

Western
Primary School
CREATING SUCCESS STORIES



Welcome to Reception



Western
Foundation Stage
SUCCESS FROM THE START





Our School Vision

At Western, we aim to develop kind, ambitious, curious, confident and successful young people who are excited about their futures.





Characteristics of Effective Learning

Ambitious

Resilient

Curious

Reflective

Resourceful

Collaborative





Governors at Western Primary School



Who are the governors here at Western?



Jo Slack
Head Teacher



Ian Rainbow
Chair of Governors



Michelle Roberts
Vice-Chair of Governors, Co-opted
Governor



Sian Marsh
Co-opted Governor



Claire Magill
Staff Governor



Claire Edwards
Co-opted Governor



Stuart Hall
Co-opted Governor



Hannah Wynn
Parent Governor



Nicola Bostock-Hayes
Parent Governor



What role do the governors play here at Western?

Every school has a legal requirement to have a governing body. The governors' role is strategic; the head teacher is responsible for the day-to-day management of the school. The governors are there to support the school in providing the best education for the pupils and we do this by:

setting the school's values, vision and strategic aims together with the staff

agreeing plans and policies and ensuring resources are used effectively

monitoring and evaluating performance

providing support and constructive challenges to the head teacher as he leads the school

ensuring that Western is accountable to all stakeholders.

How do I contact the governors here at Western?

- **Governor Contact details:**
- Ian Rainbow (Chair) - RainbowI@rklt.co.uk
- Michelle Roberts (Vice-Chair) - RobertsM@rklt.co.uk
- Claire Magill - MagillC@wes.rklt.co.uk
- Claire Edwards - EdwardsC@wes.rklt.co.uk
- Stuart Hall - HallsS@rklt.co.uk
- Sian Marsh - MarshS@rklt.co.uk
- Anna Masterson - MastersonA@wes.rklt.co.uk
- Hannah Wynn - WynnH@wes.rklt.co.uk
- Nicola Bostock-Hayes - Bostock-hayesN@trust.rklt.co.uk



Where can I see the governors here at Western?

- You will find several of our governors in the school playground at drop off/pick up – Michelle Roberts, Sian Marsh, Hannah Wynn and Nicola Bostock-Hayes.
- Governors attend a range of school events including the Christmas and summer fairs (usually on the tombola), school shows, in and out of lessons/school, concerts and sports days.
- We are also exploring the possibility of setting up parental workshops for the opportunity to discuss a topic pertinent to school at that time.

Special Educational Needs and Inclusion

Some children and young people need something additional to or different from what is provided for the majority of children; this is special educational provision.

At Western, we take a whole-school approach to Inclusion. *Every member of staff is an essential part of the Inclusion Team.*

More information about our approach to supporting our children and families can be found on the SEND pages of our school website.

- [Graduated Response Road Map](#)
- [SEND Policy](#)
- [SEND Information Report](#)



Mr Fraser-Smith
*SENDCO & Assistant
Headteacher*

fraser-smithb@wes.rkit.co.uk

www.westernps.co.uk

Our Graduated Approach

Whilst many factors contribute to the range of difficulties experienced by some children, we believe that much can be done to overcome them by parents, teacher, support staff and pupils working together.

Interventions are regularly reviewed to ensure that dedicated support is having a meaningful impact and promoting progress for pupils. The pupil's class or subject teacher retains overall responsibility for their progress.

SEND School Support – Graduated Response Road Map

Step 1: Initial Concerns.

Concerns are raised in relation to a pupil's progress or needs. It has been recognised that something additional or different to our core offer may be needed.

Teacher and parents/carers meet to complete the **Initial Support Plan**. The SENDCO will be made aware of these early concerns.

The class teacher makes adaptations to existing Quality First Teaching strategies and reviews their impact after 6 weeks.

Has the pupil made satisfactory progress through adaptations to Quality First Teaching?

NO: Step 2: Dedicated Support

If sufficient progress is still not being made, the teacher, with support from the SENDCO, will write a **Dedicated Support Plan** and share this with parents/carers. Targeted strategies will then be put in place (including support from external agencies, if appropriate). The pupil will be added to the school's SEND register so that additional monitoring can take place.

Yes: Continue to monitor and apply adaptations to Quality First Teaching strategies.

Parents/carers will be invited by the class teacher to a termly review of this support. This model follows the 'Assess, Plan, Do, Review' process.

Has the pupil made satisfactory progress through targeted Dedicated Support?

NO: Step 3: Complex Support

If a pupil is not making sufficient progress, then a Needs Assessment will be considered. This decision will involve advice from professionals such as the Education Psychologist. If the school feels there is evidence that the needs of the pupil are greater than Step 2, then the school can apply for an **Education and Health Care Plan (EHCP)** on behalf of the pupil. This process takes at least 20 weeks to be implemented.

Yes: Carry on with Dedicated Support.

