

ULEY CHURCH OF ENGLAND

(VOLUNTARY CONTROLLED)

PRIMARY SCHOOL



HOW TO HELP SUPPORT YOUR CHILD FOR
A HAPPY START IN SCHOOL

INTRODUCTION

Welcome to Uley Church of England Primary School! Thank you for choosing us. Together we will do our utmost to make sure that the years your child spends with us at Uley are happy and productive to ensure that each child lives, learns and flourishes.

The aim of this booklet is to tell you all about Uley School - what our aims are, what we teach and why we teach it, and to give specific information about uniform, term dates and so on. We hope this booklet will answer all your questions, but if it does not, then please feel free to speak to the Head Teacher, Mrs Zoe Mandeville, or the Class 1 Teachers, Mrs Kirsty Harbin (Mondays) or Mrs Sara Delrosa.

There is the opportunity to ask questions at the New Parent's Meeting on **Thursday 8th June at 5.30pm**. Please let us know if you are able to attend by emailing admin@uley.gloucs.sch.uk, or phoning us on 01453 860350.

Starting school is an exciting time for the whole family. The most important thing is that both parents and children feel happy and confident about starting school.



ABOUT ULEY CHURCH OF ENGLAND PRIMARY SCHOOL

Uley School is a small primary school with a capacity of 119 pupils set across 4 classes. We are a Church of England school.

WHAT DOES IT MEAN TO BE A CHURCH OF ENGLAND SCHOOL?

Church schools have Christian beliefs and values at their heart. This means that every child and adult associated with the school is not just important because they are members of the school but because they are seen as unique individuals within God's creation.

Church schools recognise that as well as academic and emotional intelligence, human beings also have spiritual intelligence. The spiritual aspects of life will be recognised and nurtured alongside the academic and emotional needs of all.

Church schools are places where challenge through questioning is encouraged as through this we can make sense of the world, the gift of life and the purpose of our own personal lives.

The purpose of a Church of England school is to offer a spiritual dimension to the lives of young people, within the traditions of the Church of England.

ULEY CHURCH OF ENGLAND PRIMARY SCHOOL

As a Church of England school we will aim to develop and preserve the schools religious character working in partnership with the church, other schools, appropriate organisations and individuals within the parish and diocese.




The school will aim to serve the community which it is a central and vital part of by providing education of the highest quality within the context of Christian belief and practice, and promoting Christian values through the experience offered to our pupils.

OUR ETHOS STATEMENT

We believe that everyone should be given the opportunity and encouragement to be the best that they can be. To this end, we strive to create the right environment, deliver the right content, and embrace new ideas. We apply our Christian school values of trust, friendship, compassion and wisdom to enable every individual to flourish within a moral framework built on Christian values. We believe that this can only be achieved by developing partnerships between pupils, staff, governors, parents and the wider community.

OUR SCHOOL VISION




Live - Learn - Flourish

-  **Live:** at home, in school, and in our local community
-  **Learn:** about self, others, and our ever-changing world
-  **Flourish:** be the best we can be in all that we do

SCHOOL PSALM

Our school psalm supports our school vision - They are like trees that grow beside a stream that bear fruit at the right time and whose leaves do not dry up. They succeed in all they do. Psalm 1:3

OUR SCHOOL MISSION

-  We give all - pupils and staff - the opportunities and encouragement to be the best that they can be
-  We create an environment that has the right balance of challenge and support
-  We deliver a curriculum that is right for our school, inspiring and motivating all, and embracing new ideas

- ✿ We apply our School Core Values of Trust, Friendship, Compassion and Wisdom in all that we do
- ✿ We develop strong and effective partnerships between pupils, staff, governors, parents and the wider community
- ✿ We strive to ensure that all flourish within a moral framework built on Christian values and the Diocesan vision "I have come that they may have LIFE, and have it to the full". (John 10:10)

To support our Live, Learn, Flourish vision, we have developed a school identity. At a glance it's clearly a tree. This celebrates our rural location, but also brings many positive associations that align with our vision; developing strong roots, stability, growth and nurture. On closer inspection, the tree reveals a book at its heart (representing knowledge and learning) and a range of icons among its branches that represent skills, interests and qualities that we value:

