



Foundation Stage 2

Parent/Carer Welcome Pack

2024-2025



*Working Together to **ACHIEVE** Great Things!*

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Welcome

My name is Mrs Kitchen and I am the Head Teacher for the school.

I would also like to take this opportunity to introduce the school's Deputy Head Teacher; Mrs Cliff.



On behalf of all the staff at Herringthorpe Infant School; I would like to give you a very warm welcome! We are really looking forward to your child joining us in September and to welcoming your family into our community.

We always aim to make transition an exciting and enjoyable experience, giving our new children the best possible start. This booklet has been designed to give you information regarding your child's next steps and to hopefully make you feel more at ease. We appreciate that starting school can be a daunting time for not only children but for parents and carers. Please feel reassured that the team at Herringthorpe Infant School are supportive and dedicated to your child's learning journey. Our school is committed to enabling your child and the school community to **ACHIEVE**.

Our provision, policies and carefully planned curriculum; are all based around developing your child's:

Aspiration

Curiosity

Health

Independence

Excitement

Values

Our curriculum design ensures that we equip your child with the skills and knowledge to...

Excel

School Aims

We aim to provide the highest quality education for the children of Herringthorpe Infant School in an environment and atmosphere where everyone is a valued member.

We aim to ensure that children are the best that they can be through high quality learning and teaching and a relevant, varied and inclusive curriculum.

All members of our school community take responsibility for their own and others' learning. Children themselves contribute to and reflect upon their own learning, so they can be lifelong learners.

We aim to develop the school community's understanding of their rights and responsibilities and through promoting British values help them be, responsible, successful, global citizens.

Our Welcome Pack

Your welcome pack has been designed to enable you to learn about our setting prior to your child starting with us. It is also a way for us to learn about your child and family; ensuring the smoothest transition possible. There are some additional documents in the pack for you to complete and return to school as soon as possible. We are very excited to read all about them!

If you have any further questions regarding your child starting school; then please do not hesitate to get in touch with a member of the school team. I am very much looking forward to meeting you all and embarking on your child's learning journey.

All the staff at Herringthorpe Infant School are looking forward to seeing you in September; Let the adventures begin!

Kindest Regards,

Mrs Kitchen

Head Teacher

EYFS Leader Introduction



My name is Mr Klair and I am the EYFS Leader for Foundation 1 and 2 pupils at Herringthorpe Infant School. I have over 10 years' experience working in early years with a distinction in my PGCE qualification. I believe that children learn best through a balance of child-led activities and adult interactions. Our EYFS unit is set up to give children the best possible chance to learn and grow independently, giving them the chance to explore their interest and gain self-belief and confidence with the aid of open-ended resources. Children learn best through play.

I also believe that communication is a vital area of a child's development. I feel that by giving the children time and space to express themselves, we create a solid foundation for children to build their social interaction skills. We encourage circle time discussions and offer experiences such as egg hatching to create curiosity within the children and spark those meaningful conversations. As a team we encourage parental engagement and enjoy dialogue with parents about your child's learning and any other aspects that we are able to help with.

Kindest Regards,

Mr Klair

EYFS Leader

Our EYFS Provision

Curriculum

EYFS Statutory Framework

Our early years setting follows the curriculum as outlined in the 2021 EYFS statutory framework.

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. However, 3 areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The prime areas are:

- Communication and language

- Physical development

- Personal, social and emotional development

The prime areas are strengthened and applied through 4 specific areas:

- Literacy

- Mathematics

- Understanding the world

- Expressive arts and design

Children are provided with a range of rich, meaningful first hand experiences in which children explore, think creatively and are active. We aim to develop and foster positive attitudes towards learning, confidence, communication and physical development.

