



Starting School at Alexander Hosea

Roots to grow, wings to fly.



Alexander Hosea is a school with high aspirations for its school community. We want children to feel happy and safe and settle quickly into school life and for families to feel valued and included. We recognise the importance and entitlement of our Foundation Stage pupils to a curriculum that excites them and equips them with the skills, confidence and successes that will take them onto Lifelong Learning. We hope that this booklet offers an introductory insight into what we do and how you can support your child.

Our values and aims at Alexander Hosea:

A adaptability

S self-belief

P perseverance

I inclusion

R respect

E enquiring

- To be adaptable in a changing world
- To have self-belief
- To persevere and show resilience
- To be inclusive and accept and value similarities and differences in ourselves and others
- To respect ourselves, others and our world
- To foster a zest for enquiry discovery and learning

Early Days



I loved it
when you
came to see
my toys!

Home visits

It makes sense to us to meet the children in an environment where they feel safe and with the people who know them best, you.

It is also a time for us to talk through any queries you may have and get to know each other.

Phased entry

The start of your child's school career is very important. We want them to enjoy every moment and gain confidence quickly. If the beginning is really positive this will quickly turn into learning progress.

This year the children will come to school in their class groups but we will have higher staff ratios. This allows us to build relationships and make them feel safe and secure.

The curriculum is designed with a social development focus. There will be learning opportunities inside and outside planned around the interests and needs of the children.

Getting used to spaces, expectations and places gradually makes things feel manageable.

Lots of us find change stressful so it is important to recognise this for your children and support them through this time.



Learning to be independent

The children are encouraged and supported to care for each other, their environment and to be independent. They will be taught how to access resources safely, to treat them with respect and put them away when finished with. Children will be encouraged to look after their own belongings and have a peg and a drawer to store their things. This early ground work builds towards the goal of confident, independent learners.

Learning about routines

The children will learn about walking around the school, lining up and how to get ready for PE. They will find out about where different parts of the school are too.



Learning to belong

The induction is very much about individuals so the children will start by getting used to things gradually and then introduce more things as we feel the group are ready. For example, we will have playtime in the large playground as a group when the other children are in their classrooms and when we are ready we will join the other children.

What you can do to work in partnership:

- Talk about school in a positive way.
- Expect independence at home with looking after and tidying away their things.
- Buy clothes that they can manage on their own e.g. trousers with an elastic waist rather than a tricky hook.
- Allow time for them to be independent in dressing.
- Teach them how to get their clothes the right way round if inside out.
- Teach good table manners and use of knife and fork rather than a spoon.
- Provide mark making tools such as chalks and pens and pencils and encourage mark making without pressurising to write their name and don't encourage copy writing.
- Enjoy books, rhymes and songs.
- Make up stories together.
- Teach use of scissors, hole punches, staplers.
- Encourage climbing in the park.
- Cook together, teaching safe use of kitchen tools.
- Make counting part of every day life.
- Encourage curiosity in their surroundings.
- Teach them to open packets they might have in their lunch box.
- Attend curriculum information meetings such as the one in early October.



Lunches

All reception and KS1 children can have a free school dinner each day, or if you wish, you can provide a packed lunch. We encourage healthy eating and our policy can be found on our web site. No nuts or nut products are allowed because some children in the school have allergies to these. They can mix dinners and packed lunches during the week. We will support them in the dinner hall to begin with and introduce them to the lunchtime supervisors. The older children also run a Play Pal scheme where they help the younger children to know the right thing to do and help them feel happy and safe.



Curriculum

We will follow the Early Years Foundation Stage curriculum which has the following areas of development:

- Personal, social and emotional
- Physical
- Communication and language
- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

These will be presented through adult-led and child-initiated activities. These will be supported by a carefully planned indoor and outdoor environment which will change over time to support development and needs.

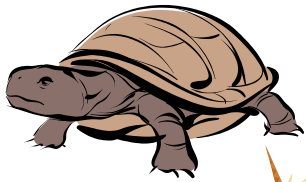


Lifelong Learning Skills

As well as teaching knowledge and skills of the curriculum, we also teach other skills that will benefit them as lifelong learners. These are:

- Perseverance which will be introduced as stick-ability
- Problem solving
- Imagination
- Team work
- Curiosity
- Challenge

We have puppet characters to support this and we will share more details of these during the induction period.



