing their name please use lower case letters rather than capitals. For example, Mark rather than MARK.

One of the key elements of early writing is to hold the pencil correctly using the correct tripod grip. This can be encouraged by using pencils which are three sided. Tripod pencils can be purchased from local shops such as Rymans.



In Reception the children will be learning to write letters using the correct letter formation, and it is this correct letter formation which will give them the firm foundations they need in order to be a successful and confident writer as they move through the school. If you are practising writing letters with your child, or if they are choosing to do it independently, please support them with forming the letters correctly as shown below. There are also videos on YouTube which model correct formation. We follow the Read Write Inc phonics programme which teaches each letter using a rhyme to help support letter formation. Your child will bring these home on a keyring.



Correct letter formation

We always encourage the children to 'have a go' at writing independently and they are always praised for their efforts. We have independent writing activities in the classroom which the children can access at any time. Initially some children will be mark making rather than writing recognisable letters to represent words. The next step in early writing is when the child recognises the initial sound in words and then uses this knowledge to write the correct letter to represent the words in their sentence. For example, "I love mummy and daddy" may be written; **i l m a d**

Usually the child then begins to recognise the final sounds in words too. For example, 'dog' may be written as '**dg**', 'cat' may be written as '**ct**'.

We encourage the children to use their knowledge of sounds to spell words. Although the words may not be spelt correctly, they have made what is called a phonetically plausible attempt. This means that they are using their knowledge of phonics to write words, rather than just copying words.



### Supporting your child's early maths

Most mathematical learning in Reception takes place through practical activities and playing mathematical games. We encourage a very "hands on" approach and use the outside area as much as possible.

The shape and space elements of the curriculum are explored in part through a range of construction activities, creative activities and model making. Sand and water play provide a fun way in which to explore capacity.

We use Numicon shapes (shown below) to provide the children with an understanding of number values and number relationships. The children learn the pattern of each Numicon shape 1 to 10. The design of the Numicon shapes helps children to see connections between numbers by manipulating and making connections using the shapes.



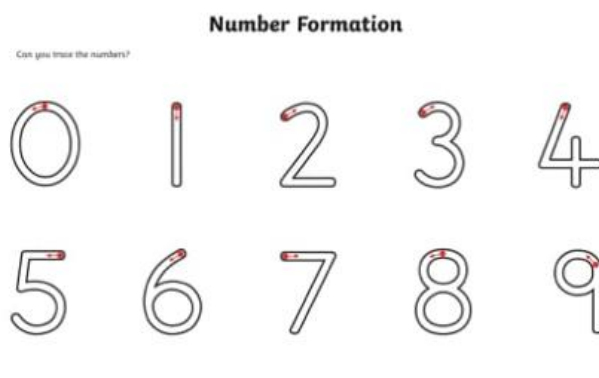
It would be helpful if you played number games with your child at home that involve counting (e.g. number snap, number dominoes, dice games). This also promotes good turn taking.

Give your child the opportunity to count a range of interesting objects (e.g. coins, shells, spoons, buttons etc.). Encourage them to touch and move each object as they count.

Once they are confident counting things that they can move and touch you can then try counting things you cannot touch or see (more difficult!). Try lights on the ceiling, window panes or jumps.

Some ideas that you could use to help number recognition are, for example, choosing a number of the week e.g. '3'. Practise counting to 3 and on from 3. Count out groups of 3 objects (3 cars, 3 bricks, 3 crayons). See how many places you can spot the numeral 3. Look for numerals in the environment, for example, at home, in the street or when out shopping.

The numbers below show the formation we use in school. Please help your child to form their numbers correctly if they choose to have a go at home.



## School Uniform

The school uniform consists of a school sweatshirt or cardigan along with a white polo shirt and either a grey skirt/pinafore dress (or blue summer dress), or grey trousers. Black shoes should be worn, not trainers. No novelty headbands or large bows should be worn. If you intend to buy new shoes for your child starting school it would be helpful if you could purchase Velcro shoes and avoid ones with laces until your child can tie them independently. **Please ensure that all items of clothing are named.**



## PE kits

On days when Reception have PE, children should come to school dressed in their PE kits. This helps to increase the amount of time available for PE and also reduces the amount of lost and forgotten PE kits. We will let you know which day they need to come dressed in their kit in September, and the day will remain the same throughout the year.

All children will need to wear the school PE kit which is:

- plain white t-shirt
- blue or black PE shorts
- black trainers (again, Velcro is preferable until your child can tie laces independently)

They will need plain black or blue leggings or joggers and a plain black or blue fleece or hoodie when the weather turns colder. The children should not wear t-shirts, shorts or leggings/joggings of other colours or with any logos or patterns on them. A reminder also that children must have long hair tied back and may not wear jewellery, including earrings, for PE lessons.



