

**Perryfields**



**Primary**

# Perryfields Primary School New Intake Information

**Perryfields**



**Primary**

# Welcome to Perryfields Primary School

We would like to take this opportunity to welcome both parents and children to Perryfields Primary School. We look forward to working in partnership with you to ensure your child has a successful start to their school career.

This presentation will give you some of the information that you will need to prepare for your child's first year in school.

We look forward to meeting you and your children.

Kind regards,

Mrs Rudge and the Reception Team.

# EYFS Curriculum

- ▶ Our curriculum has three Key Drivers- Oracy/Speaking and Listening, Vocabulary Enrichment and Building Learning Power (BLP).
- ▶ These are bespoke to Perryfields and enable us to deliver a curriculum that is more tailored to the needs of our pupils.
- ▶ A new statutory EYFS curriculum will be introduced in September. Our Key Drivers will link with the EYFS curriculum to ensure all our pupils flourish and progress.

<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

<https://www.perryfields-pri.sandwell.sch.uk/new-intake-2020/>

# Oracy and Vocabulary Development and Speech and Language

Communication and Language is one of our prime areas of learning and has two strands;

- Listening, attention and understanding- listening in a range of contexts, and being able to respond appropriately.
- Speaking- being able to express themselves effectively.





The children will be assessed using the Wellcomm screening tool when they start school to enable staff to plan activities for their level of language development. We also offer language interventions for those children that need additional support.

The school is part of the 'Voice 21' project, a national initiative designed to improve pupils' oracy skills.

As parents, please be mindful of using positive language with your children. Avoid using words such as 'naughty' as this can harm children's' self-esteem.

# Building Learning Power (BLP)

- ▶ BLP is an approach that we use throughout the school.
- ▶ The philosophy behind it is that children do not just need to gain knowledge and understanding, but also need to learn how to be learners.
- ▶ We encourage them to develop skills such as perseverance, managing distractions and collaboration.

Resourcefulness	Reflectiveness	Reciprocity	Resilience
			
Mr Winder	Light Bulb Man	Buddy the Goody	Monty the Rubber Rainbow Mouse

# Characteristics of Effective Learning

BLP also links to the Characteristics of Effective Learning which form part of our Early Years Curriculum. The Characteristics fall under three headings;

Active Learning



Motivation



Critical Thinking



# Building Learning Power and the Characteristics of Effective Learning

The links between BLP and the EYFS Characteristics of Effective Learning are summarised below;

Reciprocity	Resilience
<b>Being fair and working together;</b> <ul style="list-style-type: none"><li>• Listening carefully to others (<i>listening</i>)</li><li>• Working well as part of a team (<i>empathy/imitation</i>)</li><li>• Sharing wonderful ideas (<i>collaboration</i>)</li></ul>	<b>Being ready, willing and able;</b> <ul style="list-style-type: none"><li>• Managing distractions (<i>absorption/managing distractions</i>)</li><li>• Being involved and concentrating (<i>noticing</i>)</li><li>• Never giving up (<i>perseverance</i>)</li></ul>
Reflectiveness	Resourcefulness
<b>Creating and thinking;</b> <ul style="list-style-type: none"><li>• Having our own ideas (<i>planning</i>)</li><li>• Making links (<i>distilling/revising</i>)</li><li>• Choosing imaginative ways to do things (<i>meta-learning</i>)</li></ul>	<b>Investigating and exploring;</b> <ul style="list-style-type: none"><li>• Finding out and exploring (<i>reasoning</i>)</li><li>• Being willing to have a go (<i>imagination</i>)</li><li>• Asking questions to investigate (<i>questioning</i>)</li></ul>

# Reception Baseline Assessment (RBA)

This is a national assessment tool that becomes statutory this September.

- ▶ Children will complete a series of short activities with an adult outside of the classroom.
- ▶ The data collected from the baseline will be used to compare our results with national data.
- ▶ We were part of the national pilot scheme in 2019.



