



Information Pack

2023- 2024

This pack contains the following information and forms to complete:

- Early Years Brochure
- Lunch Menu for transition (return by 7th July)
- Admission Form to be completed
- Photograph/Video Consent Form to be completed
- Education visit form to be completed
- Cool Milk Information
- Free School Meals Form
- Reception Baseline Assessment Information for parents.
- All about Me Booklet (Complete with your child and return to Miss Maddocks in September)

• *Growing and Learning Together!*



Early Years Brochure

2023- 2024

'Growing and Learning Together'

Escomb Primary School

**Escomb, Bishop Auckland,
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Head Teacher

Mrs W E Gill

Deputy Head Teacher

Mrs L Collings

Assistant Head Teacher / SEND Leader

Mr N Cox

EYFS Leader / Reception Teacher

Miss S Maddocks

EYFS Teaching Assistant

Mrs L Ebdon

Starting School

Welcome to Escomb Primary School. We aim to provide a safe, stimulating and challenging place for your child to begin their early years' education. This is a big step for most young children and we aim to help each child develop to their full potential as an individual and as a member of a larger group.

Young children learn by first hand experience through self initiated ideas as well as carefully structured play activities and set tasks. Their intellectual, social, emotional and physical development will be catered for by skilled and caring staff through a broad balanced curriculum and cross-curricular activities, which is carefully differentiated.

Aims

A wide range of experiences are offered in school to meet the needs of all children so that many will achieve the end of year Early Learning Goals and in turn prepare them for learning in Key Stage 1 and the National Curriculum. We aim:

- To foster self-esteem, confidence and independence in an effort to give children a sense of success in all areas.
- To create situations where the child is eager to initiate their own learning.
- To encourage social development with peers and adults.
- To aid language developments, communication skills, listening, concentration and attention skills.
- To aid physical and manipulative development.
- To extend creative and expressive skills.
- To offer a range of reading and mathematical experiences, which will lead to a more structured approach, as required by the National Curriculum.
- To offer all children, regardless of gender, ability or disability, race, religion equal access to every activity possible.

Admissions (see separate sheet for current induction itinerary)

New entrants are admitted into Reception class for the first week on a part time intake system. Children finish school the first full week at 1.00pm and then from week three they attend school full-time. This allows opportunity for children to settle into school life and begin to learn routines and rules.

Arrival and Home Time Arrangements

The School bell rings at 8.55 a.m. daily. Children then come into school to begin the school day. Reception children meet on the Reception yard and are greeted by the EYFS staff. Children are able to enter the Reception classroom. For safety reasons children should not be in school before 8:45 a.m.

(We do have a Breakfast Club in school each morning from 8.00 a.m. until 8.45 a.m. to determine numbers please complete a form if you wish your child to attend.)

A bell rings at 3.15p.m. This is the end of the school day for Reception children. Your child will need collecting from the Reception Yard. They will be escorted to the door by a member of the EYFS team. Please help us by making yourself known when your child is at the door; your child will then be guided to you.

For safety reasons, please ensure you supervise your child once they are with you. Any change in pick-up or drop-off arrangements i.e. different adult collecting, please inform us.

If you are waiting for older children the second bell rings at 3.25p.m.

Parking

When collecting or dropping off children to and from school please adhere to safe parking, this has and does cause dangers for children and congestion to the passing traffic. In addition for safety reasons please do not use the school car park as a turning point.

Absences

If your child is absent from school for any reason please contact school by 10 a.m. on the first day of the absence. If we do not receive a phone call or notification of absence, then the school office will contact you.

Parental Request for Holiday in Term-Time

Pupil's absence from school during term time can seriously disrupt their continuity of learning. Not only do they miss the teaching provided on the days they are away, they are also less prepared for the subsequent lessons after their return. Please do not ask for leave of absence for a family holiday during term-time if you can avoid it. Schools cannot legally authorise holidays unless there are exceptional circumstances. The school will consider every request for leave of absence for a holiday individually. The most important consideration is the effect an absence will have on your child's education. When considering any request, the school will take into account your child's attendance record.

