



The Blue Coat Church of England (Aided) Infant School
Believing, Celebrating, Succeeding



Blue Coat Infant School Information Booklet

2020-2021

Useful Information

Blue Coat Infant School

Hanch Place

Walsall

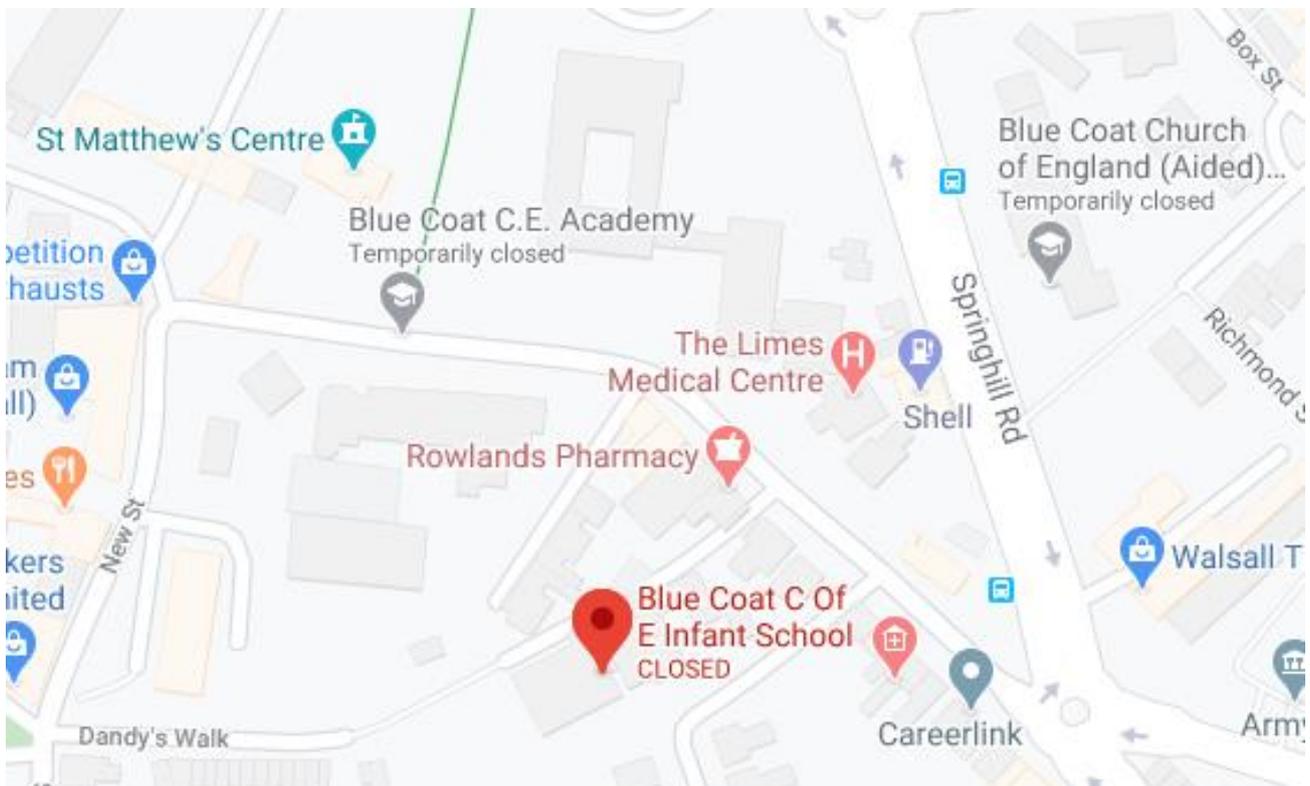
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Welcome to the Blue Coat C.E. (A) Infant School



Love God, Love others

Let your light shine.

I will bless you with a future filled with hope—a future of success, not of suffering. Jeremiah 29:11

Welcome to Reception! This booklet will give you some of the daily information that you will need as your child starts Reception and a brief outline of the Foundation Stage Curriculum. We hope to answer many of the questions you may have about your child's time in Reception at Blue Coat C.E. (A) Infant School. Please don't hesitate to contact us if there is something more you would like to know.

About the School

Blue Coat Infant School is a Voluntary Aided Church of England School for 3 to 7 year olds, founded by the Blue Coat Trust to provide an excellent education in a Christian environment. As well as being part of the Blue Coat Federation, the school is part of the Blue Coat Foundation of three schools (Infant, Junior and Secondary Academy) and linked to St Matthew's Church. The school is committed to serving its multi-faith community and maintaining the highest standards of learning for all the Blue Coat children.



FEDERATION VISION AND MOTTOS

Our mottos are taken from the Gospel of St. Matthew:

Love God, love others and ***Let your light shine***

We are forward looking Anglican schools that value our history and traditions.

I will bless you with a future filled with hope – a future of success, not of suffering.

Jeremiah 29:11

We deliver our vision by providing:

- An ethos which practises Christian values and beliefs, embraces diversity and promotes respect for the beliefs of others and equality for all.
- The highest quality of inclusive, creative and innovative teaching which enables all children to achieve and develop a love and passion for learning.
- An exemplary, inspirational learning environment, which provides staff with the appropriate resources and space to provide excellent provision across the curriculum and beyond.
- Highly successful partnerships between all members of the Blue Coat community including children, parents, carers, staff, Governors and outside agencies; built on trust, commitment, respect and mutual understanding.
- Inspirational and reflective leadership throughout the schools, which enables success, personal growth, confidence, emotional well-being and happiness for all.



Welcome to the Reception classes at Blue Coat Infant School. Your child will either be



a 'Terrific Tawny Owl', a 'Remarkable Robin', or, a 'Wonderful Woodpecker.'

If you would like to know more about any of the information in this booklet, or you have a different question or concern, please feel welcome to come and speak to Mrs Miller (Early Years Leader) or Mr Matthews (Assistant Headteacher) or speak to one of the Reception team.

Who will be working with my child?

Staffing:

Early Years Leader:

Mrs. Miller

Reception Teachers:

Mrs. Neal

Mr Harris

Mrs. Thornton

Reception Support Staff:

Mrs. Barrington (HLTA)

Miss. Farnell

Mrs. Salt

Mrs. Turner

Coming into Reception

During Stay and Play sessions in Reception, we invite one parent or carer to bring their child into class and help them to find their name card on their peg, and, their name to stick on the board for self-registration. We then visit Learning Labs and finish the session with a story and singing. When the children begin to settle, we encourage parents and carers to let the children do this independently. We encourage children to say goodbye to their parents and carers at the blue line in front of Woodpeckers classroom door. This helps them feel a bit more independent and supports them in the transition to Year 1.

