



**For parents of children starting with us in September 2023**

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As parents of a child new to St. Hilary School, we would like to welcome you. I’m sure there will be anxious moments for you over the coming months; we hope that the information you receive at the new parents’ meeting, and that included in the pack you receive, will help reassure you, and answer some of the questions you might have.

We aim to provide a nurturing and positive environment where your child feels happy and secure. They will be inspired and motivated to learn, and they will develop to their full potential – academically, spiritually, socially, creatively and physically.

We very much welcome your support, and appreciate your involvement in your child’s education. With full encouragement from home, your child will feel that their education is valued and important, and will fulfil school-life to its full potential. We have knowledge of education; you have knowledge about your child ~ let’s endeavour to work together, with your child, to make his/her first year in school as good as we possibly can!

If you have any queries or concerns at any stage, please be assured that you are welcome to come in and discuss them with us at any time. We have an open-door policy here, and we embrace the interest you show in the education of your child!

Catherine Sandow

EYFS Leader

**FORMS FOR YOU TO COMPLETE AND RETURN TO SCHOOL …**

(as soon as possible please – by Friday 30th June at the latest)

* **Admission Form**

As your child goes up through the school, please keep your contact details up-to-date with Mrs. Waters in the office.

* **Use of Images Consent Form ( on the back of the admissions form)**
* In order to comply with the Data Protection Act 1998 and the new GDPR, the school needs your consent before taking photographs or making video recordings of your child for purposes which are not part of its core activities.
* We may then use these photographs on our school website, the newsletter, or on the facebook page etc, but will only ever use appropriate photographs and never use your child’s full name as a caption.
* A separate GDPR form will be emailed, for you to complete and send back to school.

**‘Come and Play’ sessions**

During the Summer Term, we try to help you in easing your child’s transition from home / playgroup / nursery to school. Our come and play sessions will be held on Tuesday 20th & 27th June and Tuesday 4th July ( 3.15- 4.15pm) so you and your child can come along to Prussia Cove Class to meet your child’s teacher and become familiar with the school surroundings.

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**What does my child need?**

* correct school-uniform and PE kit (see below)
* a school bag with enough room for his/her lunch box, drink bottle, reading packet, toy, etc
* a warm, waterproof coat (labelled with your child’s name) with fastenings that your child can attempt independently (we will support with this to begin with)

**SCHOOL UNIFORM**

**Every day winter uniform (from September or from October half-term, until beginning of Summer Term)**

Boys – St. Hilary School jumper, either white polo shirt OR white formal shirt with elastic school tie, grey formal trousers, black/grey socks, black school shoes.

Girls – St. Hilary jumper/cardigan, either white polo shirt OR white formal shirt with elastic school tie, grey pleated skirt/pinafore dress/formal trousers, grey tights/long grey or white socks, black school shoes

**Every day summer uniform (Summer Term until October half-term)**

Boys – St. Hilary School jumper, either white polo shirt OR white formal shirt with top button open, grey formal shorts or trousers, black/grey socks, black school shoes.

Girls – St. Hilary School jumper/cardigan, red and white gingham summer dress, white socks (short or long), black school shoes.

**PE kit Labelled**

Red round-necked t-shirt, black shorts, black plimsolls, trainers for daily mile (please ensure that if the girls are wearing tights during the day, they also have socks in their PE kit).

* Please make sure that now and again you check your child’s plimsolls fit .

**Outdoor Clothing**

We also request that each child has a pair of named wellington boots which can be kept on our welly racks in school so that we can explore the outdoors in all weathers!

**Ordering of School Uniform**

School uniform can be obtained through the school office and/or the uniform supplier “Trophy Textiles”, who operate a uniform shop in the school, on a termly basis.

****Uniform can also be purchased throughout the year, including during the holidays, from the supplier outlet in Redruth. Please visit the school’s website and follow the appropriate link to gain more details about the uniform and our supplier.

***PLEASE LABEL ALL CLOTHING!!!!***

**SCHOOL DINNER OR PACKED LUNCH??**

* Your child will be entitled to a free school dinner this September as part of the Governments pledge to fund a hot school dinner for all Infant children. If your child would prefer to have a packed lunch then that is absolutely fine! ( a menu is included weekly on the school newsletter)
* Please encourage your child to remember what he/she is having for lunch (maybe this could be helped by leaving the unpacking of his/her school-bag to them each morning!)

**Snacks…**

* Children will need to bring a piece of tuck (preferably healthy) for morning break – this will be named, and placed in their trays.
* All Reception and Key Stage 1 children receive a piece of fruit or vegetable each afternoon from the Government: apple, banana, mini-cucumber, tomato, raisins etc.