As a team, we use our EYFS Long term Document (this is a working document that is amended as the year progresses to meet the needs of individuals and classes), this links such things as key texts, cultural capital, assessments, interventions, parental engagement opportunities so activities demonstrate progress across the phase and an accumulative diet of experiences. Practitioners working with the youngest children in the Foundation 1 stage will focus strongly on the three prime areas, which are the basis for successful learning in the other four specific areas. The three prime areas are reflected in the key skills and capacities all children need to develop and learn effectively, and become ready for school. The balance will shift towards more equal focus on all areas of

learning as the children move through the Early Years at Herringthorpe Infant School and grow in confidence to fulfil their full academic and personal potential.

By the end of Foundation Stage, we expect children to be within the expected level of development by achieving the 17 Early Learning Goals.

Curriculum Intent

The EYFS curriculum designed at Herringthorpe Infant School ensures that children **‘ACHIEVE’**;

Developing children’s **aspirations**, **curiosity**, enabling positive physical and mental **health**, develop **independence**, instill **excitement** for learning, teach crucial **values** and ensure that all pupils are given the opportunity to **excel**.

Our curriculum incorporates the cultural capital we know our pupils need so that they can gain the knowledge, skills and understanding they require for successful learning within school, their homes and wider community.

The curriculum is planned for inside and outside provision and equal importance is given to learning in both areas.

Staff understand the importance of embedding the right habits for learning from an early stage. As a result of this, the Characteristics of Effective Teaching & Learning-Play & Exploration, Active Learning and Creative and Critical Thinking underpin the provision and EYFS environment.

It is crucial that our pupils leaving EYFS are Year 1 ready and have the knowledge and skills needed for a successful transition into KS1. EYFS has a thorough skills progression document which outlines the sequential order of components leading towards the composites (Early Learning Goals). This is used to underpin all planning. This document is available for F1 and F2 provision. The skills progression document was designed in collaboration with the school’s subject leaders from KS1 to ensure that the curriculum designed for EYFS provides the much needed building blocks for pupils to successfully continue their learning journey into KS1.

Curriculum Implementation

At Herringthorpe Infant School we believe that ‘learning happens everywhere’. Due to this belief, our curriculum development model for our school is based upon three tiers. This model ensures that learning opportunities are maximised and that adults are deployed effectively to ensure that learning opportunities are not missed.

The tiers are:

Directed Activities – *pupils are taught knowledge – adult led.*

Enhanced Provision – *provocations; developing curiosity – adult facilitated*

Continuous Provision – *independently practising and applying their new knowledge and skills – adult skilfully intervene at the optimum point.*

Directed Activities

Pupils follow the rigorous and highly successful Read Write Inc. program from the start of their journey with us in EYFS. This session focuses on systematic synthetic phonics, early reading and transcription. The Read, Write Inc. program is delivered daily in small groups of a similar ability. Additional to this, pupils engage in planned composition sessions. These sessions are planned to develop pupils' knowledge of stories, poetry, nursery rhymes and songs; which in turn develops their oracy skills. Reading Spine books are re-visited regularly so that children become familiar with the texts. This supports children to develop their vocabulary and comprehension of the stories.

At Herringthorpe Infant School we follow the Maths Mastery approach in Foundation 2 with an emphasis on studying key skills of number, calculation and shape so that pupils develop deep understanding and the acquisition of mathematical language. Pupils learn through games and tasks using concrete manipulatives which are then rehearsed and applied to their own learning during exploration. This approach to teaching Maths ensures pupils gain progressive mathematical knowledge and skills as they continue their journey through KS1.

Our inclusive approach means that we all learn together but we have a range of additional interventions and support to enhance and scaffold for children who may not be reaching their potential or moving on children who are not doing as well. This includes, for example, Talk Boost; our nurture group with some of our vulnerable children or additional 'catch up' provision in Maths and Reading.

Enhanced Provision

Adding enhancements/provocations to our provision will be undertaken to fit a particular theme/focus on a specific area of learning or tailor learning to a pupil's interest. These enhancement opportunities will be then facilitated by an adult with the view to add them to continuous provision.