Settling in and Routines

Starting Reception is an exciting time for children, and we aim to make it as happy as possible. To allow children time to settle in, everybody will receive their own start date. We gradually increase the number of children each week, until everybody has been admitted. This provides an opportunity for your child to become familiar with their surroundings and school routines, in smaller

groups. We are aware that the staggered entry can cause some disruption to family routines. However, we know from experience that the initial transition is a crucial step for your child. We aim for all the children to be full-time within a few days of their starting date. We do believe the gradual integration enables all children to feel safe and secure in our setting.

What sort of things will my child be doing?

Reception classes are a lot like Nursery. There is lots of playtime when the children can choose things they would like to do. Both Nursery and Reception are part of the Early Years Foundation Stage or EYFS. (Year One and Year Two form Key Stage One).

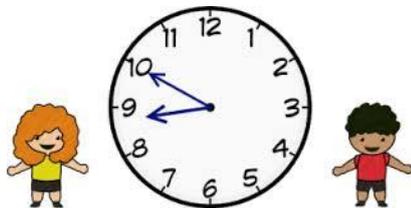
Information regarding the EYFS can be found at www.foundationyears.org.uk.

The over-arching principles of the EYFS are that we should:

- Recognise that each child is unique with their own interests and needs.
- Form positive relationships with the children as a happy child is more likely to learn.
- Provide "enabling environments" - places that are welcoming, well-resourced which help children to develop their imaginations, language and physical development.
- Recognise that children develop and learn in different ways and at different rates.

The School Day

8:50 – 9:00



School starts: The children can go straight into class, and get themselves settled before the start of the school day at 9am.

11.45- 1:05



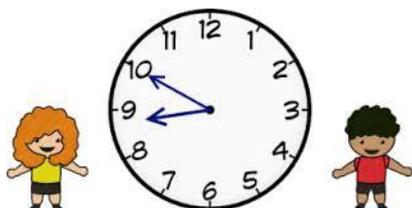
Lunchtime: The children eat their lunch in the Hall with Nursery children, then Reception children play outdoors.

3:10pm



Home time: the children tidy up, collect their belongings and are dismissed to their parent/ carers.

Doors open at 8.50am and close at 9.00am prompt.



It is very important that your child arrives on time each day as we begin learning activities straight away. The school gates are only opened at the beginning and end of the day, so if you are late or need to collect your child early, you will need to come to the main

school entrance. Children will enter through the door to Woodpeckers (on the Early Years outside Classroom).

DO NOT LEAVE CHILDREN UNATTENDED IN THE PLAYGROUND

Young children become distressed if left behind for even a short time. If someone else is collecting your child please let the teacher know, so we can ensure their safety. If at any time you are concerned about your child, please do not hesitate to talk to the class teacher. Sometimes you will need to make an appointment, as the teachers are not always available before or after school.

At home time doors open at 3.10pm.



Collecting children

We need to know who is collecting your child at all times. If we do not recognise the adult collecting them, we will not let your child go. Please let staff know if somebody new will be collecting your child. You will need to call the office and provide a password. This is to ensure that all the children are dismissed safely.

Please be aware that the person collecting your child must be 14 years or over.

But I can't get there for 3.10pm.

You will need to contact a child minder or an after schools' service who can collect your child for you. There are no facilities at school for us to care for your child once school is finished. We run a Breakfast and After School Club at the Junior site. Please contact them on 07528 607897 for more information. Walsall Children's Information Service can provide a wealth of information including after/before school care providers: 01922 653383. If your child is not collected on time they will be taken to the Junior school after school club where charges will incur.

Parking

The school car park is for staff and visitors only! Where possible we encourage our children to walk. Please do not park on the double yellow lines. Parking is also regularly monitored by the council's traffic wardens and fines will be issued if you breach the conditions.



Attendance and Punctuality

Blue Coat C.E. (A) Infant School encourages all pupils to achieve 100% attendance and no lateness.

Outstanding: 100% 

Above Blue Coat's target: 96%+ 

Blue Coat's target: 95%  +

Below Blue Coat's target: 90-94%

Significantly below Blue Coat's target: less than 90%

We monitor our children's attendance very closely so please ring and tell us if your child is ill and unable to come to school. If one child in your family is ill, then the others must still come to school. Every time a child is absent or late for school, they miss important work and can find it very difficult to catch up later.

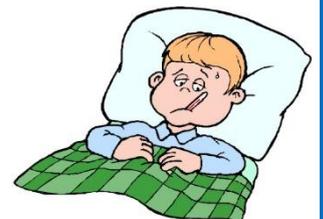
School will ring home and meet with parents and carers if there are any concerns about a child's attendance. Please understand that this is because we care about your child and want them to reach their full potential in school.

ABSENCE

Please let the school know the reason for absence before 9.30am, including any appointments. You can call us on [01922 720740](tel:01922720740). Try to avoid appointments in the morning as this is the most important time of the school day where we teach literacy and numeracy. Please let us know immediately if children are absent so that their absence can be authorised. Please be aware that holidays/leave in term-time are not permitted. Travel tickets must not be booked unless you have written confirmation from Mr. Orlik that your child's absence will be authorised. If you take your child out of school for unauthorised leave, you may be issued with a penalty notice or your child could lose their place at Blue Coat.

What if my child is unable to come to school?

Children should only miss school due to illness. If your child is unwell then you should phone the school to let us know by leaving a message, stating the child's name, class and nature of the illness on 01922 720740 or use the School Comms text messaging service: 01922 214039. Children shouldn't return to school until they are well enough.



If they've had sickness and/or diarrhoea they should not return until 24 hours after the last time they had the symptoms.

My child has an appointment to attend.

Very often they will not need to take the whole day off school so you can collect your child at the appropriate time. If they are out during the morning, please return your child before 11.50am or at 1.05pm. If you arrive between these times, we will have to ask you to wait until the afternoon session begins at 1.05pm. You will need to sign them out, and then back in, at the office.

Please try hard to make sure appointments take place outside school time, otherwise your child is missing precious learning time.

What if my child is ill while at school?

If children are ill, they need special attention which we simply cannot give at school. We will phone you (or any other person you have given us as a contact) to collect your child. Please make sure we have up to date telephone numbers (especially mobiles!). You will need to return the form to the office as soon as possible. We have qualified paediatric first aiders who can give emergency treatment for injuries.