**Infant STAR badges ...**

These badges are designed in order to motivate your children to try their best at all times. We cannot all be the best at everything, but we can all try our best.

**SCHOOL MOTTO – ‘the best I can be’**

***Red*** – Care, Consideration and Respect

***Dark Blue*** – Academic

***Green*** – Healthy Living

***Yellow*** – Creativity

**How can I help my child before they start school?**

* Engage in conversation, listen and respond appropriately.
* Ensure they can go to the toilet independently and wash their hands.
* Help them to use a knife and fork independently.
* Share activities with them, including turn-taking games and saying please and thank you!
* Encourage them to play freely, to explore and use their imagination – making mistakes, and learning from them, is vital!
* Provide opportunities for more structured play (jigsaw puzzles, games etc)
* Draw with them, talking about their drawings and choices they have made
* Read stories and share books; discuss characters, settings, etc
* Share physical activities (ball games, cycling, climbing etc)
* Notice the world around you – talk about what you see, hear, smell, etc.
* Notice print and talk about what it says. Help them write their name. Label items around the house. Teach them letter sounds and letter formation.
* Count all the time – forwards and backwards – walking up and down stairs, sausages onto a dinner plate, toys in the bath, lego blocks in a tower, etc!

**What else influences my child’s learning?**

* Personality
* Routines
* Behaviour
* **Enthusiasm, positivity and confidence** (needs to be modelled to them by adults! ☺)

**As a parent, how else can I help?**

Early days at school can be very tiring for most children. They may come home irritable and fretful, as they will have been trying so hard to please at school. Try and spend a few quiet minutes together talking about the day and then see that they have a good night’s sleep.

****There are many little things parents can do to support staff and we are grateful to all parents who...

* ensure children arrive on time every day
* encourage children to say ‘Good Morning’ to members of staff each morning
* ensure children are collected on time
* **name all** personal belongings and clothes
* phone / email the school if their child is absent
* Read and sign the school planner

**Where do I bring my child on the first day?**

The classroom doors will open at **8.40am**, when the teachers arrive back from the morning briefing in the main school. A member of staff will come to the bottom playground to welcome your child into class at 8.40am ☺.

For security reasons, the red door and the gate to the bottom playground will be **locked** following the arrival period, at **approximately 9 am**. Latecomers need to use the Main Entrance to the school by the secretary’s office and report to Mrs. Waters.

**What should I do if my child is upset about me leaving?**

Please don’t delay leaving if your child is upset – this will usually prolong the anxiety. We will endeavour to contact you when your child settles down or if he/she is unhappy for an extended period of time. Remember most children settle very quickly and happily, so keep calm, be firm and be brief about saying ‘goodbyes’ from the outset. Reassure yourself that your child will be fine, even if you are not!

We often draw a heart button onto their hands so they can press it if they need a hug from you when they are not there, it works a treat!

*NB please let us know if there is anything that might be troubling your child either*

*with a quick word at the beginning / end of the school day, or by writing a note in their planners.*

**The first few weeks ...**

* Before your child can learn, they need to feel settled and comfortable. All learning should be positive and pleasurable – it is about getting to know each other.
* In the first few weeks they will be becoming familiar with the school, the staff, the environment and the routines ... reading books, phonics lessons, and more formal activities will start after a few weeks.
* **Again, if your child is unsettled, reassure them but don’t linger.**

**How is discipline kept in school?**

We have a ‘Behaviour Policy’ and a set of ‘Golden Rules’ for all who work in school. The key to good behaviour is rewarding and praising all the children whenever possible and being a role model by demonstrating positive social interactions and common curtesy. Your child will be encouraged to conform to our expectations by showing care & consideration to others, respecting the staff and using the classroom and areas around the school responsibly.

We implement a restorative practice approach at school and through conversations using age-appropriate language and questions, children learn to understand the impact of their behaviours in a safe, supported environment.

**Child Protection / Safeguarding**

From time to time, incidents can occur within the school setting which cause concern and could indicate that a pupil is suffering some form of abuse. In line with the current guidelines on safeguarding children, school staff must report such incidents to the Child Protection Officers at St. Hilary.

The welfare of the children is our fundamental priority!

**Partnership with parents and professional support agencies**

We, as a staff, are happy to welcome any parent or member of the community who would contribute to aspects of the children’s educational, personal or social development. This might take the form of an informal talk to the children, support with reading or helping with the wide variety of extra-curricular activities we run. Perhaps you would be prepared to work in the outside classroom once per week, or help in the school garden.

Please contact us if you feel able to offer a skill or support to the school – we are always on the lookout for parents, grandparents etc who have a couple of spare hours!

