Avondale Primary School

for

Learning, Smiling and Remembering

Reception Welcome Booklet

Avondale Primary School Darwen
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www. avondaleschool.co.uk

Welcome to Avondale Primary School

Starting school is a giant step in your child's life. Together we can ensure this is an enjoyable, exciting and memorable experience.

This welcome booklet will introduce you to the Reception unit. We hope you find it useful.

Should you need to chat through anything, or want any additional information, please do not hesitate to email me –

Mrs Taylor (Assistant Head and EYFS Lead)
office@avondale.blackburn.sch.uk

or give me a ring on 01254703449

Our Aim

At Avondale Primary School, we aim to develop effective life-long learners. We aim to develop the “whole” child by giving them every opportunity to share and develop their skills and talents in ways and at the pace which suits them. We believe that every child is entitled to enjoy their childhood and to feel safe and loved. We encourage pupils to persevere, be optimistic and develop a “can-do” attitude.

We ensure all children are valued as individuals and their moral and spiritual development encouraged. We celebrate each child’s success and encourage them to take pride in their achievements. We engage children in a creative curriculum that is tailored to their needs and reflects the context and community in which they live. At all times, we seek to inspire children with a love of learning which will remain with them throughout their lives.

Below are the four key principles that underpin our EYFS approach at Avondale:

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

Meet the Staff

At Avondale, we have a team of dedicated staff who are here to support and guide you and your child as we embark on their learning journey together.

These are some of the staff that your child may work with during the year.

At Avondale, we can accommodate up to 60 pupils in our Reception unit. Our unit gives pupils the opportunity to transition into school with their nursery peers, make new friends across the unit and have daily opportunities to work with all our highly trained and dedicated EYFS staff.

Organisation of the Reception Unit

Our Reception unit is separated into four learning 'zones' where children spend their day learning through a balance of adult led and 'free-flow' play-based activities. There are 2 large learning areas which are interconnected by double doors, and a smaller learning space where pupils can go for small group activities called the Learning Den. Here staff are able to lead guided reading activities, or deliver sessions tailored to specific needs such as dough disco or speaking and listening activities. There is also our amazing outdoor learning area which pupils have free access to throughout the day.

For the purpose of arrival at school in the morning, registration time, dismissal at the end of the school day and some whole class teaching sessions, the pupils will be split into 2 teaching groups, each led by a lead teacher.

The Early Years Foundation Stage

Your child will be learning skills, acquiring new knowledge and demonstrating their understanding through seven areas of learning and development.

The three prime areas are:

- Communication and language
- Personal, social and emotional development.
- Physical development

These prime areas are most essential for your child's healthy development and future learning. As children grow, the prime areas will help them to develop skills in four specific areas. These are:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts & Design

All children learn through play-based activities, with a mixture of both child-initiated and teacher-led learning opportunities. Learning through play takes place both indoors and outdoors; our dedicated outdoor learning area enables children to develop their confidence, take risks and to challenge themselves physically to develop new skills.

There is a strong focus on children developing a strong sense of themselves and others, building positive relationships and learning how to manage their feelings. Communication and language, as well as physical development, are recognised as prime areas of learning and these are firmly embedded into the day-to-day activities on offer.

Topics and Themes

Our EYFS curriculum is shaped and planned in accordance with the Educational Programmes within the EYFS framework. Reading is at the heart of our curriculum. Activities and experiences are also planned around topics and themes which support the children's development across all the 7 areas of learning. A strong emphasis is placed on the children's personal and emotional development, as well as their ability to communicate confidently. They are encouraged to express themselves in small groups and to the whole class. The children are taught synthetic phonics daily and gradually begin to apply this within their reading and writing. Mathematics is introduced through different daily activities such as number sense activities, counting games, weighing and shopping. All children are encouraged to participate in physical activity, dance and music. By the end of the EYFS, the children are enthusiastic and confident learners, and ready for their next stage of learning in Year 1.

Some of the themes we have covered have been -

PIRATES IN SCHOOL

Colour My World

THE STORY TELLER

SPRING AND NEW LIFE

OUR FROZEN WORLD

AUTUMN DAYS

Reception Baseline Assessment

From September 2021, it became statutory for all schools carry out a Reception Baseline Assessment within the first six weeks of children starting school. This is carried out by a familiar adult, in a child friendly way and is nothing to worry about. Information from this assessment will help staff plan next steps for your child and will be discussed at our first parents' meeting in the Autumn Term.