Can I go on holiday during term time?

Governors do not give permission for holiday leave in term time. Please book family holidays during the school holidays. Requests for compassionate leave (maximum two days) should be made in writing to the Executive Head.

The law states that parents do not have the right to take their children out of school for holidays in term time.

Why you shouldn't take your child out of school in term time:

- Your child is missing out on important learning which they may never catch up.
- You are putting your child at a disadvantage.
- You are creating more work and pressure for your child and their teachers.
- You could be affecting their achievements.
- Your child may feel that education is not important.
- Unauthorised absence will appear on your child's report and records.

You may be issued with a fixed penalty notice per parent, per child, which will increase if not paid in 28 days. Further non-payments will result in prosecution. Your child may lose their place at Blue Coat.

Authorised and unauthorised absences

All absences are recorded by the school as either authorised or unauthorised and reported annually to the DfE.

Examples of authorised absences are:

Illness of the child; attendance at medical appointments; attendance at funerals; visiting another school for educational reasons; attendance at external public examinations e.g. music exams; observance of a recognised religious festival (maximum 1 day) with Headteacher approval following written request; other exceptional family reasons with permission of Headteacher.

Examples of unauthorised absences are: Family holidays/extended leave or “days out” that have not been approved by the Headteacher ; arriving more than 30 minutes late for school with no good reason; shopping trips; visits to the hairdresser; staying at home to look after another member of the family who is ill.

Prolonged absence may mean you child will be taken off roll with no guarantee of re-admission.

Your child’s education is important. Together we can ensure that they achieve their full potential.

Medical information and Allergies

If your child is asthmatic and requires the use of an inhaler, please discuss this with your child’s class teacher. If your child needs medicine during a school day, please ensure that he/she is fit to be in school. You will need to notify the school in advance and complete a parental consent form. We can only administer prescribed medicines at lunchtime. Therefore, if your child requires more regular doses then please make arrangements to come into school to administer.

Where there is a need for long term medication i.e. asthma inhalers, please complete the relevant health care plan; these are available from the school office.



All medication needs to be in date and be clearly labelled with your child’s full name.

Walking Bus

A Walking Bus enables children to be safely dropped off with school staff at a suitable place away from their school. They then walk to school as part of a group supervised by trained adults. The Bus, for both Infant and Junior children, starts at the Tantarra Street Council Car Park at 8.40am, children to be at the stop by 8.35am. The Walking Bus will operate every morning during term-time. The Walking Bus leaves promptly so children get to school on time, and it will not wait for latecomers. You will need to book a place on the bus, this can be done at the beginning of a term or, at least, 24 hours before a place is needed. There is a small charge for using the Bus of 30p per day but there will be no charge for children if they have a parent or carer who will voluntarily walk with the Bus once a week. If you are interested in the service, please speak to the office.



BLUE COAT PLUS AFTER SCHOOL CLUB

If you would like to register your child for the Breakfast Club or After School Club (Blue Coat Plus), please contact Mrs S Rafiq (Acting Manager) on **07528 607897**. After School club holds two sessions Monday – Friday:

Session 1 – End of school to 4.30 pm - **Cost £4.80**

Session 2- 4.30pm to 5.45 pm – **Cost £4.60**

All through – End of school to 5.45 pm – **Cost £9.10**

Breakfast Club - Monday to Friday between 7:45 am and 8:55 am - **£4.60 per session**

Children collected after 5.45pm will incur additional charges.

- The club meets in the school dining room. Access is from Eldon Street via the gully.
- Staff are: Mrs S Rafiq (Acting Manager) Mrs Jones (Deputy Manager) supported by Ms S Patel and Mrs A Bradbury.
- Payment in advance will be required. Payments can be made daily or weekly but sessions must be booked in advance to ensure a place. Receipts are given for all payments.

Infant School Children

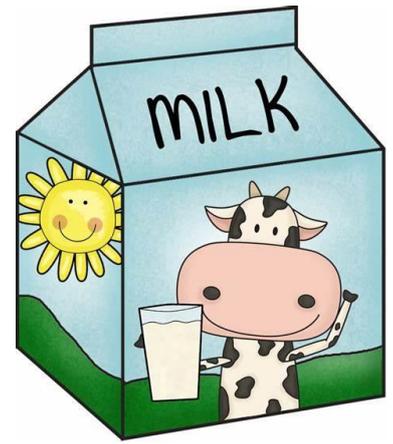
Children who attend Blue Coat Infant School are also able to attend the After School Club. These children are escorted from school at 3.10pm by the After School Club staff.

Junior School Children

Children who attend the Junior School will be collected by a member of the After School Club at the end of the school day from the Classroom.

Milk and Snack

As part of being a Healthy School we would like to let you know that we take part in the National Free Fruit and Milk Scheme (milk is supplied free of charge to children only in Nursery and Reception). At present the Government allows 1/3 of a pint of milk for each child under the age of 5 years old. The children also received a piece of fruit. **Please let us know if your child cannot eat fruit or drink milk on medical grounds.** Water is freely available to drink in all classrooms. Please do not send them with any other drinks or snack.



Lunchtime

During lunchtime, the children are looked after by dinnertime supervisors who will encourage the children to eat as much as they can, seated at tables in the hall. After this, they play outside. We have trained Play Leaders who encourage the children to make the best use of their time in fun games and activities.

As part of a government initiative all school age children under the age of 7 are entitled to a free school meal, and we hope that all children will take up this offer. However, it is very important that if you think you may be eligible for free school meals that you still apply. This is because school may get extra money known as 'Pupil Premium' which is used to improve the children's education. The school office can advise you in this case.

Please look at the lunch menu to help your child choose their school lunch each day. The menu is on a three week cycle. When you have selected your meal, the form then needs to be returned to the school office or one of the staff in Reception. Please do not send sweets, snacks or drinks to school.

Please inform the staff if your child has any allergies or needs a special diet for medical reasons.

Toileting

We would expect your child to be fully toilet trained when they start school unless there is a medical or developmental reason, but obviously we understand that accidents can happen. We have spare clothes in case of this eventuality so if your child comes home in our spare clothes please wash and return them as soon as possible. Obviously, we will support the children but we expect them to take full responsibility of their own toileting needs unless there is a specific need.

SCHOOL UNIFORM POLICY

Parents/carers are requested to dress their children as follows.