Stick-ability

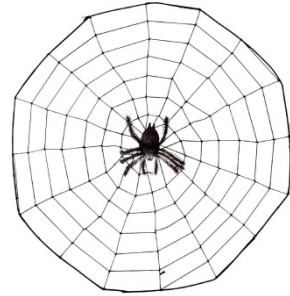


Imagination

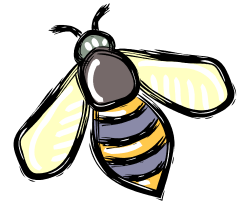


Challenge and change

Curiosity



Problem solving



Team work

Learning Journal

Each child's individual learning journey will be documented in their Learning Journal which you will be encouraged to add to and share. As their journal should reflect their skills and progress in all aspects of their lives, it will be important for you to share information with us and we will guide you to do this over time.

We use 2Build a Profile to help us with observations.

The journals are used by the teacher to carefully plan individual next steps in teaching to support further development across the curriculum areas.

You will be given opportunities to come and share your child's journal through the year.

The School Day

8.50 Come into school - physical development session

9.00 register

9. carpet time phonics followed by phonic group work

9.45 carpet time to introduce new ideas/ teach a new concept

10.15 play

10.30 group work/ self initiated activities within planned environment supported by adults

11.30 get ready for lunch

11.45 lunch followed by play

1.00 register followed by carpet time

1.10 assembly

1.30 group work/ self initiated activities supported by adults

2.45 tidy

3.00 carpet time to talk about days learning and plan for the next day

3.10 Story and singing

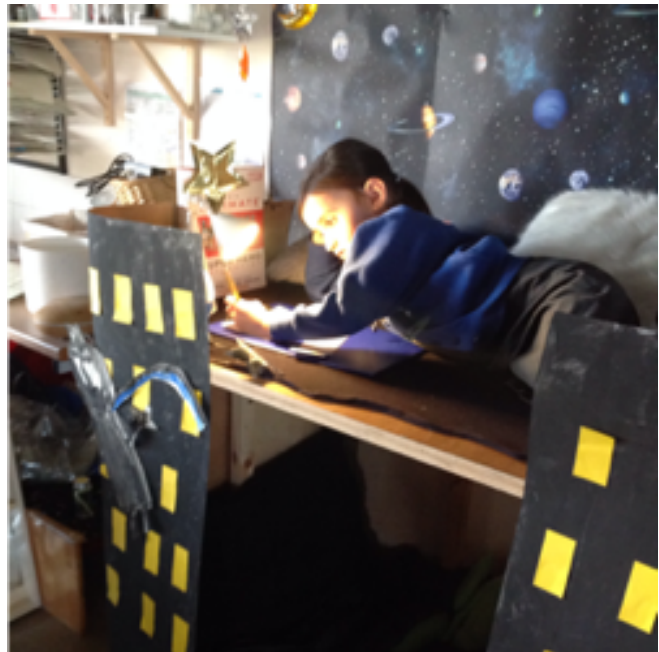
3.30 home

This is a guide, as the school day will be altered according to the needs of the group. As time goes by we will incorporate assemblies, longer carpet times for learning things like phonics, PE sessions. This will be done at a pace to suit the children building into a day that might be something like the example above by the end of term 2.

Our school is very special



We strive to be a very forward thinking inspirational school. Over the past each three years our environments have been transformed. Throughout the school classrooms are 'immersed' each term. These are carefully crafted to accommodate research principles to make the very best place for your child to learn.



How can you take part?

Coming along to open afternoons to share journals with children and coming to parents evenings will give you a picture of progress and keep you up to date with what your child is learning at school. A regular newsletter from the class will also help you know what is happening and how you can support at home. There are many other ways you can become more involved:

- You might have a skill to share or have a job that you can talk to us about.



You can:

- attend concerts
- join us for school lunch



- become a parent helper - This could be regular help or occasional.
- join the PTA - This is a good way to help raise funds for the school, meet other families and have a good time.
- join the Parent Council - They meet once a term to discuss relevant issues.

Please ask for more details of any of these.

Please refer to Alexander Hosea website for full uniform policy.

What will I need:

Uniform

Boys : blue sweatshirt
white polo shirt
grey shorts or trousers
black or grey socks
black shoes
Trainers are not acceptable.

