



# FELLSIDE COMMUNITY PRIMARY SCHOOL

## RECEPTION CLASS



*Ensuring every member of our school community is inspired to fulfil their potential and is prepared effectively for their future.*

# WELCOME BOOKLET 2023

Dear Parent,

Welcome to Reception! Whether your child continues their journey with us this year after a period of time in our Nursery, or your family is brand new to Fellside, we welcome you to the start of a new chapter in their lives.

We are aware of the big step it is for your child to make the move to Reception class. We take steps to ensure there is an opportunity for your child to build up to full-time provision by week 2 of the school term, with week 1 (starting on 5<sup>th</sup> September) limited to part-time attendance only. There is more information about this on page 27 of this booklet.

At Fellside, we aim to provide a stimulating and supportive environment in which your child can thrive, while beginning to make sense of the world around them, develop a natural curiosity and a thirst for learning as well as taking steps towards establishing skills in early reading, writing and counting. Importantly, we also aim to provide an environment to foster the social and emotional skills your child will need to continue to develop in readiness for when they progress towards more formal education in Year 1. Overwhelmingly, of course, we want your child to have fun and develop their sense of self and their learning through play.

This booklet seeks to give all parents the necessary information they may need about your child's first year of school, however we urge you to contact us if anything remains unanswered for you.

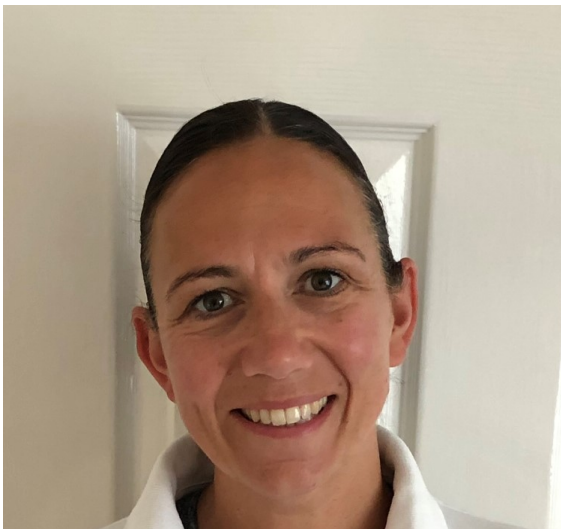
We look forward to working in close partnership with you and your family this year.

Caroline Green	Head Teacher
Lindsay Storey	Early Years Leader and Reception Class Teacher
Kelly Clark	Teaching Assistant: Monday to Thursday
Michelle Bonner	Teaching Assistant: Tuesday, Wednesday and Friday

## Our Reception Class Team



**Mrs Storey, Early Years Leader and Reception Class Teacher**



**Mrs Clark, Teaching Assistant  
Monday to Thursday**



**Mrs Bonner, Teaching Assistant  
(Tuesdays, Wednesdays and Fridays)**

## Introduction to the Reception Class Staff and the Early Years

Mrs Storey is the Reception teacher and there are two part-time teaching assistants, Mrs Clark (working Monday to Thursday); and Mrs Bonner (working Tuesday, Wednesday and Friday). Our Reception class caters for 30 children.

### Our School Mission Statement

*Ensuring every member of our school community is inspired to fulfil their potential and is prepared effectively for their future.*

**This aim will be achieved through a focus on the four main themes of the Early Years Foundation Stage:**

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
Every child is a competent learner from birth who can be resilient, capable, confident and self-assured.	Children learn to be strong and independent from a base of loving and secure relationships.	The environment plays a key role in supporting and extending children's development and learning.	Children develop and learn in different ways and at different rates, but all areas of learning and development are equally important and inter-connected.

### Positive relationships and an enabling environment

It is important that the children get to know both each other and the adults working with them so that relationships are quickly established, and the children feel safe and secure within their new environment. Our induction programme and staggered entry helps to make sure this transition happens smoothly. Further details on this can be found on page 27.

The children are given time to familiarise themselves with their new classroom, its equipment and our routines so that they quickly become confident and independent in accessing a variety of activities each day. The Reception Class

environment will be very similar to a nursery setting, which your child may already be familiar and comfortable with.

Activities and equipment are organised so that children can independently access them, once they have learnt where they are, as well as the rules and routines for their use. For example, knowing where to get an apron to paint; where the drawing and writing materials are; where the number jigsaws are etc. They also need time to learn where their book bags are kept; how to line up for lunch and home time etc.

