



## **Welcome to Knaphill Lower School**

### **A guide to Reception 2024 - 2025**

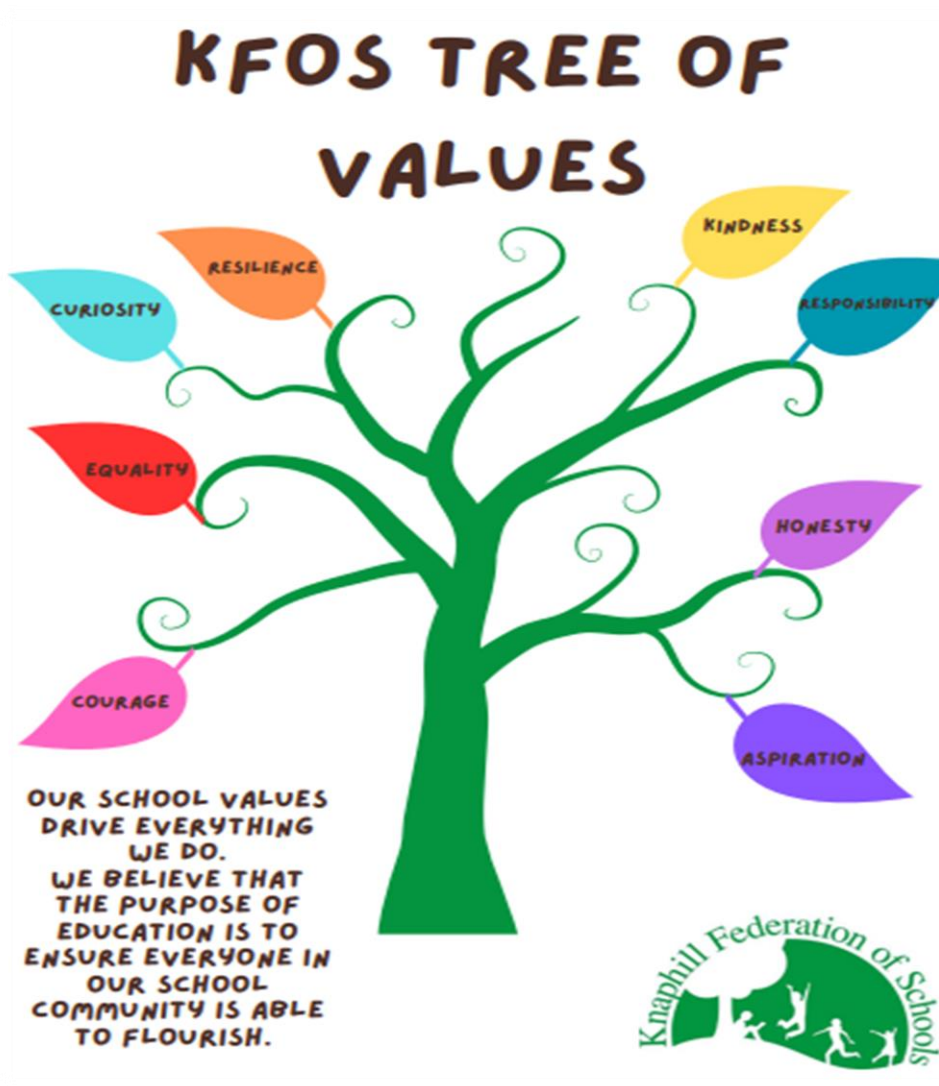
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The aim of this booklet is to provide a comprehensive overview of life in Reception at Knaphill Lower School.

## Welcome to Knaphill Lower School

As starting school is such an important milestone in your child's life, we thought it would be useful for you to have a booklet with some information about the early years at school. You will also find enclosed some suggestions about how to prepare your child for school.

**Our mission is to empower all children to have a bright future.**



We are wholly committed to this and it is evident on a daily basis. We take the education of children and young people very seriously and that is why at Knaphill Lower we strive to make every day matter. We encourage an active partnership between home and school and we aim to provide a safe, relaxed and friendly environment.