Girls : blue sweatshirt or cardigan
white polo shirt
grey skirt or pinafore or trousers
black, grey or white socks or tights
blue checked summer dress
black shoes
Knee high boots are not acceptable

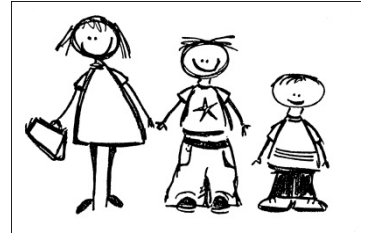
P.E kit : black shorts
house T shirt (you will be advised of house and colour needed)
Black daps / plimsolls
Black jogging bottoms

On the first day please bring:

- P.E. kit
- Wellington boots (named)
- Coat (it can get wet or chilly during the day)

We will provide a fruit snack, and milk until your child's 5th birthday. Healthy choices are encouraged throughout the school so your child could bring an alternative fruit or vegetable snack. Water can be brought instead of milk. (special arrangements can be made for children with allergies)

**Please put a name in
all clothes, shoes,
coats, lunchboxes and
wellies**



Coming to school on the first day

You will be coming to school for either a morning or afternoon session for the first two weeks. For both morning and afternoon sessions, you will need to come to the small playground to the left of the school building.

We encourage healthy lifestyles so where possible we advocate walking, scooting or bike riding at least some of the way to school. Please consider our neighbours when parking and only use drop off zones for dropping of older children.

We will meet you in our small playground. You can say your goodbyes and the children can come straight into the classroom. We will help them to put their things away. We will have some interesting things for them to do and they can start their exciting new adventure!

At pick up time come to the front of the school by the main office and we will bring your children to you.

Please park scooters outside the gates. They must not be ridden on the paths in school or in the playgrounds to prevent accidents.



Frequently Asked Questions.

What should I do if I am worried about my child?

Talk to us as soon as possible. The mornings can be difficult because it is time for us to settle the children but you can make arrangements to come in during lunch time or after school. You can also phone us out of class time. Similarly, if we have concerns we will ask to speak to you, If you are concerned about something it is often best not to talk in front of your child as they can pick up on worries really quickly. Email communication can also be helpful and resolve worries quickly.

Who will look after my child in the big playground?

We have a great team of lunch time supervisors who will meet the children and cater for their needs. They will help them with their lunch and toileting in the break. We also train some of the older children to help out. These are called Play Pals and are not assigned to individuals but watch out for children who need help. They will help them find their friends and suggest games to play. If they need an adult they will help to find one for them.

What should I do if my child is unwell?

If your child is unwell they need to be at home. If they have been sick they need to stay home for 48 hours after their last bout of sickness. You need to ring school to let us know each day. Our number is 01454-294239. A message can be left out of office hours.

Will my child cope with a full day at school?

People often comment on how tired their children are even if they have been to nursery full time. In school there are lots more people and spaces to get used to. Our part-time induction is designed to introduce these slowly but you may want to ask to extend this part-time arrangement. When children feel very tired they can feel quite 'out of sorts'. If we think they are not coping during the day we will ring you and ask that they are collected.

How will I know if my child is eating their lunch?

Anything left from their lunch box will be returned to you. If they are not eating their school dinner we will let you know.

Where will they put their coats?

The children will have a peg to hang their coat and P.E. bag on. This will have a picture and their name to help them to identify it. They will also have a drawer in the classroom to keep other things in. We will help to find these on the first few days. They will quickly get used to finding their own things.

Can someone else pick my child up after school?

You will need to notify the school of who will collect your child from school. If your child is being taken home by anyone else we must have permission from you.

What should I do if my child needs medicine at school or has medical needs such as asthma?

You should fill a care plan out for your child and return to the school office. It is something that the teacher will be happy to discuss with you. We do not administer medicines in school unless they are prescribed by a doctor and agreed with the office.

Useful sources of information

Our school web-site has a wealth of information from term dates to policies and class pages. This is well worth a look throughout the year. The tab labelled children will take you into class information

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

More information about the EYFS curriculum can be found here:

www.education.gov.uk/

www.ncma.org.uk/pdf/EYFS_parents_carers.pdf

Healthy lunchbox information:

www.nhs.uk/Livewell/childhealth6-15/.../Lighterlunchboxes

www.netmums.com/family-food/food-for-kids/lunchbox-ideas

Speaking and listening is now a prime area of our curriculum along with physical development and social and emotional development. Some useful information for parents can be found at:

www.talkingpoint.org.uk

www.child-development-guide.com/

