



Information Booklet for Parents
2024-2025

Welcome To Reception

Beginning school is a major event in the life of a four-year old and it won't be long before your child will be starting with us at Waterville Primary School. There will be lots of new things to learn and of course you will want to ensure that your child is fully prepared for this important event. We aim to make it a happy and memorable experience. We hope that this booklet will provide some useful information that will help your child to settle quickly into school.

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Contact Details

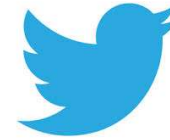


Waterville Primary School

Waterville Road

North Shields

NE29 6SL



SCHOOL TELEPHONE NO:

0191 691 8500

SCHOOL EMAIL:

office@watervilleprimary.org.uk

SCHOOL WEBSITE:

www.watervilleprimary.org.uk

SCHOOL TWITTER:

@watervilleps



Seesaw is our online learning journey. It is a great way to share photos and videos of your child's learning and progress at school and we encourage you to post your own photos and videos for your child to share with their friends. Seesaw is also used to pass on messages, how you can help at home and also informing you of school events.

****Important messages regarding your child should always be made in person or via a phone message and not via email or on seesaw.****



Our Vision

In the Foundation Stage, we aim to give every child the opportunity to experience the very best possible start to school life. We also want to ensure that they are given solid and secure foundations, on which future learning can build; to enable them to flourish through their school years and beyond.

Each child begins the Foundation Stage with very different levels of skill and experiences, and as individual children, they have different talents and needs. Our main aim is to ensure that the needs of every child are met and the potential of each child is fulfilled.

At Waterville Primary School, *“Every Child Does Matter.”*



Meet Our Early Years Staff



Mrs Coates

TA

Lunchtime Supervisor



Mrs Tierney

Nursery Teacher

E.Y. Lead



Mrs Milne

TA

PPA Teacher



Mrs Elliott

Reception Teacher



Mrs Lee

TA



Mrs Robson

TA



Miss Harrison

TA

Lunchtime Supervisor

Here are some other staff that you will meet:



Head Teacher

Mr Nugent



Deputy Head

Mrs Logan



SENCO

Miss Hyde



Office Manager

Mrs Baines



Parents As Partners

At Waterville, we welcome parents and carers. We work very hard to develop strong partnerships between parents, staff and children. Through the provisions of a caring, relaxed, happy and secure environment, we aim to build on the foundations already laid at home. Children learn more effectively when parents and school work together. We greatly value any input, opinions and information you can share with us about your child's learning and progress.

You will be regularly kept up to date with how your child is progressing through formal and informal chats with your child's teachers.

Parents' evenings are held in the autumn and spring term and a written report is shared with you in the summer term. However, we operate an "open door policy" where parents are encouraged to meet with staff to discuss any concerns at the earliest opportunity. Staff are always available at the end of the school day and happy to listen if there is anything to discuss or anything you are concerned about. We welcome being kept up to date about your child's wellbeing. If you need to a member of staff urgently before school, please contact the school office before school starts.

Regular information updates will be posted on seesaw, our online learning journey system.



Preparing Your Child for School

As your child will now be part of the Reception class, they will need to become more independent. It will make starting school much easier if they are able to do as many things as possible for themselves.

Can your child... go to the toilet independently?

Wash their hands properly?

Use a tissue?

Use a knife and fork for eating?

Tidy up after themselves?

Dress and undress themselves?



How can I help my child prepare for school?

- Talk to your child in a positive way about school in general and what to expect.
- Help your child to become more independent in activities such as dressing, going to the toilet, washing hands, eating etc.
- Making sure that your child knows what their lunchbox, water bottle, clothing etc. look like and making sure it is CLEARLY NAMED.
- Helping your child to practise using their lunchbox, a knife and fork, carrying a tray, getting changed for P.E etc. before starting school



- Establish sensible bedtime routines which get your child ready for sleep, e.g. sharing a bedtime story.
- Allowing time on a morning to make sure your child arrives promptly and is ready to learn.

What can I do with my child before they start school?

- Give your child as many varied experiences as possible: drawing, painting, cooking, singing, making models, playing games, jigsaws etc.
- Get them used to pencils, crayons, felt pens, chalks, paints, play dough, scissors.
- Share stories, books and rhymes. Read to them.
- Count everything and share things out.
- Use lots of everyday counting opportunities, e.g. a cup, plate, knife and fork for each person at the table.
- Talk to them all of the time. Name familiar things and discuss what they see around them and what things are for. Talk about what you see when you are out and about. Watch people work and discuss what they are doing.