These are simple rules and routines, but some children can find them really worrying until they are fully understood and so it is important to spend time establishing them so that every child can feel safe and secure.

Both caring relationships and an enabling environment allow the children to apply their knowledge and skills across the seven areas of learning that make up the Foundation Stage curriculum.

## **The Early Years Foundation Stage Curriculum**

Nursery and Reception classes have their own curriculum known as the Early Years Foundation Stage. This period is a distinct stage with its own Early Learning Outcomes. These outcomes cover the seven areas of young children's development and learning. They have already been introduced to your child in a nursery or child-care setting and are continued in the Reception class. The learning in the Reception class is still very much through planned, purposeful play and play-based activities, with a mix of adult-led and child-initiated activities. As the children progress through the Reception class, the balance moves more towards adult-led activities to prepare them for Year 1.

Further information on the EYFS curriculum can be found at the DfE website;

<http://www.dfe.gov.uk/early-years-foundation-stage>

The seven areas of learning are split between 'prime areas' and 'specific areas.' Within each of these seven areas, there are different aspects of learning known as 'Early Learning Goals', as follows:

### 3 Prime Areas (followed by the Early Learning Goal)

- **Communication and Language** – listening attention and understanding; speaking
- **Physical development** – gross motor skills; fine motor skills
- **Personal, Social and Emotional Development** - self-regulation; managing self; building relationships

And **4 specific areas** through which the prime areas are strengthened and applied. These are;

- **Literacy** – comprehension; word reading; writing
- **Mathematics** – number; numerical patterns
- **Understanding the world** – people, culture and communities; the natural world; past and present
- **Expressive arts and design** – creating with materials; being imaginative and expressive

Within each area of learning there are Early Learning Goals. These are levels of attainment which the majority of children should achieve by the end of the year. The curriculum the children follow will provide a wide range of opportunities for them to work towards achievement of these goals. However, it is important to remember that each child is unique; some children may exceed the goals in some areas of learning while others may still be working towards them by the end of the Reception year.

The goals are:

#### **Communication and Language**

##### **Listening, Attention and Understanding**

Children listen attentively in a range of situations. They listen to stories, accurately anticipate key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

## Speaking

Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future tense forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events, using recently introduced vocabulary.



## Physical Development

### Gross Motor Skills

Children move confidently in a range of ways, safely negotiating space with consideration for themselves and others. They demonstrate strength, balance and coordination when playing and move energetically.





## **Fine Motor Skills**

Children hold a pencil effectively and begin to show accuracy when drawing. They use a range of small tools, including scissors, paint brushes and cutlery.

## **Personal, Social and Emotional Development**

### **Managing Self**

Children are confident to try new activities and show independence, resilience and perseverance when tackling new challenges. They can manage their own basic hygiene and personal needs. They can explain the reasons for rules and try to behave accordingly.

### **Self-Regulation**

Children show an understanding of their own feelings and those of others and begin to regulate their own behaviour accordingly. They set and work towards simple goals and control their immediate impulses when appropriate. They work as part of a group or class, and they understand and follow the rules. They give focussed attention to their teacher, responding appropriately and show an ability to follow instructions.

### **Building Relationships**

Children play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to

others' needs and feelings and form positive relationships with adults and other children.



## Literacy

### Comprehension

Children demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. They anticipate key events in stories. They use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

### Word Reading

Children will learn to say a sound for each letter in the alphabet and at least 10 digraphs. They will read words consistent with their phonic knowledge by sound-blending. They will read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.



## Writing

Children use their phonic knowledge to write words in ways which match their spoken sounds forming recognisable letters, most of which are correctly formed. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly, and others are phonetically plausible.



## Mathematics

### Number

Children will have a deep understanding of number to 10, including the composition of each number. They will learn to subitise (recognise quantities without counting) up to 5. They will learn to recall number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.



## Numerical Patterns

Children will verbally count beyond 20, recognising the pattern of the counting system. They will compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. They will explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.



## Understanding the World

### People, Culture and Communities

Children will describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. They will know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. They will explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and maps.



## The Natural World



Children will explore the natural world around them, making observations and drawing pictures of animals and plants. They will learn some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. They understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

## Past and Present

Children will talk about the lives of the people around them and their roles in society. They will know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. They will understand the past through settings, characters and events encountered in books read in class and storytelling.