Continuous Provision

Carefully planned & carefully resourced areas in the environment ensure that pupils are exposed to and are engaging in a broad, varied and challenging curriculum. The planning for each area is displayed in provision so that staff are able to support children's learning; choosing from a range of highly effective question starters to move learning on. Our EYFS staff are deployed throughout provision to scaffold learning, teach new skills and model how to play/explore with the resources.

Our school has committed to a vocabulary hierarchy for each area of continuous provision and these are displayed in the areas so that staff can ensure that the specified language is being taught.

The School Day in Foundation 2

Routines are very important for school children. It is important that children feel secure and know what is happening in their day.

A typical day in Foundation 2 looks like this:

- Arrival into the classroom, greeted at the door by the class teacher.
- Register and dinner choices
- Session 1 - carpet input
- Free-Flow play indoor/outdoor and small group learning
- Session 2 - carpet input
- Lunch
- 1 mile walk around the school grounds
- Session 3 - carpet input
- Free-Flow play indoor/outdoor and small group learning
- Session 4- carpet input and story time
- Home time

Each class also have an allocated P.E slot that is delivered by teachers in collaboration with a specialist provider.

Early Reading & Systematic Synthetic Phonics



Learning to read is the most important thing your child will learn at our school. Everything else depends on it, so we put as much energy as we possibly can into making sure that every single child learns to read as quickly as possible.

We want your child to love reading – and to want to read for themselves. This is why we put our efforts into making sure they develop a love of books as well as simply learning to read.

How will my child be taught to read?

We start by teaching phonics to the children in the Reception class. This means that they learn how to ‘read’ the sounds in words and how those sounds can be written down. This is essential for reading, but it also helps children learn to spell well. We teach the children simple ways of remembering these sounds and letters. Ask them to show you what these are.

The children also practise reading (and spelling) what we call ‘tricky words’, such as ‘once,’ ‘have,’ ‘said’ and ‘where’.

The children practise their reading with books that match the phonics and the ‘tricky words’ they know. They start thinking that they *can* read and this does wonders for their confidence.

The teachers read to the children, too, so the children get to know all sorts of stories, poetry and information books. They learn many more words this way and it also helps their writing.

How will I know how well my child is doing?

We will always let you know how well your child is doing.

We use various ways to find out how the children are getting on in reading. We use the information to decide what reading group they should be in. Your child will work with children who are at the same reading level as him or her. Children will move to a different group if they are making faster progress than the others. Your child will have one-to-one support if we think he or she needs some extra help to keep up.

We also use a reading test so that we can make sure that all our children are at the level that they should be for their age compared to all the children across the country.

In the summer term, the government asks us to do a phonics check of all the Year 1 children. That gives us extra information about their progress. We will talk to you about how well your child has done, and especially if we have any worries at all.

How long will it take to learn to read well?

By the end of Year 2, your child should be able to read aloud books that are at the right level for his or her age. In Year 3 we concentrate more on helping children to understand what they are reading, although this work begins very early on. This happens when the teacher reads to the children and also when the children read their own story book.

How do I know the teaching will be good?

All the staff have been trained to teach reading in the way we do it in this school. We believe that it is very important that all the teachers and teaching assistants work in the same way. Senior teachers watch other teachers teaching to make sure that the children are learning in the way we want them to learn.

If you are worried about the teaching or you have any questions, please come to school and talk to us.

What can I do to help? Is there anything that I shouldn't do?

You will be invited to a meeting so that we can explain how we teach reading. Please come and support your child. We would very much like you to know how to help.

Your child will bring different sorts of books home from school. It helps if you know whether this is a book that your child can read on their own or whether this is a book that you should read *to* them. The teacher will have explained which is which. *Please* trust your child's teacher to choose the book(s) that will help your child the most. Help your child to sound out the letters in words and then to 'push' the sounds together to make a whole word. Try not to refer to the letters by their names. Help your child to focus on the sounds. You can hear how to say the sounds correctly at this link:
<https://ruthmiskin.com/en/find-out-more/parents/#lg=1&slide=2>

Sometimes your child might bring home a picture book that they know well. Please don't say, 'This is too easy.' Instead, encourage your child to tell you the story out loud; ask them questions about things that happen or what they think about some of the characters in the story.