- The dove represents church and community
- The light bulb represents ideas and imagination
- The treble clef represents music and dance
- The football represents sport and fair play
- The star represents reward and recognition
- The number '3' represents maths, science and analysis
- The mask represents drama and self-expression
- The globe represents awareness of our place in the world, geographically and socially
- The speech bubble represents debate and openness
- The butterfly represents freedom and fun



TRANSITION DATES

- 🌸 Monday 19th June 10.00-11.30am
- 🌸 Thursday 29th June 1.30pm - 3pm
- 🌸 Wednesday 5th July 9.15am-10.45am Teddy Bear Picnic - don't forget to bring your teddy
- 🌸

Come to school on the dates and times above and we will meet you in the playground. The children can then come and spend some time in the classroom, learn about the school, meet the school staff and make new friends.

The Class 1 staff will also make visits to Uley Playgroup and other pre-school settings during the summer term, to meet the children.

HOW CAN YOU HELP PREPARE YOUR CHILD FOR SCHOOL

There are many ways in which you can help to prepare your child for school.

- 🌸 Let your child attempt to dress and undress themselves including coats and fastenings. It takes time and patience, but it encourages independence and is enormously helpful at P.E. times etc.
- 🌸 Please label all clothes with your child's name - a child can be so easily upset if he/she can't distinguish their jumper from thirty others.
- 🌸 Teach your child to use the toilet confidently and when they need to- it is a common cause for distress if the child is unsure of using the toilet - and can lead to wet or dirty pants - see intimate care further on in this document.
- 🌸 Children at school often participate in messy activities. Please send your child in practical clothing which doesn't hamper toileting or physical activities. Whenever possible they will be encouraged to wear an apron, but be prepared for them to get dirty on occasions.
- 🌸 Talk to your child positively about coming to school. Tell him/her about the exciting and interesting things they will do at school and the new friends they will make. Read books together about starting school.
- 🌸 Encourage your child to tidy away toys and help you. Children love to help and by copying you they will learn. It takes time, but it's time well spent.
- 🌸 If your child doesn't attend playgroup, invite children round to the house and visit other children, so your child can learn to share and make friends with others of



his/her own age.

- ✿ Let the class teacher know of any problems or fears your child might have which may affect their behaviour at school. Teachers are always ready to talk to parents; mornings are a bit tricky but messages can be taken at the door in the morning. More time can be spent with you at the end of the day.
- ✿ Make sure your child has adequate sleep - particularly when he/she starts school, as they will be very tired at first.
- ✿ Encourage, praise and talk to your child. Listen to him/her. Let him realise that what he/she does or says is valuable.
- ✿ Be consistent in how you deal with displays of inappropriate behaviour from your child. If you warn your child about their behaviour and propose a consequence, it is important to see it through. Please see our Behaviour Policy for how we encourage positive behaviour and deal with inappropriate behaviours.
- ✿ Count, sing number rhymes and begin to recognise numbers.
- ✿ Recognise familiar words such as names, logos etc.
- ✿ Read and re-tell lots of stories, rhymes and poems.
- ✿ Make marks with different medium including paint, pencils, crayons progressing on to forming recognisable letters

THE PRACTICAL BITS!



OUR DAILY ROUTINE

Arrangements for the first few weeks are different from the established routine.

Thursday 7 th September	Morning session for Group A* 8.50am - 12.15pm
Friday 8 th September	Morning session for Group B* 8.50am - 12.15pm
Monday 11 th September - Friday 15 th September	Morning session for all children 8.50am - 12.15pm
Monday 18 th September - Friday 22 nd September	Morning session for all children 8.50am - 12.15pm
Monday 25 th September - Friday 29 th September	Morning session with packed lunch 8.50am - 1.30pm

	Please provide a packed lunch for this week
Monday 2 nd October - Friday 6 th October	All day with lunch 8.50am-3.15pm More information will follow about how to order universal free school meals
Monday 9 th October onwards	All day with lunch 8.50am-3.15pm

*A letter will be circulated with the planned groups nearer the time

Children come into school at 8:40am, with registration starting at 8:50am. Whilst we appreciate that some children may find it more reassuring if you come in with them to start with, it will be much easier for them if they can come in by themselves as soon as possible. There are always members of staff in the playground first thing in the morning to greet you and assist the children to the classroom.