## Expressive Arts and Design

### Creating with materials

Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. They share their creations, explaining the process they have used.

### Being Imaginative and Expressive

Children invent, adapt and recount narratives and stories with peers and their teacher. They sing a range of well-known nursery rhymes and songs. They perform songs, rhymes, poems and stories with others, and – when appropriate - try to move in time with music.



## How we deliver our Curriculum

The children will experience a wide range of teaching and learning through adult-directed, adult-led and child-initiated activities. Sometimes they will work together as a whole class, sometimes in small groups or pairs and sometimes individually.

**Adult-led activities** include delivery of phonics, reading, writing and maths sessions. Adult-led activities include introducing children to a new piece of equipment, idea or challenge and then observing the children completing it in their own way, supporting or challenging the children as appropriate to their level of development.

**Child-initiated activities** are those that children choose to do independently, and because of their own interests. They may be in response to experiences within school or at home. These activities give children the opportunity to apply the knowledge and skills they have been learning.

### **Continuous Provision**

The classroom areas are set up to support children to develop their knowledge and skills across all seven areas of learning. Reception class has a water and malleable materials area; scrap materials; art and painting; role play; music; computers; mathematics; reading; writing; construction; block; and 'small world play'. Within each area, children are encouraged to select, work with and put away their resources. We change the content of the areas frequently to develop specific interests of the children as well as to mark special events and festivals such as Christmas and Easter, for example.

### **How we assess your Child's Progress**

We use the information provided by you, from nursery reports and our own baseline assessments to find out your child's level of development in each area of learning. We keep the information to inform our teaching, regularly assessing and monitoring progress and development throughout the year. Your child's records are available for you to see and discuss if you so wish. Assessments are carried out as part of the normal classroom routine often through observations, interactions and practical activities.

### **Parent Consultation Meetings**

During the first term of entry to the Reception class, we hold a formal consultation session with the teacher, and this gives you the opportunity to discuss your child's general progress and how they have settled. We also share your child's Learning Journey, which records examples of your child's achievements and progress. We hold a similar consultation day in the spring term. In the summer term parents receive a written report of progress and achievement including a summary of your child's attainment against the Early Learning Goals and how they like to learn (referred to within the Early Years curriculum as 'characteristics of learning'). Your child's Learning Journey record will be given to you at the end of the Reception year.

You will have the opportunity to consult with the teacher after receiving your child's end of year report if there are any areas of concern. Additional meetings can be organised with the Reception teacher at any time during the year.

## **Behaviour and Welfare**

We take a positive and consistent approach towards managing children's behaviour in Reception class. From the outset, we establish clear expectations and boundaries for behaviour management, always appropriate to children's age and level of understanding. We encourage positive behaviour by showing children how this 'looks' and by promoting its value through rewards. (We offer house points, for example, and a possible position on Mrs Storey's 'wow cloud'.) We explicitly promote activities that encourage sharing, negotiation and conflict resolution with other children. Caring for others and for the environment is high on our list of priorities. Helping to tidy the classroom, water plants, hand-out equipment etc. are all 'jobs' that children will have a hand in to help to feel a sense of belonging at Fellside.

We do have a formal behaviour policy (on our website). It is our priority to keep parents/carers informed about their child's personal conduct and to work in partnership to support each child should this be required.

## **House Teams**

Fostering belonging is also effectively managed through our House Teams system, with each child being welcomed into one of four Houses, each named after Northumberland castles: Alnwick, Bamburgh, Lindisfarne and Warkworth. House points are awarded for good conduct, effort, overcoming challenge etc. so each child can meaningfully share in the quest to win the House Cup, awarded termly to the House with the most House points. You will be notified which House your child has been allocated to in September.

## **Fellside Learning Values: Our 7Cs**

Our 'Seven Cs' learning values are now firmly sewn into the fabric of life at Fellside and are an intrinsic part of our aspirations for children to 'learn to learn'. These values – commitment, collaboration, curiosity, change, confidence, creativity and challenge – are all prevalent in our curriculum and observed as positive features of your child's journey through their primary education.