We know parents and carers are very busy people. But if you can find time to read to your child as much as possible, it helps him or her to learn about books and stories. They also learn new words and what they mean. Show that you are interested in reading yourself and talk about reading as a family. You can find out about good stories to read to your child here: <https://www.facebook.com/miskin.education>

Does it matter if my child misses a lesson or two?

It matters a lot if your child misses school. The way we teach children to read is very well organised, so even one missed lesson means that your child has not learnt something that they need to know to be a good reader.

What if he or she finds it difficult to learn to read?

We want children to learn to read, however long it takes us to teach them. We will find out very quickly if your child is finding reading difficult. First, we move children to a different group, so that we can make sure that they have learnt what they need to know. If they still struggle, we give them extra time with an adult, on their own. These adults are

specially trained to support these children. Your child will still be in the same group with the other children and won't miss out on any of the class lessons.

If we have any serious worries about your child's reading, we will talk to you about this.

Some children take a bit longer to learn to put sounds together to read a word, e.g. c-a-t to make the word 'cat'. At our meeting, we will explain how you can help your child to do this.

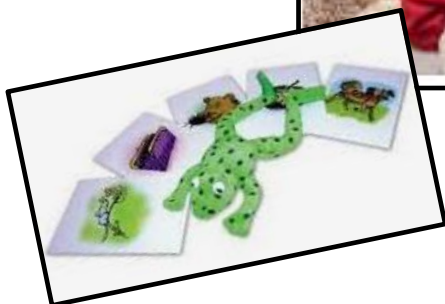
What if my child turns out to be dyslexic?

The way we teach reading is especially helpful for children who might be dyslexic. This is because we use a very well-organised programme that has a strong focus on phonics. This is very important for children who find learning to read difficult. If you are worried about your child, please come and talk to us.

My child has difficulty pronouncing some sounds. Will this stop him learning to read through phonics?

This isn't a problem for learning to read as long as we know what sound the child is trying to say. This is not something to worry about. Many children have a few sounds that they can hear clearly but find it difficult to say, particularly the l-sound, r-sound, w-sound, th-sound, s-sound, sh-sound and j-sound. Often they say a t-sound for the c-sound; "tttssh" for the s-sound; "w" for the r-sound and "r" for the l-sound. You can help your child by encouraging him or her to look at your mouth when you say the sound. Whatever you do, do not make your child feel a failure. They can easily learn to read, even if they find one or two sounds difficult to say.

Don't hesitate to contact us if you have any concerns. We are here to help.



Maths Mastery

We use a mastery approach when teaching Maths at Herringthorpe Infant School. Mastering maths means children acquire a deep, long-term, secure and adaptable understanding of the subject.

We use White Rose to ensure that learning is sequential and uses small steps to support children to master each mathematical concept. The progression of skills is clear across school so that children are able to build upon solid foundations and create links to their new learning.

We want **all** children to succeed. We use the example of imagining that we are all on a boat. We are all on the same journey to the same destination. We don't want anyone getting off our boat and zooming off on a speed boat which is why we don't teach children content from older year groups. Instead we imagine that our boat has a glass bottom and children are able to explore concepts in more depth. We may even have children 'scuba diving' to delve even deeper into a concept in order to have a secure understanding.



We also don't want any children 'falling off the boat' and getting left behind. To combat this we live mark to ensure that we identify children that need extra scaffolds or support in the lesson. We plan 'keep up' sessions in an afternoon to enable children to have a secure understanding.