An example of a typical day at Uley:

	Monday	Tuesday	Wednesday	Thursday	Friday
8.40	ARRIVE AT SCHOOL				
8.50	REGISTRATION AND ACTIVITIES				
9.00-9.20	COLLECTIVE WORSHIP				
	Celebration Worship	Value Worship	Class Worship	Open the Book	Singing
9.20-10.30	SESSION 1 PHONICS				
10.30-10.50	BREAKTIME				
10.50-12.15	SESSION 2				
12.15-1.15	LUNCH				
1.15-3.15	REGISTRATION AND READING AFTERNOON SESSIONS INCLUDING BREAKTIME STORY/READY FOR HOME				

SCHOOL UNIFORM

The Staff and Governors encourage the children to be proud of their appearance and their school. Please ensure items of clothing are clearly named.

There will be samples of school uniform on the 8th June at the New Parents Meeting. The school uniform is available from <http://www.batemanssports.co.uk/>. They are contactable by e-mail at sales@batemanssports.co.uk or by telephone on 01453 764320.

All Year:

- ✿ Red Sweatshirt or cardigan with school logo
- ✿ Red polo shirt with/without logo
- ✿ Dark grey trousers, shorts, culottes, skirt or pinafore dress
- ✿ Grey, black, white or red tights/socks
- ✿ Sensible, practical and smart shoes/boots in black - no trainers or Crocs please
- ✿ Warm outdoor coat. Children should have a coat in school for break times during the whole of the Autumn and Spring terms.
- ✿ A change of clothes in case of accidents.

On warmer days:

- ✿ Red gingham dress
- ✿ Sensible summer sandals - black, red or white



PE Kit:

The infant children should have PE kit in school at all times. The juniors will need to wear their PE kits to school on the allotted days that the teachers have set:

- ✿ Dark coloured shorts (preferably navy)
- ✿ Red t-shirt
- ✿ Jogging bottoms
- ✿ Well-fitting trainers - Velcro or laces (or plimsolls)
- ✿ A pair of socks also for the girls as they may come to school in tights.
- ✿ A clearly named PE bag

PE kits will be sent home at the end of each term for checking and for a wash! Please ensure all kit is named and return named PE kits at the start of each new term.

For Health and Safety reasons long hair should be tied back, at all times.

The following are unsuitable for school:

- ✿ Torn or scruffy clothes
- ✿ Jeans
- ✿ Shoes with a heel of more than 3cm/Crocs/trainers
- ✿ Jewellery (other than a watch and single set of ear studs)
- ✿ Make-up and nail varnish
- ✿ Transfers or tattoos

SNACKS AND SCHOOL DINNERS

The infants receive government funded fruit and vegetables such as apples, pears, satsumas, bananas, sugar snap peas, tomatoes and carrots. Every morning the children are encouraged to have a piece of fruit or vegetable. The frequent drinking of water is encouraged.



Free milk is available to all children under the age of 5. All children are encouraged to continue to drink milk at school by using the **Cool Milk for School Parent Payment Scheme** <https://www.coolmilk.com/parents/>. Water is available throughout the day; please provide a clearly named water bottle.

Every primary school child in Reception classes, Year 1 and Year 2 are entitled to free school meals- these are known as **Universal Infant Free School Meals**.

If you are in receipt of Income Support benefit or Child Tax Credits, you may be entitled to **Traditional Free School Meals**. You will be required to fill in a form on admission. The form is enclosed in your pack. Filling in and returning a completed form will secure extra funding for the school to support children in receipt of Traditional Free School Meals. If you think your child may be entitled to free school meals then please follow this link for more information:

<https://www.gov.uk/apply-free-school-meals>

The hot meals are provided by an external county approved provider and are delivered to school. The menu runs on a selection process based on a cycle and the children have a choice of three different meals each day. One selection is always a vegetarian option.