# Daily Provision - An Example

Communication and Language (Prime Area)	Early Learning Goals	Opportunities in School
	<u>Listening, Attention and Understanding</u> <ul style="list-style-type: none"> <li>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</li> <li>Make comments about what they have heard and ask questions to clarify their understanding.</li> <li>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</li> </ul>	<ul style="list-style-type: none"> <li>Children have a daily story time and phonics lesson.</li> <li>Children have new vocabulary with dictionary definitions for all focus lessons.</li> <li>Adults model and repeat back correctly, grammatically, and will encourage those high quality interactions between children and adults.</li> <li>Adults are language radiators.</li> <li>Children are constantly encouraged to discuss, make comments and ask questions throughout the day.</li> <li>Children are encouraged to understanding between the times for active listening and active discussion.</li> <li>Children learn and practise planned Nursery Rhymes.</li> <li>Children have access to child initiated learning time and encouraged to further develop their communication and language skills with peers and adults for support.</li> <li>Daily stories read to them involving high quality texts.</li> </ul>
	<u>Speaking</u> <ul style="list-style-type: none"> <li>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> <li>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</li> </ul>	Suggested Activities to Support Language Development At Home
		<ul style="list-style-type: none"> <li>Face your child or sit down with them. Say their name before you start speaking. Talk about something you can both see in front of you. This helps them to learn what words mean.</li> <li>Use actions, sing, make noises and funny faces. Don't be shy, being a bit silly helps get their attention and makes them laugh and can encourage language development.</li> <li>Asking lots of questions can feel like it's a test. Make it a conversation. When you talk to your child comment on what they are doing and what is happening instead.</li> <li>Children need more time than adults to think about what they've heard, and to decide what to say back. Give them time to respond, and look at them while you wait.</li> <li>Turning the music, radio or TV off helps children focus on your words.</li> <li>Adding one or two words to what they say helps your child onto the next stage of talking. So, if your child says "bus" you say "Yes, a big, red bus".</li> <li>Young children often make mistakes. Show them that you understand, rather than asking them to repeat words correctly. Say the word or sentence again correctly for your child. If they say "Look at the dod", you can say "Yes, it's a dog".</li> </ul>

# The A to Z of starting school

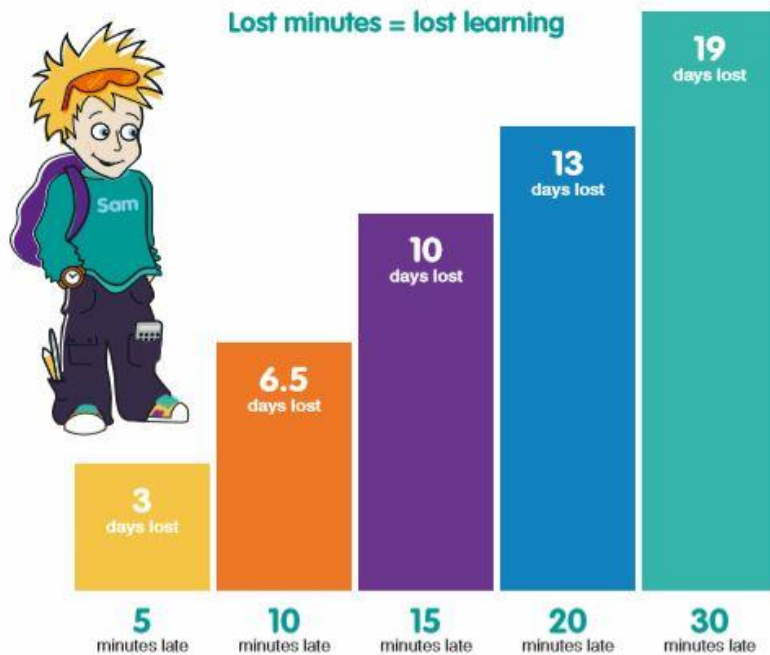
## A is for...Attendance

- ▶ Good attendance at school is vitally important and has an impact on life opportunities.
- ▶ The attendance of all pupils is regularly monitored and all holidays will be classed as unauthorised.
- ▶ Friendships will suffer, as other children make new friends and 'move on' into other friendship groups.
- ▶ Huge gaps in learning, especially in an area such as Phonics where we learn a new sound every day. These gaps get bigger as the child moves through the school.
- ▶ Confidence levels suffer. Children are not able to fully shine as they are always having to adjust to routines that are unfamiliar.