Your child will have an opportunity to visit us in school before they start, so it will not be all new on their first day. At the start of September, your child's teacher will invite you to an initial meeting for you to tell us about your child. This is a good opportunity to share any important information which may affect your child in school. We have a slightly staggered intake throughout September, but by Monday 16<sup>th</sup> September 2024, all children will be attending school full-time. This enables children and staff to get to know each other in smaller group situations to help the initial settling in period. Information about this can be found in your pack.

The staff at Knaphill Lower are all looking forward to working in partnership with you and your child and hope they have three successful years at Knaphill Lower.

**To prepare you and your child for starting at Knaphill Lower, there will be an Induction Evening on Wednesday 19<sup>th</sup> of June 2024 at 6:15pm.**

### **The Intake Process**

We understand that starting school is a very important time for children and parents alike. We hope the way that our intake process is set out, provides ample opportunities for children and parents to feel comfortable with the school and get to know the Reception staff.

**Stay and Play Session:** On Friday 19<sup>th</sup> July, your child will be invited for a stay and play session with the other children from their class. The children will visit their classroom for an hour without parents and will have the chance for a story and singing.

At Knaphill Lower, our Reception children begin their time at school through a staggered intake process. We have done this for a number of years and feel that it enables children to settle well into school life. We understand that this can cause difficulties for parents, particularly with childcare arrangements, however, this process takes place over two weeks and enables us to settle the children in smaller groups, more easily. We strongly believe that our intake process helps children become familiar with their new setting, new adults and new peers. Although most children have had experience of attending pre-school, the expectations, environment and adult ratios are very different in school and can often be daunting. We aim for children to feel comfortable and secure in their new environments as quickly as possible and the staggered intake gives everyone the best opportunity to do this. When your child is attending school they should always enter and be collected from the Reception classroom entrances.

### **The Early Years Foundation Stage (EYFS)**

The Early Years Foundation Stage is a distinct stage with its own identity. We hope to continue the positive start your child has already had in their pre-school setting by offering learning experiences that are both adult-led and child-initiated. We offer a safe, caring and stimulating, but also challenging, environment where your child can reach their full potential.

### **Child Centred Approach**

Starting with your child and what they know, we build on their success, always making activities enjoyable and challenging. We want to use their curiosity and enthusiasm to stimulate and develop a learning style that is suited to their needs. We believe that children learn best when they are happy and confident.

### **Active Learning**

The EYFS is a hands-on, organised, play based (and sometimes quite messy!) curriculum. All activities are carefully planned to move children forward in their acquisition of skills, concepts and knowledge of the world around them. The planning is structured; covering all areas of the EYFS and providing children with new and exciting opportunities. Our classrooms and outdoor learning environments are carefully arranged to be rich and stimulating. The three Prime Areas (listed below) are fundamental, work together and support development in all other areas.

**Personal, Social and Emotional Development** - Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive 9 relationships with adults enable children to learn how to understand their own feelings and those of others. 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.

**Communication and Language** - The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. 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, story-telling 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** – Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives<sup>7</sup>. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. 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.

The four Specific Areas (listed below) include essential skills and knowledge for children to participate successfully in society.

**Literacy** – 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** – Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. 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.

### **Learning in Partnership**

At Knaphill Lower, we believe that successful learning is a three way partnership between school, your child and you as parents. Your child will best succeed if we all work together as a team. This means taking an active interest in your child's learning, talking about what your child has learned at school, supporting them with activities such as reading or maths at home and having positive and open communication with your child's class teacher. Just as we will share your child's successes with you or discuss any concerns we may have, we hope that you will do the same.

Throughout your time at Knaphill Lower, parents are seen as important partners. This is especially true in the Early Years. We hope that you will collaborate with us to share information about your child and help us to understand what your child enjoys, what your child is good at and enable us to plan future activities to scaffold their learning. This happens in a variety of ways through the year. We will expect you to complete a questionnaire about your child, fill in both the 'All about Me' booklet and the 'My Story' document and attend Parents' Evenings for face to face discussion. We also provide opportunities for you to gain a better understanding of the learning your child takes part in at school. This is through our 'Curriculum Evening', Reading, Phonics and Maths workshops.