Monitor the pupil's progress through the Interim and Annual Review process.

Is the pupil making progress through an EHCP?

NO: Step 4: Specialist Support

If a pupil is not accessing their school environment with EHCP support in place, then consideration may be given to alternative provision. This applies to exceptional cases where a mainstream setting cannot meet the specific needs of a pupil.

Yes: Continue with the EHCP.



Our Learning Support Team work alongside classroom staff to provide additional and different methods, resources and activities to help support children with their specific learning needs.



Our Emotion & Wellbeing Team are trained and access appropriate supervision to deliver a range of targeted interventions.



We work with external agencies to enhance provision.



Western Primary School

CREATING SUCCESS STORIES

The Quiet Room

The Retreat

The Junction

Signposting you to SUCCESS through ...

School & Learning
Support

Emotional Wellbeing

Friendship Guidance &
Restorative Approaches

Staying Safe

Home-School Links





Family Support

Our Family Support Worker can provide support, advice and information to families and to listen to any concerns you may have about your child's education, behaviour or wellbeing.

Help and support may include:

- Helping to improve the home/school link
- Strategies for parents/carers to improve behaviour in the home
- Support for those families experiencing change, such as family breakdown/separation and divorce/ill health and bereavement
- Signposting and help to access services from external agencies and community services
- Advising on the process for secondary school/benefits/housing applications
- Support with school attendance and lateness issues



Sophy Bland

Family Support Worker

blands@wes.rklt.co.uk

Working pattern: Monday-Thursday
(term time only)





Special Educational Needs and Inclusion

More information can be found on the SEND pages of our school website.

You may also find these documents helpful (available online):

- Graduated Response Road Map
- SEND Policy
- SEND Information Report



Mr Fraser-Smith
SENDCO & Assistant
Headteacher

fraser-smithb@wes.rklt.co.uk



Operation Encompass



What is Operation Encompass?

The purpose of Operation Encompass is to safeguard and support children and young people who have been involved in a domestic abuse incident. Following an incident at home, children will often arrive at school distressed, upset and unprepared for the day.

Western Primary, the police and the nominated Key Adults in school will be working together to make sure that school staff are made aware of any incident early enough to support pupils in school.

How does it work?

The school has designated Key Adults who are a point of contact for the police. These adults have received specialist training regarding Operation Encompass and domestic abuse and are the school's Designated Safeguarding Lead or Deputies. If there has been an incident of domestic abuse where children were present, an officer will send this information to the designated Key Adult in school on the morning following the incident. The member of staff will then feedback to the child's class teacher so that child can be supported as necessary within school.

For more information about Operation Encompass, please visit <http://www.operationencompass.org/>

Western
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CREATING SUCCESS STORIES



www.westemps.co.uk

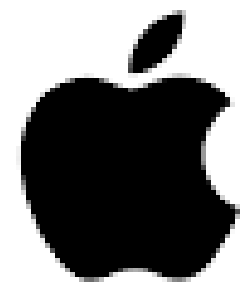


Behaviour

Our school is a safe place for pupils and staff where we are kind, respect each other, and are honest when we make mistakes. We understand that actions have consequences, including opportunities for learning, reflection and forgiveness. We are compassionate towards each other and take the time to explore and understand the reasons behind different behaviours.

- Whole-school review
- Revised policy
- Individual procedures to address physical incidents
- Anti-bullying policy





Distinguished School

Western is recognised by Apple as a distinguished school for continuous innovation in learning, teaching and the school environment. We are also an iPad regional training centre.

Why do we use i-pads at Western?

Innovation
Engagement
Creativity
Empowerment
Collaboration
Enrichment
Accessibility



Mrs Howes
iPad Lead

Reception Team



Mrs Whitelow
Reception Teacher



Mrs Stewart
Reception
Teacher
EY Leader



Miss Sutton
GTA

Mrs Cunningham
GTA



Mrs Edwards
HLTA



Mrs Robinson
GTA

Mrs Bassham
HLTA/ GTA



A Typical Day



	Monday	Tuesday	Wednesday	Thursday	Friday
8.50-9.00	Get ready	Get ready	Get ready	Get ready	Get ready
9.00-9.30	Phonics	Phonics	Phonics	Phonics	Phonics
9.30-10.10	provision	provision	provision	provision	provision
10.10-10.50	provision	provision	provision	provision	provision
10.55-11.15	Maths	Maths	Maths	Maths	Maths
11.20-12.15	Lunch	Lunch	Lunch	Lunch	Lunch
12.15-12.40	Input	Input	Input	Input	Input
12.40-1.40	provision	provision	provision	provision	provision/PE
1.40-2.00	Input	Input	Input	Input	provision/PE
2.00-3.00	provision	provision	provision	provision	provision/PE
3.00-3.20	Terrific Text	Terrific Text	Terrific Text	Terrific Text	Terrific Text



What is Provision?