Our lessons follow a similar format every day. We teach 'small steps'. The teacher will demonstrate, question and set short tasks. This is repeated throughout the lesson in a 'ping pong' style. Teaching in this way helps us to identify any difficulties and quickly tackle these. We don't want to see any child sat struggling for too long. We use a mixture of practical apparatus, pictorial representations and eventually abstract ones when the children are ready. Our calculation policy demonstrates this (see below). We incorporate lots of variation so that children get used to seeing concepts in different ways. Every lesson will include some fluency work as well as problem solving and reasoning activities.

British Values

Throughout your child's school journey; children will learn about the 5 British Values and will be rewarded when they display evidence of this in school.



Please see types of behaviours for each value that your child may be rewarded for:

British Values Democracy 'making decisions together'

Your child has showcased that everyone is to be treated equally and have equal rights. We teach children that their opinions are important and we listen to and value each child's thoughts and feelings. We give the children the power to choose and make decisions on their own and in groups.

The rule of law 'understanding that rules matter'

Your child has shown that they understand their own and others' behaviour and its consequences. We help them to distinguish right from wrong by promoting 'the rule of law'.

Mutual Respect and Tolerance 'treat others as you want to be treated'

Your child has shown that they understand that we treat other people how we would like to be treated and learnt to understand and appreciate each other's differences, without allowing these differences to cause a change in the treatment of any sort. They are forming relationships within a community without discrimination. Our environment is inclusive, respectful and values faiths, cultures and races. We focus, on sharing and respecting other's opinions.

Individual Liberty 'freedom for all'

Your child has shown the need to be able to understand and value their own self and gain confidence in making choices. Self-esteem, self-confidence and self-awareness are key.

Learning Skills

The school's curriculum has been designed to equip our children with the essential learning qualities that are crucial for a successful journey into adulthood. The key qualities we instil in our pupils are; Resilience, Communication, Problem Solving, Teamwork & Critical and Creative Thinking. We encourage children to talk not only about their learning but about the skills they have used to be successful in their learning. Please encourage your child to reflect on these skills when you are talking to them about their school day.



I am Captain Teamwork!
I can work in a team.



I am Reflecto!
I can reflect on my learning.



I am Communi-kate!
I can speak clearly and listen to others.



I am Resilio
I can stick to a task



I am Professor Thought Shower!
I love to solve problems



We are the Thinking Twins!
I am critical and creative in my thinking

Home/School Communication

ClassDojo

We believe that an effective partnership between home and school is beneficial in supporting children in their learning. As a result, we have introduced ClassDojo throughout school from Nursery to Year 2. ClassDojo is a communication application (app) which connects parents/carers, teachers and children. Teachers use it as a communication platform to encourage children and to enable parents/carers to engage in their children's learning. It has a reward component and a communication system. Teachers can communicate with parents on a 1:1 messaging service or via the class page where general class messages can be shared. Teachers can create engaging content including videos and interactive tasks for children to complete as part of their home or remote learning (if needed). Children can engage in their learning in school and home by posting evidence of work they are proud in their journal and responding to tasks and feedback from their teacher. Parents can be kept informed of class events and see evidence of their child's work and learning environment.

It is important to sign up to this app as daily communications, letters and updates are shared through this site.

School Website

<https://www.herringthorpeinfantschool.co.uk/>

Our school website holds a lot of information regarding our policies, procedures, important information for parents/carers and regular newsletter updates. It also shows a weekly update of the school and class attendance. There is also a class page where you will see information regarding learning for the class and photographs of their learning journey.

If you require information that is not on the website then please contact a member of staff and they will be happy to support you.

School Newsletters

Newsletters are developed on a half termly basis. This includes any new information and important dates for your diary. Copies of the newsletter are sent to your ClassDojo App and are also uploaded on the website in the 'Parent/Carer' section. Please take a look at the information shared so far.

Children with Additional Needs

Herringthorpe Infant School has high aspirations and expectations for children with Special Educational Needs & Disabilities (SEND).

