

**New Intake Information 2025/2025**

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**Discussions with parents**

Home visit appointments will be arranged for you to have a chat with the class teacher so that you can tell us a bit more about your child before they start school. We also see this as a great opportunity to meet with your child in their own setting where they are at their most conformable and relaxed. This gives teachers a great insight into their personalities so we can ensure the best start for them.

**Play Date Visits - Summer term 2024**

We ask that children and parents enter via the KS1 gate (along the path on the left when facing School Reception), where you will be greeted by a member of staff 5 minutes before your child’s session begins and walked to the Reception Classroom doors. On the first Play Date, you are welcome to walk your child into the classroom, on the second Play Date we ask parents to drop their child off at the classroom door.

The children will then meet staff and some of the other children and have an opportunity to explore the learning environment. Parents should collect the children from the same point at the end of their session.

**Starting School in September**

Monday 3rd & Tuesday 4th September 2024 INSET Days - no children in school

Wednesday 5th September 2024 – School open to ALL children

**School procedures for children**

* 8:45am - Gates are opened to the playground. For the first 3 weeks, parents will walk their child onto the KS1 playground and wait with them whilst they line up with their class teacher to support that initial transition. We will then reduce the support by having parents drop off their child on the playground and then leaving them to line up with their class teacher. Eventually, the children will be dropped off at the gate with all the rest of the KS1 children. We will inform you and the children of these changes in drop off as they happen.
* Children will be responsible for hanging up their coat and bag (containing spare pants and socks for any ‘accidents’, having a spare pair of bottoms is also useful) and then putting away their water bottles. Their mid-morning healthy snack should be put in their bag for them to get when it is snack time. We will also have fruit available in school for them to have.
* Coat pegs will be labelled with the child’s name and picture starting with the initial sound of their first name for early identification and the water bottle station will have their names on in their family groups.

**Home reading**

* Once the children are settled in school, the children will be able to choose a book from the library to take home and read, this is to be brought back on library day every week so that they can choose a new one.
* Once the children start to progress through the phonics scheme, they will be given a Reading Record (we will inform you of when this happens). It is helpful if the person who has heard the child read is able to make a comment about the child’s reading, however a signature is sufficient. The children should be aiming to read at least 5 times a week.
* Eventually, your child will receive a reading scheme book that will be changed at school every 3 days. This reading scheme book will be pitched at the appropriate reading level for your child. It is important that you share these books with your child at home, but it is also beneficial for children to read other material too such as comics, library books, newspapers, child’s own favourite books and text in the environment. Please don’t depend too much on the scheme book - it is only one tool for learning to read.

Further information regarding this will be sent home via Class Dojo when your child starts in September.

**Home/school communication**

It is helpful if notes, consent forms or letters are handed to adults on drop off or collection. School letters may be put in book bags throughout the week so please remember to check your child’s bag daily. We also use Class Dojo to send out any messages & notices to parents/carers.

**Assessment**

Assessment plays an important part in helping parents, carers and practitioners to recognise children’s progress, understand their needs, and to plan activities and support. Ongoing assessment (also known as formative assessment) is an integral part of the learning and development process. It involves practitioners observing children to understand their level of achievement, interests and learning styles. Our assessments then shape the learning experiences we offer to each child. Within the first few weeks of the children joining, we will baseline them so that we know where each child comes in at. Practitioners will address any learning and development needs in partnership with parents and/or carers. Parents will be asked to contribute to children’s online learning journals by sharing children’s experiences or achievements from home. Children will be able to take home ‘Shining Star’ templates which will be for parents or family members to fill out when your child has done something which deserves a special mention. These will then be celebrated in class and put on their Shining Star Wall to show everyone their achievement!

**Learning in Reception**

At Curdworth Primary, children are exposed to a range of teacher led activities, independent activities and exciting challenges. Our learning environment is organised into different learning areas and children are encouraged to be active learners, inside the classroom and outdoors.

**Structured teacher led activities:**

* Songs and nursery rhymes (please keep these up at home).
* Phonics games - learning sounds through songs and activities to enhance reading and writing.
* Number songs, number games and counting activities.
* Music and sound making alongside books and songs.
* Show and tell sessions - sharing home learning, news and favourite books.
* Story sessions in small and large groups.
* Planned creative activities.
* Scientific investigations and exploration through a variety of activities.
* Food technology
* P.E. sessions - indoor and outdoor involving games, apparatus work, gymnastics and dance.

**Independent activities with teacher intervention**

The classroom is set up in a way which allows children to make independent choices about their learning. A range of opportunities are available in each area and learning is extended by adult presence, modelling the learning opportunity, questioning, being a participant, or taking on a role.

**Classroom learning areas**

* Mathematics area
* Reading area
* Writing area
* Phonics area
* Fine motor skills
* Understanding The World (topic) area
* Creative/painting area
* Construction area
* Small world area

**Outdoor area**

It is a requirement that all foundation stage aged children have access to the curriculum indoors and outdoors. We have a covered area immediately outside the classroom, which enables children to move freely between the two environments. With the addition of shutters, this area is available to children all year round and has extended the learning environment greatly.

**Open door policy**

We promote a positive home/school partnership and encourage parents/carers to speak to us about how things are going for their child. If you need to speak to a practitioner for any reason, we are usually available straight after school.

We are very excited about your child’s future at Curdworth Primary School and look forward to working with you.

Best wishes,

**Miss McNerlin & Miss Gibbs**

**Reception Teacher & Early Years Lead**

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