



**The Federation of East Cowton and Kirkby Fleetham Church
of England Primary Schools**

**Learning through friendship, faith and respect the
possibilities are endless...**

We believe that successful education is a partnership between home and school. This booklet has been designed to outline how we can work together to achieve this.

As a church school, we are very aware of the strong links with the Christian faith and we seek to develop a Christian ethos in school. We want our children to learn to respect and value themselves and others.

At all times we aim to achieve the highest possible standards through quality teaching and learning within an exciting and creative curriculum.

We are federated with East Cowton CE Primary School which means that we have a shared Headteacher and Governing body across both schools. The staff work closely together and children and parents also work together at times.

Class 1

Your child will join our mixed age class where the Foundation Stage curriculum is taught alongside the Key Stage One curriculum.

The class is taught by Mrs Arrowsmith. Miss Follon is our teaching assistant is in school Tuesday-Fridays, and Mrs Wiseman is in each day except Thursdays.



Mrs Arrowsmith



Miss Follon



Mrs Wiseman

All our Class1 staff are experienced teachers of mixed age classes, and have a deep knowledge of how children develop in the early years. They have an understanding of young children, a caring attitude, endless patience and a sense of fun.

Contact Details

Headteacher: Mrs Dudman

School administrators:

Lindsay Sturdy: Monday-Thursday

Sally Harper: Fridays

Telephone Numbers: 01609 748431

Email: admin@kirkbyfleetham.n-yorks.sch.uk

School Hours: 8:55am – 3:30pm

The school gate opens at 8.45am and the school bell rings at 8.55 so that the children are in the classroom ready to start their day by 9.00am. We actively encourage Nursery and Reception parents to come into the classroom at the start of the day to give them the opportunity to discuss any concerns informally.

If your child is being collected by someone other than yourself, please inform the school and fill in the correct paperwork. We will not release your child to anyone other than their parents at the end of the school day unless we are notified.

School Dinners

School dinners are cooked on the premises and the children have a choice between the main meal or a jacket potato with a filling. Free school meals are provided until children reach Year 3.

School uniform:

Please call into the office for an order form for uniform. Uniform requirements are listed on the school website.

National Fruit Scheme

Every day your child will receive a piece of fruit or vegetable as part of a national campaign. They will also receive free milk until they reach their fifth birthday. You are welcome to join the Cool Milk scheme and order milk for your child.

Breakfast and after school Clubs

This operates within the school building. Experienced staff provide before school care for children between 8.00am and 8.45am. We provide a range of after school clubs 3.30-5.30pm Monday to Thursday and 3.30-4.30pm on a Friday. You can find more information about clubs on the school website.



Illness

If your child is unwell, please keep him/her at home until fully fit. If your child is suffering from sickness or diarrhoea there must be a complete period of 48 hours free of sickness or diarrhoea before the child is able to return in order to avoid infection. If your child is taken ill or has an accident in school, he/she will be seen by a qualified first aider and you will be notified if necessary.

Medicines

Please inform staff of chronic conditions, which may require medication, e.g. asthma. Staff are not allowed to administer any medication that is not prescribed by a GP.

Additional needs

If you know or feel your child has any kind of special need, please discuss this with the teachers. This includes behaviour or learning difficulties, speech and language problems, medical and physical disabilities. The school is able to liaise

with and seek professional help from an Educational Psychologist, Senior Social Worker, Speech and Language Therapists, as well as a range of medical experts, to provide the best support possible.

Mrs Dudman is our SEND co-ordinator

Helping your child settle in to school.

Before your child starts school, it is really helpful if he/she:

- Has begun to recognise his/her full name
- Can use a knife, fork and spoon correctly
- Can get dressed and undressed for PE
- Can put on and do up shoes
- Recognises their own coat
- Can put on coat/hat/gloves when going outside
- Can use the toilet and wash their hands on their own

These skills will help your child to feel more independent and confident in new situations. Please don't hesitate to mention any concerns to us.



Early Years Foundation Stage (EYFS)

The Early Years Foundation Stage Curriculum is divided into 7 areas of learning which build upon skills and experiences developed at home and Pre-School. It prepares children for learning in Key Stage One and is consistent with the National Curriculum.

Children should mostly develop the **3 prime areas** first. These are:

- Communication and language;
- Physical development; and
- Personal, social and emotional development.

These prime areas are those most essential for your child's healthy development and future learning.

As children grow, the prime areas will help them to develop skills in **4 specific areas**. These are:

- Literacy;
- Mathematics;
- Understanding the world; and
- Expressive arts and design.



These 7 areas are used to plan your child's learning and activities. The professionals teaching and supporting your child will make sure that the activities are suited to your their unique needs.

Children in the EYFS learn by playing and exploring, being active, and through creative and critical thinking which takes

place both indoors and outside.

To support your child's learning journey none of these areas of learning and development can be delivered in isolation from the others. They are equally important and depend on each other to provide a rounded approach to child development.

All the areas must be delivered through planned, purposeful play, with a balance of adult-led and child-initiated activities. Evidence is gathered in a variety of ways including observations and photographs.

Each child is encouraged to achieve their maximum potential at their own stage of development. Learning takes place through a range of planned and purposeful play activities, both indoors and outdoors which

- increase their understanding of the world
- improve language skills
- develop their ideas and creativity
- develop them physically, socially, emotionally and intellectually.

The classroom is set up so that all equipment and resources are readily available for the children to use. They are encouraged to make choices, to plan and select what they need and recognise the implications of these choices. We aim to create a caring environment where the



children are encouraged to develop respect for themselves and others, to value beliefs, to cooperate, to give consideration to equality of access, of opportunity and with regard to anti-bias practice.

Learning Journal

We create a Learning Journal for each child when they start school. It includes photographs and comments about the activities your child is involved with. This is to show your child's development throughout the year and as such your contribution is important. You are welcome to come and have a look at the Learning Journal throughout the year and we strongly encourage you to contribute to this each week by adding things that your child has done at home. We have started using Tapestry, an online journal to capture our observations.

Phonics

When children enter the Reception class they take part in high-quality phonics sessions every day. These are fun sessions involving lots of speaking, listening and games, where the emphasis is on children's active participation. They learn to use their phonic knowledge for reading and writing activities in their independent play.

Children use their phonic knowledge when they are reading and writing. This approach has been shown to provide a quick and efficient way for most young children to learn to read words on the page fluently and accurately. We want children to develop this skill so that it becomes automatic. This also greatly helps them with their spelling.

We introduce children to phonics following the Letters and Sounds framework and use songs and rhymes from the likes of Jolly Phonics to support this. We will be sending home phonemes and words for your child to practise with you so that you will know the sounds and the actions your child is learning. Please look at our website for more information about phonics.

How you can help your child

From a very early age your child will need to experience a wide range of activities and experiences (e.g. singing and saying rhymes, making and listening to music, listening to them and joining in conversations, painting and pretend play) to develop their early reading and writing skills. These activities will help your child take the first important steps towards reading and writing.

Everyday activities such as preparing meals, tidying up, putting shopping away and getting ready to go out, offer you chances to talk to your child, explaining what you are doing. They hear the way language is put together into sentences for a purpose. Modelling clear, simple sentences is often more effective than correcting your child.

Books are a rich source of new words for your child – words you would not use in everyday conversations appear in books. Children need to have a wide stock of words to understand the meaning of books, so read aloud and share books as often as you can. They will enjoy it and it will be useful to them when they come across these words in their own reading later on.