Provision is the environment, activities and equipment that is provided for your child to access on a day to day basis.

This may include:

- Role- Play
- Sand
- Water
- Construction
- Paint/ Crafts/ model making
- Fine motor activities
- Outdoors
- Small world play



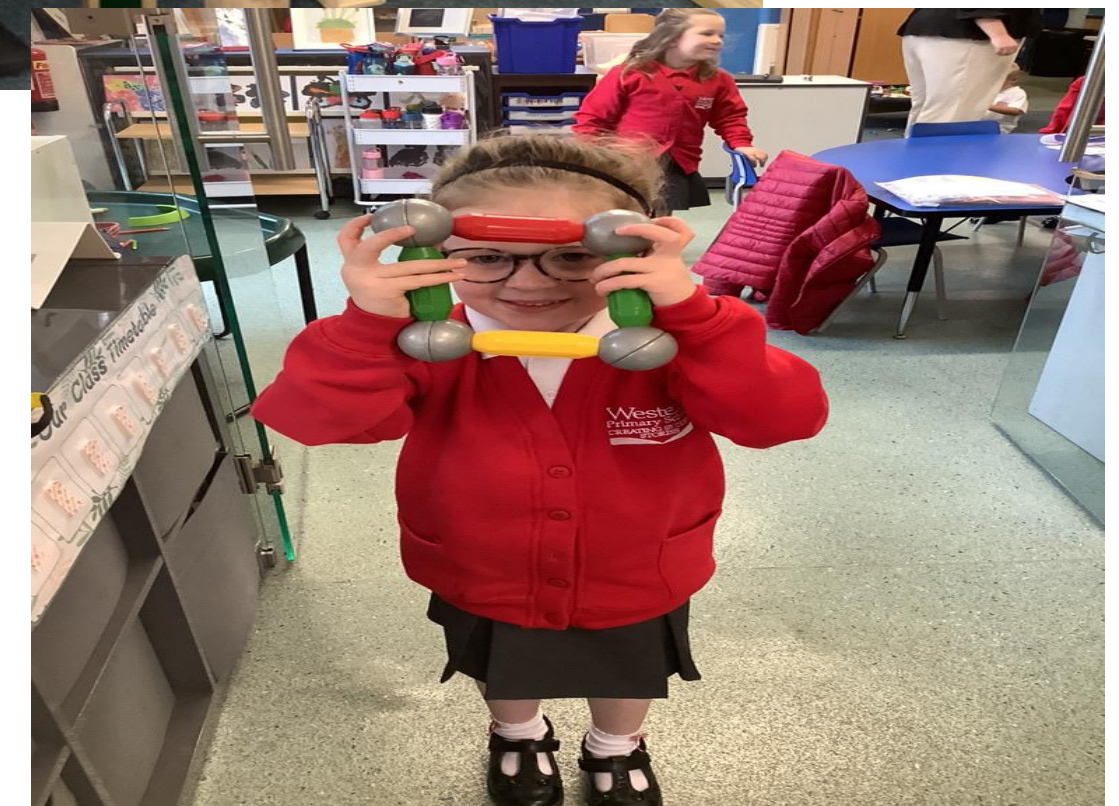


Provision Time

Your child will access provision and have a balance of:





- self-directed learning
- adult-supported learning
- adult-directed learning

This will evolve as the year progresses



Topics/ Learning

We have a range of topics we access throughout the year. We also follow children's interests and may have sub-topics running alongside our main theme. Each term you will receive a curriculum letter outlining learning for the term. On Tapestry each week, you will receive information about learning and we may sometimes ask for children to find out things or complete simple tasks.

Curriculum Drivers						
Technology	The <u>Natural World</u>		Diversity		Health and Well-Being	
						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Title/Driver	All About Me and people and places I know	Light and Dark	Where in the World?	Changes	Traditional Tales	Under the Sea



Reading and Phonics in Reception



Our school has subscribed to Little Wandle Letters and Sound revised as our Systematic Synthetic Phonics Programme to teach early reading and spelling. The government has recommended that all schools in England should follow an accredited Phonics Scheme.



Miss Wray
Phonics Lead



Miss Herfield
Reading Lead

We're teaching every child to read with Little Wandle Letters and Sounds Revised
A complete SSP validated by the Department for Education



Phonics is about making connections between the sounds of our spoken words and the letters that are used to write them down.

Terminology

Phoneme- The smallest unit of sound that can be identified in words. We sometimes simply call this a 'sound',

Digraph- A grapheme using two letters to represent one phoneme. With children, we frequently reinforce it with the mantra 'two letters, one sound'.

Grapheme- A letter or group of letters used to represent a particular phoneme when writing.






Trigraph -A grapheme using three letters to represent one phoneme. With children, we frequently reinforce it with the mantra 'three letters, one sound'

Blend- To combine individual phonemes into a whole word, working all the way through from left to right. Once the GPCs involved have been learned, blending is the key process involved in reading words effectively. It is a skill that needs extensive practice.