At Herringthorpe Infant School, we embrace the fact that every child is different, and therefore, the educational needs of every child is different. Staff understand the importance of ensuring that we have the right support, in the right place at the right time for our children.



Please find below a link to our school SEND offer:

<https://primarysite-prod-sorted.s3.amazonaws.com/herringthorpeinfantrotherham/UploadedDocument/f7278234-32a4-4088-b8b1-402918d67adc/herringthorpe-infant-school-send-offer-feb-2023.pdf>

Rotherham's Local Authority offer for SEND:

<https://www.rotherhamsendlocaloffer.org.uk/>

Sometimes it can be extremely difficult to make decisions regarding what is best for your child's learning journey. Such decisions can be even more difficult if your child has additional needs. Please feel assured that school wants to support your family in the best way possible. Collaborative working is so important to us at Herringthorpe Infant School. We know that taking a holistic view to planning a child's provision ensures that a child's needs are going to be met in the most effective way. Such planning is most successful when a team is created around the child. There are many services and a wealth of information available to support families of children with additional needs. It is important to remember that you as the parents/carers hold such valuable knowledge about your child's needs and the supportive relationship built between home and school is key.

This page is provided to offer further links that families might find useful:

<https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/supporting-children-special-educational-needs-disabilities/>

<https://www.rotherhamsendiass.org.uk/>

<https://www.rpcf.co.uk/>

<https://www.rscp.org.uk/homepage/20/providing-early-help>

My name is Mrs Bryan and I am the school's SEND Coordinator. I am responsible for managing the provision of children with additional needs in school.



It is my responsibility to ensure that the needs of pupils with SEND are met, that adjustments are made within school when needed and that you and any other outside agencies or specialists are involved in your child's provision and progress. I will work with you as a family to put together an individual SEND support plan and set targets which will support your child's progress and achievements as they journey through school. I will monitor your child's progress closely and invite you into school for regular meetings and SEND reviews. I am here to support you and your child and will work in partnership understanding his or her needs and ensuring that everyone who works with your child knows how best to support them.

If your child has any additional needs or you are concerned about your child's stages of development; then please contact Mrs Bryan on 01709 828959; where she will be happy to book a meeting with you.

Attendance Matters!

My name is Mrs Roadhouse and I am the school's Attendance Officer and Early Help Lead.



Please feel free to contact me should you have any questions regarding your child's attendance or should you need signposting for any parenting support for example; toilet training, bedtime routines etc. I am here to help not only your child but to support families in their entirety so please get in touch should you require any support!

At Herringthorpe Infant School we understand that high attainment, confidence with peers and staff, future aspirations and future careers depend on good attendance.

The routines that children develop around attendance and punctuality during their time in Foundation 2 are the same as the expectations of school life going forward. Good attendance and punctuality are important for success at school and form the foundations of positive life habits necessary for future success. Statistics show a direct link between under-achievement and attendance below 95%.

We work alongside parents to ensure regular attendance, allowing children the best opportunity to build friendships, develop social groups and good relationships with staff. We pride ourselves in offering a happy and welcoming environment in which pupils thrive and learn.

Doors open at 8:45am and will close at 8:50am. Parents arriving after this time will be required to enter school via the main reception. Late arrivals are classed as absence and will reduce your child's attendance rate.

Attendance below 95% will be monitored, and where necessary you will be invited to a meeting to discuss any barriers to your child's attending and any support school can provide to ensure your child has the same opportunity as their peers.

Our full attendance policy is available on our school website or by using the following link:

<https://primarysite-prod-sorted.s3.amazonaws.com/herringthorpeinfantrotherham/UploadedDocument/0b3c8ead-82a6-4642-a42d-0b0def49d3e9/his-attendance-policy-september-2023-2024-pdf.pdf>

Uniform

At Herringthorpe Infant School we do not have a compulsory school uniform, however we do expect children to arrive to school in clothes that are appropriate for a learning environment. We want our children to understand that having the right to wear your own clothes comes with the responsibility to make good decisions about what to wear. This means that clothes and shoes should be safe, easy to move around in, age appropriate, warm enough for weather conditions and suitable for school.