At Uley we promote a healthy balanced diet and everything in moderation. Should your child have a packed lunch we request that it is well balanced and, chocolate bars, sweets and fizzy drinks are not included. Due to nut allergies, we request that peanut butter and nuts are also not included in lunchboxes.

Occasionally the children may be offered a savoury snack such as a cheesy biscuit or bread stick and at special times such as Christmas, the children may be offered a chocolate.

Please inform the school of any special dietary requirements.

SCHOOL ATTENDANCE

Attendance is a key part of ensuring improved attainment and future life outcomes. Excellent attendance is essential if children are to take full advantage of school and gain the appropriate skills, which will equip them for life. Excellent attendance at Uley is 100%.

The school has an attendance policy and strict procedures to follow should your child be ill or unable to attend school.

Your child's attendance information is shared with you each long term (i.e. autumn, spring and summer) and again in your child's end of term report. This information is also monitored by the school and any concerns about lateness or school attendance will be raised through a conversation in the first instance.

A copy of the policy and procedures can be found on the website or on request. Enclosed in your pack is an information leaflet on the importance of attendance and punctuality.

SAFEGUARDING CHILDREN

Uley C of E Primary School is committed to safeguarding and promoting the health and welfare of children and young people and expects all staff and volunteers to share this commitment.

We strive to create a nurturing and trusting environment where children and young people feel safe and secure and, one that enables them to develop, learn, grow and flourish.

Designated Safeguarding Lead (DSL) – Zoe Mandeville, Laura Davies and Abby Spain

Deputy Designated Safeguarding Lead (DDSL) – Debbie Brazier and Philippa Nash

Fun Club Safeguarding Lead – Hannah Kordula

Governor with safeguarding responsibility – Martin Bragg, Karen Randall and Mark Easy

PICKING UP FROM SCHOOL

School ends at 3:15pm and your child will be brought to meet you so that we can see that they are safely collected. If you would like anyone other than you to collect your child then please:

- 1) In the first instance, if you know your child is being picked up by somebody other than the usual agreed person, please put it in writing via email, or write a note and give it to a member of staff on morning duty.
- 2) If a change happens throughout the day then please inform the school via telephone – please leave a message if phone is not answered.

INTIMATE CARE - please also refer to the Intimate Care Policy

Parents and staff should be aware that matters concerning intimate care will be dealt with confidentially and sensitively and that the young person's right to privacy and dignity is maintained at all times.

The school takes seriously its responsibility to safeguard and promote the welfare of the children and young people in its care. Meeting a pupil's intimate care needs is one aspect of safeguarding.

Intimate care is one of the following:

- supporting a pupil with **dressing/undressing**;
- providing **comfort or support** for a distressed pupil;
- assisting a pupil requiring **medical care**, who is not able to carry this out unaided;
- cleaning a pupil who has **soiled him/herself**, has vomited or feels unwell.

If a child has a medical condition which is likely to lead to soiling and subsequent staff intervention, the parents will be asked to sign a permission form and complete a care plan so that staff can clean and change the child if necessary. On admission all parents/carers are asked to complete a permission form for intimate care.

If a parent does not give consent, the school will contact the parents or other emergency contact giving specific details about the necessity for cleaning the child. If the parents or emergency contact is able to come within a few minutes, the child is comforted and kept away from the other children to preserve dignity until the parent arrives.

MEDICAL MATTERS

When your child is admitted to this school, you will be asked to complete a form giving details of where you can be contacted should an emergency arise, such as your child being ill. This information is updated regularly. It is vital that you keep us informed if you change your place of work or telephone number

If a child is unfit for school; please contact the school by 9.00am on the first day, in person, by email or by telephone and repeat this each consecutive day until they return. Absences will not be authorised without this procedure. It is school procedure to contact parents of children who are absent that have not notified school by 9.15am. Please do not send your child to school if they are unwell as this puts the other children at risk of infection.