### **Other ways to be involved...**

As a school, we are lucky to have a very active and supportive PTA. They organise a range of fundraising events throughout the year, including the Christmas Fayre, Summer Fayre, Family Camp Out, Cinema Night and Curry Night! The PTA are always looking to recruit more volunteers to help in any way possible. You can find more details of what the PTA do and how you can help on our website.



## Parent Volunteers

We are always keen to involve parents in the classroom and after October half term, once children have settled in, we are happy to welcome parent helpers. If you can spare a couple of hours a week to come in to school and listen to children read, play games and generally help out in the classroom, then we are always grateful for the support. If you are unable to make a regular commitment, then perhaps assisting on trips and outings is something you could help with? If you are interested in helping in the classroom, please speak to your child's class teacher. All parent volunteers need to complete a DBS (previously known as CRB) check. Please see the school office for application details. This may take a few weeks to be processed and we cannot allow parents to help in the classroom until this is complete.

## A Typical Day in Reception

8.35am The doors to each Reception classroom are opened and children can begin to come inside and put their coats, bags, and water bottles away. Reception staff are always on hand to greet children and parents at the door in the morning. However, if you need to speak to your child's class teacher at length and it is not urgent, please wait until the end of the day as they will have more time to talk and fewer children who need them! Please ensure that your child's teacher is informed of any changes to collection arrangements for that day either verbally or via a note. If plans for collection change during the day, please contact the school office by 11am so they can inform your child's teacher. Class teachers will not let children go home with adults they don't know or recognise or with parents of other children in the class unless they have been informed of these arrangements beforehand.

8:45am All children should be in school by this time as they start their learning straight away. Gates to the playground are locked at 8.45am.

Should you arrive after 8.45am, please take your child to the school office where you will sign them in and they will be shown to their classroom. The children have the opportunity to visit our snack bar during their morning or afternoon session. This is a fruit/vegetable snack provided by the Government scheme, however, we do ask parents to contribute to our snack bar to provide a variety for the children to choose from. This gives the children the opportunity to try different types of fruit and vegetables.

Children have milk in a small carton containing 189ml. Children under the age of five are entitled to free milk at school. For children who are over the age of five, milk needs to be paid for. If your child is receiving free milk, this automatically stops the week commencing their fifth birthday. Please contact the staff at [www.coolmilk.co.uk](http://www.coolmilk.co.uk) to register your child's details and make payments where necessary. Should you have any problems doing this, please see the school office. Whether your child is entitled to free milk or not due to their age, they will not receive it unless they are registered at the website shown above.



Research shows that children learn better when their bodies and brains are hydrated. Therefore, children are encouraged to drink water throughout the school day. A named water bottle should be brought to school each day filled with water and is sent home every day to be washed and refilled. If your child is having a packed lunch, we would request that they have a separate drink in their lunchbox so their water bottle can remain in the classroom. If your child forgets their water bottle, they can get a drink from a water jug in the classrooms.

11.40am Lunch break begins and children eat in the School Hall. You may know that all children in Reception and Key Stage 1 (Years 1 and 2) are entitled to a free school meal. We would really encourage your child to have a school meal which will consist of a main course, dessert and drink. The Kitchen team are able to cater for a wide range of dietary requirements. Please ensure you have completed and returned the Twelve15 'Special Diet Request' form that was attached to your welcome email. Please speak to the school office if you wish to discuss your child's needs. If you wish your child to have packed lunches you may provide one, although sweets, fizzy drinks and nuts in any form are not permitted. As a school, we encourage healthy eating and hope that this is reflected in packed lunch boxes.

Free School Meals and Pupil Premium Please note - if you receive benefits, we would ask that you still register for Free School Meals with Surrey County Council as we then receive additional funding in school. If you think your child may be entitled to free school meals (i.e. you receive Income Support), please ask at the office for an application form. Your request will be treated in strict confidence.