Boys

- Grey trousers
- Grey shorts can be worn in the summer
- Grey or black socks
- Black shoes suitable for school (no laces)
- Plain black or plain navy blue winter coat
- Navy blazer with school badge (optional)

Girls

- Grey trousers, skirt or pinafore dress
- Grey, navy or black tights or white socks
- Blue checked dresses can be worn in the summer
- Black shoes suitable for school (no laces)
- Plain black or plain navy blue winter coat
- Navy blazer with school badge (optional)

Reception only

As above except:

- **Navy blue sweatshirt (plain or displaying Infant School badge)**
- **Light Blue polo shirt**
- **School tie is not required in Nursery or Reception**

PE Kit

- White T-shirt (plain or with Infant or Junior school badge)
- Navy blue shorts
- Black pumps
- Drawstring PE bag blue/black

All items should be clearly labelled with the child's name.

Most items of our uniform can be bought from any of the major stockists or chain stores, but jumpers and cardigans can only be bought through the school office. PE kits are also available at the school office. In the interests of health and safety, jewellery and trainers must not be worn in school.

Children are expected to wear the school uniform. Please help us by:

- encouraging your child to dress himself/herself (as they must do for PE)
- practising doing / undoing buttons and zips
- NO lace-up shoes please.
- naming EVERYTHING (Please, we have so much uniform in lost property).

If your child comes home with only two buttons done up and their trousers on backwards, please be proud of them - they did it themselves!

Sometimes children will be involved in "messy play" - flour, shaving foam, mud, paint, water, sand etc. We do ask the children to roll up their sleeves and put on an apron. However, we can't guarantee they will come home looking perfect. At least you know they will have had an exciting day of exploring and learning.

We expect the children to wear the correct school uniform in the correct colours every day.

Shoes and footwear

We encourage children to run, climb and balance in our outside area so we need to make sure they are wearing the right shoes. Pumps are best- no strappy sandals or high heels are allowed at any time as they can be dangerous! This includes on non uniform days.

HAIR

Parents/Carers are asked to consider appropriateness for school when having children's hair cut or styled and to avoid children coming to school with extreme hair styles. It is expected that hair colours will be natural, and that styles will be subtle and not noticeable from a distance.

MAKE UP

Children are not permitted to wear make-up or coloured nail varnish.

NO JEWELLERY IS ALLOWED.

The Local Education Authority has issued a directive to this effect. Even the smallest studs have been known to create problems. Bracelets, watches, rings and necklaces are not appropriate in an Infant School. At the least they can be a nuisance and are often quite dangerous during P.E. Please ensure your child leaves items of this nature at home.

Blue Coat Infant School Foundation Stage Uniform



polo shirt

short sleeves with 3 buttons
not buttons all the way down



navy blue sweatshirt with a round neck
(Nursery and Reception only) **£8.00**

You can buy one with the school badge from
the school office if you wish.



grey trousers

elastic waist (not hook) so the children can do
them up independently



Grey skirt or dress



black shoes

With Velcro fastening. No laces, please.



plain black or plain navy blue coat

Warm and waterproof



black, grey socks or white socks



**No ear-rings or watches to be worn in
school.**



navy blue hair band, bobbles or slides

Long hair should be in a ponytail or be plaited.

PE Kit

Your child will need a PE kit to change into. PE will start once all the children are in school full time and are settled. Children need to have their kit in school every day so that they can take part in PE and other activities. Please ensure that all clothing is clearly labelled with your child's name.



White PE T-Shirt – Badged * £3.50



PE Bag £3.00

Sun Hat £3.00

Book Bag £4.00

Water Bottle £1.20

School Coat (Reversible) £17.00

All items are available from the school office.

Payment by cheque or cash only

These items are also available on-line at: www.tesco.com/ues and www.pbparentsonline.co.uk



Our Forest is an excellent opportunity for outside learning using our whole school environment.

Every Monday afternoon, a Reception class visits the Forest. So, every 3 weeks your child will have their visit. We may also visit the Forest in a morning, if it links with our learning. We ask that you provide your child with appropriate outside clothing as we go out in all weathers!

On their forest day the children will need to bring their Forest coat and wellies in a named carrier bag. It is essential that all items are clearly labelled.

For forest school I will need:

- a waterproof coat
- waterproof trousers
- wellies
- Hat, scarf and gloves for colder weather.



Hot Weather

- Sun hat
- Sun cream



Encouraging Good Behaviour



We always celebrate good behaviour in Reception through praise and encouragement. The social and emotional development of our children is a key focus in the Early Years. We expect children to take care of others, themselves and our environment. All adults in the Early Years will model good behaviour and explain to children what is the right or wrong thing to do, and why.

You know your child better than anyone and we value the partnership we have with parents and carers. We will always try to tell you when your child has been particularly well behaved so you can praise them at home. We want all children at our school to be happy, enthusiastic learners who enjoy coming to school.

Good to be Green System

We promote positive behavior and making good choices using our 'Good to be Green' behavior management scheme.

Everyone begins every day and lesson on a green card regardless of previous behaviour. This gives them the opportunity for a 'fresh start' in each lesson.

If a child's behaviour is unacceptable, issue a warning/choice. Give the child an opportunity to

correct their behaviour. 

If unacceptable behaviour continues, issue yellow card.



- If it continues: **Time 'in' within the room.**

- If it still continues: **Time outside of the room supported by an adult.**



The child is given the opportunity to return to the classroom.

If behaviour improves, return to green.

If behaviour persists or escalates, arrange 'time out' in another classroom- The child must be escorted to the room by an adult. The child is 'held' there until the class teacher has an opportunity to address poor behaviour with the child. A sanction will be issued.



We always inform parents of concerns when a pattern emerges or there is a serious incident.

Score	Descriptor
1	Exemplary behaviour at all times.
2	Good behaviour. Only occasional reminders needed.
3	Warnings/ individual reminders needed often. Behaviour expectations are not embedded.
4	Strategies additional to/ different from other children are needed to contain behaviour. Behaviour expectations are persistently not met.
5	Current behaviour places the child at risk of exclusion

Rewards

Verbal Praise: From Adults but also from other children. We encourage the children to join in with the teacher's praise of good behaviour and work in the classroom.



Stickers: Stickers can be given for good work or behaviour, and go on an individual sticker chart. The children can take the chart home as soon as they get ten stickers. They then start with a new sticker chart. The charts should be on display in the classroom. Stickers are given to individuals and not to reward the whole class

Class Dojos: **Class Dojo** is an online behaviour management system intended to foster positive student behaviours and classroom culture. Students earn 'Dojo Points' based on their classroom conduct. Teachers may use **Class Dojo** to keep parents up to date on student progress and classroom happenings. You will be informed if this is the case.