Segment- To identify each of the individual phonemes in a word, working all the way through from left to right. This is an important first stage of writing (spelling) a word but needs to be practised orally first. Counting the phonemes is often helpful in reinforcing this process

Teaching Order

Phase 2 grapheme information sheet Autumn 1

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
s s		Show your teeth and oral let the s hiss out <i>ssssss</i>	Under the snake's skin, draw down and round to tail.
a a		Open your mouth wide and make the 'a' sound at the back of your mouth <i>aaa</i>	Around the astronaut's helmet, and down into space.
t t		Open your lips, put the tip of your tongue behind your teeth and press <i>ttt</i>	From the tiger's nose to its tail, then follow the stripe across the tiger.
p p		Bring your lips together and push them apart and say <i>ppp</i>	Draw the penguin's back, up and round to head.
i i		Put your lips back and make the 'i' sound at the back of your mouth <i>iii</i>	Draw the igana's body, then draw a dot for the leaf at the top.
		Open your lips a bit and say	Draw the stick, up and over the

Phase 2 grapheme information sheet Autumn 2

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
j j		Pusher your lips and show your teeth and your tongue (or you say j j j)	All the way down the jellyfish. Dot on its head.
v v		Put your teeth against your bottom lip and make a buzzing <i>vvvvv</i>	Down to the bottom of the volcano, and back up to the top.
w w		Pusher your lips and keep them small as you say <i>w w w</i>	From the top of the wave to the bottom, up the wave, down the wave, then up again.
x x		Mouth open then push the 'x' sound through as you close your mouth <i>xx xx xx</i> (x x x)	Start at the top, then across to the bottom of the box. Start at the top, then across to the bottom of the box.



Phonics Lessons

Phonics is taught first thing each day and our sessions are structured to maximise opportunities for recapping previous learning, moving on to our next step and also consolidating knowledge and skills. Each day a new sound is taught as well as recapping the previous sounds learnt.

This programme overview shows the progression of GPCs and tricky words that we teach term-by-term. The progression has been organised so that children are taught from the simple to more complex GPCs, as well as taking into account the frequency of their occurrence in the most commonly encountered words. All the graphemes taught are practised in words, sentences, and later on, in fully decodable books. Children review and revise GPCs and words, daily, weekly and across terms and years, in order to move this knowledge into their long term memory.

Children need to learn to read as quickly as reasonably possible, so they can move from learning to read, to reading to learn, giving them access to the treasure house of reading. Our expectations of progression are aspirational yet achievable if schools maintain pace, practice and participation by all children. Children who are not keeping-up with their peers should be given additional practice immediately through keep-up sessions.

Reception

Autumn 1 Phase 2 graphemes	New tricky words
s a t p i n m d g o c k t k e u r h b j l	it I the
Autumn 2 Phase 2 graphemes	New tricky words
ff ll ss j v w x y z zz qu ch sh th ng nk * words with -s /z/ added at the end (hats sits) * words ending -s /z/ (bus) and with -s /z/ added at the end (bags)	put* pull* full* as and has his her go no to into she push* he of we me be

*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations, in which case, they should not be treated as such.

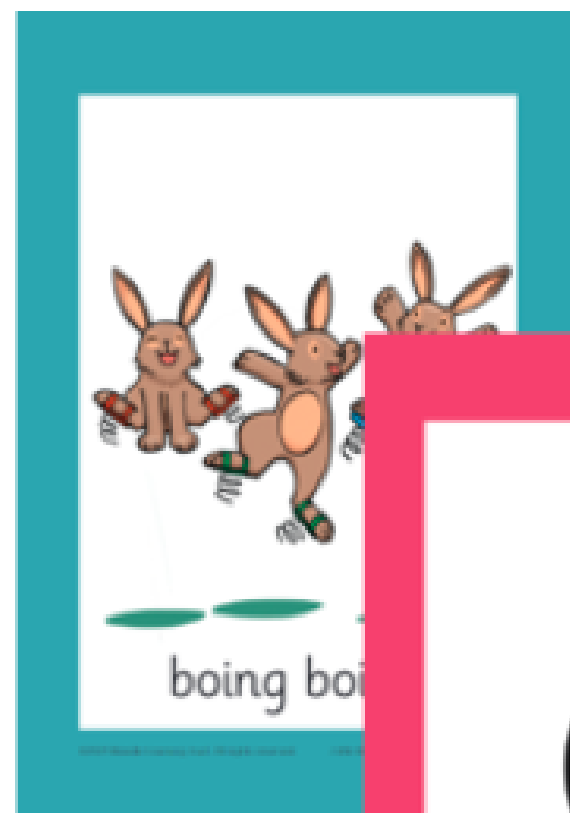
Year 1

Autumn 1	Review tricky words Phases 2-4
Review Phase 3 and 4 Phase 5 lail ay play lowl ou cloud lool ay toy leal oo each	Phases 2-4: the put* pull* full* push* to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today

*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations, in which case, they should not be treated as such.

