

BEREWOOD PRIMARY SCHOOL



HANDBOOK FOR PARENTS AND CARERS OF CHILDREN STARTING SCHOOL IN RECEPTION September 2024

Starting school is one of the "big" steps that you will make with your child.

We have written this booklet to give you information, which we hope will help and support you and your child at this exciting time.



Welcome to Berewood Primary School, our academy school that opened in September 2014. My name is Megan Carter and I am Berewood's headteacher. I am delighted to welcome you to Berewood Primary School, which is a happy and safe place to learn.

Berewood Primary School is at the heart of an ever-growing community and we are proud to be part of the University of Chichester Academy Trust.

Children entering Berewood Primary School will find a world of learning opportunities to inspire their awe and wonder. Our overall aim is to be the very best school we can be, as we believe it is every child's first chance at formal education and they deserve nothing but the best. We want our pupils to develop a lifelong love of learning that will facilitate them to be people who are inspired and excited to make a difference to their lives and the lives of those around them. We hope all children leave us with our Berewood Bonds in their hearts and minds, ensuring they are always prepared to face challenges and enjoy successes of all types.

We are KIND and HELPFUL

We are RESPECTFUL and SAFE

We are RESILIENT and HARDWORKING

We offer a broad and balanced curriculum. Together we can ensure that the pupils grow to become confident and resilient learners in a wonderfully supportive environment. Pupils are treated as individuals and their talents are fostered in a 'can do' inclusive climate. We strive to build strong relationships with our parents, and we value and encourage their involvement and support.

We provide an education for children from the age of 4 to 11, and are managing a growing number of children on roll, rising from 90 in the first year to our current number of over 420 pupils. We are proud of all of our children and recognise the hard work and determination they show in their everyday learning and achievement, and their role in helping us to create our vibrant, happy and successful primary school.

The school is a stunning building with bright classrooms, additional learning spaces, the latest technology, and a library at its heart, all of which help us to provide many opportunities for enrichment. Our beautiful and carefully landscaped grounds mean that learning can take place both inside and outside, helping us to make lessons active and engaging, and to enhance our creative and exciting curriculum. We are all fortunate indeed to enjoy such a wonderful, purpose built, modern working environment.

I look forward to meeting you,

Best wishes,

A handwritten signature in black ink, appearing to read 'Megan Carter'.

Mrs Megan Carter, Headteacher

Working together

Parents are children's most enduring teachers and know their children best. At Berewood Primary School we believe in building caring and professional relationships which include and recognise the feelings of the child and their families. This has a positive impact on the child's learning and development. As your child joins our school, we will welcome your participation in their learning and development and will share information along the way.

After six weeks we have a settling in meeting for each child when you have the opportunity to meet with the class teacher. There is a formal parent consultation evening in February, however our class teachers are always available for a quick word which would provide an opportunity to arrange a more suitable time for a longer chat if necessary. We are also always happy to phone parents at home.

Please make sure you have sent back all necessary forms as soon as possible.

Check List

- Registration Form
- Pupil Health Information Form (yellow)
- Tapestry Form

The first day

Your feelings will guide your child's emotions. If you approach your child's first day with confidence, their anxieties will be reduced.



Children should enter the school through their classroom door.

All gates are locked except at the beginning and end of the day.

The gate nearest to the Reception classes opens at 8:30am.

School officially starts at 8.40am. (doors open at 8.35am.)

Saying goodbye at school may be very emotional for you! Try to send your child off with a smile and a wave along with the reassurance that you will be there to collect them later.

Remember distressed children almost always settle very quickly once their parent / carer has gone, so make your departure loving but brief. If you are particularly worried, we are happy for you to phone school later in the day to check that your child is okay.

Play times

During the autumn and spring terms, playtimes and lunchtimes are spent in the Year R area where the children are supervised by their classroom staff.



During the Summer Term, the children will join the rest of the school on the main playground. Before children go out to play for the first time they are given a tour of the playground areas and shown where the toilets and playtime equipment can be found.

Games and equipment are available to all children at playtimes, and the climbing frames, known in school as the 'trim trail', are used on a rota basis. Please note that the school is not responsible for supervising the playground before and after the school day when they remain your responsibility. Children go straight into classrooms from 8.35am.

Snacks

Children have the opportunity to drink as much water as they wish. Please bring a clearly labelled water bottle, which will be sent home each day for washing and refilling with water. Do not put juice or squash in their bottle.