More information about childhood illness and when to keep children off from school can be found via this website:

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

If your child is ill during the school day or has an accident, we shall endeavour to contact you at home or at work. In an emergency we would seek medical attention.

Parents have the prime responsibility for their child's health and should provide schools and settings with information about their child's medical condition. Parents should obtain details from their child's General Practitioner (GP) or paediatrician, if needed. The school nurse may be approached to provide additional background information for staff. We recognise that some children may have medical needs such as asthma or allergies. Staff are trained to administer prescribed medicines inhalers and adrenaline pens. Please speak to us so that we can put a plan in place.

If a child has a bump, slip, trip or fall in school, our first aid trained staff will treat and comfort the child. A note will be sent home. In more severe cases, a telephone call will be made to parents.

BEHAVIOUR - please also refer to the School's Behaviour Policy

<p>PRAISE IS THE MOST POWERFUL FORM OF INFLUENCING POSITIVE</p>
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All adults verbally praise children and give children various rewards including stickers and team points on a daily basis.

Team Points

Each child is a member of a team - Angeston, Dauncey's, Rockstowes and Sheppard's, and is encouraged to earn team points by demonstrating the Behaviour Values.

These points are added up each week by Year 6 and the winning house receives a collective award, normally on a Monday morning. The winning team is awarded the team cup and the coloured ribbon is tied to the cup as it is placed in the worship area of the school.

Fabulous Flourishers Worship

Fabulous Flourishers worships take place every Monday morning. Taken from our vision statement Live, learn, Flourish, children are rewarded with a certificate for various achievements including academic and sporting achievements, achievements outside of school and positive behaviour and values. A weekly record is made and celebrated in newsletters.

Good to be Green

At Uley Primary School we have adopted a behaviour programme called 'Good to be Green'. In our school we work towards standards of behaviour (our Behaviour Ethos) that are based on the Christian principles of friendship, compassion, trust, and wisdom. When children are following the Behaviour Ethos and behaving in an appropriate way, we say that they are showing 'green behaviour'. Our expectation is that everyone in the school communities aims to show this behaviour at all times.

THE ULEY COMMUNITY BEHAVIOUR ETHOS

Wisdom

Reflect on our mistakes and learn from them
Make appropriate choices
Have the courage to be the best you can be

Friendship

Do as you would be done by
Encourage, support and be proud of each other
Smile and be thankful

Compassion

Be tolerant; embrace difference and diversity
Say sorry, show you're sorry
Show forgiveness and generosity

Trust

Be honest and just
Believe in yourself - you can do it!
Persevere on your journey, seek helps from others

The **Behaviour Ethos** is the agreed code of conduct for behaviour within school. We recognise that it is equally important that the consequences of not meeting these values are consistent throughout school and understood and agreed by the whole community.

Displayed in all classes, along with the **Behaviour Ethos**, are the *Good to be Green* cards. Children begin the day with a green card, but poor behaviour decisions can result in them being replaced by yellow or even red.

Golden time - All children start with the allocated time an afternoon 6 times throughout the academic year.

School staff use least intrusive skills to redirect behaviour.

- If they decide to give a child a yellow or red card they must be clear with the pupil what it is they are doing inured to the card, and what the pupil can do to change this decision.
- Teachers constantly help pupils make the right choices to move their card back to green

BUDDIES

Uley School has a buddy system. Each Reception child is paired up with an older child. The aim is to have older children acting as role models and supporting the younger children. As well as buddies supporting at lunchtimes and playtimes, opportunities for buddies are created throughout the year, for example working together on school activities.

FUN CLUB

We have an excellent Breakfast and After School Fun Club operating on site from 7:45am to 8.50am and 3:15pm to 5:30pm with the younger children being safely collected from their classroom. Further details are available.

WHO'S WHO?