Autumn 2 Phase 5 graphemes	New tricky words
lail ir hind ligh ie pie lool /yoal/ ur blue rescue lyoal u unicorn loal o on	their people oh your Mr Mrs Ms ask* could would should our house mouse water want

How we make learning stick



One of the key things to supporting your child with phonics is ensuring you are pronouncing the phonemes correctly.



Taught in Autumn 2
<https://video.link/w/W2W4d>

Taught in Autumn 1
<https://video.link/w/b2W4d>



Taught in Spring
<https://video.link/w/K3W4d>



Blending

Part of each Phonics lesson will include some blending of simple words.

<https://video.link/w/O4W4d>



How is Reading taught?

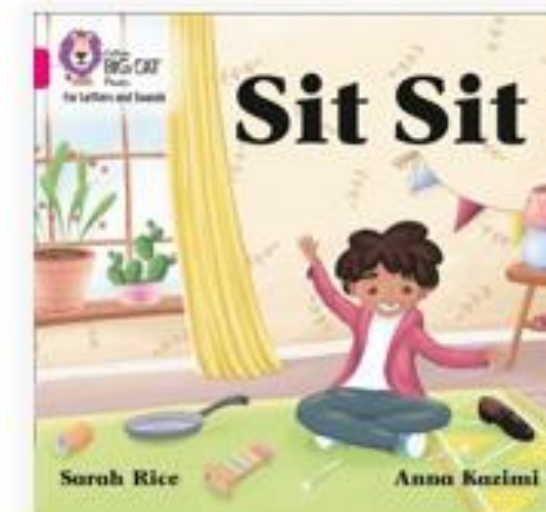


Learning to read with Little Wandle is different to how we have approached teaching reading before at Western.

This is what reading will look like for your child:

Reading practice sessions are:

- timetabled three times a week
- taught by a trained teacher/teaching assistant
- taught in small groups.



Assessment is used to match your child with the right level of book.

Little Wandle Letters and Sounds Revised Reception
Child assessment

Autumn 1

m	a	p	c	o
s	g	k	u	h
i	t	n	r	f
d	ck	e	b	l

sat man hug red peck



Reading a book at the right level.

This means that your child should:

- Know all the sounds and tricky words in their phonics book well
- Read many of the words by silent blending (in their head) - their reading will be automatic
- Only need to stop and sound out about 5% of the words by the time they access the book home - but they should be able to do this on their own.



Reading at Home



The most important thing you can do at home with your child is read.

Reading a book and chatting had a positive impact a year later on children's ability to...
understand words and sentences

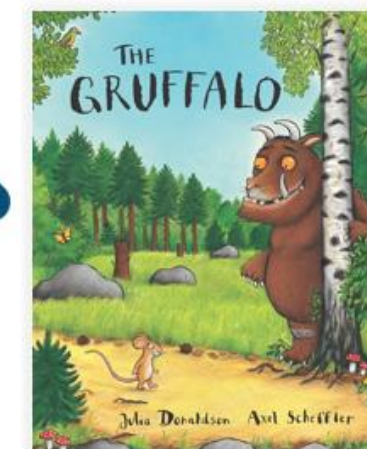
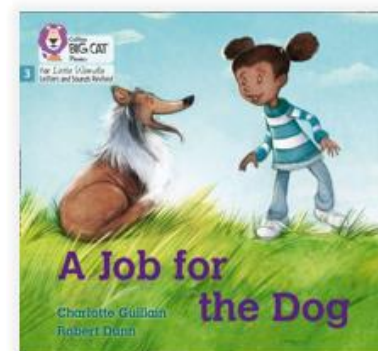
- use a wide range of vocabulary
- develop listening comprehension skills.
- The amount of books children were exposed to by age 6 was a positive predictor of their reading ability two years later.



Books Going Home



- Each week you will be given access to an e-book that your child has been reading in their group session.
- If you do not have access to a tablet at home please see a member of staff.
- Your child will also bring home a physical reading book they have chosen.
- Please take great care of these books as they are extremely expensive to buy.



Listening to your child read their Phonics book



- Your child should be able to read their book without your help.
- If they can't read a word read it to them.
- Talk about the book and celebrate their success.



Read to your child



The shared book is for YOU to read:

- Make the story sound as exciting as you can by changing your voice.
- Talk with your child as much as you can:
- Introduce new and exciting language
- Encourage your child to use new vocabulary
- Make up sentences together
- Find different words to use
- Describe things you see.