Here is a really useful website with lots of useful information about starting school.

<https://www.pacey.org.uk/parents/toolkit/>



The School Day

Beginning of the Day

Entry to the school yard is via the main gates on Waterville Road or the side gate on Minton Lane. Children will gather with parents near the gate to the Nursery/Reception playground. Mrs Elliott or another member of the Reception staff will come onto the yard to greet the children at 8.55am. Please wait until your child has entered the school building before leaving the school grounds. Short messages can be passed onto teaching staff at drop off. However, if you need to speak to staff at length, please contact the office so that staff can arrange a more appropriate time to chat. We encourage parents/carers to allow their child to walk into school independently, saying goodbye in the school yard. We will close the doors at 9:05, so if you are late, you will have to enter school via the main office and your child will then be marked down as late in the register. Please do not use the staff car park at any time.



Breakfast Club

Our free Breakfast Club runs every day from 8:15am, with last entry at 8:35am. All children are welcome to attend but must be brought to the doors located further down the school yard. The children receive a healthy breakfast consisting of cereal, toast, fruit, milk and juice. A selection of games, activities and the ICT suite are also available once the children finish their breakfast. Children will be brought to their class at 8.55am. Reception class staff also help out in breakfast club.

During the Day

A variety of activities are planned for each day. Some are led by an adult and some are chosen by the child, with an adult working with them to extend the learning. During each session there will be group teaching times to focus the children's learning and explore new ideas. At some point during the morning, children can stop for milk and a fruit snack. Children will also have a morning playtime outside, if the weather permits it. Lunchtime is between 12:15pm and 1:15pm.

End of the School Day

Children finish school at 3:15pm. They will exit via the classroom door leading out onto the school yard. A member of the Early Years staff will hand children over, one by one, to you. We ask that you are prompt when picking up their children as they can become easily distressed if parents/carers are late. For your child's safety, please let staff know if someone different is picking up your child from school. We ask you to provide passwords to help ensure the safety of your child in the event of another adult collecting them. Please avoid the temptation to come close to the doorway as it makes it difficult for staff to clearly see all parents.



After School Childcare Club

If you require a place childcare after school. We run a childcare facility every day after school until 5.30pm. Your child will have a snack and take part in various indoor and outdoor activities during their extra time at school.

In order to secure a place, a £20 deposit is required at the start of each half term. There are two set fees:

3.15 – 4.30pm will be £6

3.15 – 5.30 pm will be £10.

Places must be booked in advance by the Thursday evening of the week before the club, and all fees are payable in advance by cash, cheque or online via BACs payment. Order forms are available from the school office. You will incur further charges if you are late collecting your child from after school childcare.



After School Clubs

From time to time Reception are offered the chance to take part in after school clubs. These usually run from January on a half termly basis, to ensure that all children get a chance to do a club, if they so wish. Further details will be given out at the time of a club being offered. Children need to be collected promptly from all clubs at 4.15pm

School Dinners

The school dinner menu is run on a 3-weekly rota. The menu is always on Seesaw and you have a copy in your pack. **Parents should pick options for your child in advance via the link that will be sent to you from Mrs. Baines in the office.** If your child does not like anything on a particular day, they are able to bring a packed lunch.

School dinners are free to all children in Reception, Year 1 and Year 2. Despite the introduction of universal free school meals, it is still very important to complete the free school meal eligibility form, even if your child has packed lunches. (You will receive a copy in your pack, or can complete the form online) ****Please inform us if your child has any specific dietary needs or food allergies. ****



Packed Lunches

If you would like your child to have a packed lunch, we ask that you consider the guidance below from North Tyneside Council. They suggest you include:

- A healthy sandwich made from brown bread and a low fat, protein-based filling such as ham, cheese, tuna etc.
- At least one portion of fruit
- Vegetable snacks such as carrot sticks, cherry tomatoes or cucumber sticks
- A low-fat yoghurt to provide protein and calcium
- A bottle of water to keep your child hydrated and alert

Please send your child's packed lunch in a named box. Unfortunately, refrigeration is not available, so a cool pack would help keep food at a safe temperature. Drinks should be in a plastic water bottle of some kind, not glass bottles or cans. Please do not send fizzy drinks, sweets or chocolate bars.