All adults who work on an individual basis with children are subject to a DBS check in order to keep our school as safe as possible.

**Holidays in term-time**

Parents are asked not to book family holidays during term time. The Headteacher and Admissions and Attendance Committee, has the discretion to grant leave, but is only allowed to do so in exceptional circumstances.

**Administration of medicine**

St. Hilary School aims to meet the needs of, and provide equal opportunities for, all the pupils. In trying to fulfil this aim it is accepted that some children may require the administration of medication in order that they can continue to attend school. **Please note however that the administration of medicines is primarily the responsibility of parents and the administration of them by education staff is on a voluntary basis**.

The following points are included to clarify the position:

* If your child requires prescribed medication during school hours arrangements for its administration should be agreed between the parents and the school, by the completion of a medical form (available from school office or class teacher).

**A child may only take prescribed medication if the parent/guardian has given written permission.**

* Any prescribed medication to be administered in school should be clearly marked with the pupil’s name, brought to the school by the parent/guardian and should be delivered to the class teacher with a note of consent.
* It is the responsibility of the parent/guardian to check that medication is not out of date, that there is sufficient quantity in school, that it is renewed as necessary and that any unused supplies are disposed of appropriately.
* It is the responsibility of parents/guardians to advise the school in writing of any alteration to the prescribed dosage of medication.
* Parents/guardians may consider their children to be responsible enough to carry and administer their own medication. In this event the school must be given full written details of the condition/illness from which the child suffers along with written details of the medication to be taken and the self- administration routine.
* Parents/guardians must advise the school in writing if their child is subject to any known allergic reaction e.g. to food stuffs which the child may come into contact with in the course of the school day. Medical information will of course be treated confidentially.

**Accidents/Illness**

Sometimes, children will become ill when already in school. In these cases, there will be phone calls made to the contact numbers we’ve been given, in order for the child to be collected, or given medication. Young children, in particular, can become very distressed in these situations, and it is therefore essential that you make arrangements as quickly as possible. **It is imperative that you keep contact numbers up-to-date in the school office.**

Accidents are written up in our accident folders.

\* Because of the possible severity of injuries to the head, it is school policy to always make a phone call to alert you to a head injury that your child has suffered. We will usually offer to keep your child in school, and will stay alert as to any changes in your child’s behaviour, but like to give you the opportunity to do this yourself.

**Learning to read and write...**

* Here at St. Hilary, we teach your children to read in a systematic way, mainly using a synthetic phonics model. We also promote a love of reading and reading for pleasure!
* The children learn the sounds and correct letter formation, and learn how to read and write simple words, all at the same time. We teach the pre-cursive handwriting style from the outset.
* They will receive a reading packet at the beginning of term, and start with a sharing book or library book. These then progress into reading books from our bank of reading books.
* Each term, your child’s knowledge and application of skill will be assessed, and he/she will be taught accordingly, moving onto structured reading schemes at an appropriate time.
* We teach English using the New National Curriculum – this is where your children will experience different genres (fiction, non-fiction and poetry) applying their learning of reading, writing, speaking and listening.
* It is worth remembering that not all children show an inclination to read words at this early stage in their school-life. It is very important that you always stay positive with your child and continue to encourage him/her. If our young children are going to attend school as happy, confident and eager learners then we must remember that they need time to develop these skills; time to look, listen, feel, talk, think, pretend and time to be themselves. PRAISE CONTINUOUSLY!
* ***Please do not hesitate to ask questions if you are unsure of anything.***

**PENCIL GRIP**

Formal writing is best left to the school, but please check that your child is holding his / her pencil correctly as this enables him/her to write more easily and legibly. Correct letter formation is the foundation of later handwriting fluency, and if not learnt correctly from the start, will lead to problems and frustration. Please do not encourage your child to write his/her name in capital letters.



***We cannot stress enough the importance of your role in reading and writing at home – it raises your children’s confidence and skill, and gives them opportunities to practise what he/she has learnt in school!***

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| **Characteristics of Effective Learning** |
| **Playing and exploring – engagement** |
| Finding out and exploring  Playing with what they know  Being willing to ‘have a go’ |
| **Active learning – motivation** |
| Being involved and concentrating  Keeping trying  Enjoying achieving what they set out to do |
| **Creating and thinking critically – thinking** |
| Having their own ideas  Making links  Choosing ways to do things |