Children (in Year R, 1 & 2) are provided with a piece of fruit (sometimes a carrot) each day. You are welcome to send in an additional piece of fruit if you wish which will be eaten during the morning. This too needs to be labelled.

Lunch times

When your child stays for lunch, school staff will supervise the children. They will eat their lunch in the hall with the rest of the children from key stage one (years 1 and 2) and will sit together as a class.

We encourage healthy eating. Lunches are available at the school, funded for reception, year 1 and 2 children by the Government. **We are a nut free school, so please ensure your child does not bring nuts in, including in spreads, as part of their lunch (for the safety of others who may be allergic).** Initially many children find it difficult to eat a large lunch; some children are very slow and very sociable! It is helpful in the early days if they have small amounts of food that they can eat easily. Your child will be encouraged to eat their lunch but not forced to remain in the hall until they are finished. Please let the school know if you are concerned about the amount your child is eating or drinking.

Please ensure all lunch boxes are clearly named and do not use glass containers or send cans and fizzy drinks. Children can take their drinking bottles to the hall for their lunch, but you may wish to provide an additional drink such as a carton of juice as an alternative.



The end of the day

School ends at 3.20pm. Parents must inform the school as to which adults have your consent to collect your child. This information is recorded on the Registration Form. Should you make any changes or additions to your arrangements you must inform the office, as soon as possible. Please note, no child will be allowed to leave the school with an adult who is not named on the form, unless you have contacted the office first.

Last minute changes to home time arrangements

We understand of course that there are times when for reasons beyond your control, you may need to make last minute changes to home time arrangements. With this factor in mind, please can we ask that all changes made after drop off in the morning, are communicated to the school office no later than 3:00 p.m. In this way we can then get the message to the classroom in good time for the end of the day.

Your child will be looking forward to seeing you at the end of the day. It is helpful if you are prompt at pick up - a young child can get very upset waiting.

Please collect your child from the Reception outside area. A member of the Reception class team will send your child out to join you once they have seen you.

Your child will probably be tired and possibly hungry, so some quiet time, with or without you at home, will be just what they need after school. They will probably talk about their day in their own time so try not to press them for information but give them opportunities to talk to you when they are ready.

Clubs and activities

We are very fortunate to be able to provide both onsite breakfast club and after school club. These provisions are run by outside agencies and places need to be booked directly through them.

Breakfast Club: JC Sports 0800 994 9164 <https://www.jc-sportsonline.com/wrap-around-club>



After school Club: Growing Places 02392 258557/ 02392 255411

Extra curricular clubs

We also have a variety of sports clubs on most days of the week after school; karate, dance, multi sports and football. Please note that some of these clubs are age restricted and not generally available during the first term for Year R children. You will be provided with more information once your child starts school

What your child needs to bring and wear

At Berewood Primary School we want children to wear their uniform with pride, and to enjoy being smart and ready for learning.

Please could you remember to label all clothes and equipment which are brought to school with your child's name, so we can return them to you should they be misplaced.

We would be grateful if your child could bring a coat to school on all but the hottest of days. We encourage children to put on and fasten their own coat.

This is a list of other things which your child will need:

- Berewood Primary School book bag (no backpacks)
- Wellington boots that can be left in school all week
- Water bottle
- Sun hat, when appropriate.

Children should come to school wearing sun cream in the summer term and other times when hot weather is expected (please note that school staff may not put sun cream onto your child).



There is no space for rucksacks, so we ask that our children do not bring them. Thank you.

School Uniform

Acceptable uniform (all pupils)

- Grey skirt, dress, shorts or trousers
- White or purple polo shirt
- Purple sweatshirt or cardigan (with or without school logo)

In summer, purple and white dresses are suitable to be worn by pupils as well.