# The A to Z of starting school

## Good time keeping means ...

Making sure your child is at school and ready to learn, before the bell rings!



### Did you know?

Being 15 minutes late each day is the same as missing two weeks of school!\*

\*Over one full academic year

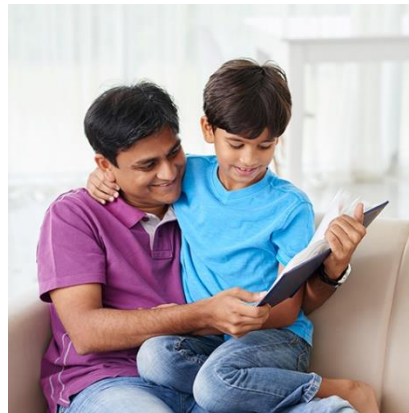
Attendance continued...

Remember that punctuality is also very important! The children need to be in their classroom ready to learn by 8.55am. As well as keeping track of each child's attendance, we also monitor how many minutes they have been late over the course of the year.

# The A to Z of starting school

## B is for...Book Bags

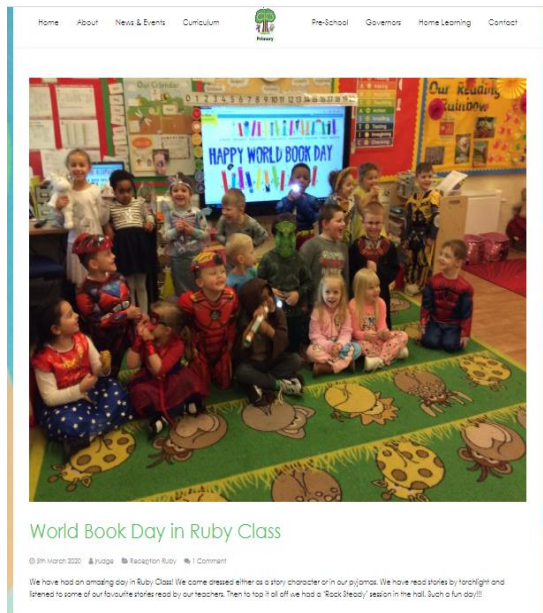
- ▶ Your child will be provided with a book bag when they start school in September.
- ▶ Please send Book Bags to school each day.
- ▶ Letters may be put in there, so check them each day.



# The A to Z of starting school

## C is for Class Blogs...

- ▶ Each class regularly uploads photographs and comments on activities that have been going on in school.
- ▶ Please check the school website frequently to have a look!
- ▶ We also welcome your comments on each blog.



# The A to Z of starting school

## D is for...Drinks

- ▶ The children will need to bring a water bottle every day.
- ▶ Please fill the bottles with water only, squash and fizzy drinks are not allowed.
- ▶ Milk is free until your child is 5. You will need to register for this ([www.coolmilk.com](http://www.coolmilk.com) or wait for a leaflet in September).





# The A to Z of starting school

## E is for...Eating

- ▶ Do not send in a snack as fruit is provided free of charge every day. We are a school that promotes and encourages healthy eating.
- ▶ When the children have settled in, they will have the option to buy toast for 25p.
- ▶ Lunch is eaten in 'The Rainbow Diner.' Lunchtime supervisors have close communication with teachers about how the children get on. We will stay with the children until they have settled.
- ▶ All children are entitled to a free school dinner. There is a range of hot and cold food, including a salad bar! Please see the website for a sample menu.
- ▶ If your child has any allergies or dietary requirements this must be brought to our attention before your child start at Perryfields.



# The A to Z of starting school

## F is for...Friends

- ▶ Personal, Social and Emotional Development, another prime area of learning. This helps them to make friends and resolve any problems appropriately.
  - ▶ Self-Regulation
  - ▶ Managing Self
  - ▶ Building Relationships
- 
- ▶ Any issues should be discussed with your child's class teacher in the first instance.