## Character Education

At Fellside we firmly believe that the many positive experiences provided for children in their primary years has a major impact on their future wellbeing and success. It is for this reason, we have made a whole school commitment to the teaching and development of character traits; attributes and behaviours which we believe underpin achievement and success. Our chosen analogy for this emerging area of our school's ethos is the compass, and in school we are beginning to refer to our 'Character Compass'. Prior to the lockdown of 2020, we had agreed with the then School Council (with input from school staff) on 4 key traits that would be our north, south, east and west of our compass: integrity, honesty, tolerance and respect. At the same time, we devised simple definitions of these traits to make them less abstract and more accessible to children:

**Integrity:** doing the right thing; acting honourably and ethically

**Honesty:** being truthful

**Tolerance:** willingness to accept differences in the opinions and beliefs of others

**Respect:** demonstrating good manners, kindness and politeness

These were agreed because they very much reflect our school's mission and vision statements.



## **Parents as Partners**

**“When parents and practitioners work together in early years settings, the results have a positive impact on children’s learning and development.”**

(The Early Years Foundation Stage: 2008, DCSF)

We truly value parental support and involvement and ask you to contribute towards your child’s learning in a variety of ways.

We ask you to complete a short profile of your child’s interests and achievements before they start school so that we can begin to build up a picture of them as individuals. This profile sheet called “All About Me” can be found within this pack.

We run a library where children choose books to bring home. We ask parents to share these with their children, and we also ask for volunteers to be ‘mystery readers’. Here we ask you to visit our classroom and read a story.

We ask parents to help children with their phonics and reading with short, daily or weekly practice activities.

Throughout the year, we also ask parents to contribute to their child’s Learning Journey by sharing achievements from home. You can share these with us using our digital portal, ‘**Evidence Me**’ which, through the portable app, allows parents to update us on your child’s achievements. For example, if your child has recognised some new words; rode a bike for the first time; dressed themselves; tied their shoelaces etc. You will be given access to Evidence Me from September.

We offer workshops for parents including: ‘Phonics and Early Reading’; ‘Early Mathematics’; and ‘Early Writing’ to explain how we teach these areas and how you can support your child’s development at home.

## **Home Learning**

The best learning at home is in relation to the regular home-based activities that families would normally undertake anyway. Cooking, eating together, playing games, sharing conversations etc – all these activities are exceptionally helpful in promoting child development. Once we establish routines for home-school reading books (usually in the autumn term), your child will be issued with book(s) to support their phonics and early reading development which we encourage you to practise

with your child at home. A home-school reading journal will be issued for you to be able to record comments about your child's reading progress to Mrs Storey.

## Performances

We usually have a Nativity performance at Christmas; a class assembly; and a Sports Day towards the end of the summer term. Parents are cordially invited to attend these events and details are communicated to parents in advance.



**Memories of our 2022 Nativity.**

## Trips

We always strive to have a trip or special visitor each term. Prior to visits or visitors, a letter will be sent to parents stating the costs per child. Voluntary donations are welcomed. If, however, after all donations have been received, the school cannot meet the cost of the visit or visitor, it may not be possible for it to go ahead. No child will be discriminated against if the parent is unable to contribute, however, visits and visitors provide valuable experiences for our pupils and we cannot offer

them without parental support. We thank you in anticipation of this.



**Visit to Matfen Woods with 'Teaching Trees' staff from the Royal Forestry Society –**

## **School Lunch**

Children in Reception (and Key Stage 1) are entitled to a free school meal under the Government's Universal Infant Free School Meals Initiative. Children have the choice of a meat or non-meat option from our menu (or the choice of a jacket potato with a variety of fillings). Our menu will be given to you before the start of the year and it runs on a 3-weekly cycle. We offer maximum flexibility to families when it comes to telling us what your child would like to eat. You can, for example, opt for some days when your child eats a school lunch and others when they bring their own packed lunch. This can be varied week on week too. Your child will simply be asked by their teacher during registration what they would like to eat. However, young children often find this quite difficult, so it would be helpful if you could discuss their choice each morning at home.

If you do not wish your child to stay for the school lunch, they can bring their own packed lunch. This should be in a separate box or bag and contain healthy eating choices and a drink (no glass bottles, please).