Illness, Accidents & Medication

If your child is ill at school we will attempt to contact you or the next name on the contact list provided by yourself so arrangements can be made for someone to come to school to collect them.

Please help us by keeping the contact information up to date, including any change of telephone numbers including mobiles. If mobile numbers are given as contacts please ensure they are switched on otherwise please provide us with landline numbers.

Any sickness or diarrhoea must be followed by 48 hours absence.

Head lice are common! Please check regularly and treat as recommended.

Minor accidents are treated by staff in line with county guidance. If needed parents will be informed verbally at the end of the day or via an accident/incident slip in your child's bag. It may be necessary to contact you to collect your child. (If a serious injury occurs, we will make contact with you as soon as possible and contact emergency services or take your child to hospital asking you to meet us there).

Medication can only be given in school if **it has been prescribed by a doctor/dentist** etc. If it becomes necessary for your child to require **prescribed** medication within school time a Parents' Consent form must be completed. This form is available from the office and medicine should be left with office staff and collected at the end of the day by an adult. We aim to administer most medicines at the same time, which is after the lunch time period.

For administration of regular medication i.e. inhalers etc. a parents' consent form must be completed and updated as appropriate.

Please inform us of **all** health issues/allergies and feel free to discuss any medical issues/concerns your child may be experiencing with an appropriate member of staff. We also have access to other professionals within the School Health Department for advice and guidance.

Behaviour and Rewards

At Escomb Primary School, we celebrate good work, positive behaviour and attitudes and individual effort. We encourage children to always try their best and we aim to encourage each child's self-discipline through positive praise and rewards. However, we recognise that it is necessary to address unexpected behaviour.

Rewarding Good Behaviour

Reward systems are in place across the school - these differ depending on the age and abilities of the children in each class and the agreed classroom charters. The underlying principles of the reward systems are however, the same.

Some of the ways we reward children are:

- Stars on the bar / class stars in the jar
- Verbal praise and feedback
- Written feedback in children's workbooks
- 'Star of the Week' awarded in Celebration Assemblies
- Certificates of Achievement awarded in Celebration Assemblies
- Stickers
- Verbal and written messages home to parents
- Visiting the Headteacher with 'good work' and good news
- 'Lunchtime Award' stickers
- 'Treat' times- collective awards that whole classes can earn

Addressing Inappropriate Behaviour

Every class and all staff use the same 'Traffic Light' system for recording and reporting inappropriate behaviour. The same system is used to record inappropriate behaviour in the classroom, assembly, outdoor environment, at playtimes or lunchtimes. It is a visual system that all children and staff can monitor and the system allows children to reflect upon their behaviour and to make improvements.

The 'upside down' traffic lights are displayed in each classroom:



Every child's name will start each day in the green section of the traffic lights.

Procedure:

All children will start each day with their 'peg' on green. It is expected that the majority of children for the majority of the time will keep their name in the green traffic light. Above the traffic lights are the agreed rules for that Class which, although will differ in wording, underpin the same ethos across the whole school.

The 'motto' of the system is: **'It's Good to be Green'**

If a child misbehaves a staff member will initially 'warn' the child, e.g. verbal warning, non-verbal communication (frowning). They will indicate what behaviour they are unhappy with and outline the consequence of continuing with this behaviour.

If the inappropriate behaviour continues, the child will be asked to move his/her name down to the amber traffic light.

If the child then continues to persist with the inappropriate behaviour, they will be asked to leave the classroom to speak to the Headteacher (or the Deputy Headteacher in her absence.) The Headteacher will consider the nature and circumstances of the inappropriate behaviour and will make a decision regarding whether the child moves their peg to red and can return to the classroom or will have to work in isolation.

Zero tolerance is given for swearing, physical assault (deliberate kicking, punching, hitting, etc) or damaging property. Any of these behaviours will result in a child moving immediately to the red traffic light and discussing their behaviour with the Headteacher. Parents will be informed of their child's inappropriate behaviour either in person at the end of the day, via a telephone call home or a letter.