Early Learning Goals

During the Reception year, children are working towards the Early Learning Goals. At the end of the year, they are assessed against these goals. This gives us a clear picture of the progress they have made and their next steps in learning.

Reception End of Year Expectations

Communication and Language

Listen and Attention:
To listen attentively in a range of situations.
To listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.
To give their attention to what others say and respond appropriately, while engaged in another activity.
Understanding:
To follow instructions involving several ideas or actions.
To answer 'how' and 'why' questions about their experiences and in response to stories or events.
Speaking:
To express themselves effectively, showing awareness of listeners' needs.
To use past, present and future forms accurately when talking about events that have happened or are to happen in the future.
To develop their own narratives and explanations by connecting ideas or events.

Physical Development

Moving and handling:
To show good control and co-ordination in large and small movements.
To move confidently in a range of ways, safely negotiating space.
To handle equipment and tools effectively, including pencils for writing.
Health and self-care:
To know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.
To manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

Personal, Social and Emotional Development

Self-confidence and self-awareness:
To be confident to try new activities, and say why they like some activities more than others.
To be confident to speak in a familiar group, talk about their ideas, and will choose the resources they need for their chosen activities.
To say when they do or don't need help.
Managing feelings and behaviour:
To talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable.
To work as part of a group or class, and understand and follow the rules.
To adjust their behaviour to different situations, and take changes of routine in their stride.
Making relationships:
To play co-operatively, taking turns with others.
To take account of one another's ideas about how to organise their activity.
To show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

Mathematics

Numbers:
To count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number.
To add and subtract two single-digit numbers and count on or back to find the answer.
To solve problems, including doubling, halving and sharing.
Shape, space and measures:
To use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.
To recognise, create and describe patterns.
To explore characteristics of everyday objects and shapes and use mathematical language to describe them.

Literacy

Reading:
To read and understand simple sentences.
To use phonic knowledge to decode regular words and read them aloud accurately.
To read some common irregular words.
To demonstrate understanding when talking with others about what they have read.
Writing:
To use their phonic knowledge to write words in ways which match their spoken sounds. To write some irregular common words.

Understanding of the world

People and communities:
To talk about past and present events in their own lives and in the lives of family members.
To know that other children don't always enjoy the same things, and are sensitive to this. To know about similarities and differences between themselves and others, and among families, communities and traditions.
The world:
To know about similarities and differences in relation to places, objects, materials and living things.
To talk about the features of their own immediate environment and how environments might vary from one another.
To make observations of animals and plants and explain why some things occur, and talk about changes.
Technology:
To recognise that a range of technology is used in places such as homes and schools.
To select and use technology for particular purposes.

Expressive Arts and Design

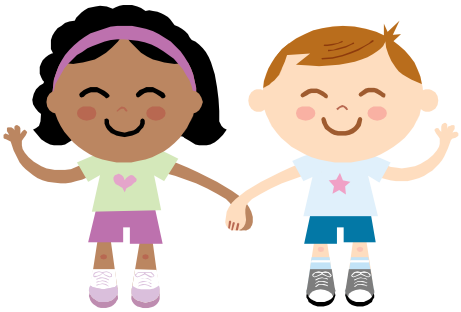
Exploring and using media and materials:
To sing songs, make music and dance, and experiment with ways of changing them.
To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
Being imaginative:
To use what they have learnt about media and materials in original ways, thinking about uses and purposes.
To represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

SHARING LEARNING WITH PARENTS

ClassDojo

In Reception, we use ClassDojo as a learning blog to share photographs, class news, and updates about the children's learning and experiences within school. This allows parents and carers to celebrate and talk about learning at home, helping to strengthen the partnership between school and families. Please note that ClassDojo is not used as a direct communication tool with class teachers. If you need to share important information, ask questions, report absences, or speak with a member of staff, all communication should be made through the main school office so that messages can be passed on appropriately and responded to efficiently.

Preparing your child for school



Starting school is a milestone, not only for your child but also for you! You may be excited and perhaps a little concerned about your child taking these first steps towards independence. Settling into school may take time, particularly if they have not been separated from you before or have attended a smaller nursery or day-care setting.