Further information about school meals (and a copy of the current menu) can be found via the Gateshead Council website:

<https://www.gateshead.gov.uk/article/7430/Primary-school-meals>

## **Parent Correspondence**

We regularly send out letters and information to keep parents well informed of news and events and to obtain permission for specific visits or activities. We also may need to get in touch with parents via telephone for more urgent messages. To assist in this communication, we have enlisted the support of a company called **eSchools**. This service provides us with an email facility so that we can email parents copies of any letters direct – reducing the chance of missed letters. As well as increasing efficiency, this has a beneficial environmental and financial effect on reducing our use of paper. The service also includes a text messaging facility so that urgent messages can be sent direct to the parents' mobile phones. The service is fully data protected. Details on how to create an eSchools account will be issued in September. (Current Nursery parents, your eSchools log-in details will remain the same).

## **Parent Teacher Association (PTA)**

This group is made up of volunteers (parents, grandparents and friends of the school) who are interested in supporting us. To date, our PTA has organised many of our popular annual fund-raising events such as our Christmas and summer fairs and our popular Halloween and World Book Day discos. The funds raised are sometimes used to subsidise trips or pay for visitors, as well as funding equipment that we otherwise may not be able to have. For example, our PTA has recently funded some computers in our Early Years department. We appreciate their continued support. The PTA is often looking for new committee members. If you are interested in becoming a member, please consult the school website.

## **Fellside Fun Club**

This is a privately-operated company which is based within our school to provide before and after-school care for all children aged between 3 and 11. The breakfast sessions run from 7.30am – 9.00am, and the after-school sessions run from 3.15pm – 5.50pm. Please refer to the details on the website or contact Rachel Wilson, Fun Club Proprietor on 07541227842. You'll also find an information leaflet in this pack.

## **School Website**

The school has its own website where you can access school policy information and download forms.

[www.fellsidecommunityprimaryschool.co.uk](http://www.fellsidecommunityprimaryschool.co.uk)

We also regularly post photographs of activities and fun days the children have been involved in. It is important that you complete the photography usage consent form, particularly if you do not want your child to appear on the website.

### Photography Usage Consent Forms and viewing DVDs

In completing this form, you confirm your permission for us to use photographs of your child that we may have taken in school on our website or other local school literature. You have the right to withhold permission for this. If you have any concerns, please discuss these with Mrs Storey, the Reception Class teacher.

We occasionally show a short film or DVD in class linked to the curriculum. We will only ever show movies of U or PG classification, but on admission we request your approval to do this. You have the right to refuse permission if it is your preference, or contact us to change your decision at any time.

### Sun Safety

Please remember children may be outside for part of the day. We ask parents to apply sun protection cream before the start of the day, and to provide children with a sun hat.

### Jewellery and Medication

The wearing of jewellery is not allowed on safety grounds.

If your child has any specific health difficulties or needs, please inform Mrs Storey. On the rare occasion when a medicine must be taken at school, parents **must** come into school to complete a **Medical Care Plan** for the administration of medicine and liaise with a first aider. Staff are not permitted to dispense medicines without a form first being completed. Following advice from the Local Authority, and in line with our policy, the school can administer **PRESCRIPTION MEDICINES ONLY**. Before these are accepted in school, there needs to be a discussion with the parent and completion of the **Medical Care Plan**. No child is permitted to dispense their own medicine. Children with asthma are permitted to use inhalers provided they are clearly marked with their name once parents have completed a **Medical Care Plan**.

## **Safeguarding and Health and Safety at School**

This is of the utmost importance to us. It is an ongoing issue, which is regularly monitored and reviewed as part of our Health and Safety procedures. We are committed to the school retaining an open, welcoming atmosphere, while ensuring the safety of all pupils, staff and buildings.

Children and parents are requested to enter and leave the school using the appropriate paths. We respectfully remind parents never to park in the entrance at the school gate as this will impede the entry/exit of other vehicles, including those of the emergency services, as well as posing a significant safety risk to our school community.

In this pack you will find a form for completion which informs us of the relevant adults who have your permission to collect your child from school.

If your child is being collected by someone other than the authorised adults listed, we ask that you inform us on the morning of the day in question.

As is the case for all schools, we have a duty to act upon any safeguarding concern through liaison with social services, where appropriate. Mrs Green, Head Teacher, is our Designated Safeguarding Leader (DSL), supported in her absence by Mrs Petrie, Deputy Head Teacher and Mrs Thornber, Assistant Head Teacher.