Milk and Fruit

Milk is free for under 5's and subsidised for children aged 5-11. In order for your child to receive milk at school, they must be registered with Cool Milk. When your child turns 5, Cool Milk will contact you regarding payments if you still want your child to receive milk at school. If you wish to know more about the scheme and the cost you can do so online at www.coolmilk.com or you can phone Cool Milk on 0800 056 2146.

Water is freely available to the children throughout the day. When your child first enters school in either Nursery or Reception, they will receive a free school water bottle and reading folder.

Through the 'Fruit to School' scheme, all children are given a different piece of fruit each day, which we have at snack time. Please let us know of any intolerance to certain fruits.



General Information

Attendance

Please arrive on time for school at 8.55am so your child does not miss the start of lessons. If your child is late, arriving after the doors close at 9.05am, then please bring them to the front office, so they can be registered for the day. Lateness is recorded and can have an impact on your child's learning. If your child is not attending school for medical reasons, please telephone the school office before 9.00am and inform us of the reason for their absence **each** day. Any unnotified absences will be followed up.



Illness

Please let us know if your child is unwell and will not be attending school. A telephone message can be taken by the school office and passed on to Reception staff. (Do not use seesaw or email to report absences or pass on messages as we cannot guarantee they will be checked on a daily basis.)

It is usual for children to pick up common childhood illnesses whilst in Reception as they come into close contact with others. If we work together, we can avoid infection spreading. Please do not send your child to school or they are suffering from any kind of infectious disease such as chickenpox, covid or measles. We encourage good hand washing at school to reduce the risk of spreading infections.

If your child has sickness or diarrhoea, please make sure that they have been **clear for 48 hours** before they return to school. In the event of an accident or illness at school, we will always try to get in touch with parents/carers as soon as possible.

Please keep your emergency contact details as up to date as possible. In the event of an accident, if we are unable to contact any one on the emergency contact list, your child would then be escorted in an ambulance by a member of staff to North Tyneside General Hospital. In this unlikely event the school would continue to try to make contact with you and other emergency contacts provided on your confidential form.



Medicines

In order to ensure the safety of all children, in those rare circumstances when **prescribed** medicine must be administered at school, it should be in its original container and clearly labelled with the child's name and correct dosage. Medicine will only be administered at school if it is needed to be taken 4 times a day. Otherwise, the medicine can be taken at home. Medication should be handed in to the school office and you have to fill in and sign a medical form giving details of when the medicine should be administered and how much. This signature will be deemed parental consent to administer medicine to a named child.

NEVER send your child to school with medicines or 'cough sweets' in their own bags.

We do recognise that some of our children may require long term special medical care and we have protocols in place to support their needs. If this applies to your child, please speak to our Head Teacher, Mr Mark Nugent, so that a care-plan can be put in place to properly support your child.



Asthma, Allergies and Dietary Requirements

You will be asked to inform school if your child suffers from asthma, however mild the condition. We keep a register of all sufferers and need to know what treatment your child currently has. Please keep us up to date with any changes in medication. Reliever inhalers are kept within easy access of the children in their classroom. Parents are asked to check their child's inhaler regularly and clearly mark them with your child's name and class.



Children with diabetes, allergies or food intolerances will be carefully monitored at Waterville. All staff know what to do should a child suffer from an anaphylactic reaction. The school has secure medical points to keep spare injector pens should an emergency arise. The Kitchen Manager or School Nurse will be happy to discuss dietary requirements with you.



Health and Safety and Accidents

The school is covered by the Health and Safety Act 1974. A detailed Health and Safety Policy is in place and available for parents to read. We have four members of staff who are qualified Paediatric First Aiders and fifteen members of staff who are qualified in First Aid at Work. This is to help them care appropriately for sick and injured children. During all break periods, there is always adequate supervision of the children in the form of teaching staff and non-teaching assistants on duty. If your child needs to have minor first aid at school, a staff member will inform you at the end of the day. Children may also be given an accident slip depending on the nature of the accident. If your child falls and bumps their head or face badly, or if there is any accident that we are concerned about, you will be telephoned as soon as possible. *Please let us know if your child is allergic to plasters.

Additional Needs

Staff work hard to ensure that the individual needs of all our children are met.