Footwear (all pupils)

- Shoes should be black and be safe for use around school
- No heels or open toes
- Please opt for Velcro shoes if your child cannot tie laces independently

PE uniform (all pupils)

- Black shorts (NO hot pants)
- Plain white or purple T-shirt (with or without school logo)
- Trainers

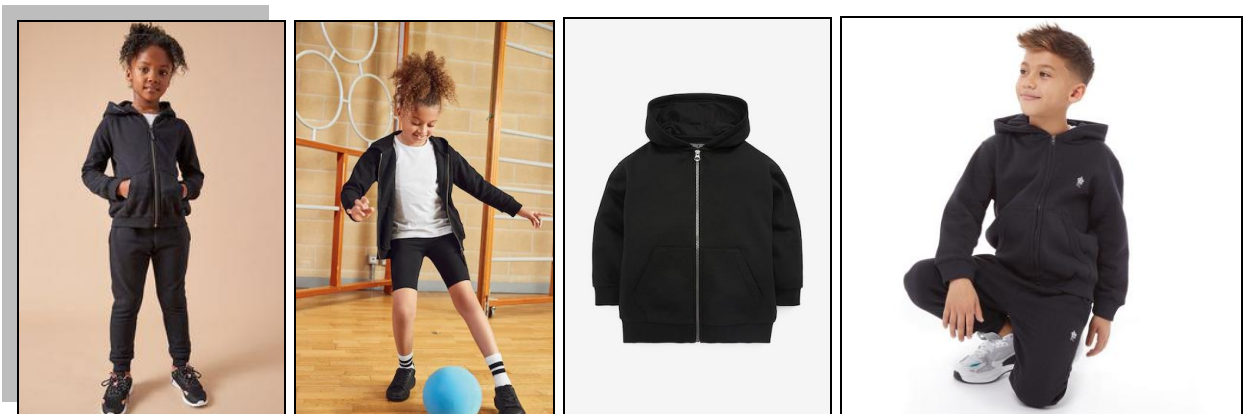
In the colder months' children will need;

- Plain black jogging bottoms or leggings (with or without school logo)
- Plain black hoodie or sweatshirt (with or without school logo)

On PE days, children will wear their PE kit to school instead of their school uniform.

Our uniform is stocked by Hampshire Uniforms and by Skoolkit Ltd. You can visit their www.hampshireuniforms.co.uk or www.skoolkit.co.uk

Please remember that many items such as shorts, trousers, dresses and polo shirts and blouses can be bought locally for a reasonable cost.



Absences in term time

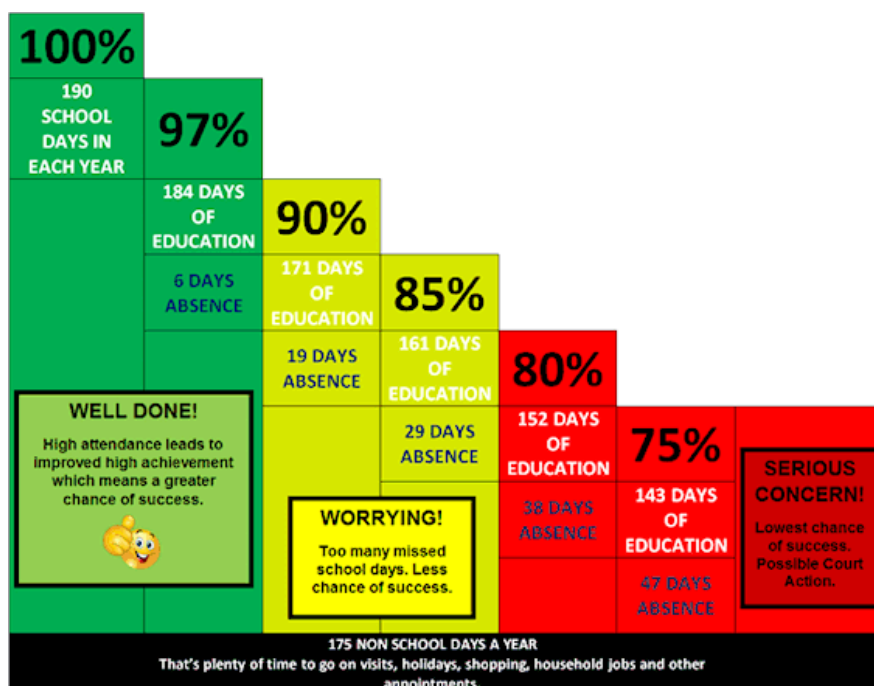
Schools are required to keep accurate attendance registers with every absence noted and accounted for, whether they are authorised or unauthorised. The Government has directed Head Teachers may only grant leave for a holiday in exceptional circumstances; therefore **holiday absences are always unauthorised**. If you need to make a request for absence on other grounds, such as religious observance or exceptional circumstances, Mrs Carter is always happy to discuss such events with you.