# The A to Z of starting school

## G is for...Goodbyes

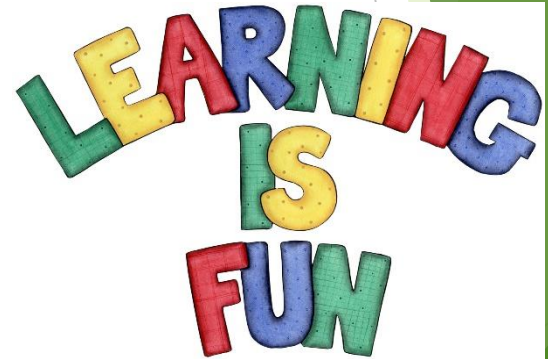
- ▶ To begin with, you will be able to bring your child into class each morning. When they have settled, we will ask you to leave them at the gate, to encourage their independence.
- ▶ At home time, you will need to wait at the gate and wait for your child to be dismissed.
- ▶ In the first few weeks, please be patient with us. There are lots of new faces for us to get used to! It's really important for us to make sure the children go home with the correct adult.
- ▶ Please let us know if anybody else will be collecting your child. We will not release them to anybody we do not know!



# The A to Z of starting school

H is for...Home Learning

- ▶ The children will be issued with a Learning Log when they start school, in which you can let us know what they have been doing, and they can work towards their next steps set by their teacher.
- ▶ We will also set fortnightly tasks that can be added to their Learning Log.
- ▶ We have a 'show and tell' session in class, where the children show their work.



# The A to Z of starting school

## I is for...Illness

- ▶ If your child has been sick or had diarrhoea in the last 48 hours, they should not be in school.
- ▶ If your child has head lice this will need to be treated before they can return to school. A letter will be sent out to all parents if a child in their class has head lice so that checks can be made at home. Thankfully we have very few cases of head lice due to the fact that parents keep us informed about any new cases and appropriate action is taken.
- ▶ Please inform the office at the beginning of your child's absence.



# The A to Z of starting school

J is for...Jumping!!!

- ▶ The children are given many opportunities for physical activity, not just in PE lessons but in all subject areas.
- ▶ Physical development is another prime area of learning.
- ▶ The outdoor area is always accessible, with equipment and activities linked to the theme of the week.



# The A to Z of starting school

## K is for...Key Person

- ▶ Each child will have a member of staff as their Key Person.
- ▶ They will take part in group activities with their Key Group.
- ▶ The aim is that the children feel they have a special someone in school, as well as enabling them to work in a group that is not based on ability.
- ▶ We set up the Key Groups when the children have started to settle in to school.



# The A to Z of starting school

L is for...Learning Journeys

As much of the learning in Reception is practical and hand-on, we use Learning Journey books to record their progress.

In your child's Learning Journey, you will see a range of their own work, observations recorded by staff, photographs and post-it notes of their comments and achievements.

We also welcome contributions from home on 'Wow Slips' for you to let us know about any wow moments at home.

# The A to Z of starting school

M is for...Money

- ▶ We are now a 'cashless school.'
- ▶ Any payments that need to be made can be facilitated through 'Parentmail' (further details to follow.)



# The A to Z of starting school

## N is for New Children

- If your child does not attend Perryfields Pre-School, we will be speaking to their current Nursery or Pre-School setting. This will enable us to find out about their interests and attainment in each of the seven areas of learning. We will arrange visits to your child in their setting later in the summer, depending upon Covid-19 restrictions.





# The A to Z of starting school

## O is for Outdoors

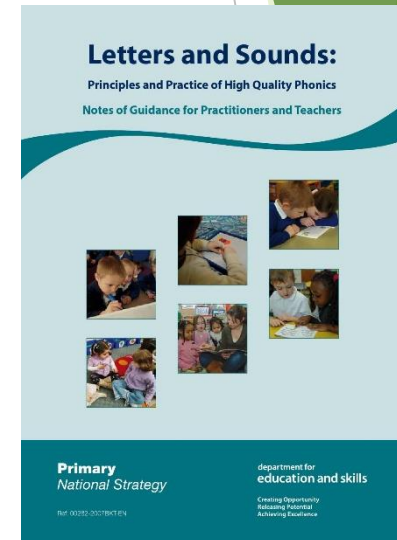
- ▶ The outdoor area is an extension of the classroom.
- ▶ We go outside as often as possible, so please make sure your child is suitably dressed for the weather.