Celebration Assembly

To reward this behaviour there is a celebration assembly every Thursday at 9:00am. Each class teacher chooses a child to receive a certificate (this begins in the Spring term to allow the children time to settle). You can share in the celebration of good work and good choices in a warm and friendly atmosphere. Children can be awarded certificates for positive learning attitude, super effort, good manners or for a piece of work, they have produced. They also receive a special Head Teacher sticker!

Sanctions

There may come a time when we have to inform you that your child not been making 'good choices'. We rely on you to support us in eradicating inappropriate behaviour and encouraging your child to make 'good choices'. Sometimes things can go wrong and sanctions are applied.

These include:

- Parents contacted
- time in the classroom with a teaching assistant, reflection time in another classroom
- time in with the Assistant Head Teacher/Deputy Executive Head Teacher
- Behaviour Tracking sheets

If there are any reasons why your child might be unhappy at a particular time, we would appreciate you letting us know as it could explain a change in behaviour or attitude at school. This information helps us to understand your child better.

EYFS Theme Positive Relationships- Parents as partners

It is important that families talk about school discussing what it might be like and what will happen during the school day. To do this effectively it may be helpful to talk about how they will get to and from school and reassure them about who will pick them up. If they will be attending an after school setting, take them there prior to starting. It is important to talk about the school uniform, and to encourage your child to try it on.



SEND



At Blue Coat we recognise that every child is unique not only is their personality but the way in which they learn. The progress of your child will be carefully monitored by their key worker/class teacher. If their rate of progress is not what their teacher would expect they will discuss this with you. They may also discuss their concerns with the SENDCO (Special Educational Needs Co-ordinator) or the Inclusion Team.

At Blue Coat Infants the SENDCO is Mrs N. Dunbar. The Assistant Head Teacher and leader of the Inclusion Team is Mrs L. Adlington. If concerns about a child’s progress, learning, behaviour or social and emotional development continue you will be invited to a meeting to discuss this with the SENDCO. It may be felt that your child would benefit from being placed on the SEN Register which will help them to get extra help and support as well as targets to help them develop. Children can move on and off the Special Needs Register depending on when they need extra help. More information about this can be found on the school website on the Policies page.

The Inclusion Team

The Inclusion team are also available to support families with advice relating to daily routines for your child, encouraging good sleep patterns and behaviour as well as wider family support. The Inclusion team have links with many agencies that may be able to help you. These include Black Country Women’s Aid, Ablewell Financial Advice, SWING bereavement service, School Health, Walsall Speech and Language and Early Help. Please come and discuss any concerns with us and we will do our very best to support you and your family.

Early Help Services for Children, Young People and their Families.
Find out what help is available and how to get the help you want.

A guide for families

Supporting the Right Children in the Right Place At the Right Time For as long as its Needed

Walsall Council

What is Early Help?
At times children, young people and families will need some extra help and support and Early Help in Walsall can support with this. Getting the right help as soon as any difficulties start is very important, don't wait until things get worse. Help can come from a range of services and organisations who will work together to support you and your family.

Why may I need some extra help and support?
You may be worried about someone in your family, your child's health, education or behaviour or perhaps you are worried yourself about where you live, the affect this is having on your child especially if your partner or member of the family shouts a lot, is aggressive, drinks or takes drugs.

How can I get Help? Walsall's Early Help Offer
You can speak to a teacher within your child's school, the health visitor, school nurse, GP or a support worker that you may know. In each locality across Walsall there are Early Help Centres where a number of services are based and someone is always there to help and advise you.

Alternatively for more information about Walsall Early Help please contact:
Early Help Hub
Civic Centre, 2nd Floor
Darvall Street
Walsall,
WS1 1TP
Tel: 01927 552222

What sort of help could I get?
There is a range of help and support available to you and your family, such as:

- Advice**
 - Housing advice
 - Benefit advice
 - Employment advice
 - Higher education advice
 - Domestic violence support
 - Debt advice & support
- Health Support & Advice**
 - Support from a Midwife
 - Support from a Health Visitor
 - Support from School Nurse
 - Drop in sessions at the Local Early Help Centre
- Education Support & Advice**
 - Support to get your child/ren into school
 - Support if your child/ren are at risk of being excluded by school
 - Support if your child/ren have Special Education Needs
- Children, young people & advice**
 - Stay & Play sessions
 - Advice around your toddlers
 - Support to understand your child's behaviour and how to help
 - Support to access Targeted Youth Work



Keeping you Informed

Please ensure that the office always has an up to date mobile phone number and email as these will be used as the main forms of sending you information and messages. We will be available in the school playground every morning or at collection time if you have a quick query or need to inform us of something. However, these are very busy times so if you feel that the matter will require longer please do not hesitate to arrange an appointment with us so that we have more time to speak to you.

Parent Consultations

Twice a year, parent/carers are invited to an 8 minute consultation to discuss their child's learning and development and to set new learning priorities. You will be given notice about when these are happening nearer the time. There will be parents' evenings in the Autumn, Spring and Summer terms. You will receive an end of year report.

School website

The school website is <https://www.bluecoatfederation.co.uk/>

The reception classes have their own page where we will post a list of forthcoming events as well as information and photos about activities and special days that we have taken part in.

Copies of the school's newsletter (Blue Print) are posted on here as well as any forthcoming school events.

Throughout the year parents will be invited into our classrooms to see what we have been doing and share recent work.

The following items can also be found on our website:

- School Uniform
- Inspection Reports
- Admission Policy
- School Prospectus
- Complaints Policy
- Calendar
- Latest School News
- Read Write Inc (RWI)
- Anti-Bullying Policy
- Parental Feedback
- After School Clubs
- Features
- Contact Details
- History of Our School
- School Tour
- School Menus/Healthy Food
- E-Safety
- ICT Learning

BLUE COAT FEDERATION P.T.A.

The PTA (Parents and teachers association) would like to take this opportunity to explain to all the new parents at our Infant and Junior Schools what the PTA does for our Schools and why.

We have been fortunate to have a PTA at our Schools for some time, and during this time it has been an integral part of the Schools. The PTA has raised thousands of pounds which has been spent on equipment and resources to enhance our children's educational experience and the Schools' facilities.

The PTA also exists to provide closer links between home and School and it is an excellent way to bring staff, parents and friends together socially in support of the Schools, working towards a common goal.