However, it is important that your child's experience of starting school is as positive as possible. Below are some things you can do with your child at home over the coming weeks to help make them. Try to fit some of these activities where possible into your daily routines.

To help your child develop INDEPENDENCE, try to do the following at home:

•**Getting dressed independently every day** – practise thinking about the sequence of putting clothes on and taking them off, closing buttons, putting on socks and shoes on the right feet, putting coat on and zipping up. We recommend buckle or velcro shoes, rather than laces as young children tend to struggle tying these.

•**Going to the toilet** and wiping their bottom on their own – simple clothing like elasticated waistbands are easier to get on and off than zips and buttons.

•**Cutting food using a 'real' knife and fork** (make sure this is supervised).

•**Tidying up** their toys and helping with simple **household jobs** – giving them responsibilities will help them to become more independent

•Help them to **recognise their name** in writing e.g. create a coat and shoe peg at home with their name on it to help get them used to having something similar at school – it seems like a simple thing but it'll help when we ask your child to go and fetch their coat!

To help develop <u>SOCIAL SKILLS</u>:

- Do **turn-taking** activities such as playing with a game / board game – this helps them to get used to taking turns and also to understand the concept of sharing
- Get your child used to **eating with others** even if it's just a snack
- Lots of the learning in Reception happens through play. Get down onto the carpet so you're **at their level** and enjoy some play with your child.
- **Follow their lead** with what they're doing or how they're playing.
- Then, try to **get them to follow your lead** and also create games together. This will help them to get used to playing and engaging with other children.

Routines and consistency help children to adapt and this will help ease the transition into Reception. About 4 weeks before the start of Reception, try to set a morning routine with your child. You can start with small steps and gradually add to the routine:

- Get up at the **same time every day**.
- **Have a full breakfast.**
- **Get dressed up in the school uniform** and put on 'school' shoes.
- Prepare a **'school bag'** and/or '**school lunch box'**– you can choose one together if you don't have one yet.
- **Visit the school -** look up the route to school and if it's walking distance try it out – point to the school and tell your child they'll be going there soon.
- **Talk about starting school** - look at photos/videos of the Reception staff and virtual school tour, which are available on our New Intake 2026 webpage. **Talk about what the school day will be like –** a copy of our visual timetable is available on our New Intake 2026 webpage.
- Be **positive** and reassure your child by discussing any worries they may have.
- Share stories and **read together** - reading to your child improves their vocabulary and listening skills, and acting out stories is a great way to practise communication.
- Visit our New Intake 2026 webpage where you will find lots of stories about starting school.

https://www.bbc.co.uk/bitesize/collections/startin g-primary-school/1

- Have everyday **conversations**
- Play lots of **games with numbers or letters**
- Play **I spy** ….
- Sing lots of **nursery rhymes** including number rhymes and learn new ones
- Enjoy the **outdoors** and go for lots of **walks** - every day if you can.
- Go on number hunts and look for letters and words around your local area.

Expectations at school

The following is a list of expectations that we would like all children to develop within the first half term at school. However, some children will of course find some things easier than others. If we work together, both at school & home, then we can all help in the development of your child.

We would like all children to be able to:

- Do what they are told by an adult.
- Co-operate and share with friends.
- Be responsible for looking after things.
- Understand that there are quieter times to listen and learn, and noisier times to play.
- Enjoy talking to other adults.

- Enjoy sharing stories.
- Follow school and classroom rules.
- Be toilet trained and go to the toilet independently.
- Put on their coat independently and have a go at fastening it.
- Be able to change shoes and change for PE.
- Be able to use a knife and fork effectively.

Behaviour

Even the youngest children are encouraged to behave towards each other with kindness and consideration. They should respect everyone and learn to value differences and diversity. Children have to learn to look after their own possessions and to respect other's possessions and their environment. We use key worker time to reinforce these behaviours. When required reflection time is used for pupils to reflect and discuss the consequences of their actions and behaviour.

Copies of our Behaviour Policy and our Anti-Bullying Policy are available in on our website.

Toilet Ready

Toilet training is an important new skill for children to learn. Here are some top tips on how you can get your child toilet trained before they start primary school.

