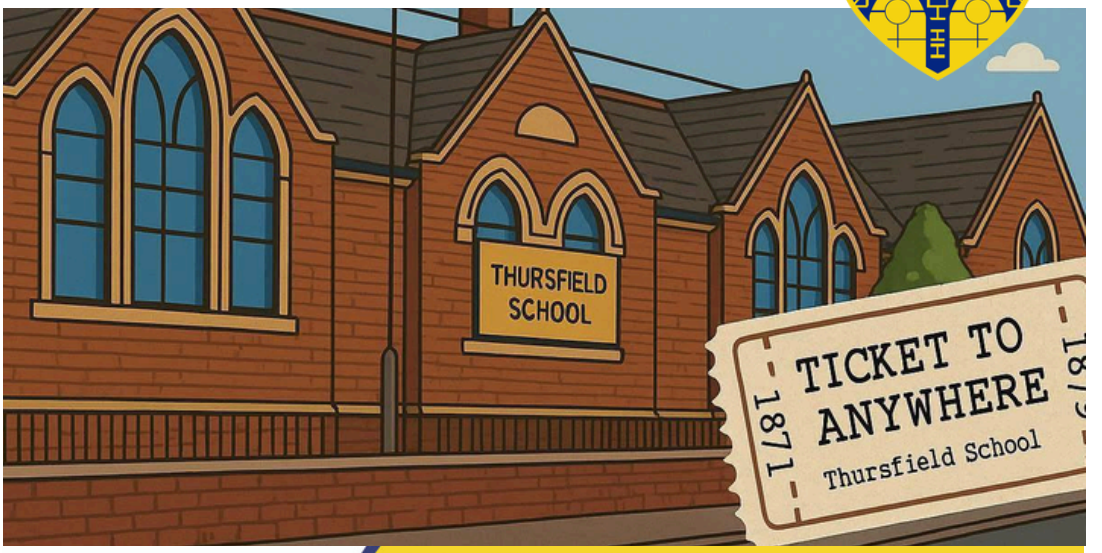
Thursfield Primary School

We Care, We Share, We Dare to Dream





Reception Parent Information

THE CREATIVE LEARNING PARTNERSHIP TRUST

Headteacher's Welcome

On behalf of the children, staff and Governors, I would like to warmly welcome you to Thursfield Primary School.

We are a village school which prides itself in creating a happy, caring, family atmosphere where everyone is encouraged and inspired to achieve their potential and develop a love of learning. Children lie at the heart of everything we do and every decision within the school is made by firstly considering what is in the best interest of our children.

Thursfield Primary school is a unique and creative environment. We believe that our school is an inspiring place which energises learning and encourages children to develop an enquiring mind, a desire for knowledge, high personal expectations, understanding and respect for others. We recognise that strong self-esteem is essential in enabling our children to lead happy and successful futures and we aim to ensure that our pupils leave us as caring, happy, confident and adaptable young people, equipped with good academic skills, an enthusiasm and passion to continue developing their learning and good social skills.

We believe we have a unique combination of features here at Thursfield Primary School which makes it a wonderful place to educate children, where all members of the community work in partnership to achieve the very best for every child.

At Thursfield children feel valued and parents are welcomed as partners in their child's education. The most effective education is achieved when teachers and parents work together in a genuine partnership which results in all children being proud of their work, personal achievements and their own school.

We look forward to working with you and your child and welcoming you to our special school.



Mrs L Bradbury

Head teacher



Early Years Foundation Stage

Thursfield's Curriculum for Champions is a concept-driven curriculum, where knowledge and skills are embedded and deepened through progressive and sequential teaching and learning, which is inspiring and engaging to empower all children for future success in Modern British Life. Within our Early Years, we provide a solid foundation for the curriculum, allowing children to fill up their suitcase before beginning their Thursfield journey with their 'ticket to anywhere'.

Using our school motto, 'We Care, We Share, We Dare to Dream', we ensure that each of the seven key features of effective practice are met within our Early Years.

We Care

We understand that starting school can be a big step for little people. We provide high quality care to ensure that children settle within their new environment. The prime areas of learning are central to our everyday teaching, ensuring that all children are ready to take their next steps towards learning. Our effective practitioners provide the best for every child, ensuring that all children are given an equal chance to succeed, regardless of their starting point. We narrow the gap for our disadvantaged children through our high quality care and curriculum.

We Share

We develop strong, respectful **partnerships with parents** through effective transition, regular communication and high engagement. We use Tapestry, an online journal, to allow both school and home to share and celebrate achievements and learning. We use **assessment** to understand what each child can do and how we can deepen or extend their learning. We share these successes with parents, governors, and the children.

We Dare to Dream

Our carefully planned, ambitious **curriculum** allows children to build on their knowledge and experiences over time. It is bursting with language, which is consistently modelled, and new vocabulary is taught to encourage rich language development. Effective **pedagogy** is a mix of different approaches, from play to observation to guided learning. We carefully organise an enabling environment which provides a careful balance of high quality play experiences and effective guided learning. As the children progress through Early Years, the need for more guided learning increases which aids their transition to KS1. We promote the development of **self-regulation and executive function**, allowing regular opportunities for children to focus their thinking, persist and plan ahead.