## **Preparing for school**

Even though your child may already have attended Fellside Nursery or another nursery provider, starting big school is another milestone in their life. Some will easily make the transition, whilst others will take more time to feel at ease. You can help your child by talking about school in a positive light. Talk about the friends, old and new, who will be joining them in the Reception class. You may have other family members or friends already in the school whom your child may see at lunchtimes.

Talk about the kinds of activities they will be able to take part in such as drawing and painting pictures; building with construction kits; riding scooters; sharing stories; and enjoying other new experiences.

Help them to become independent in dressing and undressing (fastening and unfastening buttons, skirts and trousers, as well as zipping and fastening coats); using a knife and fork; and peeling fruit such as satsumas and bananas. Rather than intervening *before* they ask for help, sometimes wait until they ask. This will help them to understand that it is good to ask for help when they need it.

As part of our transition and induction programme, your child will have at least a couple of opportunities to visit the Reception class and meet the staff. We hope this will ease any concerns they may have about starting school.

### **Organisation of our Day**

School drop-off commences from 8.40am, though the school day itself does not commence until 8.50am. A slightly earlier arrival affords children the opportunity to greet each other and to socialise ahead of going into school. Children can be left in the care of Fellside staff who are on yard duty from 8.40am, or else parents are welcome to stay on the yard until the 8.50am bell. If you need to leave immediately, (i.e. not waiting for the 8.50am bell), please inform the staff member on duty so that they can ensure your child is supervised and lined up accordingly.

The children walk to their classroom with Mrs Storey and the teaching assistant, through the Early Years Foundation Stage outdoor area. (After the last class has walked through, this gate is then locked). Children walk to the Key Stage 1 entrance and hang up their coats on pegs in the corridor. Each child has their own coat peg with a picture and their name on. Lunch boxes are put on the lunch box stand.

The children sit on the carpet for registration.

The children have a daily phonics session. We follow the *Letters and Sounds* programme and use Little Wandle as the commercial scheme to help us deliver this. (You will be invited to a 'Phonics and Early Reading' workshop during the autumn term to explain in greater detail the teaching of reading and phonics). The children are then engaged in a variety of adult-led and child-initiated activities. These take place in the classroom and the Early Years outdoor area.

We have a morning snack. As part of the National Fruit Scheme, and to encourage healthy eating habits, children receive a free piece of fruit each day. (These

include apples, bananas, satsumas, carrots, raisins and tomatoes). We also ask that children bring their own water bottle in each day, with freshly filled water so that they have access to a drink throughout the day.

Lunch is currently 11.30am to 12.30pm. During lunch time the children are supervised by the dinner ladies and Mrs Storey, after which they have an opportunity to play in the KS1 yard.

Reception children will be paired-up with a Year 6 'Buddy' who will, from time to time, play with them during lunch time or share a book with them during a weekly paired reading session. This system has been used very successfully at our school for several years now and we find that both Reception and Year 6 children benefit hugely from the arrangement. In September, your child will receive a letter from the Year 6 boy or girl who has been paired with them. This will have been specially written by the older child to introduce themselves and to ensure your child knows they have a new friend who will help to ensure they feel safe and cared for.

The afternoon session is from 12.30pm – 3.20pm. Again, children will be engaged in a variety of adult-directed, adult-led and child-initiated activities, including our 'plan, do and review' sessions.

Mrs Storey and the teaching assistant take the children to the main school yard for 3.20pm where they are collected by parents or named carers.

### **Lateness and absences**

Children are recorded as 'late' on our registers if they arrive in school after 9.00am. If your child is late for school, please go to the school main entrance where school office staff, Miss Knox or Mrs Parker, will let them through the security door and they will be accompanied to their classroom by school staff.

We appreciate parents collecting their children promptly, but also understand emergencies do happen. If you know you are going to be late, please telephone the school on **0191 4887486** to advise us, otherwise, if your child has not been collected by 3.30pm we will begin to telephone the named contacts.

If your child is unwell, or unable to attend school, please telephone the school **before 9.00am** or as soon as possible thereafter, so that their absence can be

recorded. We would also ask that parents follow any relevant NHS guidance in the appropriate number of days for children to be absent, to avoid the spread of viruses and infections (e.g. 48 hours for sickness bugs etc).

It would also help if you could notify us promptly if your child is admitted to hospital or is suffering from an infectious disease.

In the event of a child being ill or injured at school, trained staff will provide first-aid care for your child and seek further advice if necessary.