Further Support for Parents and Carers for Little Wandle



[About us](#) [For parents](#) [Why join?](#) [FAQs](#) [Everybody read!](#) [Shop](#)



End of Year Expectations~ Reading

Literacy – Comprehension:

Children at the expected level of development will:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
- Anticipate – where appropriate – key events in stories;
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

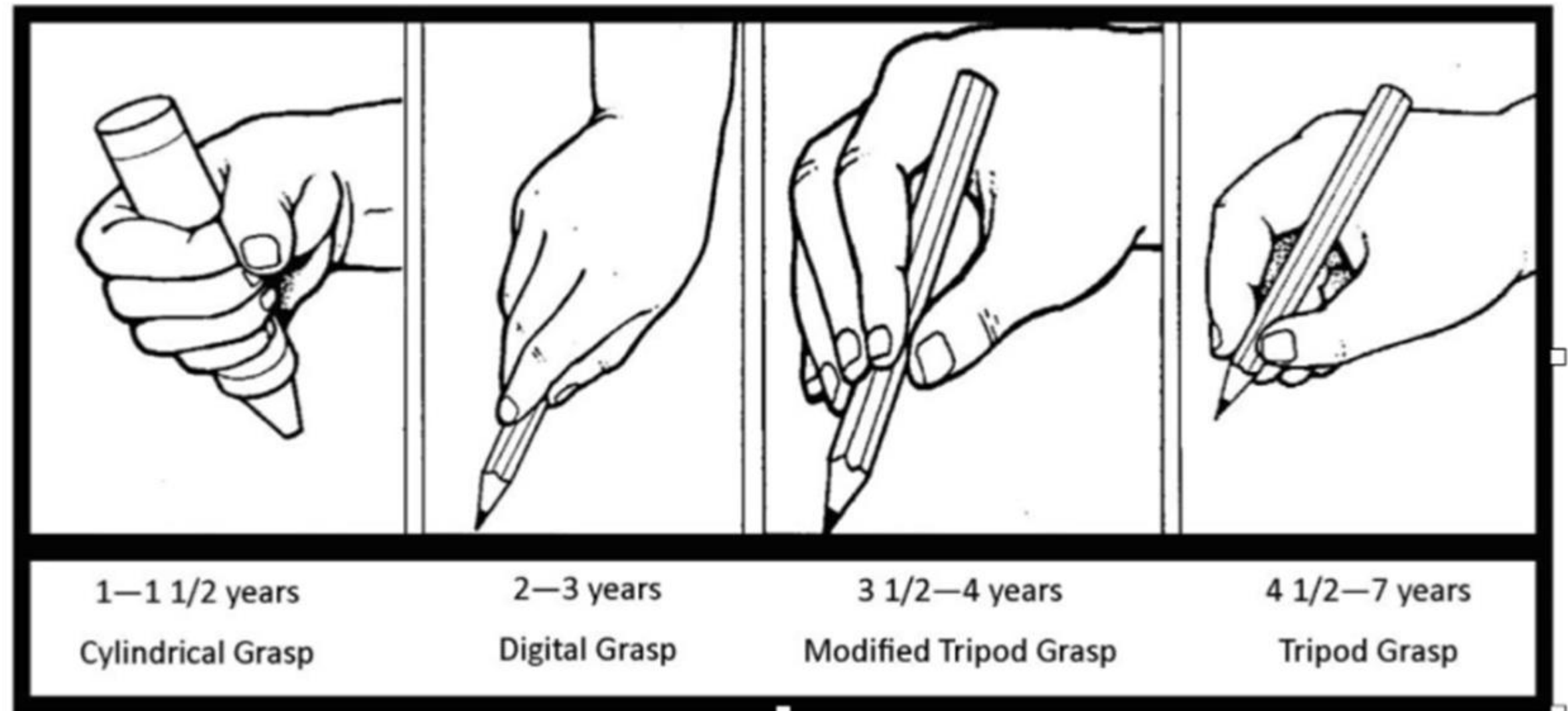
Literacy – Word Reading:

Children at the expected level of development will:

- Say a sound for each letter in the alphabet and at least 10 digraphs;
- Read words consistent with their phonic knowledge by sound-blending;
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Writing

Stages of Early Mark Making



Ready to write

What are the building blocks necessary to develop writing readiness (pre-writing)?

- **Hand and finger strength:** An ability to exert force against resistance using the hands and fingers that allows the necessary muscle power for controlled movement of the pencil.
- **Crossing the mid-line:** The ability to cross the imaginary line running from a person's nose to pelvis that divides the body into left and right sides.
- **Pencil grasp:** The efficiency of how the pencil is held, allowing age appropriate pencil movement generation.
- **Hand eye coordination:** The ability to process information received from the eyes to control, guide and direct the hands in the performance of a task such as handwriting.
- **Bilateral integration:** Using two hands together with one hand leading (e.g. holding and moving the pencil with the dominant hand while the other hand helps by holding the writing paper).
- **Upper body strength:** The strength and stability provided by the shoulder to allow controlled hand movement for good pencil control.
- **Object manipulation:** The ability to skilfully manipulate tools (including holding and moving pencils and scissors) and controlled use of everyday tools (such as a toothbrush, hairbrush, cutlery).
- **Visual perception:** The brain's ability to interpret and make sense of visual images seen by the eyes, such as letters and numbers.
- **Hand dominance:** The consistent use of one (usually the same) hand for task performance, which allows refined skills to develop.
- **Hand division:** Using just the thumb, index and middle finger for manipulation, leaving the fourth and little finger tucked into the palm stabilizing the other fingers but not participating.