Early Years Foundation Stage

Our Early Years team provide a nurturing and safe environment which supports our ambitious, coherently planned, sequenced curriculum. The curriculum allows for spaced retrieval which ensures children develop their knowledge and understanding through experiences they will encounter over a period of time. The knowledge we will teach has been chosen to allow children to acquire key skills. Skills can be learnt through observation, experience and instruction and our curriculum provides opportunities for all three elements of acquisition as well as lots of independent practice.

Resources are carefully chosen to meet the needs of all children and to promote learning. Children are given time to discuss and explore new learning, with regular opportunities to effectively communicate with each other and staff. Books have been carefully chosen to introduce new ideas, concepts and vocabulary. When reading new or familiar books, staff will read in a way which excites and engages, promoting a love of reading and literature. Children are taught to read and write through expert teaching of a systematic, synthetic phonics programme, Little Wandle; children practice reading through books which match their phonic knowledge.

Each of the seven areas of learning have been carefully planned to allow children to build on prior knowledge and experiences throughout their Early Years Journey. Each area allows children to progress through our curriculum, developing in depth knowledge and key skills in order to fill their suitcase at the end of Reception, achieve the Early Learning Goals and be ready to continue on their Thursfield journey with their 'Ticket to Anywhere'.

We understand that children's development and progress is not always linear, staff have expert knowledge to allow them to understand each child's personal next steps to aid their development and progress throughout the year. We carefully plan the environment and enhancements, using ongoing staff assessment to drive this. Through constant communication, all staff can confidently talk about what has been provided and why.

TAPESTRY
ONLINE LEARNING JOURNAL

We're teaching every child to read with Little Wandle Letters and Sounds Revised
A complete SSP validated by the Department for Education
Little Wandle LETTERS AND SOUNDS REVISED

Ticket To Anywhere
Thursfield Primary School

Early Years Foundation Stage

Below are the educational programmes taken from the Statutory Framework for the Early Years Foundation Stage (2023). We plan our curriculum based on the statutory framework, ensuring what we teach enables children to succeed within Reception and beyond.

Communication & Language

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

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. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.



Early Years Foundation Stage

Physical Development

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Literacy

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 (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

Mathematics

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

Early Years Foundation Stage

Understanding the World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Expressive Arts and Design

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.









Starting School

Transition

We visit nursery settings to get to know your child before they start school. We also take the opportunity to speak to their current key worker. This is a valuable visit for us to get a brief insight into their current development. We will arrange a home visit if your child doesn't attend a nursery setting.

We plan a series of taster sessions for children and parents to attend during the summer term prior to starting school.

During these sessions children will get to know each other, they will become familiar with the classrooms and outdoor spaces, and they will take part in fun activities with their teacher. Parents will have the opportunity to meet each other and to ask questions to staff as they arise.

If you have any questions prior to these sessions or want to discuss anything with your child's new teacher then please email school at office@thursfield.staffs.sch.uk and we will get back to you.

There are lots of things you can do to prepare for starting school. Please see our 'Getting Ready for Reception' leaflet for more information.



Starting School

School starts at 8:45 and a member of the Early Years team will open the door at 8:35. We encourage children to come into school independently, find their peg and sort out their belongings. A member of staff will always be available should you need to discuss anything before or after school. Or you can pop a message in the diary for us, we check these daily.

We take part in a variety of activities throughout the day to support our learning, both indoors and outdoors; coats need to be in school every day to allow us to do this. Sometimes uniform gets a little messy, this is just us learning in a creative, fun way.

We enjoy snack during the morning and this is available to purchase from school (via Arbor) or you are welcome to provide your own in-line with our healthy snack policy. Lunch time is spent in the dining hall and then on the playground. Reception children are entitled to a very tasty free school meal with plenty of choice each day.

We take part in welly walks each week, so ask that a pair of named wellies are left in school at all times. They are also useful for outdoor play. Children need their own named water bottle in school each day.

Home-School planners will be given at the start of the year and need to be brought in every day. Letters, notices, books and words will be placed in here, another great way to communicate with you. Please use the planner to communicate appointments, reading at home, notification of someone different collecting or attending a club plus any other concerns or queries.





Starting School

Home - school agreement

We ask you and your child to sign a home - school agreement with us. We take this very seriously as we feel mutual support is of huge importance.

School Bag

It is important that your child brings a bag to school everyday. We will use this to send home your child's planner with any messages and letters from the Office. A book bag is ideal for this or a rucksack big enough to fit an A4 sized folder in.

When children first start school, a change of clothes should also be sent in case of any accidents. We like to keep a bag of spare clothes on their pegs just in case they have a toileting accident or get muddy outside and need a change of clothes.



Toileting

We have access to our own Reception toilets which the children are free to use as and when they need to. We regularly remind children to go to the toilet, especially before we are going out to play or for lunch. Accidents do sometimes happen and we encourage children to change themselves, if they need more support then we will offer to help with two members of staff present. If this is not possible or your child needs more intimate support then we will give you a call. Please encourage your children to use the toilet independently over the summer to prepare for Reception, including flushing and washing hands.