Tips:

1. Simple clothing, like elasticated waistbands, can help.
2. Encourage independent dressing - they will get better with practice.
3. Encourage hand washing as a habit.
4. Regular drinks will help them and their bladder capacity.
5. Talk to the professionals - teachers or health visitors can offer good advice.

If your child is still working on this skill please speak to your health visitor or pre-school setting and they will be able to support you with this.

Below are some useful websites –

- https://www.childcare.co.uk/information/step-by-step-guide-topotty-training
- https://raisingchildren.net.au/toddlers/videos/toilet-training-tips

The school day begins at 8:45am but the doors are open from 8:35am. Please ensure your child is on time. This is the start of learning time and we will expect children to get into good habits straight away and to be on time otherwise they will miss out on a vital aspect of their learning. We encourage children to be independent, so please encourage them hang up their own coat or bag.

The First Few Weeks at School

Our aim is to ensure all children are happy and confident about coming to school. Some children settle very quickly, others may take time.

The school day begins at 8:45am but the doors are open from 8:35am. Please ensure your child is on time. This is the start of learning time and we will expect children to get into good habits straight away and to be on time otherwise they will miss out on a vital aspect of their learning. We encourage children to be independent, so please encourage them hang up their own coat or bag.

If your child cries when you leave remember that the Reception staff will be there to support you and reassure them. It is usually best if you leave quickly and allow your child to settle on their own. Say goodbye and explain clearly that you will be coming back to get them later.

We find that children generally calm down and are content within 5 – 10 minutes. We appreciate that this can be upsetting, but do not worry as we will work together to support your child through this period of transition.

In our Reception unit, the safety, wellbeing, and emotional needs of all children are a priority. Staff follow current EYFS statutory guidance and the school's health and safety procedures when supporting children. Support may include assisting children with personal care, helping them to move safely around the environment, supporting transitions. We recognise that some children may at times require emotional reassurance and physical support to help them settle and feel secure. For example, some children may need encouragement from a trusted adult during morning transitions, which could include holding a hand, a side hug, or sitting alongside or on a staff member's knee for short periods while they regulate and settle into the school day. All support is provided sensitively, appropriately, and in line with safeguarding, intimate care, and behaviour policies, always respecting children's dignity, comfort, and individual needs. Staff receive appropriate training, and risk assessments are completed where necessary to ensure support is delivered safely and effectively.

If you are at all anxious, please feel free to telephone us later in the morning to check that your child has settled. If you have any concerns at all, please speak to us.

Gardeners and Seeds

Avondale has a ‘Seeds and Gardeners’ project where a Reception child (the seed) will be linked to one of our Year 6 pupils (the gardener). Gardeners will act as a buddy to their seed, helping them find their way around school in the first few days and weeks, sit with them at lunchtimes until they feel more confident. Each seed will see their gardener in and around school quite often for the first term and in this way we hope to help nurture each child so that they blossom and shine

As time goes on, the seed will see their gardener less, although the friendship will still exist. Gardeners and seeds write letters to each other, see each other around school and often exchange Christmas and birthday cards.

The project is very successful and is spoken about with much affection by all those involved.

During the first few weeks at school your child will meet their ‘Gardener’ and will spend some time together in the reception unit. We have other activities planned over the coming weeks and months including reading books together, playing games and spending time together at lunchtime.

Our visual timetable is key in supporting pupils with their transition to school. When pupils start school one of their biggest concerns is when they will be going home. We discuss our visual timetable throughout the day and it enables pupils to develop a sense of time and structure of the school day. This in turn helps reduce any anxiety levels.