Miss Leanne Hyde is our Special Educational Needs Coordinator (SENCO) and is responsible for ensuring that the Special Educational Needs Code of Practice is put into place at Waterville. Miss Hyde works closely with all staff to monitor the progress of all the children. This liaison enables us to identify and quickly respond to needs of any child who may have learning difficulties or disabilities. Wherever appropriate, Early Years staff work closely with other professional practitioners e.g. Community Health, Language and Communication

team, Dene Communication Centre, Social Services etc. to identify needs and provide support and the best possible early intervention opportunities.

Similarly, early identification of those children who are gifted and talented helps staff plan appropriate challenges. If you have any concerns about your child's development, please let us know.



Safeguarding Our Children

To ensure the safety of our children, all members of our staff and volunteers who work with or have unsupervised access to the children have had suitable DBS checks. All members of staff in school also have appropriate safeguarding training. We encourage all our parents to play a full and active part in school life. Any parent who would like to volunteer to take part in small group work within our school will be asked to complete a DBS clearance form which is available from the school office.

Our child protection officers are Mr Nugent, Mrs Logan and Miss Hyde. Waterville Primary fully recognises the responsibility it has to safeguard and promote the welfare of our children. In order to protect any child believed to be at risk, Waterville would implement local education authority procedures for Child Protection, if deemed necessary.

Jewellery

For health and safety reasons, no jewellery should be worn at school apart from a small sensible wrist watch. If parents wish them to do so, children with pierced ears may wear small plain studs, however, watches and stud earrings along with anything else that may be dangerous must be removed for P.E. lessons. Regrettably, staff are not in a position to be able to do this for children. If your child is going to wear stud earrings to school would you therefore please ensure that they are removed on the days they have P.E. Your child's teacher will inform you as to which days P.E lessons take place.

Hair

Long hair must be tied back and any form of extreme hairstyle including 'Mohican' type styles, or hair accessories and hair colourings are not allowed. Coloured hair dyes (red, green etc) and sprays are not permitted.

Head lice

Inevitably from time to time someone gets headlice. Please regularly check your child's hair and inform us if your child has headlice, we will then send out a standard letter to everyone in the class asking them to "bug bust" in order to reduce the risk of the headlice spreading.

Parent Consent Forms

We will ask you to complete several forms at the start of the academic year giving us consent for local trips, photographic consent, providing school with all contact and medical information for your child and providing a security password for the collection of your child by another adult. These forms are very important and we appreciate you completing the forms and returning them as soon as possible.

Photographs and Videos

If you do not wish your child's photo to be used for the school website or other forms of media, please let the school know in writing. When we hold an event in school, photographs and videos are taken for private use only. Parents are permitted to record the event and any parents objecting to this need to inform the school in writing. Please be aware when sharing photographs from these events on social media sites, not to post any other children than your own.

Uniform

It is compulsory that all children wear either the official school uniform, or come to school dressed in plain school colours and wearing sensible clothing.

Our school uniform is as follows;

- Sweatshirt/Jumper (Navy Blue) or Cardigan (Navy Blue)
- Shirt/Blouse (White or Light Blue)
- School Tie (Optional)
- Trousers (Black, Dark Grey or Navy Blue) or Skirt/Pinafore (Black, Dark Grey or Navy Blue)



- Summer Dress (Optional) (Light Blue and White Checks)
- Shoes – Flat (Black/Dark)
- Wellingtons for Outdoor Play

You are welcome to **buy your school uniform from whichever shop you wish**, however should you want the uniform with the logo on, sweatshirts, jumpers, cardigans, polo shirts, P.E bags, P.E kits, reading folders and water bottles carrying the school logo are available to order/purchase from Emblematic.co.uk or by following the link <http://studentuniform.co.uk/watps143>. They can also be phoned on 0191 270 1449. Or you can buy school uniform from any supermarket or shop in the correct colours. PLEASE clearly mark uniform with your child's name as things very easily get lost or mixed up!

Your child will receive a free book bag on entering Nursery or Reception, if you did not attend our nursery. Please bring this to school every Monday and it will be returned with your child's work and pictures on a Friday.

P.E Kit

On the day that your child has P.E. they are asked to attend school in their P.E. kit. Our P.E. kit consists of either navy blue, grey or black jogging bottoms, a white tee shirt and the school jumper. In summer navy shorts are permitted and please wear suitable shoes or trainers on P.E. days as P.E. may take place outside.





The Early Years Foundation Stage (EYFS) Curriculum



In the Foundation Stage at Waterville, the children follow the Early Years Curriculum Guidance “Development Matters.”