Free School Meals



All children from Reception to Year 2 are entitled to a free school meal. They are able to have a choice of a hot lunch or a sandwich meal.

Due to other entitlements, if you are in receipt of any of the following benefits, please contact the school office before September in confidence:

Income Support
income-based Jobseeker's Allowance
income-related Employment and Support Allowance
support under Part VI of the Immigration and Asylum Act 1999
the guaranteed element of Pension Credit
Child Tax Credit (provided you're not also entitled to Working Tax Credit and have an annual gross income of no more than £16,190)
Working Tax Credit run-on - paid for 4 weeks after you stop qualifying for Working Tax Credit
Universal Credit - if you apply on or after 1 April 2018 your household income must be less than £7,400 a year (after tax and not including any benefits you get)

Children who get paid these benefits directly, instead of through a parent or guardian, can also get free school meals.



Uniform



Reception Girls

Navy/Gold Cardigan or V Neck Jumper
Pale Blue Polo Shirt
Grey Skirt/Trousers/Pinafore
Grey Socks
Black Shoes



Reception Boys

Navy/Gold V Neck Jumper
Pale Blue Polo Shirt
Grey Trousers
Grey Socks
Black Shoes

KS1 - Year 1 and 2

Children can choose between the Reception uniform or the Year 3 to Year 6 uniform



Year 3 t o Year 6 Girls

Navy/Gold Cardigan or V Neck Jumper
Pale Blue Shirt
Grey Skirt/Trousers/Pinafore
Grey Socks
Black Shoes
School Tie



Year 3 to Year 6 Boys

Navy/Gold V Neck Jumper
Pale Blue Shirt
Grey Trousers
Grey Socks
Black Shoes
School Tie



Uniform

At Thursfield we pride ourselves on how smart our children look in their uniform. We are often complimented on how nice they look and how well they behave. Our uniform suppliers are Smart 01782 633003 or Badged 01477 500504. Both do online ordering.

Please make sure all uniform is clearly labelled with your child's name and class in an indelible ink.

Hair

Long hair should be tied back, and fashion haircuts should be avoided. We do not allow hair gel for health and safety reasons.

Jewellery

We don't encourage jewellery to be worn for health and safety reasons. If earrings are to be worn, they must be a small stud that your child can take out by themselves as we don't allow jewellery to be worn during P.E.

If you are thinking of having your child's ears pierced, remember it is at least six weeks until they can be taken out. That's a lot of P.E. to miss!

Coats

A coat should be brought into school every day (the Great British weather can't be trusted!). Please make sure this is named.

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Footwear

Shoes should be suitable for running, climbing, jumping etc… Laces should only be worn if children can tie them independently. We would like all children in reception to have a pair of named wellies in school at all times.



PE Kit



Boys and Girls throughout school

Thursfield Gold P.E. Top
Navy or Black Shorts
Black Pumps



If the Thursfield jogging suit is purchased, it may be worn all day on the day your child has PE. If it is not purchased then they need to come to school in normal school uniform and change for PE.



Thursfield Jogging Bottoms
Thursfield Hooded Top

Sickness and Absences

Allergies and Health Problems

If your child has any allergies or health problems, please tell us so that we can be prepared. Please provide contact numbers for your child. We welcome as many contact details as possible in the order you wish them to be telephoned. All members of staff are aware of children will allergies or health problems across the school.

Contact Telephone Numbers

If you change telephone numbers please ensure you inform the school office so that records can be updated. This is especially important in case of any emergency. Please include more than one contact incase we cannot get hold of you during an emergency. Please also keep an up to date email on the school system as we send communications via email.

Illness

If your child is ill and cannot attend school, please contact the office before 9.30am on the first day of absence. When your child returns to school, please write a note in their planner explaining the reasons for absence.

Holidays

As a school, in line with Government directives, we cannot authorise any holidays during term time. Any holiday absence may be subject to a fine unless there are mitigating circumstances. Should you decide to take your children on holiday during term time, please collect and complete an absence notification form from the school office. Any holiday will be marked as an unauthorised absence and will affect you child's attendance record.

Taking your child out of school will put them at a disadvantage and will have an influence on their attainment.

Please Remember...

All children are individuals and have different interests. Always be encouraging, but do not put too much pressure on your child to achieve certain targets. We all have different strengths and weaknesses, which is why at Thursfield we aim to develop the child as a whole.

Most importantly, if you have any worries or concerns, even those that seem too ridiculous to mention, please speak to your child's teacher or the Head Teacher. Sometimes the simplest things that seem nothing to an adult can be a huge problem to a child.

We may not always have all the answers, but we can assure you that we listen and do our very best to help.

We operate an open door policy and are always willing to listen.



Headteacher:

Mrs E. Bradbury

Deputy Headteacher:

Mrs S. Bennett

Contact Us

Chapel Lane

Harriseahead

Stoke-on-Trent

ST7 4JL

School Office Hours: 8:30 - 3:30

01782 512301

office@thursfield.staffs.sch.uk

@thursfieldprimary

@ThursfieldPS

School Website:

www.thursfield.staffs.sch.uk

The school website holds all our policies and other information