Head Teacher - Mrs Zoe Mandeville

School Administrator and Fun Club Manager - Mrs Carol Cornelius

Chair of Governors - Mr Graham Wilkes

The class structure for 2022-2023 is (2023 - 2024 is currently being considered):

Class 1 (Reception and Year 1) - Mrs Kirsty Harbin (Mondays), Mrs Sara Delrosa (Tuesday - Friday) and Mrs Debbie Brazier.

Class 2 (Year 1 and Year 2) - Miss Abby Spain and Mrs Rosie Dean

Class 3 (Year 3 and Year 4) - Miss Laura Davies and Mrs Philippa Nash

Class 4 (Year 5 and Year 6) - Miss Hannah Morris, Mrs Bonny Dance and Mrs Tina Pugh

PPA Teacher (Teacher's Planning, Preparation and Assessment time) - Mrs Kirsty Harbin

Pupil Premium Teaching Assistant - Mrs Liz Trotman

Family Support Liaison - Mrs Lisa Hills

Lunchtime Staff - Mrs Lorraine Hempshall, Mrs Sam Caldwell, Mrs Lindsay Dagger, Mrs Hannah Kordula and Mrs Carole White

Fun Club Staff - Mrs Hannah Kordula, Mrs Linda Quemby, Mrs Lorraine Hempshall, Mrs Carole White, Mrs Sam Caldwell and Mrs Lindsay Dagger

PARKING

Due to our 'tucked away' position within this picturesque village, we have to restrict vehicle access down to the school. We kindly ask that all parents park either at the top of Woodstock Terrace and walk down, or if parents choose to park along South Street, to please be mindful of the local residents and drive/park with due diligence.

The car park in South Street by The Knoll, and the gravelled space at the bottom of Woodstock Terrace are private property and for use by residents only.

THE EARLY YEARS FOUNDATION STAGE CURRICULUM

We implement Development Matters in our Early Years Foundation Stage. This ensures we lay a secure foundation for learning through a programme of learning and development, planned around the individual needs and interests of the child, and informed by day to day observational assessment.

The EYFS principles which guide the work of all practitioners are grouped into four distinct but complementary themes:

- A Unique Child
- Positive Relationships
- Enabling environments
- Learning and development.

A Unique Child recognises that every child is a competent learner from birth who can be resilient, capable, confident and self-assured. The commitments are focused around development, inclusion, safety and health and well-being.

Positive Relationships describes how children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key person. The commitments are focused around respect, partnership with parents, supporting learning and the role of the key person.

Enabling Environments explains that the environment plays a key role in supporting and extending the children's' development and learning. The commitments are focused around observation, assessment and planning, support for every child, the learning environment and the wider context - transitions, continuity, and multi-agency working.

Learning and development recognises that children develop and learn in different ways and at different rates, and that all areas of learning and development are equally important and inter-connected.

The EYFS sets standards to enable early years' providers to reflect the rich and personalised experiences that many parents give their children at home. Like parents, we deliver individualised learning, development and care that enhances the progress of the children in their care and gives children the best possible start in life. Every child is supported to make progress at their own pace and children who need extra support to fulfil their potential receive special consideration. All providers have an equally important role in children's early years' experiences.

We will hold an information session in the autumn term which will explore the Early Years Foundation Stage Curriculum. For more information please follow the link:

<https://www.uleyprimary.co.uk/the-curriculum/early-years/>

JUST PLAYING

Sessions follow a pattern of active learning experiences and structured play.



If your child comes home and tells you they have just been playing in their early days at school, we will have achieved one of our goals. Since under-fives learn best by actual 'hands on', we aim to provide a variety of learning experiences including:

- Role play - we set up situations, shops, vets, trains etc. to encourage language development, practical mathematical skills, writing and knowledge and understanding of the world around us;
- Constructive play - we have many technical toys to help develop manipulative skills, planning and evaluation skills along with social and mathematical skills;
- Information technology - we have a bank of laptops and an iPad that the children can access within a safe environment, and remote control toys to program;
- Artistic play - musical instruments, paints, glue, scissors etc;
- Physical play - a climbing frame, bikes, balls, rackets etc;
- Many other educational toys and a lovely outside environment to explore.