We ask for your support to ensure that children do not wear clothes that limit movement, hinder communication, are unsafe, too revealing or contain offensive slogans. Children wearing these clothes may be asked to wear alternative clothing provided by the school in these instances.

School uniform at Herringthorpe Infant School is not compulsory however parents/carers have the choice to purchase school uniforms should they wish to do so.

We believe that the affordability and availability of uniform should not be a barrier for anyone. Therefore, our school uniform is simple and affordable. Parents have the choice of buying branded uniform from suppliers or they can buy generic uniform from local supermarkets, such as Asda, Tesco and Morrisons. If a branded uniform is preferred, it can be purchased from Pinders School Wear which is located at Rotherham Town Centre.

Our Uniform

Trousers	Black/Grey
Skirts	Black/Grey
Polo shirts	White
Summer Dresses	Red & White/Blue & White check
Cardigans or Sweatshirts	Red/Blue/Green (Logo optional)
Shoes	Sensible low heeled shoes

Our PE Kit

Shorts	Black
Tracksuit bottoms	Black
T-Shirt	White (no collar)
Long sleeved Tracksuit top	Black
Plimsolls/Pumps	Black
Trainers (outdoor P.E)	Sports trainers

We have a selection of second hand uniforms available in school. Please ask about our current stock. We are also hoping in the near future to organise a 'uniform swap shop' for parents/carers. If you have any unwanted pieces of uniform that you would like to donate, we would be grateful for any contributions.

Getting your Child School Ready

1. Support your child's independence

The most useful thing you can do to get your child ready for school is to make sure they are comfortable doing simple tasks by themselves. This includes:

- **Going to the toilet.** Support your child to be confident about getting to the toilet in time and wiping properly, using toilet paper rather than moist wipes.
- **Washing hands.** Chat about the importance of good handwashing with soap and water, especially after going to the toilet or handling animals.
- **Eating.** This includes using a knife and fork, opening their lunchbox, and being able to open everything in the lunchbox (some yoghurt tubes and drink cartons can be tricky).
- **Getting dressed.** Let your child practise putting on their school clothes including shoes and socks, taking clothing off and folding them neatly in preparation for PE lessons, especially if there are fiddly fastenings such as shirt buttons and zips. Clothes with elastic bands and shoes with Velcro® are easier to handle for young children. Teach your child tricks such as putting labels at the back, holding cuffs to stop sleeves riding up, and wrinkling tights to put toes in first.
- **Tidying up.** Get your child into the habit of hanging their coat up, putting their toys away, clearing the table, and so on, to prepare them for doing these things at school. Why not turn it into a game? We use a piece of music to indicate tidy up time and motivate children to help. Try this at home and ask which song your child would like. 'Mission Impossible' is a popular one!

2. Build up your child's social skills

Children learn and develop by playing alongside their peers, and they will make better progress if they are happy mixing with other children and adults. You can encourage this by:

- **Practising conversations.** Giving your child time to talk – and also having time when they have to listen – teaches vital speaking and listening skills. You could take turns to talk about the best part of your day during dinner. Can they ask questions to find out more? Can they remember their favourite part of the day?
- **Encouraging sharing and tolerance.** Games such as Snakes and Ladders let children practise social skills and turn-taking. Be sure to use the language of turn-taking, like 'Whose turn is it next?' and 'Thank you for waiting'.