We ask all parents to provide us with an emergency contact number, so you can be notified if your child becomes ill during the day. If, during the year, your contact details change, please remember to inform us.

Please refer to the School website for our attendance policy.

## **School Uniform**

The wearing of uniform is an essential part of being a pupil at Fellside Community Primary School. We want children to understand the importance of wearing appropriate clothing and presenting themselves positively whilst developing a sense of belonging.

We introduced a new school uniform for Reception to Year 6 pupils in September 2019. This consists of the following:

- Royal blue V neck jumper or cardigan with Fellside logo
- White shirt
- School tie (clip on or elastic are available)
- Grey trousers (girls or boys)
- Tartan kilt.
- Grey shorts and blue check dresses can be worn in the summer.

The school jumper must have our school logo on it. This, and other items of our uniform can be obtained via our uniform supplier, *Tots to Teams*. An order form is enclosed in this induction pack. *Please place your order as soon as you can.*

Tots to Teams have a webpage for our school, accessible here:

<https://totstoteams.com/fellside-community-primary-school>

There is also a page about our uniform on our own school website, accessible here:

<https://fellsideprimary.co.uk/school-uniform/>

Sturdy book bags with the school logo on are also available and provide a practical way of carrying books, work and letters, to and from school.

P.E. is also part of the Reception curriculum and your child will need a P.E. kit for our games, dance and gymnastics sessions. During the pandemic, we moved to asking parents/children to wear their PE kits for school on the 2 days of the week that this session is delivered. (This being as opposed to changing in school before and after the PE lesson). This proved to be such a popular move, especially among staff and parents, that we have decided to make this a permanent feature of Fellside life. Across the week, your child will have x1 indoor and x1 outdoor PE session. The days of the week on which these will be delivered will be notified during the summer holidays. PE uniform requirements are as follows:

- White crew neck T-shirt with Fellside logo
- Black shorts (summer term)
- Black leggings or jogging bottoms (autumn and spring terms)
- Black plimsolls (these will remain in school for indoor PE sessions)
- Trainers
- Blue hoodie with Fellside logo



**Please label all items of clothing with your child's name.**

It's very difficult to match each child to their clothes if there are no names in them! Each year, we collect sizeable amounts of lost property which is not claimed because of the absence of name labels.

### **School Shoes**

In Reception we strongly encourage children to become independent in terms of dressing themselves, and for some children shoes can be a little tricky. Children will need to be able to change their shoes independently for PE and for outdoor activities where wellies are needed. It is important that children can unfasten and refasten their school shoes without needing significant adult help. Velcro straps can be helpful to start off with. Please note that children cannot wear trainers for school unless it is their PE day.

**For safety reasons no jewellery can be worn at school. Children with pierced ears must remove their earrings for school. Long hair should always be tied back.**



## Arrangements for Attendance in the First Week of Term

The Reception children start **on the same day** as KS1 and KS2 children (i.e. **Tuesday 5<sup>th</sup> September**). **School is closed to all children on Monday 4<sup>th</sup> September for a staff training day.**

For the first week of term (only) we plan to operate a part-time attendance pattern which is detailed as follows:

	Attendance Patterns
<b>Monday 4th September</b>	Staff training day. <b>School closed to children</b>
<b>Tuesday 5th September</b>	Children with surnames A – K attend 9am to 1.30pm
<b>Wednesday 6th September</b>	Children with surnames L to Z attend 9am to 1.30pm
<b>Thursday 7th September</b>	Children with surnames A – K attend 9am to 3pm
<b>Friday 8th September</b>	Children with surnames L to Z attend 9am to 3pm

The initial later start and early finish during the first week of term may help children get to know our rules and routines for coming into and leaving school, finding coat pegs and bags etc. without the corridor being busy with children from other year groups.

### Attendance from Monday 11<sup>th</sup> September

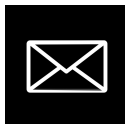
Normal school day applies: **8.50am to 3.20pm** for all children.

**We look forward to meeting you at the open evening where we can address any concerns or questions you may have.**

## Contact Us:



**0191 4887486**



**[fellsidecommunityprimaryschool@gateshead.gov.uk](mailto:fellsidecommunityprimaryschool@gateshead.gov.uk)**



**Fellside Road, Whickham, Newcastle upon Tyne, NE165AY**

**Head Teacher: Mrs Caroline Green**

**Chair of Governors: Mrs Louise Levy**