LEARNING TO READ AND WRITE

At Uley School, we use Unlocking Letters and Sounds which was validated by the DfE in December 2021.

We begin teaching phonics in the first few weeks of term 1 in Reception and children make rapid progress in their reading journey. Children begin to learn the main sounds heard in the English Language and how they can be represented, as well as learning 'Common Exception' words for Phases 2, 3 and 4. They use these sounds to read and write simple words, captions and sentences. Children leave Reception being able to apply the phonemes taught within Phase 2, 3 and 4.



To ensure no child is left behind at any point in the progression, children are regularly assessed and supported to keep up through bespoke 1-1 interventions. These include

Grapheme Phoneme Correspondence recognition and blending and segmenting interventions. The lowest attaining 20% of pupils are closely monitored to ensure these interventions have an impact.

At Uley School, we promote a 'phonics first' approach and in both our guided reading sessions at school and in the books children take home, texts are very closely matched to a child's current phonics knowledge so that every child can experience real success in their reading.

In these crucial early stages of reading we primarily use books from Ransom Reading Stars Phonics, to ensure complete fidelity to the Unlocking Letters and Sounds progression we follow.

Once children progress beyond decodable texts, they move onto our book scheme so that they can continue to progress in their decoding, fluency and comprehension skills to become avid, expert readers

Here at Uley Primary School we promote a love for reading and equip all children with the skills needed to become enthused independent readers.

Following on from decodable texts, we use the book banding system which contains a range of texts including non-fiction. The children take a book home appropriate to their level. They read these books at school and are expected to read them at home along with other reading materials they enjoy.

Children have a reading record book to keep a log of their reading habits. Adults frequently listen to children read to monitor their progress and interventions take place for those children needing extra support.

We have a school library where children have access to a range of fiction and non-fiction books and children visit the library on a regular basis.

Each classroom has an engaging reading corner designed to promote a love of reading. Children have access to this at different times during the day.

Guided reading takes place across the school daily. During this session the teacher has a discussion with a group of children about a particular book appropriate to their level. While this is taking place other groups are carrying out an independent book related activity.

We celebrate reading in school through themed reading weeks, national book days and shared buddy time. To engage all readers we hold Scholastic book sales where there is a range of books at an affordable price for the children to buy. We also offer workshops to parents, when requested, to support and guide them when reading with their children at home.

HELPING WITH READING AT HOME

The most important part of learning to read is enjoyment and success. That special five minutes spent with a parent reading is a great time for creating a love of books. If your child does not want to read one night, don't worry. Maybe try again later, but if they do not want to read, please just pop a note in their reading diary. If the child gets stuck on a particular word, ask them to sound it out and if they are still stuck, tell them the word. Talk about the book's title, author, and pictures. What is happening in the story? What might happen if...? If you have any questions or concerns, just write a note in the reading diary or come and see us.



Other ways of supporting reading and writing:

- Rag, board, bath, pop-up and talking books
- Books as presents, books from sales, books from libraries
- Story books, picture books, nursery rhyme and poetry books, information books
- Books with no print, books with lots of print
- Taped books, toys that talk, talking telephones, telephones to talk into
- Comics, magazines, newspapers, catalogues
- Jigsaw puzzles, snap, dominoes, pairs and other matching games, bead threading
- Telling stories, listening to stories, stories about your life
- Letters, birthday cards, and shopping lists
- Photograph albums, 'When you were little you...'
- Clothes, pillows, quilt, curtains, wallpaper with print
- An alphabet script around the room

PLAYING GAMES

Snap, dominoes, pairs, jigsaws, looking for hidden objects in pictures, all help your child's visual memory, important for developing the skills for remembering letter and word shapes. 'I spy' is a first introduction to letter sounds and can be played anywhere. Teaching the alphabet in a fun way is important for later dictionary and information skills. Children also need opportunities to 'pretend'. Dressing up and role play helps to develop their language skills.



WHY TALK?