The EYFS is about how children learn, as well as what they learn. Children need opportunities to develop their own play and independent exploration. This is enjoyable and motivating. They also need adults to ‘scaffold’ their learning by giving them just enough help to achieve something they could not do independently.

A copy of Development Matters can be downloaded from here: <https://www.gov.uk/government/publications/development-matters--2>

The “Development Matters” Early Years Curriculum Guidance outlines the 7 key features of effective Early Years Practice:

1. **The best for every child**
2. **High quality care**
3. **The curriculum – what we want the children to learn**
4. **Pedagogy – helping the children to learn**
5. **Assessment – checking what the children have learnt**
6. **Self-Regulation and Executive Function**
7. **Partnership with Parents**



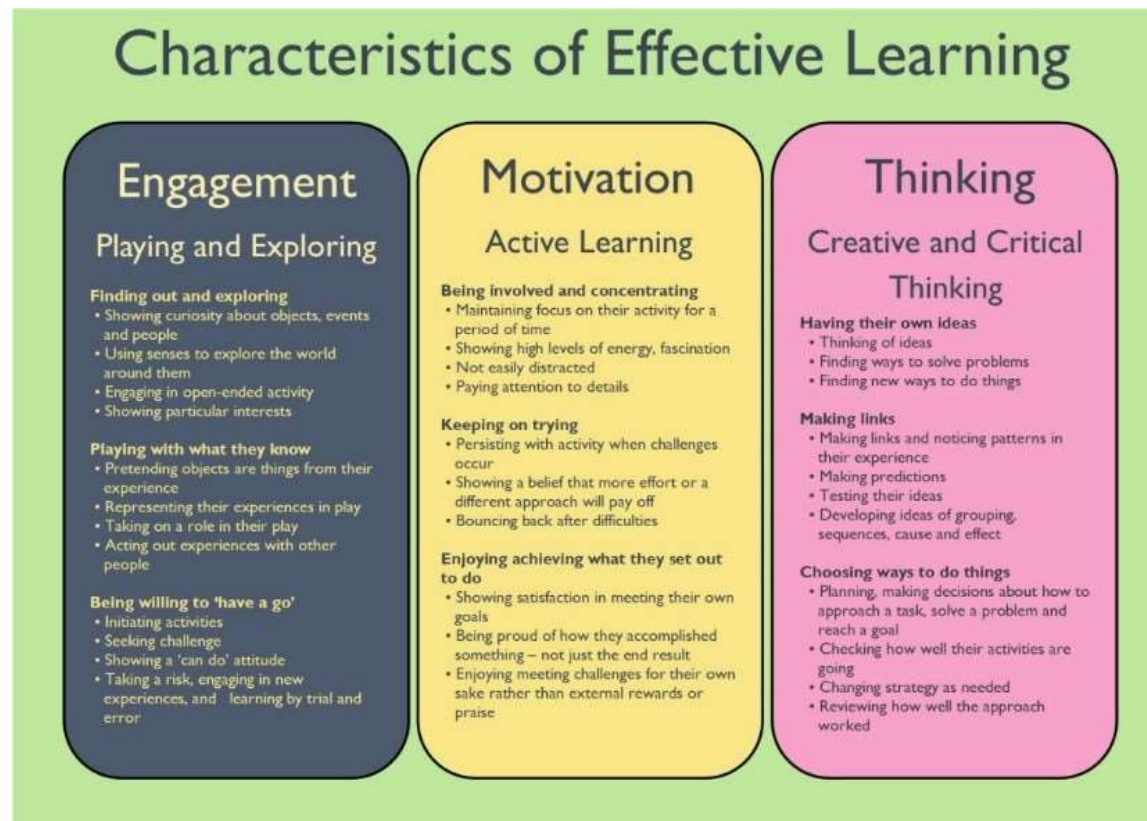
Executive function includes the child’s ability to: – hold information in mind, focus their attention, think flexibly and inhibit impulsive behaviour.

These abilities contribute to the child’s growing **ability to self-regulate**: – concentrate their thinking, plan what to do next, monitor what they are doing and adapt, regulate strong feelings, be patient for what they want and bounce back when things get difficult.

The Characteristics of Effective Teaching and Learning

The Characteristics of Effective Learning **describe behaviours children use in order to learn.** To learn well, children must approach opportunities with curiosity, energy and enthusiasm. Effective learning must be meaningful to a child, so that they are able to use what they have learned and apply it in new situations. These abilities and attitudes of strong learners will support them to learn well and make good progress in all the Areas of Learning and Development.