All parents and members of the Federation community are encouraged to become involved with the PTA, even if they only have a small amount of time available. All families are automatically members of the PTA when their child joins our Schools.

Like most PTAs, the majority of our funds are raised through organised events and donations from parents are extremely important. You can donate time, money, items for sale, raffle prizes or offers of services and skills. We send out letters outlining forthcoming events, plus requests for assistance when we are planning large events such as our Christmas Bazaar, or our Summer Fair. Posters for these events will also be displayed on the School notice boards.

We are also holding an Annual General Meeting, at this meeting we will discuss everything that has happened during the previous School year and parents will be able to have their say or make suggestions to the PTA committee, we also hold elections for new committee members (nomination forms will be sent out prior to the meeting). The next AGM will be held in the Junior School hall at 6.30pm on Wednesday November 13th. This meeting is open to all parents/carers from both the Infant and Junior Schools. There are also meetings once a term, the dates for these will be set at our AGM.

Finally, on behalf of all the pupils we would like to thank you for your very valuable support which enriches their learning experience and will make their time at our Schools enjoyable.

Kind regards

Deborah Lamont (PTA Chair)

Preparing your child for the Early Years Foundation Stage at Blue Coat Infants School.



At Blue Coat School we recognise that it is the parent/home carer who is the child's main teacher. The home and school relationship is very important to us. We hope this leaflet will give you ideas of how we can work together to help your child in their early stages of their school education.

Although we will be teaching your child through some **very short** whole class or groups sessions (no more than 10 or 15 minutes long at first) the vast majority of our teaching is done by joining in with their **play**.

- Play builds the imagination and thinking skills
- Play promotes social skills and language
- Play advances physical development

These are the foundations on which the rest of your child's learning is built. If your child is not secure in these areas, they may find learning difficult further up the school.

Therefore **playing** with your child, **joining in** with his/ her games, pretend-play and creative activities and **talking** to your child are by far the best ways you can support them.

- The child is learning within a context that they have chosen and are comfortable with.***
- You, the play partner who knows more than they do, are able to move their learning on as they play - a good way of doing this is to ask them "What about if we were to...." Make it a problem they need to solve.***
- Children can be allowed to take responsibility, to make mistakes, decisions and choices knowing that you will help them out.***
- Children need experiences rather than seeing things second hand (such as on TV) so taking them to lots of different places is essential -this can be simply the Arboretum, Walsall Art Gallery or visiting a new baby.***

Suggestions for some toys which promote thinking skills: (We use all of these at school!)

- ❑ **Old adult clothes for dressing up in**
- ❑ **Large cardboard boxes (can be used by the child to make spaceships, cars, doll's prams etc) and smaller ones to make into model**
- ❑ **La large sheet or blankets (to make dens)**
- ❑ **Playdough, paint, mud, sand, water and a variety of different sized containers and utensils**
- ❑ **Empty pots, lids, spoons to make musical instruments**
- ❑ **The outdoor world - a garden, the Arboretum...etc**
- ❑ **A playmate - especially an adult playmate!**



These suggestions will do more to develop your child than even the best CBeebies programmes or educational computer games. Children learn by **experiencing and by making their own decisions.**

Learning to Read and Write.

Before reading or writing your child needs to develop their general language skills. This is best done by **talking**, by **being listened to** and by **being spoken to**. This should be done in the **language you use the most at home.**

An important part of learning to read is understanding how the language of books work. It is, at this stage, more important to **talk about** or **ask questions** about a book than for the child to be able read it his or herself.

It is also important that your child focuses their hearing. Do they listen to your questions? You can tell by whether the answer they give is appropriate or not. Without focussed hearing they won't hear the difference between different letter sounds. Get your child to listen for different sounds - a bird singing, an aeroplane going by, play whispering games and I-spy.



We use pure sounds when teaching reading (mmm not muh, fff not fuh etc). Please don't teach your child the letter names at present as this can cause confusion. They will be introduced at a later date.

See the school website www.bluecoatfederation.co.uk and click on Read Write for more details about how we teach reading.

We don't use CAPITAL LETTERS when writing except for the beginning of a name or sentence. Please feel free to ask your child's teacher for an example of how we will teach your child to write their name.

Writing doesn't come easily. Other physical development must take place first.

Having better control of your body, arms, hands and fingers gives you better control of small tools including pencils. The following ideas will support your child's ability to write.

How to support your child's physical development

Gross motor

(big movements using arms, legs and balance)

- Throwing, catching, rolling and bouncing a ball (using 2 and 1 hand/s. Roll & bounce it round obstacles)
- Use a bat and ball. Hit the ball to each other. 'Steer' the ball along the ground with the bat. Steer the ball around obstacles
- Riding a bicycle, or using a scooter
- Using swings, slides etc at the park
- Running, skipping, hopping, dancing
- Painting/ chalking large pictures or doodles on the patio



Fine Motor

(small movements, especially using the hands and fingers)

- Being able to dress and undress (remember we do PE every week and there are not enough adults to give one to one help) - practise doing **buttons** and putting right clothes that have become inside out
- Playdough or cooking (eg making roti or pastry)
- Using scissors, paintbrushes, small hammer and nails
- Using small construction toys such as proper sized Lego which are picked up using the fingers and thumb
- Popping bubble wrap
- Using tweezers or chopsticks to pick things up



Don't forget we will be holding family sessions where you can come and join your child, playing and learning at school.

The Early Years Foundation Stage

The children in Reception follow the Early Years Foundation Stage Framework and work towards the seven areas of Learning and Development. It is a very holistic approach to learning and places a strong emphasis on the individual child. It is a continuation from the active learning the children have been involved in at Nursery/Pre-School and culminates in the Foundation Stage Profile.

The Early Years Foundation Stage (EYFS) sets the standards that all early years' providers must meet to ensure that children learn and develop well and are kept healthy and safe. It gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

Your Child's Profile

In the Early Years your child will have their own 'profile'. We take lots of photographs and write observations of your child when they are playing to assess their learning throughout the year. You are welcome to look at your child's profile at any time to see how they are getting on in school.

Parent Partnerships

The profile is a chance to share learning at home and school so please do add to your child's profile. If you are unsure of what to write, then we will always be happy to help.

We really value the importance of parents and carers and believe that you are the key to your child's success. You know your child better than anybody and you can really help your child to succeed in life.

Learning Through Play

The Early Years Foundation Stage (EYFS) is made up of 3 Prime and 4 Specific areas of learning and development. All the seven areas of Learning and Development are connected to one another and are equally important.