Any inappropriate behaviour during assembly, playtimes, lunchtimes etc will be initially reported to the class teacher and the class teacher will deal with it accordingly. Serious incidents will be reported immediately to Headteacher or Deputy.

School Uniform

Cre8ivegraphics in Bishop Auckland are our school uniform provider. School uniform can be ordered via the link on our school website (<https://escomb.cre8ivegraphics.co.uk/>) or you can visit the shop directly on Peel Street.

Our school uniform is:

Sky blue or white polo shirt
Navy sweatshirt, jumper or cardigan
Navy, black or grey trousers or smart shorts,
Navy, black or grey skirt or pinafore,
Blue checked dress
Black school shoes

All children require a school book bag.



Uniform does not necessarily need to bear the school logo but we ask that all children wear our school colours and that they wear clothing and footwear that they can put on and take off independently. This is especially important on PE days – which at present are Thursdays. P.E. kit is:

Indoor PE kit

navy shorts,

white tee-shirt

Clothes for outdoor PE

Joggers/leggings sweat top

Trainers (*with velcro fasteners – Please avoid laces, unless your child can fasten them.*)

P.E. clothes should be kept in a named simple draw-string bag which can be purchased from school. This bag will only be sent home at the end of each half term; therefore please send clothes and shoes your child won't need for activities outside school.

We ask that your child **always** brings a jacket/fleece/coat to school just in case. The children can be outside at lunchtime for at least 50 minutes. Please send a hat especially during the summer months.

Be prepared your child will get dirty!

Names in Clothing/belongings

Please ensure **ALL** items of clothing including shoes & P.E clothes and other belongings are clearly marked with your child's name. *It is difficult to identify items when clothing is unmarked.!* The class teacher should be approached if items are misplaced. There is also a lost property box situated in school.

Jewellery

We recommend that children do not wear jewellery while in school. If your child has to wear earrings, they should only wear small studs. An appropriate indemnity form must be completed and earrings should be removed for P.E. or covered with tape/plasters before the PE lesson to avoid the possibility of accidents.



Liaison with Parents

At the beginning of the academic year you will receive a diary providing an overview of specific dates (On occasions due to unforeseen circumstances it may be necessary to alter dates). You will receive a regular newsletter regarding general school information, events, holidays, outings etc. Please ensure your child's school bag is checked daily and any tasks or information removed. Initially staff will check bags and remove items sent from home to school. However, over time, children will be asked to take out and put items into their bags to develop independence. Please tell your child if there are items in their bag to hand in. This is really beneficial.

The school website is regularly updated with news items. The school uses a 'texting service' to remind parents of information, events etc. Parents are welcome to contact/approach their child's teacher **prior** to the start of the school day/at the **end** of the school day. Or if parents have any concerns or worries, it is very much hoped that problems can be resolved through early contact, initially with the class teacher and if necessary, a discussion with the Head Teacher.

Parents are invited to school to discuss their child's progress during the school year. Progress reports are sent home throughout the year providing a summary of how your child has settled in to Reception and about their progress and a more detailed report is sent home in July. Parents are invited to special occasions throughout the school year, such as Open Afternoons, Carol Concert, special assemblies and Sports' Day. We very much value the support we receive from home and believe it is important to involve parents wherever possible in school life.

Liaison with Pre-school/Nursery

School has numerous feeder nurseries and we make contact in various ways including visits and conversations to gather information. We are informed through records of your child's general progress. These may take the form of assessments undertaken whilst your child was at nursery. This is beneficial to the transition of your child into our school.

We carry out initial assessments and language assessments in the first term of school. We use these to establish what your child knows, can understand and do. We look forward to your input in this by letting us know about your child's skill and ability in the learning areas as well as telling us about their interests. We are then able to cater for their needs effectively. A statutory Early Years Foundation Stage Profile (EYFSP) of your child is completed at the end of the year to indicate their learning and development indicating whether they are achieving the early learning goals. This is based on information gathered through observations, tasks and assessments of your child, of which we may ask you to add your comments to. Records of your child's learning are open for you to discuss. Any areas of concern where help may be needed will be discussed with you.