3. Make a start on early literacy and numeracy skills

Your child is not expected to have advanced literacy or numeracy skills at this age. However, there are some ways you can get your child ready for learning:

- **Help them recognise their name.** It is helpful if your child can find their space in the cloakroom, and can keep track of labelled clothes and other belongings.
- **Share stories.** Reading to your child improves their vocabulary and listening skills, and acting out stories is a great way to practise communication. You can find free eBooks for storytelling at <https://home.oxfordowl.co.uk/reading/free-ebooks/>
- **Hone fine motor skills.** Building hand strength, fine motor skills, and hand-eye coordination helps prepare your child for writing. Making Lego models, using scissors, and threading beads onto string are fun ways to develop hand strength.
- **Introduce them to numbers.** Why not go on a number hunt around your local area and take pictures of any numbers you find? You could also sing counting songs together or count objects as you set the table for dinner.

4. Help your child learn to concentrate

Being able to concentrate in 10–15 minute bursts will be really useful at school. Here are some ways to practise:

- **Enjoy extended play together.** Building kits like Lego are great for encouraging your child's resilience, especially if they can finish the activity in one sitting.
- **Follow instructions.** Giving your child simple instructions to follow helps build their concentration.

Baseline

Within the first six weeks of starting our school, your child will take the Reception Baseline Assessment (RBA), which assesses early maths, literacy, communication and language skills. It'll take place in their classroom, with their usual teacher, so they won't be aware they're being assessed.

It's short (around 15 minutes), and consists of your child answering questions verbally or by pointing at or moving objects while their teacher records the results.

These results aren't published or shared with you, children, teachers or even the school. They are only used by the Department for Education to measure the progress of your child's year group between Reception and Year 6, to see how well schools support their pupils throughout their primary school journey.

Teachers will receive a written statement that describes how your child performed and you can see this if you would like to, just ask your class teacher.

The RBA has been designed to be inclusive and accessible so that as many children as possible, including those with special educational needs or disabilities (SEND) or English as an additional language (EAL), can take part. There are also modified materials available for children with visual and hearing impairments.

Important Documents

There is a lot of information available to you as parents/carers; but it can be overwhelming when faced with it all at once. Below are useful links to some of the documents that you may find useful. Copies of all these documents are available on our website. This Welcome pack is also available on there too. Please become familiar with the following documents:

Safeguarding and Child Protection Policy:

<https://primarysite-prod-sorted.s3.amazonaws.com/herringthorpeinfantrotherham/UploadedDocument/c21a862c-f1bf-4d85-8fe1-a2a23965e4aa/his-sg-and-cp-policy-sept-2023-2024.docx.pdf>

School Attendance Policy:

<https://primarysite-prod-sorted.s3.amazonaws.com/herringthorpeinfantrotherham/UploadedDocument/0b3c8ead-82a6-4642-a42d-0b0def49d3e9/his-attendance-policy-september-2023-2024-pdf.pdf>

Supporting Children with Medical Conditions Policy:

https://primarysite-prod-sorted.s3.amazonaws.com/herringthorpeinfantrotherham/UploadedDocument/64a83f2c-dff5-4ea6-b393-49f2b13384cf/supporting_pupils-with-medical-conditions-policy-2023-2024.pdf

ClassDojo Policy:

<https://primarysite-prod-sorted.s3.amazonaws.com/herringthorpeinfantrotherham/UploadedDocument/17f6b456-9cd4-4d9d-b2b8-01bc7196d79b/herringthorpe-infant-school-classdojo-policy-jan-2023.pdf>

Complaints Policy:

<https://primarysite-prod-sorted.s3.amazonaws.com/herringthorpeinfantrotherham/UploadedDocument/97e5ce03-c134-4168-8e1c-69fb3fc4d87b/his-complaints-policy-october-2023-2024.pdf>

Dinner Menus:

<https://www.herringthorpeinfantschool.co.uk/dinner-menu/>

Behaviour and Relationship Policy:

<https://primarysite-prod-sorted.s3.amazonaws.com/herringthorpeinfantrotherham/UploadedDocument/934a99d2-bdee-4ef4-b733-b2548071913e/his-behaviour-and-relationship-policy-2023-2024.pdf>