12.40pm Afternoon registration begins.

12.45pm Learning continues in the classrooms and outdoor areas.

3:05pm The school day ends. Children leave from the classroom doors but only when their collecting adult is seen by the classroom staff. If for any reason there are changes for collection please let the school office and your class teacher know before 11am on the day.

Please note: school timings could be subject to change – these changes would be minimal.

At Knaphill Lower we pride ourselves on the range of after-school clubs we provide for children. In the past these have included, sports, art, construction, music, gardening and cooking. These clubs are available for children from the Spring Term in Reception onwards.

Koosa Kids provides wraparound care before and after school. All details are on our website <https://kfos.co.uk/wrap-around-care/koosa-kids/> so please contact them directly for fees and availability of places.



## **Absences**

If your child is going to be absent from school due to illness, please telephone the office before 9.15am on each day that they are absent. If your child has a medical or dental appointment and will be late into school, please let your child's class teacher know verbally or via a short note and email the school office staff, so that they are also aware and do not cancel the hot dinner if one is needed. If you need to collect your child during the school day for a medical or dental appointment, please let your child's class teacher and office staff know in the morning and collect your child from the office at the agreed time where you will need to sign your child out. When your child is absent from school due to a medical appointment, you will be required to provide us with a copy of the appointment letter/card for our records.

## **Family Holidays**

Family holidays during term time will not be authorised. If there is an exceptional reason (as determined by the Headteacher) parents are required to complete a Leave of Absence form as soon as the proposed leave is known about. Leave of Absence forms are issued to parents from the school office. Parents will be notified of the outcome. Applications for leave of absence which are refused will result in the absence being unauthorised which may result in legal action against the parent, by Fixed Penalty Notice, if the child is absent from school during that period. Any unauthorised absence from school is damaging to your child's education. It also gives children the wrong messages about the importance of their education which may lead to problems in their schooling. Good attendance and punctuality are important values for later in life.

## **Medicines**

If your child needs to have medicine for a short time, we request parents come into school and administer this. However, we understand that this is not always possible due to work commitments, so a medical form must be completed and signed by parents at the school office, which will give consent for office staff to administer the medicine at the appropriate time. This procedure is also followed for any long term medication that a child needs to take. If your child uses an inhaler or has an epi-pen, please let your child's class teacher know, who will direct you to the office staff, as these have to be recorded and paperwork needs to be completed by the parent to accompany them. These will be kept in the classrooms and a spare in the medical room and administered by staff as and when required.

## Preparing your child for school

There are lots of things that you can do between now and September to prepare your child for school. To encourage your child to be as independent as possible, practise these activities to help prepare them:

- Dressing and undressing without help.
- Doing up buttons and zips.
- Hanging clothes on a peg.
- Using the toilet unaided.
- Using a tissue.
- Using a knife and fork unaided.
- Tidying away the toys he or she has been playing with.

## Supporting your child once they start school

Once your child starts school there are lots of things that you can do to support them day to day, socially and in their learning:

- Arriving at school on time each day so your child has a calm start to their learning. Collecting your child on time at the end of the day to avoid anxiety.
- Ensuring your child has everything they need each day, such as their reading diary.
- Talking to your child about their school day.
- Asking your child 'what have you learned today?'
- Looking at and talking about pictures, paintings or writing they bring home.
- Reading books with and to them.
- Attending assemblies and other school events.
- Developing your child's social skills by seeing school friends outside of school.
- Please ensure all your child's clothes are easy for them to put on and take off independently and quickly, particularly zips on coats some of which are often stiff and tricky to do up. If your child has shoes with laces please can you make sure they can tie their own laces.

## Uniform

At Knaphill Lower School we aim to make our uniform as flexible as possible for parents, so generic uniform such as trousers, skirts, shirts and green jumpers and cardigans (without the school badge) can be purchased from a variety of outlets. Should you wish to purchase items with the school badge on, including jumpers, cardigans, the Knaphill Lower book bag, PE bag, and school coat, these are supplied by Valentino School Wear in Knaphill.