Governors

The school has an active and supportive governing body; they work closely with the Head Teacher & staff on all school developments. Membership of the governing body is made up of local authority and community representatives, school staff and parents.

Parent Helpers

Parents are frequent helpers in school. If you wish to come and help in our school please complete the information on the admission form or contact school and arrangements can be made for a CRB check

School Meals

Children are given a choice from a daily menu, savoury and then a sweet and a drink of water or on occasions, fresh juice/milk. If your child wishes to change from school lunch to packed lunch or vice versa, two weeks written notice is required. However, during the first weeks of school, this notice period is more flexible.

Packed Lunch

Please ensure packed lunch bags/boxes are clearly named. Escomb encourages healthy eating and therefore we ask that you send your child with a **healthy lunch. No fizzy drinks and no nuts due to allergies.** If grapes are put in lunchboxes please ensure they are cut length ways. All uneaten food stuff & packaging is returned home in your child's lunch box.

Daily Snack

At present Reception Class, Year 1, Year 2 children are offered a piece of fruit or vegetable each day as part of the Health Authorities healthy eating regime.

Water

Each child is asked to bring to school **daily** a drink of water in a **named** water bottle. (*The bottles **must** contain plain still water.*) They then have access to this throughout the day and it can be filled up as required. *'Water helps healthy brain activity.'*

Milk

Children are eligible for free milk until the age of 5. Parents **must** register their child on the coolmilk website (<https://www.coolmilk.com/>) in order to receive their milk. If parents wish for their child to continue having milk after they have turned 5 they must re-register

Breakfast Club

School offers a breakfast club to children on a daily basis. This starts at **8.00 a.m. until 8.45 a.m.** at a cost of £3.00 per day, additional siblings £2.00 per a day. A healthy breakfast is served **until 8.20 a.m.** which includes cereal, toast; fruit juice. After eating breakfast, activities including outdoor and board games.

After School Clubs

There are some opportunities for After School Clubs for Reception class children. These usually begin in the spring term of school. Additional kit will be required and monies sent into class separately.

Early Years Foundation Stage (EYFS)

The Reception Class will build upon your child's progress in Nursery/Pre-school while continuing to follow the Early Years Foundation Stage (EYFS) Curriculum. The EYFS has four themes which underpin all the guidance.

These are:

A Unique Child, Positive Relationships, Enabling Environments, Learning & Development

Each theme and the principles that inform them, work together for children in the EYFS.

Learning & Development

The Early Years Foundation Stage is made up of three prime areas of learning and development which are:

**Personal, Social & Emotional Development,
Physical Development
Communication and Language**

And four specific areas of learning and development which are:

**Literacy
Mathematics
Understanding the World
Expressive arts and design**

Children develop and learn in different ways and at different rates. All areas of Learning and Development are important and are inter-connected. Learning should be fun therefore we use play as the principle basis for our learning. Using observation and assessment we determine the learning needs of each child, providing the opportunities they need through the environment. We offer this in various ways incorporating structured play activities, focused tasks and teacher/adult interaction as well as the many opportunities for independent child initiated learning. This provides a basis for future learning in Year 1. As learning takes place both indoors and outdoors we ensure both safeguarding and health and safety requirements are adhered to by regular safety checks of learning areas and equipment, as well following adult child ratio in relation to recommendations.

Personal, Social & Emotional Development - includes the aspects of building relationships, managing-self and self regulation.

We encourage children to be independent and make their own choices. We provide children with the opportunity to interact with others; sharing and taking turns and encouraging appropriate behaviour. Children explore their feelings and those of others. Each Friday we have a Whole School Celebration Assembly where certificates and awards are presented. We welcome children to bring to school any *recent* awards etc for this assembly which will then be presented to them (e.g. swimming, gymnastics, competition winners etc)

Physical Development - gross and fine motor skills

We offer ways for children to develop good control and co-ordination using large and small resources. During PE sessions children are taught games and gymnastic skills and are given the opportunity to develop spatial awareness.