Reception Timetable

Example of Reception Timetable

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8.35-8.50	Do It Now Morning Activities	Do It Now Morning Activities	Do It Now Morning Activities	Do It Now Morning Activities	Do It Now Morning Activities
8.50-9.00	Registration	Registration	Registration	Registration	Registration
9.00-9.30	Daily Phonics	Daily Phonics	Daily Phonics	Daily Phonics	CELEBRATION ASSEMBLY
9.30-9.45	Whole Class Input (Literacy or Maths)	Whole Class Input (Literacy or Maths)	Whole Class Input (Literacy or Maths)	Whole Class Input (Literacy or Maths)	Weekly Phonics Review
9.40-11.30	Continuous Provision / Small Group Activities - guided reading, maths and literacy	Continuous Provision / Small Group Activities - guided reading, maths and literacy	Continuous Provision / Small Group Activities - guided reading, maths and literacy	Continuous Provision / Small Group Activities - guided reading, maths and literacy	Continuous Provision / Small Group Activities - guided reading, maths and literacy
11.20	Focused language development	Focused language development	Focused language development	Focused language development	Focused language development
LUNCH 11.45 – 12.45	Toilet & hands wash	Toilet & hands wash	Toilet & hands wash	Toilet & hands wash	Toilet & hands wash
	Lunch	Lunch	Lunch	Lunch	Lunch
1.2.45 – 1.00	Story time & Registration	Story time & Registration	Story time & Registration	Story time & Registration	Story time & Registration
1.00-1.15	Whole Class Input	Whole Class Input	Whole Class Input	Whole Class Input	Physical Development e.g. - Write Dance / Fundamental Movement / Yoga & mindfulness
1.20-2.30	Continuous Provision / Small Group Activities	Continuous Provision / Small Group Activities	Continuous Provision / Small Group Activities	Continuous Provision / Small Group Activities	
2.30-3.15	Key worker time –Show & Tell & Daily Reflection Time	Key worker time – Story Time & Daily Reflection Time	PSED - JIGSAW SESSSION	Key worker time – Story Time & Daily Reflection Time	Song Time

Food in School

School Fruit and Vegetable Scheme

Each day we have have a snack of fruit or vegetables (provided by the National Fruit Scheme). Participation in the scheme is voluntary but we hope that you will share our belief that the scheme has many benefits. We are keen to encourage children to try all types of fruit and this scheme helps reinforce the benefits of healthy eating.

It is essential that you inform us of any allergies your child may have. Please also inform us of any chewing difficulties your child may have.

PLEASE NOTE WE ARE A NUT FREE SCHOOL

Sweets, crisps and biscuits are not permitted to be eaten during snack times.

Milk

You may elect for your child to receive milk each day.

Water Bottles

Please provide your child with a named water bottle, which is brought into school each day. They have free access to water throughout the day. We recommend in line with healthy eating guidance that only water is sent from home.

Birthday Cake and Sweets

We celebrate and acknowledge birthdays within class by singing Happy Birthday and presenting the pupils with a birthday card and sticker. **Unfortunately, birthday cake and sweets from home are not permitted, as we have many pupils with food allergies.**

Lunch at Avondale Primary School

You may choose between a free hot meal, High 5 selection provided by our school kitchen or a packed lunch from home.

School Dinners

All children in EYFS / KS 1 are entitled to a free school dinner. Please give your child the opportunity to try these. School dinners not only give them the opportunity to eat foods which they would not normally try but they are, until further notice, completely free! All our meals are cooked in our newly furnished school kitchen by our catering team. Our menu meets stringent nutritional standards, ensuring every child has a well-balanced diet. School dinners are the most popular choice for parents.

Packed Lunch

Children who opt for a packed lunch must bring it in a lunch box or a small bag that they can carry. Please ensure their lunch is clearly marked with their name. Water or juice must be in a flask, carton or bottle fitted with a drinking top, to reduce spillage. Please provide a spoon if you child is having a yoghurt or fruit carton. Avondale follows a healthy eating policy, please ensure you provide a balanced meal for your child.

PLEASE NOTE WE ARE A NUT FREE SCHOOL

During the lunch time period all children are expected to sit at the dining tables and use good table manners.

Supervision During Lunch

Mrs Wright is our mid-day supervisor and pupil wellbeing lead. She is supported by a dedicated team of welfare staff. During the lunch period the Reception pupils are supported my members of the Reception team, this enables us to carefully monitor pupils during lunch and discuss any issues directly with parents/carers

You can contact Mrs Wright about any concerns you may have regarding lunch.

- School Number - 703449
- School Mobile Number - 07513782963
- E-mail – deborah.wright@avondale.blackburn.sch.uk

When the children start school the pupils are taken on a tour of the school, including the dining hall and they are introduced to the catering team and Mrs Wright. For the first few weeks in school all the Reception staff stay in the hall with the children to support them with the new routines. Pupils have 1 hour for lunch. The welfare staff will support pupils in using a knife and fork to cut up their own meals. They are not hurried nor forced to eat. Children are encourage to try new foods and parents will be informed if there are any problems concerning eating.