# The A to Z of starting school

P is for...Phonics!

- ▶ Children take part in phonics sessions on a daily basis, learning how to listen for sounds to begin with, building up to spelling and reading words using their phonic knowledge.
- ▶ The children are then encouraged to apply their phonics knowledge in all areas of the curriculum.



# The A to Z of starting school

P is also for...POSH and PTFA!

- ▶ POSH stands for 'Perryfields Out of School Hours' and is the name of our 'wrap-around' provision.
- ▶ Please see the website for further information, including fees.
- ▶ If your child will be using POSH on a regular basis, we can set up a communication log so that you are able to have daily communication with class teachers if needed.
- ▶ We are always keen to invite parents to form part of our PTFA to help with fundraising events in school. If you are creative, fun and would like to help us to raise funds to help the children in school, then please let us know. The more the merrier!

# The A to Z of starting school

P is also for...Play

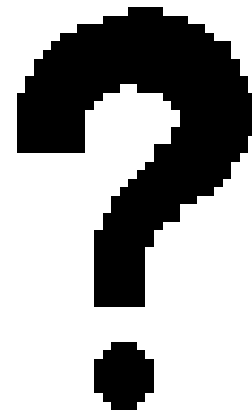
- ▶ At the heart of EYFS.
- ▶ Play is how children learn best.
- ▶ “What have you done at school today?”  
“Play”= the right response!



# The A to Z of starting school

Q is for...Questions

- ▶ Children have lots of questions- it is how they learn.
- ▶ Always try to answer their questions, or even better, encourage them to find the answer themselves!



# The A to Z of starting school



## R is for...Reading

- ▶ In school, your child will read as part of a whole class, a group, or on an individual basis every day.
- ▶ Your child will bring home 2 reading books per week to share with you. We also have a class library box.
- ▶ Reading really is the most important activity you can do with your child, so please aim to spend 5-10 minutes doing this every day. Little and often works best!

# The A to Z of starting school

S is for...Speech and Language

- ▶ If your child has a speech programme already, or if they are identified in our screening programme, they will be fully supported in meeting their targets in school.
- ▶ We are unable to refer children to the Speech and Language Team as a school- this is something that only parents can do. If we feel they would benefit from some intervention, we will have that conversation with you as soon as possible. We will provide you with a contact number for the FASTA team (Faster Access to Sandwell Therapy Assessment.) It is really important to make that call as a matter of urgency as the waiting list is so long.





# The A to Z of starting school

T is for...Toilets!

- ▶ The children might be at very different stages in using the toilet confidently. Please let us know if they will need help in any way.
- ▶ If your child has a tendency to have 'accidents', please provide a spare set of clothes to be kept on their peg.
- ▶ Any clothes that your child has grown out of would be much appreciated as we always need spares!





# The A to Z of starting school

T is also for...Tapestry

- ▶ Tapestry is an online learning journal that we use to record the achievements of the children.
- ▶ As parents, you will also be able to add photographs and comments from home.
- ▶ You will be able to access your child's learning journal through an app on your phone or tablet.
- ▶ There will be a workshop in the Autumn to provide you with key information.



# The A to Z of starting school

## U is for...Uniform

- ▶ Uniform can be purchased from Oakes', Clive Marks or Somal Fashions.
- ▶ PLEASE put names in EVERYTHING! 30 green jumpers in one room can get very confusing if they are not named!
- ▶ Children must wear shoes, not boots or trainers.
- ▶ Earrings must be studs and have to be removed for PE, so if you do want to get your child's ears pierced, please do so at the start of the summer holidays so that they will be healed in time for September.
- ▶ Remember that in Reception, we do not expect uniforms to be pristine- over the course of the day they will be painting, colouring, gluing, eating, running around outside, writing etc!