Hampshire County Council 'Request for Authorised Absence due to exceptional Circumstances form' must be completed and handed into the school office, to request any absence from school in advance.

In line with Hampshire County Council Policy, Fixed Penalty Notices are given for more than 10 unauthorised sessions within a 100 day period; a school day is two sessions, AM & PM. In the event that a Penalty Notice has previously been served to you due to unauthorised holiday, should your child have any further unauthorised leave this may result in further legal action for you, such as prosecution or an Education Supervision Order.

Persistent late arrival at school after the register has been taken will be recorded as an unauthorised absence. Please see the school policy or ask our colleagues at the office for more information.

If your child is unwell, it is your responsibility to please **inform the office and kindly note that they will contact you during the morning if they have not heard about your child by 9:00am**. If your child has a medical appointment, it will be authorised. Evidence of this appointment must be shown to the school office for such an absence. This will ensure that all is recorded correctly. Please try whenever possible to schedule medical appointments outside of school times.



Medical concerns

Your child's health is important to us so please ensure that we are fully aware of any medical conditions. Our Office team oversee all medication in the school and we are always happy to help. **Please note that we can only administer medication if it has been prescribed by a doctor.** If your child is unwell at school, we will contact you. If you are concerned that your child may not make it through the school day, please share this with a member of school staff, without letting your child hear you telling us! If your child has a condition such as conjunctivitis or has been sick, the office will be happy to advise you on the appropriate time for your child to return to school in line with advice from Public Health England. If your child is absent from school, please telephone the school office before **9:00am**.

A yellow pupil health form is contained within your registration pack. If your child does have a medical condition that we need to be aware of it is imperative that you provide as much detail and supporting evidence as possible, to enable us to complete a health care plan for your child. If your child has a diagnosis of asthma we require an inhaler and spacer device to be kept in school. If your child has an allergy, which requires an epi pen, please ensure you have ordered an extra pen to be kept in school.

First aid

The school is responsible for providing staff fully trained in first aid and this includes paediatric first aid for our youngest children. Any child who is hurt will be comforted and treated by one of our first aid trained staff members. We'll send a note home with your child, if they've bumped their head or by phone if their injury is more serious.



Risk assessment

If your child has sustained an injury such as a fracture or sprain, a risk assessment will need to be completed with a member of the Admin or Senior Leadership Team before your child can return to school. Please call the school office to arrange this.

Behaviour

We have three school rules at Berewood Primary School that all behaviour, positive and negative, is linked to and built upon.

The Berewood Bonds

We are KIND and HELPFUL
We are RESPECTFUL and SAFE
We are RESILIENT and HARDWORKING

Most young children want to please and are willing to be guided by adults with whom they have caring relationships.

To support the children, we establish simple rules and routines;

- We have clear limits that are fair and age appropriate.
- We describe exactly what we want the children to do and give reasons.
- We praise the behaviour that is conducive to a successful learning environment for all.
- We listen to your children's views and negotiate solutions to problems.
- We listen to the children and give them time to explain their side.

Children who do not respond to requests to play with other children appropriately or treat equipment correctly will be removed from that activity and supported to learn how to improve their choices of behaviour. There may be times when a child's behaviour will be discussed with you as a parent so that you can support us by talking through an incident at home. For serious incidents, or if a child does not respond to the class teacher, they will be spoken to by a member of the Senior Leadership Team. An incident of this nature will always be reported to the parent.

Our Positive Behaviour Policy and Anti-Bullying Policy are available on the school website.

Rewards

Children are rewarded in the school community when they are following 'The Berewood Bonds'. This may result in being awarded a house point or given a sticker that show which Berewood Bond they have demonstrated.

Children may be sent to see the head or deputy headteacher for extra praise and a "headteacher's sticker". Children often take work they are proud of to show staff in the office who also give them lots of smiles and praise!

On a Friday there is a Celebration Assembly. Children who have done something amazing will be presented with a certificate. These are focussed on The Berewood Bonds and their learning.



Soon after arriving at school, all children will be placed into one of the four Houses: **Eagles**, **Falcons**, **Hawks** and **Owls**. They can earn points for their House across the year and when they have collected enough individual house points, they will be awarded with a Bronze, Silver and then Gold House Point Certificate in Celebration Assembly. We also plan events and activities throughout the year so that they can meet with their House teams and enjoy being part of a House with children across the school. Children with siblings in school are allocated to the same House.