Arrival and Collection of Pupils

The safety of the children in our care is of prime importance.

Arrival of Reception pupils in the morning:

The school day commences at 8.45am

Pupils can be brought straight into the Reception unit via the Reception doors situated in the outdoor play area under the Reception shutters. These doors are opened from 8.35am

- Following registration these doors and the Reception gates are then locked. Any pupil arriving after this time will have to enter school via the main office in order to receive their attendance mark.

Collection of Reception pupils at the end of the school day:

- The school day finishes at 3.15pm.
- At the end of the school day all Reception pupils will remain in the Reception unit supervised by a member of staff until they are collected.
- Parents/Carers are asked to wait in the foundation stage outdoor play area (outside the shutter area).
- Pupils are signed out and handed over at the classroom door from 3.10pm.
- Pupils attending after school club will be collected from the unit by a member of our After School Club.
- We require the names of **at least two adults** (over the age of 16 years) who are authorised to collect your child, and will be picking your child up on a regular basis. Please list these in writing on the Reception Authorise to Collect Form, along with your own memorable collection password. Parents/Carers s are asked to give the password only to the people they wish to collect their child. *(Please ensure the names of parents are included on this list).* Staff will ask adults for this password.
- If someone other than one of the main named adults is collecting your child, we ask that you inform us when you bring your child to school – or by contacting the school office during the day. This person must provide your personal collection password when asked to do so and will not be permitted to take the child if they are unable to do so.
- If there is any cause for concern or clarification, the parents/carers will be contacted before the child is released to anyone's care.

Medical Issues and Absences

It is very important that we are aware of any medical conditions affecting your child. If your child has asthma, please ensure that a spare inhaler is kept at school. Please discuss this with us if you have any concerns. If your child requires medicine, please consider whether he/she is well enough to be in school. It is best if you arrange times for giving medicine so that they do not interfere with the school day. We will administer prescribed medicines that are required 4 time a day. All medicine must be brought to the main office so the necessary documentation can be completed. If a child requires an unprescribed medicine than parents or a family member are welcome to come in during the lunch break to administer it.

If your child is unwell please leave a message on the absence line on 01254 763084 before 9:30 on the first morning of absence.

We operate a safe child policy, and if a child is absent and we have not been notified, we will make contact with you.

In line with Health Protection Agency advice, we ask that after a sickness and/or diarrhoea illness, you keep your child at home for 24 hours and until they have been free of symptoms. Likewise, if they become ill during the school day then we may telephone you to ask you to collect them from school.

Guidance on infection prevention and control in schools and childcare settings

Rashes and skin infections	Recommended period to be kept away from school or childcare setting	Comments
Chickenpox and shingles	Five days from onset of rash AND until all lesions have crusted over	Advise pregnant women to contact their GP if exposed and unsure if they have previously been infected
Cold Sores (Herpes Simplex)	None	Cold sores remain contagious until they are completely healed. They are generally mild and heal without treatment (7-10 days) - Avoid kissing and close skin to skin contact of the sore - Don't share items that come into contact with the affected areas (cutlery / lip balm)
Hand, Foot and Mouth	None	Contact your UKHSA HPT if many children are affected. Exclusion may be considered in some circumstances
Impetigo	Until lesions are crusted over or 48 hours after antibiotic treatment has been started	Impetigo is highly infectious, and it is spread by direct contact Antibiotic treatment speeds healing and reduces the infectious period
Measles*	Excluded as soon as measles is suspected until five days after the onset of rash	Contact UKHSA HPT as soon as measles cases are notified to the school. Preventable by immunisation (MMR x2doses). Promote MMR for all pupils and staff. - Advise staff contacts who are pregnant, unimmunised or have weakened immune systems to contact their GP immediately
Molluscum contagiosum	None	A self-limiting condition. The lesions will resolve over time without any treatment
Parvovirus or fifth disease (slapped cheek)	None (once rash has developed)	Request parents notify the school so that Pregnant contacts can be advised to consult GP or midwife following exposure
Panton-Valentine Leucocidin (PVL)	None if they feel well	Individuals should not take part in contact sports or use communal gym equipment until their skin lesion has totally healed. For further guidance contact UKHSA HPT
Ringworm (incl foot ringworm – athletes' foot)	Exclusion is not required for individuals with athlete's foot. Individuals with skin and scalp ringworm can return to school once they have started treatment with anti-fungal agents	Treatment is required
Rubella (German Measles) *	Six days from onset of rash	Preventable by immunisation (MMR x2 doses). See UKHSA document above. Advise pregnant staff contacts to seek prompt advice from their GP
Scabies	Until after the first treatment has been completed	Household and close contacts require treatment at the same time. In the event of 2 or more suspected cases contact UKHSA HPT
Scarlet Fever*	Exclude until 24 hours of appropriate antibiotic treatment complete	A person is infected for 2-3 weeks if antibiotics are not administered. In the event of 2 or more suspected cases contact UKHSA HPT
Warts and Verrucas	None	Verrucas should be covered in swimming pools, gymnasiums and changing rooms