Our uniform can be bought from Supersport in Leek. You can also order on line at [www.supersport.co.uk](http://www.supersport.co.uk). Alternatively, Leek Uniform Bank is open every Thursday from 6-7pm at St Paul's Church, Novi Lane. Every item is 50p and they have uniform for most schools in Leek ranging from shirts, polos and trousers/dresses/skirts, through to sportswear, coats and shoes.

We also try to return lost property to your child and it helps us if all items are named. Name tags can be purchased from [www.mynametag.com](http://www.mynametag.com) Please put in our school ID 35811 as we can earn commission from school on any orders placed.

## **School Meals**

Daily snacks of fruit are provided in Reception and Key Stage 1 as part of the 'National School Fruit Scheme'. Please provide a **named water bottle** at the beginning of the year so that your child can have a drink of water whenever they are thirsty. These are taken home each Friday to be cleaned and should be returned the following Monday. Could you please replace the bottle as necessary.

Free daily milk will be provided until your child's fifth birthday. A month before your child's birthday you will receive an email from 'Cool Milk' explaining how you can pay and what it will cost if you wish your child to continue having daily milk – please see below for further details.

All children in Reception, Year 1 and Year 2 are entitled to a free school meal each day. However, we receive extra funding for each child registered for income assessed free school meals. So even though your child is automatically entitled to a free school meal for their first three years at school, registering for free school meals could give the school extra money – please see details at the end of this booklet.

At lunchtimes, if your child has a hot dinner they will be encouraged to use a knife and fork so it would be helpful if you could practise this at home with them too.

If you prefer, your child can bring their own packed lunch but we are unable to keep them in a refrigerated area so if the contents need to be kept cool, an ice pack should be included. Lunchboxes are stored on mobile trolleys in the classroom which are kept away from radiators and direct sunlight until needed at lunchtime.

We use an online payment system called ParentPay which should be used to pay for educational visits in all year groups and for dinner money when your child moves into Year 3 and Year 4. The login details will be given out in September and you can change the password and user name. Further details are at the end of this booklet.

## **School Milk**

If your child is currently under 5, they should already be receiving free milk under the UK Government's Nursery Milk Scheme, facilitated by Cool Milk.

When your child turns 5 or if they are already over 5, you have the option to pay for their milk. We have made arrangements with the UK's leading school milk supplier, Cool Milk, to supply milk at a subsidised cost. If you wish to continue your child's milk provision following their 5<sup>th</sup> birthday, please ensure that your **email address is included on the general information sheet in your admission pack**. The school will then register your child at Cool Milk using the same email address and your child's name and date of birth.

When they reach their 5<sup>th</sup> birthday then Cool Milk will email you for a payment if your child wishes to continue having milk in school.

A portion of fresh, chilled milk at mid-morning break provides protein, calcium and other vital nutrients, important for your child's growth and development. It's also a great way to bridge the gap between breakfast and lunch, re-hydrating your child and helping them to concentrate in class.

Should you have any queries regarding your child's registration or milk supply, please do not hesitate to contact Cool Milk directly at [customerservices@coolmilk.com](mailto:customerservices@coolmilk.com) or call 0844 854 2913.



## **Health and Safety**

### **Parking Outside School –**

Please do not block any of the school gates or park on the yellow zigzag lines when dropping off or picking up your child. The following statement has been taken from a letter issued by Staffordshire Police:

*“There are parking restriction outside the school that are clearly signposted. The police are called on a regular basis to complaints of parents parking on the single yellow line outside the school. If there is a single yellow line it means that no parking is allowed at certain times of the day, namely the busiest times, which are dropping off and picking up times. Notices are displayed near to the lines for your information. There are also ‘No Stopping’ signs on the opposite side of the road to the single yellow line. This helps to ensure the safety of your child, and as a new parent to the school we would like to thank you for your support in this matter.”*

We encourage children to walk to school where possible as it good for their health and the environment, and also reduces the amount of traffic outside school so it is safer for the children. However, if you do collect your child by car, please will you switch off your car engine whilst waiting as this will help to reduce the amount of pollution that can damage everyone’s health and the environment.

**Contact Details and School Collection** – If your child is being picked up by anyone other than yourself we need written permission to say who it is that is authorised to collect them e.g. a relative, a nursery, Westwood Kids’ Club, a childminder etc. Please include the names of everyone that you give permission to collect your child to avoid any confusion as we cannot allow your child to leave with anyone other than a person you have authorised. A form for this is in the consent booklet.

Please let us know if you move house or if any of your emergency contact details change. Sometimes we only discover information is out of date when a child is ill and we are unable to contact anyone.

To keep all our children safe the EYFS gate is locked at 8.55 a.m. so if you are late you will need to go to the main office entrance. It is important that your child is on time for school so that they do not miss out on settling-in and the first part of their activities.

**Absences** – Please phone the school office (01538 714990 – option 4) on your child’s first day of absence. There is an option to leave a message if nobody is available to take your call. We will also need an absence note/ copy of appointment letter for any child who will not be attending school for an appointment such as speech therapy, dentist etc. Please note that we are not permitted to authorise any holiday leave unless it is for exceptional circumstances. We use a text message service to contact you if your child is absent and if we have not had contact by 10.30am, then we will ask our Education Welfare Officer from VIP Education to contact you. Please ensure that your mobile number is kept up to date.