Writing



Children are encouraged to write and make marks on entry to school. We value all marks that children make and actively encourage all kinds of mark making. Children learn the value of writing by applying it to real life situations so within our provision, there are lots of opportunities to write, ideas include:

- Writing shopping lists, cards and invitations in the home corner,
- Writing a list of supplies for the builders in the construction area,
- Writing parking tickets and speeding fines outside with the bikes,
- Taking telephone messages in the office,
- Writing a report to record an incident that has happened.

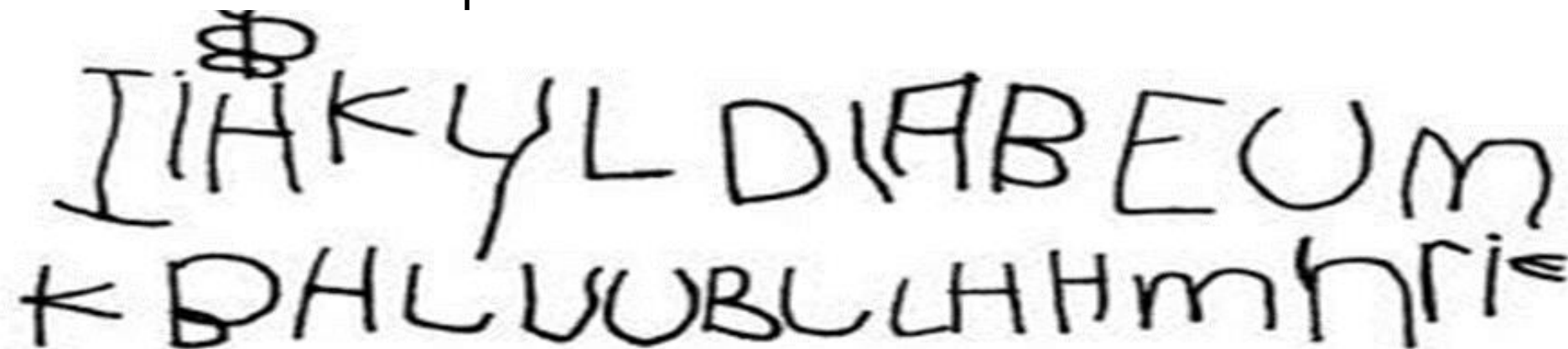
Children's early mark making may start to look like a series of squiggles and marks.

Writing

We call this emergent writing. Gradually these emergent marks will progress and you may start to see some letter shapes. These often start with the letters in a child's name.



Children should be encouraged to talk about their marks and their writing and tell you what it says. As children's phonological awareness increases, they will start to use their letter knowledge to sound out simple words.



Writing

Children should be encouraged to talk about their marks and their writing and tell you what it says. As children's phonological awareness increases, they will start to use their letter knowledge to sound out simple words



pleze doant
BRak the
castle

End of Reception Expectations~

Writing

Literacy – Writing:

Children at the expected level of development will:

Write recognisable letters, most of which are correctly formed;

Spell words by identifying sounds in them and representing the sounds with a letter or letters;

Write simple phrases and sentences that can be read by others.














Handwriting

The correct letter formation we are using that is linked to the Little Wandle mnemonics will be emailed out after the meeting.

Support your child by saying the mnemonic as they form their letters.

Phase 2 grapheme information sheet

Autumn 1

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 s	 snake	Show your teeth and let the s hiss out ssssss	Under the snake's chin, slide down and round its tail.
 a	 astronaut	Open your mouth wide and make the 'a' sound at the back of your mouth aaa	Around the astronaut's helmet, and down into space.
 t	 tiger	Open your lips, put the tip of your tongue behind your teeth and press ttt	From the tiger's nose to its tail, then follow the stripe across the tiger.
 p	 penguin	Bring your lips together and push them open and say ppp	Down the penguin's back, up and round its head.
 i	 iguana	pull your lips back and make the 'i' sound at the back of your mouth iii	Down the iguana's body, then draw a dot (on the leaf) at the top.
 n	 net	Open your lips a bit, put your tongue behind your teeth and make the nnnnn sound nnnnn	Down the stick, up and over the net.
 m	 mouse	Put your lips together and make the mmmmm sound mmmmm	Down, up and over the mouse's ears, then add a flick on the nose.