https://www.nhs.uk/live-well/is-my-child-too-ill-for-school/

Appointments

Whenever possible appointments e.g. dentist/doctors should not be made during school time. If your child does have an appointment with any of the following professionals

- Medical
- Speech therapy
- Clinical psychology

it is most important that we receive notification of this from the agency involved. Please arrange for the school office to have a copy of the appointment letter.

Term Time Holidays

We expect all children to attend regularly and to be punctual. Individual attendance is monitored carefully and attendance is reported in our newsletters. It is the school and local authority policy that family holidays should not be taken during term.

Please refer to our whole school Attendance Policy for more information about attendance and absence.

Communication with Parents

Once your child has joined us, the Reception staff are always available for any immediate concerns that you may have about your child. The school operates an open door policy and Mrs Taylor, the EYFS leader and assistant head, is available to see any parent, appointments can be made via the main office. All the Reception team are available when you drop off and collect your child, and many worries can be speedily resolved by an informal chat. Otherwise, you are welcome to make an appointment for a longer (or more private) conversation. Any concerns will always be treated in complete confidence.

You will also be invited to a number of events during the year, and we very much hope to see
you at:

- The Christmas Production
- The Carol Service
- Sports Afternoon
- Class Assemblies
- Parental Drop-in sessions
- Play and Stay sessions
- Parents' Evenings

Visit our school website
www.avondaleschool.co.uk

Reception Weekly Dojo Blog

Every week we will keep you informed of the learning for the week ahead and any other important reception news.

Parental Curriculum Workshops

Throughout the Autumn term we will host a series of parental curriculum workshops. These workshops are linked to each Area of Learning and will be informative and help parents support with their child's learning at home. Dates and times for these workshops will be sent out early September.

Parental Drop-in Sessions

Throughout the year we hold parental drop-in sessions. These sessions are very informal and are held straight after school. It is an opportunity for your child to show you around the Reception unit and share their learning with you. The Reception staff are also available for a friendly chat or support.

Parents' Evenings

We hold parents' meetings during the Autumn and Spring terms. This is an opportunity for parents to talk to their child's lead teacher about their progress towards the early learning goals and their next steps for learning.

WOW Moments

Children learn best when there is a strong partnership between home and school and when parents and staff share their knowledge and skills. It is very important therefore for parents to contribute to their child's leaning journal, about significant developments at home. Wow moments are an effective way for parents to add to share this information and you can do this via Class Dojo.

Reports

Children are assessed throughout their time, through observations and questioning. An annual written report summarises your child's learning and development against the early learning goals and identifies next steps for every child. You will be given an opportunity to discuss this with the class teacher should you wish to.

Homework

Phonics and Reading is the priority for homework in Reception and we ask that you support this by reading with your child 5 times each week, for approximately 10 minutes. Reading homework may consist of; reading your child's home reading book, sharing their school library book, practising letter sounds, learning to read or spell tricky words.

LEARNING IS FUN!

- The reception curriculum is regularly a messy curriculum.

- Please think of your child's uniform as their "work" clothes. Reception gets dirty, messy and involves paint, glue, mud, dough, markers…… the list goes on.

- Reception children are notoriously oblivious of the person next to them, if your child comes home showing signs of this – they've had a good day, they have been engaged in their learning and they've had fun at the same time.

- Our curriculum supports teaching pupils how to use the different resources – but please bear with us while your child is learning this!