The school's PTA hold second hand uniform sales throughout the year should you wish to donate uniform your children have grown out of or purchase items for your children. Children wear their PE kit into school on their allocated PE day to avoid them having to change at school. Please feel free to send in a set of spare clothes which can be stored on their peg in school along with spare socks and pants...just in case! Please do not underestimate the need to clearly name all items of school uniform and PE kit, even socks! Please use either sew-in, iron-on or a proper labelling pen and regularly check that your child's clothes belong to them, not to someone else and are still named!

### **The Book Bag and its Contents**

The Knaphill Lower book bag is the most essential item on the school uniform list. Your child's book bag will also contain some books that are key to learning in Reception.

#### **Reading Books**

In the first few days of your child starting school they will receive a reading book. This is a book for you to share with your child, to read to them and to talk about the pictures. As your child begins to learn their letter sounds, they will start to read some simple words in the book. Children will be assessed on their reading progress at various points throughout the year.

#### **Phonics**

As soon as your child starts school, they will begin to learn the first stage of phonics through focusing on phonological awareness. At Knaphill Lower we teach phonics using the Essential Letters and Sounds programme. At school, children will learn the sound that a letter makes, learn the shape of the letter and learn a rhyme/mnemonic that accompanies the letter. Please take the time to practise these sounds at home with your child as it will help their reading development. Once your child has learned a selection of letter sounds, they will be able to use these to build words. You will receive "Harder to Read and Spell Words" to practise at home. These are words that cannot be read by segmenting/blending or that the children have not yet learnt the code for yet. Examples of these words include: the, she, he, me. "Harder to Read and Spell Words" need to be learned by heart as they often appear in reading books, so are vital in reading development and fluency.

#### **Communication**

At school, Reception Teachers complete observations online via Tapestry. Parents will be encouraged to share photos and key learning moments from home using their personal Tapestry login. You will be invited to register for access during the induction period in September. As your child moves up through the school they will move from Tapestry to using Google Classroom for resources and videos.

Knaphill Federation of Schools use the Arbor Parent Portal. This system lets parents register their child for a club or trip, book parents evening slots and manage payments all from their phone or computer. Parents can also check in on their child's attendance, manage contact details and consents. You will receive an email from us once your child has been set up on our system which will give you all the details you need to set up your accounts.

### **Behaviour as a class**

Each class uses a tens frame for a class reward. When the whole class does something well, for example, tidying up, working together, listening well or behaving sensibly, the class can earn a token for the frame. Each time the tens frame is filled there can be a class reward such as a party game, a mini movie, a dance or a story. The frame is then emptied, and the system begins again. Each child is allocated a house colour (Windsor, Attenborough, Farah and Rowling) and can receive individual house point rewards when they do something kind, thoughtful, behave well by making good choices or show fantastic effort in their learning.

### **Parking & Travelling to School**

At Knaphill Lower School, the safety and well-being of everyone is paramount and as the roads around School can be very busy, we actively encourage families to leave their cars at home and walk, cycle or scooter to School. Not only this is a healthier option, but often the walk to school is a perfect opportunity to chat with the children and find out about their day.

If it is absolutely necessary for you to drive to or from school, we recommend not parking on Chobham Road but a little further away. Please do not block any of our neighbours' driveways, double park, park on the pavement or park on the yellow zig zags outside the main gate. Please respect and be considerate to our neighbours. Parking is available at the following:

- Sussex Road Car Park - Knaphill, Woking, GU21 2RA
- The Vyne Car Park - Broadway, Knaphill, Woking GU21 2SP
- Sainsburys Car Park, Redding Way, Brookwood,, GU21 2QT

No vehicles are allowed to enter or leave our car park between 8:25am – 8:45am and 2:55pm – 3:15pm.

### **Contact Details**

School office telephone number: 01483 473 282

School office email address: [office@knaphill-lower.surrey.co.uk](mailto:office@knaphill-lower.surrey.co.uk)