The purpose and aims of the Early Years Foundation Stage

Children are competent learners from birth and develop and learn in a wide variety of ways. At Berewood Primary School we look carefully at the children in our care, consider their needs, their interests, and their stages of development and use all of this information to help plan a challenging and enjoyable experience across all the areas of Learning and Development.

We want children in the Early Years Foundation Stage to:

- Feel safe and secure
- Develop high self esteem
- Develop self-discipline
- Become independent
- Become confident communicators
- Learn through first-hand experience and play
- Progress confidently as they continue their learning journey into Key Stage 1.

The areas of learning and development

There are seven areas of learning and development which shape the programme in the reception class. These divided into three **prime areas** (personal social and emotional development, communication and language, physical development,) and four **specific areas** (literacy, mathematics, understanding the world, expressive arts and design)



Personal, Social and Emotional Development

This involves helping your child to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

Communication and Language

This area of learning involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.



Physical Development

This involves providing opportunities for young children to be active and to develop their co-ordination, control, and movement. Children will learn about the importance of physical activity, and to make healthy choices in relation to food.

Literacy

Literacy development involves encouraging children to link sounds and letters and to begin to read and write. Your child will be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.



Mathematics

In this area of learning your child will be provided with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces and measures.



Understanding of the World

Your child will be supported as they begin to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.



Expressive Arts and Design

Your child will explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, dance, role-play, and design and technology.

These areas of learning and development all interconnect and cannot be delivered in isolation from each other. They are equally important and depend on each other to support a rounded approach to child learning and development.

All the areas are delivered through planned, purposeful play, with a balance of adult-led or directed and child-initiated activities. The children are encouraged to learn inside and out of the classroom. Our outdoor spaces are used as an outside classroom. Poor weather is not seen as a problem but a learning opportunity!

Helping with literacy and numeracy

Children learn in different ways; they need space and time to play and discover things for themselves. However, there are plenty of opportunities for developing necessary skills in everyday situations. You will know when your child is enjoying an activity!

Words and reading

Please continue to teach your child nursery rhymes. Sharing books with your child, talking about the pictures, encouraging them to predict what might happen next, and allowing them to turn the pages, all helps to continue their development in reading. Children who see other adults reading are encouraged to learn to read themselves, and by drawing their attention to words around them - shop signs, food and sweet packaging etc, you are helping them on that journey.



Audio books are another valued resource for building interest in stories.

Many children are beginning to recognise their own name, becoming familiar with it will help them to find it in the classroom (please use a capital letter only for the start of their name).



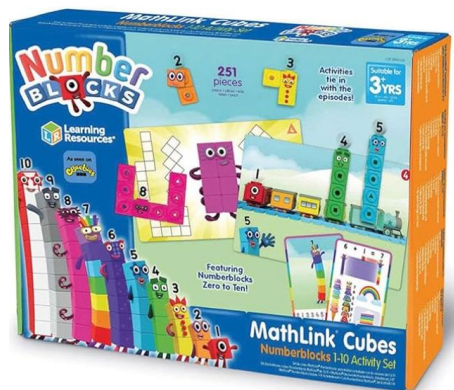
Writing

To support your child, please give them plenty of opportunities to explore mark making - use broad crayons, chalks, felt pens and paintbrushes of varying thickness. They can 'paint' outside on a path with water and a thick brush; encourage your child to hold the pencil correctly. Your child might not be ready to do this, do not worry if they are not ready. Let them write with their fingers in sand, salt, shaving foam and encourage activities, which strengthen fingers in preparation for writing - rolling dough, cutting paper, tracing patterns, threading beads and laces etc. Give them the opportunity to 'write' shopping lists,

birthday cards, invitations. Again, seeing others writing will encourage them to write too. Children develop physically at different rates, and this determines how large or small their marks and writing will be.

Numeracy

Point out numbers in the environment, house numbers, road signs etc. Let your child lay the table; let them work out how many knives and forks are needed. Let them sort and pair the socks. Play counting and matching games.



This is a great resource to help children understand number.
[Link to Amazon](#)

Phonics teaching

Phonics work (the method used to teach reading by learning the sounds that groups of letters make when spoken) at Berewood Primary School is set within a broad and rich language curriculum, where children develop their speaking and listening skills which paves the way for reading and writing. Here at Berewood Primary School we use a variety of resources based around the 'Little Wandle' scheme.