- Personal, Social and Emotional Development
- Communication and Language
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design
- Physical Development

EYFS Theme Learning and Development- Areas of learning and development

In the Reception class children will have a range of planned, purposeful play through a mix of adult-led and child-initiated learning experiences, in both the indoor and outdoor environments. The way in which a child engages with other people and their environment; playing and exploring, active learning and creating and thinking critically underpin learning and development across all areas, and support the child to remain and become an effective and motivated learner.

'The diversity of individuals and communities is valued and respected. No child or family is discriminated against'.

EYFS Theme A Unique Child- Inclusive Practice

All learning experiences are provided to give both boys and girls equal opportunities to play and to develop their full potential. Gender and racial stereotypes are challenged and resources are used which promote equality and diversity. Children have a right to develop their personalities, talents and abilities irrespective of ethnicity, culture or religion, home language, family background, learning difficulties, disabilities or gender.

Communication and Language Development

This 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.



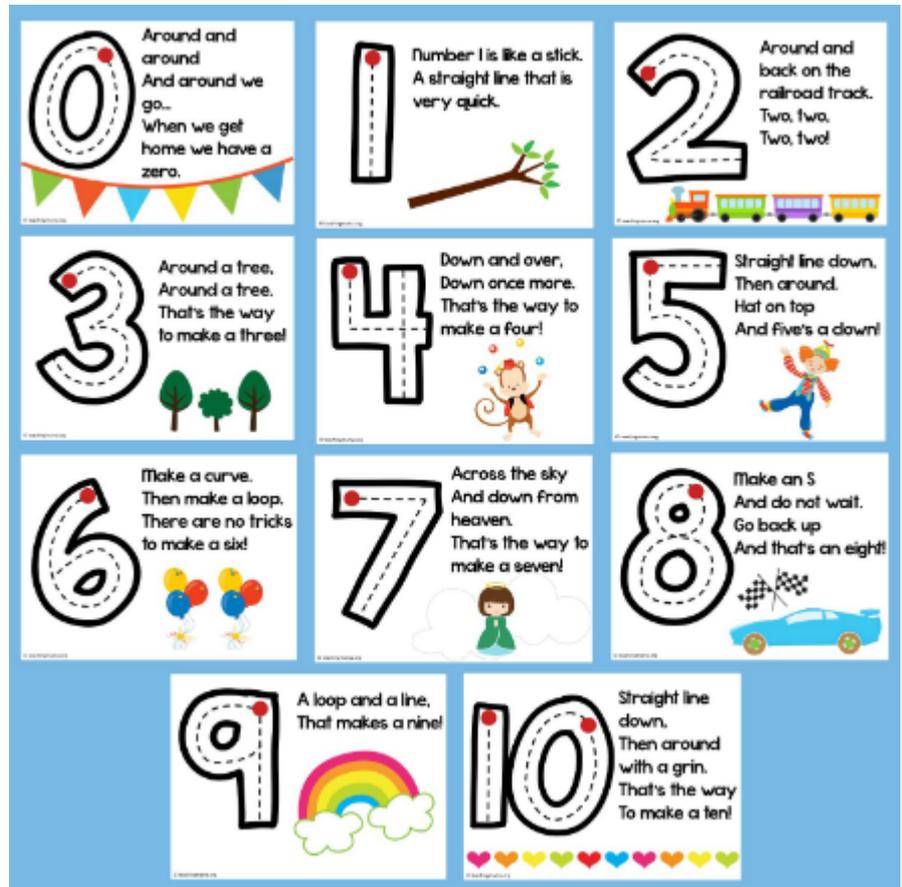
Literacy

This area involves encouraging children to link sounds and letters and begin to write. Such letters and sounds experiences are planned daily in the Foundation Stage. Children are able to access a wide range of reading materials to ignite their interest.

 Around the apple and down the leaf.	 Down the laces to the heel and around the toe.	 Curl around the caterpillar.	 Around the dinosaur's bottom, up his tail neck & down to his toes.	 Lift off the top and scoop out the egg.	 Down the stem and draw the leaves.
 Around the girl's face, down her hair and give her a curl.	 Down the head, to his hooves and over his back.	 Down the body and dot for the head.	 Down his body, curl, dot for his head.	 Down the kangaroo's body, tail and leg.	 Down the long leg.
 Down Miasie, mountain, mountain.	 Down Nobby and over his net.	 All around the orange.	 Down the pirates' pistol and around his face.	 Round her head, up past her earring, down her hair, and flick.	 Down the robots' back and curl over his arm.
 Slither down the snake.	 Down the tower, across the tower.	 Down and under, up to the top and draw the puddle.	 Down a wing, up a wing.	 Down, up, down, up.	 Down the arm and leg, repeat the other side.
 Down a horn, up a horn and under head.	 Zig-zag-zig.				

Mathematics

Children's maths is developed through every day practical experiences to develop their skills in counting, understanding and using numbers, calculating simple additions and subtraction problems and learning about shape, space and measures.



Understanding the World

In this area of learning, children are making sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

Physical Development

Physical development provides opportunities for children to be active and interactive and to develop their co-ordination, control and movement. Children will also be helped to make healthy choices in relation to food and begin to understand the importance of physical activity.



Expressive Arts and Design

This area involves enabling children to explore and play with a range of materials. Providing opportunities and encouragement for sharing their thoughts and ideas and feelings, through a variety of activities in art, music, movement, dance, role-play and design and technology.

Personal, Social and Emotional Development

This area involves helping children to develop positive sense of themselves and others; to form positive relationships and develop respect for others. To develop social skills and to learn how to manage their feelings; to have confidence in their own abilities.



Diversity and Inclusion

Every moment matters! Every interaction counts!

We are here for **every child** and **every family**.

At Blue Coat Infant & Junior Federation, we aim to provide an inclusive learning environment, embedded within a Christian ethos, where every learner is valued and respected. Our broad, balanced, creative curriculum and enrichment activities provide opportunities for everyone to achieve and succeed, regardless of background and circumstances.

We look forward to a long and happy partnership with you and your children.





Frequently Asked Questions



What do the adults do while the children are playing?

As well as teaching the children in Maths and Literacy, we will be observing the children, watching them and writing down what they do and say. We ask questions, encourage them to tell us what they are doing and make suggestions of what they could do next.

We also join in with their play as "play partners" helping them to extend their learning as they play. This is called "sustained shared thinking" and is a very important part of your child's learning. For example:

Well, let's say your child is playing in the shop. We can ask the children what is needed in the shop to make it as real they can. They may suggest writing price lists or signs, counting out amounts, making resources which they do not already have.