# The A to Z of starting school

## V is for...Virtual Workshops

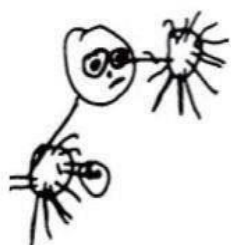

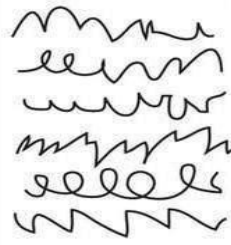



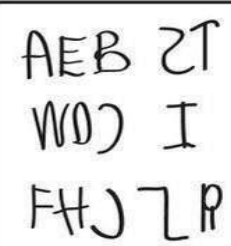
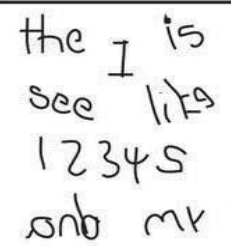

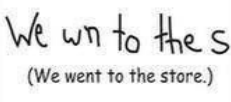
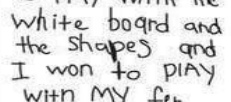
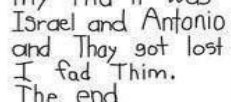
- ▶ We offer regular workshops, both remotely and in person when possible, for parents to attend to help you to support your child.
- ▶ These include Phonics, BLP, the use of Tapestry and how to support children with reading at home.
- ▶ We encourage parents to come to as many workshops as they are able to. The impact on a child's progress is huge when they receive support from home in addition to their learning in school.

# The A to Z of starting school

## W is for...Writing

- ▶ Writing is a process that begins with talking about ideas, then 'pretending' to write, until eventually children have enough knowledge of letters and sounds to start to produce writing that can be read.
- ▶ It is a long process for some, but is supported by giving children confidence in their efforts.

# The A to Z of starting school

HeidiSongs' Chart of the Developmental Progression of A Child's Writing			
 <p>1. Pictures</p>	 <p>2. Random Scribbling</p>	 <p>3. Scribble Writing (Written in linear fashion to mimic real writing.)</p>	 <p>4. Symbols That Represent Letters</p>
 <p>5. Random Letters (No relationship between sounds of letters and what the child is trying to say.)</p>	 <p>6. Letter Strings (Progresses from left to right and top to bottom when the child "reads" his writing.)</p>	 <p>7. Letter Groups (The groups have spaces in between to resemble words.)</p>	 <p>8. Environmental Print (Child copies print found in the room, often without knowing what the words are.)</p>
 <p>9. Beginning Sounds (Child begins to write simple sentences using sight words and just the beginning sounds of words.)</p>	 <p>10. Early Inventive Spelling (Includes the same elements as the previous level, but with more consonant sounds represented and spaces between words.)</p>	 <p>11. Inventive Spelling (Has the same elements as the previous level, but with more sounds per word written, including the vowels. Some conventional spelling patterns may appear.)</p>	 <p>12. Transitional Writing (Includes all of the previous elements, plus some real spellings of words with silent letters and other spelling patterns. Punctuation is beginning to appear.)</p>

# The A to Z of starting school

X is for...X-Rays!

- ▶ Hopefully nothing that serious, but your child will have certain medical checks whilst they are in school, e.g., hearing, vision, height and weight
- ▶ Please keep us informed of any medical conditions or allergies that your child has.
- ▶ If your child has a bump at school, we will send home a note telling you the details and how it was treated. For head bumps, we will make a courtesy call home.
- ▶ If you would like to speak to the school nurse, let us know and we can make a referral on your behalf.

# The A to Z of starting school

Y is for...You!

- ▶ You are your child's first teacher, and any help you can give them in their learning will make all the difference to their progress.
- ▶ We welcome comments about things your child has achieved at home. They help to build up a picture of your child.

# The A to Z of starting school

Z is for ZZZZZZZ!

- Your child will no doubt be exhausted after their first few weeks in school, and might even be asking to go to bed early! Don't worry, they have just been experiencing new routines and meeting new people.





# Any Questions?

We pride ourselves on being approachable here at Perryfields, so if you ever have any concerns, please feel free to come and chat to us about them.

Please feel free to email Mrs Rudge with any queries.

[office.admin@perryfields-pri.sandwell.sch.uk](mailto:office.admin@perryfields-pri.sandwell.sch.uk)