Maths

At Western we use NCETM (maths mastery) and White Rose Maths to support our Maths teaching. Maths is taught daily and is as practical as we can make it!

In Maths children are expected to develop a deep understanding of numbers to 10, including the composition of each number.





Maths

Subitising

It is the ability to subitise rather than count that enables every child to make amazing progress in Maths.

Subitising is the ability to instantaneously recognise the number of objects in a small group without the need to count them.

Please follow the link to the Karen Wilding video to explain more.

<https://video.link/w/F5W4d>



End of Year Expectations~ Maths

Mathematics – Number:

Children at the expected level of development will:

- Have a deep understanding of number to 10, including the composition of each number;
- Subitise (recognise quantities without counting) up to 5;
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

End of Year Expectations~ Maths

Mathematics – Numerical Patterns:

Children at the expected level of development will:

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

How can you help?



- If you have any skills or experiences you could share with our children
- If you have any books/ resource that link to our learning
- If you are able to volunteer on trips/ visits or in the classroom
- Be supportive of staff- we will also try our very best for your children and your support is greatly appreciated.
- Help the PTA fundraise
- Think of our provision when you are clearing things out



1

SUPPORT THE SCHOOL

The PTA is vital to the success of the school. Funds raised enrich your child's learning and make every student's experience better. Be part of the group that pays for the playground your child loves or funds the library that's their favourite place to be.

2

IT'S TOTALLY FLEXIBLE

Whether you're a full-time parent or working the nine to five, anyone can get involved. It's less commitment than you think, and you don't always have to attend meetings. Small jobs such as designing a poster, distributing letters or running a stall keep everything running smoothly.

3

MAKE LASTING FRIENDSHIPS

Meet and chat to a wider circle of families from different classes and year groups. Get to know other parents, and bond over exciting events, socials and get-togethers. Find a place to belong and spend time with others who share your values.

4

BE BETTER CONNECTED

Create closer links with the head, teachers and staff. If you're new to the school, the PTA is an excellent way to find out how things work and become part of the community. If not, you'll still gain greater insight by seeing how things work from both sides.

6

CHANGE SCHOOL FOR THE BETTER

Have your say on important decisions. Work with the school and other parents to see where improvements can be made, and implement them. Directly influence the experience of your child and hundreds of others.

8

IMPROVE YOUR CHILD'S LEARNING

Studies show that children whose parents are involved in their education do better in school. Engaging with the PTA shows your children's education is important to you. Play your part in improving the school and watch them

PTA+
The home of school fundraising

10 REASONS TO JOIN THE PTA

5

BECAUSE IT'S FUN!

Be part of the team which organises the best events and get-togethers. Debrief over a glass of wine (or two). Suggest your most hare-brained idea and watch as it catches on and everyone wants a piece of the action. Laugh. Cry. Be there for each other.

7

LEARN NEW SKILLS

Everyone has something they can bring to the PTA, but you can also learn new skills by trading with others. Always wanted to perfect that cookie recipe? Not sure how to design a poster? Want to hone your public speaking skills? You can do it with the support of the committee.

9

IT'S NOT JUST FOR MUMS

Everyone is welcome, and it's especially important to have dads and male carers represented, as male role models are crucial in children's upbringing. Dads can bring different skills; they can bring a different perspective, and they can bring along other dads.

10

CREATE LASTING MEMORIES

Our children are only at school for a few years, but they will remember the difference we make for a lifetime. They will cherish the activities and games we fund, learn using resources we buy, and remember the events we hold. Help keep the PTA going so future pupils can benefit too.

Op

The PTA fundraise for our children. Last year in EYFS they helped us pay for a trip to Saltburn and buy outdoor equipment for your play area.

They are always looking for people to help out and would be grateful of any support you can offer.

Trips and Visits

Trips and visits are a vital part of enhancing our curriculum offer. We aim to plan trips well in advance. We may require parent/carer helpers for these visits. All parents/ carers supporting our trips will need to listen to a member of staff outline the risk assessment for the trip prior to departure.



Letters will be sent out in advance with costings and details for the trip. We are obliged to ask for a voluntary contribution but would like to make parents aware that if there are not enough contributions received, we may need to cancel the trip.

Communications



Please use Tapestry to tell us about your child's experiences out of school. Please do not tell us important/time sensitive information.



If you need to contact a member of the teaching team please email eyfs@wes.rklt.co.uk

Please do not message us on Tapestry



and finally...



Be prepared!

- A waterproof coat labelled with their name (ideally wellies and full waterproof on wet days).
- A clearly labelled water bottle (no juice)
- P.E. kit to be worn on a Friday- **strictly no jewellery**
- Red book bag - no large back packs please

Please label all belongings!



“Children learn as they play.
More importantly, in play
children learn how to learn.”
O Fred Donaldson