The children will have focus teaching in small groups every day. It won't be the same for every child. Children are not all at the same age & stage. We make sure they get the stage of teaching that is right for them in each of the seven areas of learning:

Do the children also have religious education?

Religious Education (RE) plays an important role in defining the school's distinctive Christian character. The subject is regarded as a core subject within the school's curriculum. It has a vital role in developing and deepening pupils understanding of Christianity, in all its forms, and fostering appreciation and understanding of other faith traditions.

Does all learning take place inside?

The children have many opportunities to choose to do their learning outside. There are lots of resources for them to choose from, including natural materials. Some activities are planned by the staff, and some will occur from the children's interests using the resources they can find.

On a typical day we would put out:

- bikes and scooters,
- water, sand, construction kits
- washing up bottles filled with coloured water,
- scissors, paper, glue, pens, paints
- musical instruments and a cd player We put out different resources each day.

What if it's raining or snowing?

We still let the children go out, if it is safe. We hope that you'll have sent them with a waterproof coat to keep them warm and dry, along with a hat and gloves and some wellies. We also have waterproof suits they can wear.



What happens to the observations you have written down?

They go in your child's Learning Story Books including Mathematics and Literacy Books. We also take many photos that show your child using the skills they have learned. We sometimes photocopy something they have drawn or written. It all paints a picture of what your child can do and what they need to learn next. We then use the Learning Story Books as evidence to help us fill in each child's Profile in the Summer Term. The photos will not be shared outside school.

What is a Profile?

It's a record of your child's achievement. The staff will make their judgements on whether your child has reached expected development in the 7 areas of learning in mid-June.

Can I see the Learning Story Books?

Please ask if you wish to look at them. They will always be available to look at on Parents' Evenings too.

Can I add anything to my child's Learning Story Books?

Certainly. In fact, we actively seek your comments concerning your child's achievements, interests & needs. Look out for the letters we send home asking for information. If you want to send us information at any time, please feel free. You may want to send in a 'Proud Cloud' to be put in their Learning Story books. A letter will be sent out at the start of the school year explaining what they are.

Can you give me some ideas I could do at home?

We send home a regular Home Learning Link and Topic Webs which tells you the theme we will be covering, and this will provide ideas for activities and rhymes for home learning. This information is also on the school website.

We sometimes send home learning challenges for you to complete together and your child will be given a home reading book to share with you. Please see the Homework Guidelines for more details.

Please have a look at the information booklet we have given you called "Preparing your child for the Early Years Foundation Stage at Blue Coat". It's packed with ideas for practical things you can do with your child, the most important thing being to play with and talk to them.

Is there anything from home I could send in?

We are very keen to know what the children have been doing at home. We can then use this to plan activities. If you go on a visit somewhere, you could send in a bus, train or entrance ticket or a leaflet about the place you went to. If you have a take-away meal you could send in a menu. You could send in a photo or a drawing of a celebration you have had. You may find an unusual leaf or a conker. We will put them on our Working Wall. It helps the children to realise that learning is not just something that happens at school. It makes the bond between home and school stronger.

My child does not speak much English. Will they cope at school?

It is fine for children to use their home language at school. This will not stop them from learning English as they will hear it and use it a lot every day. We have some learning assistants who speak Urdu/Mirpuri and they can help Urdu-speaking children to develop their language skills by using both languages. They can also assess how well a child is doing by using Urdu/Mirpuri instead of English. If your child speaks a different language, we may ask you or a family member to help us complete your child's profile.

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جی آیاں توں Добро пожаловать Bine ati venti Kuwakaribisha Vitajte

Learning Assistants also give individual support to any child who speaks another language. They do this by repeating what the teacher has already taught, by helping the child learn new words, and by helping the child to play with other children. We would be very happy if you sent in writing, books, stories on cd or music in your home language. This really helps the children feel "at home" while at school. You may also be able to teach us a few words!

Checklist for Starting School

Have you done the following?	Tick
<ul style="list-style-type: none">• Purchased a school uniform which is clearly labelled	
<ul style="list-style-type: none">• Purchased a practical mac/coat with a hood to be used in the Forest	
<ul style="list-style-type: none">• Completed emergency contact• permission form	
<ul style="list-style-type: none">• Clearly labelled your child's PE kit in a dap bag that can be hung on a peg	
<ul style="list-style-type: none">• Complete consent form for taking and using photos and for publishing children's work	
<ul style="list-style-type: none">• Provide parent's consent for internet access	
<ul style="list-style-type: none">• Complete an ethnicity form	
<ul style="list-style-type: none">• Completed dietary specifications and medical needs	
<ul style="list-style-type: none">• Call for a place for afterschool club/ breakfast club (optional)	
<ul style="list-style-type: none">• Applied for walking bus (optional)	

Blue Coat C E Infant and Junior Schools' Federation Term Dates 2020-21

Autumn Term 2020

Training day: Tuesday 1 September 2020 (no school for children)

Term starts: Wednesday 2 September 2020

Training Day: Friday 23 October 2020 (no school for children)

Half Term: Monday 26 October 2020 to Friday 30 October 2020

Term ends: Friday 18 December 2020

Christmas holiday: Monday 21 December 2020 to Friday 1 January 2021

Spring Term 2021

Training Day: Monday 4th January 2021 (no school for children)

Term starts: Tuesday 5 January 2021

Half Term: Monday 15 February 2021 to Friday 19 February 2021

Term ends: Thursday 1 April 2021

Easter holiday: Friday 2 April 2021 to Friday 16 April 2021

Summer Term 2021

Term starts: Monday 19 April 2021

Training Day: Friday 28th May 2021 (no school for children)

Half Term: Monday 31 May 2021 to Friday 4 June 2021

Training Day: Friday 9 July 2021 (no school for children)

Term ends: Wednesday 21 July 2021

Summer holiday begins (for children): Thursday 22 July 2021

Bank holidays:

August bank holiday: Monday 31 August 2020

Christmas Day: Friday 25 December 2020

Boxing Day: Monday 28 December 2020

New Year's Day: Friday 1 January 2021

Good Friday: Friday 2 April 2021

Easter Monday: Monday 5 April 2021

May Day: Monday 3 May 2021

Spring Bank Holiday: Monday 31 May 2021

August Bank Holiday: Monday 30 August 2021

Training Days

Tuesday 1 September 2020

Friday 23 October 2020

Monday 4 January 2021

Friday 28 May 2021

Friday 9 July 2021