**Medicines** - Our paediatric first aid staff will give prescribed medicines only, for example, inhalers and antibiotics, if it is essential that medicines are to be taken during the school day. Medicine which is taken three times a day can be fitted in around the school day so does not need to be given at school. Please make sure that if your child is taking a prescribed course of antibiotics, they are fit enough to be in school; germs spread so quickly amongst our young children.

If it is necessary for your child to take medicine at school you will need to complete a consent form which is available from the office. If your child has asthma, it is necessary for a care-plan to be in place and an inhaler/spacer to be kept in school at all times. Once again please label carefully and ensure the medication is in date. All of our staff, including lunchtime supervisors, have received asthma and also epi-pen training, should any child require this.

Please inform us if there are any changes to, or diagnoses of, any medical conditions.

### **Free School Meals and Pupil Premium Funding**

All pupils in Reception, Year 1 and Year 2 are now automatically entitled to a free school meal but we receive extra funding for each child registered for income assessed free school meals so even though your child is automatically entitled to a free school meal for their first three years at school, registering for free school meals could give the school extra money. This extra money is called **Pupil Premium funding**.

You will also be eligible for a reduction in the cost of some school visits and uniform and, when your child goes into Year 3 and 4, you will be able to claim a free school meal for him/her each day. If you would like some confidential support with making your application please contact the office and we will be happy to help.

We use Pupil Premium money to fund a number of activities and interventions to support pupil progress and improve attainment such as:

- Additional teaching assistant time to provide additional support for interventions specifically tailored to individual need, to deliver the Better Reading Programme, Fisher Family Trust Reading Programme, Numicon Programme, Inference, Switch on Reading Programme
- Additional one to one and small group literacy and numeracy support
- Support with social/emotional needs and specific skills development
- Professional development for staff
- Support with costs of visits

So that we continue to receive this vital additional funding, please help us by applying for all your children at the school if you receive any of the following benefits:

- Universal Credit
- Income Support
- Income Based Job Seekers Allowance
- Income Related Employment and Support Allowance
- Child Tax Credit **but not** Working Tax Credit and the household income is not more than £16,190.  
**Please note:** anyone receiving Working Tax Credit, or if you have a partner and they receive it, regardless of income, will not qualify
- the Guarantee element of State Pension Credit (from 30th April 2005)
- Support under part VI of the Immigration and Asylum Act 1999

You can apply online - this is the quickest and easiest way to apply...

<http://www.staffordshire.gov.uk/freeschoolmeals/>

**Or contact the office staff in confidence and they will apply on your behalf.**

### **Service Children**

Service Personnel should ensure that the State schools, Free schools and Academies in England that their children attend are informed of their Service status before the annual school census which takes place in January each year. Please indicate on the information sheet if this applies to your child.

## ParentPay

The school uses a service called **ParentPay®** to receive payments for school meals and visits. We will send home the 'login' information during the first week of term.

### Frequently Asked Questions

- **When can I log in to my account?**

Once you have received your activation letter from school with your activation login details you will be able to activate your account and start making payments. This letter will be sent to you soon by your school.

- **Which cards can I use?**

ParentPay accepts MasterCard, Visa and American Express credit cards, and Maestro, Switch, Delta, Electron, Solo and Visa debit cards.

- **Is it safe to make payments on the internet?**

Yes. ParentPay uses leading technology to process your card transactions securely. All communication with the bank is encrypted and neither ParentPay nor the school have access to your card details.

- **How can I check that it's secure?**

Standard website addresses begin with *http*: the address for a secure site will always begin with *https*. You will also see a padlock at the bottom/top right of the screen on our login page and after you have logged into your account; never enter your card details or personal data on any web page whose address does not start *https*.

- **What about our personal information?**

ParentPay Limited, and its group companies, operate in full compliance with Data Protection Law; Including the Data Protection Act 1998 and the General Data Protection Regulation (EU) 2016/679.

The ParentPay Terms and Conditions include a Data Processing Agreement (DPA), compliant with the GDPR, which details both parties' obligations relating to Data Protection.

<https://www.parentpay.com/schools/school-terms-and-conditions/>

The ParentPay Privacy Notice, which is available to end users, provides further information on the processing activities undertaken by ParentPay.

<https://www.parentpay.com/privacy-policy/>

ParentPay will NEVER contact you by phone, email or mail and ask you to divulge confidential information like passwords or card numbers. If you are ever contacted by someone claiming to be from ParentPay, please contact us immediately on 02476 994 820.

- **I do not have a home PC so how can I use ParentPay?**

Why not visit your local library, internet café or see if you can get access to a computer at work. Alternatively ask if you can use your school's computers. Many schools have computers available for parents and will be happy to show you how to use them.

**For more information please visit [www.parentpay.com](http://www.parentpay.com)**