The characteristics of effective learning focus on three key elements; **engagement, motivation and thinking.**



The EYFS Curriculum

Your child will begin their Reception year by working on a range of practical, play based activities both indoors and outdoors, across the curriculum. The different areas of learning are all important and interconnected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning and for building their capacity to learn, form relationships and thrive.

These three areas are known as the **prime areas** and are:

- **Communication and Language**
- **Physical Development**
- **Personal, Social and Emotional Development**

The school must also seek to support children in four specific areas through which the three prime areas are strengthened and applied.

The **specific areas** are:

- **Literacy**
- **Mathematics**
- **Understanding the World**
- **Expressive Arts and Design**

All areas are delivered through planned purposeful play with a balance of adult led and child-initiated activities. One experience may provide the opportunity to develop skills, knowledge and concepts across several areas. Children work in a variety of groupings with staff ranging from 1:1, small groups based on friendships, ability or mixed ability. The classroom is organised to reflect the seven areas of learning and resources and equipment to each area of learning are accessible to all children. The learning environment encompasses both the indoor and outdoor space. We would therefore ask that your child comes suitably dressed for outdoor play in all weathers. Your child will need an outdoor coat with them every day and a pair of wellingtons is essential. These can be named and left at school all week. The Reception day builds closely upon the practises and principles of Nursery, but follows a more structured timetable with increased teacher led activities. The timetable also allows for collective worship, assemblies, P.E lessons, use of the computer suite or laptops, playtime and lunchtimes etc.

The Prime Areas

Communication and Language Development

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, storytelling 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.

Physical Development

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

Personal, Social and Emotional Development

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

The Specific Areas

Literacy Development:

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

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.

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

The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

The level of progress children should be expected to have attained by the end of the EYFS is defined by the Early Learning Goals.



Reception Baseline Assessment and Reporting

In September your child will take part in a statutory baseline assessment. This is to assess their starting point in their education journey. It will take around 10-15 minutes and is administered in the classroom with a member of the Reception team. It is very informal, using an app and equipment, in fact your child will be unaware that they are being assessed. Information is then sent to the government for data purposes.

In the final term of the year, the EYFS Profile must be completed for each child. The Profile provides parents and carers, practitioners and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels and their readiness for Year One. The profile will reflect on-going observations, all relevant records held by the school, discussions with parents and carers and any other adults whom the teacher, parent or carer judges can offer a useful contribution. Staff will also look at and comment on how your child learns, their characteristics of effective learning. For example; how engaged they are in tasks? Do they make links in their learning? Are they keen to take on a challenge or afraid to make a mistake? Parents chats to discuss your child's progress are scheduled for the autumn and spring terms and you will receive a written report about your child at the end of Reception. You are of course able to discuss your child's progress with the class teacher at any point in the school year, if you so wish.



Online Learning Journey

We use seesaw an online learning journey to record your child's work and achievements whilst at school. We record the children as they are learning and also post photos of them at school for you talk about at home. We also use seesaw to send out notices and information for you to help your child with their learning and also reminders of events etc. Seesaw is a lovely way to find out what your child is doing and what the next steps in their learning will be. You can also post your own videos and photos so we can see what they have been doing at home. It is a very popular and well used method of recording your child's progress at school. Any media from seesaw must not be shared on social media.



Phonics Teaching

In Reception your child will have a daily phonics lesson. We use the highly successful Read, Write Inc. phonics scheme. The programme which helps children learn to read whilst also developing a wide range of vocabulary and encouraging a love of stories.

Here is a link explaining about how the scheme works. <https://www.youtube.com/watch?v=sjIPILhk7bQ>

It is really important when practising phonics at home to ensure you say the sounds correctly. Here is another RWI link to help you.

<https://www.youtube.com/watch?v=TkXcabDUg7Q>



RESPECT Values

Waterville Primary uses the RESPECT values. Each character trait has a corresponding character to identify with. Children are encouraged to develop these positive traits in their work and behaviour towards others. Active demonstration of these skills is rewarded with praise and recognition.

R – Robbie Resilience

E – Ellis Empathy

S – Sophie Self-Awareness

P – Parveen Positivity

E – Eddie Excellence

C – Charlie Communication

T – Tina Teamwork