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| **Prime Areas of Learning and Development** |
| **Personal, Social and Emotional Development** |
| Building relationships  Self-regulation  Managing self |
| This area of learning helps children to feel good about themselves and others so they are able to develop positive relationships with adults and other children. It supports them to become independent, excited and motivated learners.  **You can help by encouraging your child to use the toilet independently, wash their hands, put on and fasten their coats. Playing games which encourage sharing and turn taking will help your child to build their social skills.** |
| **Physical Development** |
| Gross motor skills  Fine motor skills |
| Making progress in physical development gives children confidence and enables them to feel the benefits of being healthy and active. Your child will participate in structured PE sessions, improving their skills of co-ordination, control and movement. Physical development also happens throughout the everyday curriculum ~ there will be many opportunities for your child to develop fine and gross motor skills - e.g. through using scissors, glue, paintbrushes and pencils.  **Parents and carers can help by giving children time to run, jump, climb and play outdoors and also by encouraging children in activities such as building, drawing, threading beads, or filling and emptying containers in the bath - all of which develop manipulative skills. Painting on a large or small scale (with paint or just water) is a great way of developing these skills. Children should also be encouraged to be as independent as possible when using the bathroom.** |
| **Communication and Language** |
| Listening, attention and understanding  Speaking |
| This helps children to develop language through talking, thinking and listening in different situations.  **Start to develop listening and attention by building up concentration in small intervals. It is often said that children can concentrate fully for 1 minute for every year of their life, and then a break is needed. If your child finds this difficult, a sand-timer or equivalent, is very useful to help your child understand the passing of time, and reward them when they sit for the amount of time you say. Allow them to form their own opinions on things, and ask open-ended questions for them to answer.** |

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| **Specific Areas of Learning and Development** |
| **Literacy** |
| Comprehension  Word reading  Writing |
| To support children in their early reading and writing they are encouraged to mark make, enjoy stories, books and rhymes and link sounds and letters. Even if your child is not writing using letters, that’s fine, their writing will still mean something to them. If your child is writing letters, gently encourage them to use the correct formation, while praising constantly.  **You can help by reading stories, encouraging your child to join in and talk about books, singing songs and nursery rhymes, taking time to listen to them talking about things they’ve done and answering their questions. Perhaps they could retell stories using the pictures as a support.** |
| **Mathematics** |
| Numbers  Numerical patterns |
| This area of learning includes developing mathematical understanding through stories, songs, games, everyday activities and imaginative play so that children enjoy experimenting and become confident and curious about numbers, shapes, patterns and measures.  **Parents and carers can help by talking about the shapes in the environment, comparing things which are heavy and light or long and short, pointing out numbers at home and in the environment, singing counting songs and rhymes, counting anything and everything - socks, cars, shopping!** |
| **Understanding the World** |
| People, culture and communities  The Natural world  Past and Present |
| In this area of learning, children develop knowledge, skills and understanding that help them to make sense of the world. This is the foundation for later work in history, geography, science, RE and PSHE  **You can help by talking to your child about the places they go and things they see in the world around them or on television, answering and asking questions - what if…? why do you think…? how did you…?, letting children join in with everyday activities - washing up, cooking, shopping, helping in the garden... Support them in using the computer, digital camera, iPad, etc. ~ in the classroom, they will be using these items independently.** |
| **Expressive Arts and Design** |
| Creating with materials  Being imaginative and expressive |
| This area of learning includes art, music, dance, drama and imaginative play - opportunities for children to try new experiences and express themselves in a variety of ways. Creativity is an important part of successful learning; it enables children to make connections between experiences, solve problems and be inventive.  **You can help by talking to your child about their imaginative play and joining in if possible, encouraging them to be flexible in their thinking and use of materials and praising them for their efforts or ideas as well as the end product. Sing songs together, make a mess ~ your child needs to paint on a large (and maybe messy!) scale in order to scale it down to more fine drawings and paintings.** |

**Please contact us if you require any further information, or if you have any questions.**

Contact details for Mrs Sandow

Mrs. Waters / Mr Hamshar:

#### Telephone: 01736 763324

#### email: Mrs. Jay Waters: [secretary@st-hilary.cornwall.sch.uk](mailto:secretary@st-hilary.cornwall.sch.uk)

#### Cath Sandow [cathsandow@st-hilary.cornwall.sch.uk](mailto:cathsandow@st-hilary.cornwall.sch.uk)

#### Rob Hamshar head@st-hilary.cornwall.sch.uk

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#### \\server2012\staff\csandow\Documents\Desktop\My new class laptop\Ellas drawings\Letter header and bird.jpeg***There is also a lot of information for parents on our school website, including school policies, term dates, class pages and curriculum information.***

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#### [www.st-hilary.eschools.co.uk](http://www.st-hilary.eschools.co.uk)

#### You can also visit our facebook page for regular updates and news.

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