From the first week, children entering reception will be introduced to a selection of letters (e.g. s a t p i n) through songs, actions, touch, stories and pictures. The children will be taught the letter sound (phoneme) and the correct way to write it.

You will notice that a number of simple words can be made from these first six letters.

As the children become familiar with the letters and sounds that they make they will begin blending the sounds together to form words and hence to reading. When children are confident in their ability to 'sound out words' they will begin to read books themselves, and similarly as they begin to blend words together for reading they will begin to break words down (segment) to write.

There are over 40 sounds in the English language, not just the alphabet sounds!

Parents will normally be invited to a meeting early in the autumn term when there will be a chance for you to see resources and have an opportunity to hear in detail how phonics underpins your child's reading and writing.

Initially we focus on lower case letters and the sounds they make. However, children may become aware of uppercase (capital letters). If they ask, tell them the letter name and explain that it makes the same sound as the corresponding lower case letter.

At the end of the summer term, you will receive a written report outlining your child's progress during the year. In addition, you will be informed of your child's progress against the Early Years Foundation Stage profile statements. More general parents' meetings will be held in the autumn and spring term, although you are most welcome to contact the school for a formal meeting at any stage.

Reading books

Children will bring home two books. One book is a carefully chosen phonics book, these books help children learn how to read. They will have read this book three times at school before they bring it home and should be almost fluent when reading it. The other book they bring home will be a library book, these books are the books that develop a love of reading and stories. These books should be read to your child and discussed, talk about the characters, the pictures and the plot.

In your child's book bag, you will see a 'Reading Record'. The teachers will usually write comments in this book once a week, and another member of the team will add a comment if they hear your child read. If you would like to make a comment in the book, please do, although do speak to the class teacher if you have any immediate concerns as the books are not checked on a daily basis. Please ensure that you write in this book every time you read with your child.



Tricky Words

When children have had lots of practice blending letter sounds together to form words they will be introduced to words which are more difficult to sound out. For example, 'was' where the letter 'a' does not make an 'a' sound (as in has) but an 'o' sound. Young children become very interested in how words are built up and they will see it as funny that some words are 'tricky'. These words have to be learnt and will be referred to as 'tricky' words.

Children will be given key words to learn, some of which are words that the children will come across in the reading scheme books.

The Governing Body at Berewood Primary School

The school has a Local Governing Body which includes parent governors. Our chair of Governors is Mrs Charlotte Corp. More information can be found on the school website. If you are interested in becoming a governor, then please speak with Mrs Carter in the first instance.

The Parent Teacher Association

The school has a busy PTA (Parent Teacher Association) which was established in the first term of opening. They have a committee which meets regularly, and all parents and carers are members of the PTA and can attend any meetings. If you are interested in supporting this work in our school, please speak to Miss Fitzgerald via the school office or ask to speak to a member of the Committee. They can be contacted by their email berewoodpta965@gmail.com or through the school office.

The University of Chichester Academy Trust

Berewood Primary School is proud to be a member of the University of Chichester Academy Trust, which supports a growing number of schools in West Sussex and Hampshire. We share the Trust's aims and vision and value all it adds to the development and success of our school.

Helping at Berewood Primary School

If you are interested in helping at the school, please let your class teacher or the office staff know. Parent helpers do not usually assist in their own child's class, but we are always grateful for any time you might have to hear readers or support children in classes across the school. All helpers are required to have a Disclosures and Barring Service (DBS) check (previously CRB check) before they are able to start helping.

Safeguarding

Berewood Primary School is committed to safeguarding all our children. For further information, please see information recorded in the Prospectus and on our website, where copies of the Child Protection Policy and other safeguarding policies are also available.

Our Safeguarding Leads are

- **Mrs Megan Carter, Headteacher**
- **Mrs Sally Nelson, Deputy Headteacher**
- **Mr Andy Gubbs, Assistant Headteacher**
- **Miss Laura Annalls, SENCo.**

We are looking forward to getting to know you and welcoming your child, as we build on their learning at our school and establish an important partnership together.

Don't forget...Please talk to us if you have any concerns.



If you would like to receive this handbook in an alternative format, please contact us.

Telephone: 02394 006070

Email: office@berewoodprimary.co.uk

School website: www.berewoodprimary.co.uk