A selection of construction equipment and large play equipment including scooters and bikes are integrated into sessions to develop and support physical skills. We also aim to develop children's physical skill by encouraging the use of different tools including scissors, pencils and hole-punches within a variety of learning areas. To support their fine motor skills development.

Communication and Language - listening and attention, understanding and speaking.

We aim for children to listen attentively and respond to story and events and use different forms of speech in their play.

We use questions of why, how, who etc. for children to respond to. Children are encouraged to express themselves using past and present form accurately.

Literacy - Reading and Writing.

Letters and sounds are taught through a phonic programme called 'Read Write Inc.' Children are taught letter shapes, sounds and names through an active, kinaesthetic approach to help them to decode words and read them aloud. They are also introduced to common irregular – tricky words. They are encouraged to discuss what they read asking and answering questions to determine their understanding. We encourage the transferral of reading skills to match with writing; children make attempts at writing phonetically plausible words within simple sentences that they can read themselves. For correct letter formation, please see 'letter formation sheet'.

It is our school policy for all children to use a ***school book bag***. This is to promote respect and care for reading books, particularly when carrying them to and from school.

Our aim is to foster within children an enthusiasm for and enjoyment of reading and we welcome your support in encouraging this positive attitude. When your child is at a level for reading words, they will be given a home/school reading record book to allow you and us to record when they have read. We send home library books that your child has chosen. We ask that you share the story/content with your child. The first reading books that your child will bring home may have no text and are used to encourage discussion. Reading from pictures is an important skill, encourage your child to look carefully at the pictures and ask him/her to tell you what is happening in each picture, relating wherever possible to their own experiences. This is to develop comprehension skills and is of tremendous benefit to your child.

When your child has gained knowledge of sounds and are blending and segmenting they will be introduced to phonic based words and tricky words. Individual reading books will be changed weekly (if you have indicated your child has read at home.) With each book we ask you to continue to practise previously taught skills and reinforce keywords. It is vital that children carryout some form of reading practice daily.

Mathematics - numbers and numerical patterns

A wide range of practical opportunities are offered to help children count, order, understand and begin to use number efficiently. We aim to develop mental number skill and the ability to solve problems. Parents can best help their child by encouraging them to say numbers in order, counting objects, play games inc. dominoes or dice and talking about the numbers and shapes they see in everyday life. We look at patterns, continue and create them. Other mathematical concepts are introduced related to position, shape and measure including comparing quantities of capacity, weight, time and length through a variety of teaching methods. We ask that you aim to use the correct number formation as in the welcome pack.

Understanding the World - past and present, people and communities and the natural world.

All children are encouraged to talk about themselves and their families. They discuss past and present events. We encourage children to recognise that we have similar or different likes and dislikes and other differences linked to family, faith and traditions. They are encouraged to think, reason, explore, experiment and investigate. There are many opportunities to explore with a 'hands on' approach.

Work is often linked to the home, family, school and the local environment. We aim to encourage the exploration of the immediate environment to gain knowledge and understanding of the living world around us.

Expressive arts and design - exploring and using media and materials and being imaginative

The school offers experiences of creativity in many media where children can experiment and explore materials and tools to create their own ideas. Children's work is displayed to encourage a sense of pride and achievement in all pupils. Your child will experience a wide range of musical activities: from clapping and action songs, playing and making percussion instruments to listening to various types of music including classical and that from different cultures.

Children also sing in groups and as a whole school. We use dance and movement to encourage personal expression. Children participate in group and individual composition.

For further details and information regarding EYFS please see:

www.education.gov.uk

www.4children.org.uk

Educational Visits/ Visitors to School

We may take children out of school on educational visits to support curriculum work. We also have visitors who come into school to talk about topic related subjects or sometimes as part of an enhancement for the curriculum.