Talk has many uses:

- to narrate and describe
- to question;
- to express difficulties;
- to reason and persuade;
- to defend points of view;
- to explore and hypothesise and solve problems;
- to confirm, reassure and clarify;
- to negotiate;
- to make plans

Talk is quick and efficient:

By talking we can readily share, analyse and compare ideas, opinions and observations and hypotheses.

Talk is open:

Every pupil is different and learning is different for every pupil. Talk allows different points of view to emerge. It encourages asking questions and airing problems and difficulties. It also reveals misunderstandings to be corrected. It requires listening and respect for others but also encourages independence of mind.

Talk is active:

Small group talking makes listening active too; pupils are impatient of passive colleagues and demand active involvement. Similarly reading and writing are given purpose and have to be shared.

Talk is for everyone:

Pupils of all backgrounds, pupils of all abilities, boys and girls, can take an equal part; each assignment offers a fresh start; increasing confidence and skill benefit everyone in the group.

Talk aids understanding:

If you can explain something in your own words for someone else, you probably understand it, if not, you probably don't. Talking allows the pupil to make knowledge his or her own; it confirms him or her as possessor and lends a purpose to the learning process.

Talk relates schoolwork to the outside world:

Through role-play, problem solving and discussion and generally by encouraging personal expression, it enables pupils to explore the place of what they learn in real life.

HELPING WITH NUMBERS AT HOME

As with reading, try to make maths as much fun as possible - games, puzzles and jigsaws are a great way to start. It is also important to show how we use maths skills in our everyday lives and to involve your child in this.

Identifying problems and solving them can also help your child develop maths skills. If you see him or her puzzling over something, talk about the problem and try to work out the solution together.

Don't shy away from maths if you didn't like it at school. Try to find new ways to enjoy the subject with your child.

Tips for helping your child to enjoy maths:

- Point out the different shapes to be found around your home.

- Take your child shopping and talk about the quantities of anything you buy.
- Let your child handle money and work out how much things cost.
- Look together for numbers on street signs and car registration plates.

WORKING TOGETHER

We are passionate about working together to ensure your child is happy at school and is having the best possible start to their education, and we value your input and support.

Please ask us if you have any questions, worries or if you need clarification on something. It is much easier to ask about any small doubt you or your child may have than to use social media or wait until it becomes a problem.

ULEY GOVERNING BODY

Our school has a Board of Governors made up of parent, staff, church, local authority and community representatives. Our Governing Body is committed to driving high standards of educational achievement, and to ensuring that the school environment is one in which all pupils can live, learn and flourish. From time to time there are vacancies. Please come and have a chat if you would be interested in being part of the governing body.

FRIENDS OF ULEY SCHOOL

The Friends of Uley School (FUS) is an association of parents and teachers, working together to support the school through a wide range of fundraising and social activities. The FUS welcome input from all members of our community, including parents and staff, carers, grandparents, past parents, and neighbours! Their passion is to support the school by fundraising to enhance the resources available and add to the children's experience of education and in keeping the school as an invaluable asset within the community life of the village.

All parents of children at the school automatically become members of the FUS, are very welcome to attend meetings, and to get involved in our work as much or as little as they are able.

YOUR CHILD'S LEARNING

During the autumn term we will hold an information evening on the Early Years Foundation Stage Curriculum. Curriculum letters are sent out termly informing you of what your child will be learning about and how you can support this. Homework is also sent out frequently - please refer to our Homework Policy for more information.

YOUR CHILD'S PROGRESS

We like to keep you up to date with your child's learning and progress and hold parent's evenings over the year. Should you wish to discuss your child's progress at any other time then please speak to the teacher as they will be more than happy to arrange a suitable date and time.

Please let the school staff know of any achievements or milestones that your child achieves at home, for example riding a bike without stabilizers, as this will be celebrated with their class.

We record your child's achievements using an online, password secured, learning journal called Tapestry as well as in their school books. In your child's journal, with your permission, we will log photographs of their play and their work, WOW moments, observations, videos and exciting special events throughout the year. You will also be able to add photographs, videos etc. to your child's journal too should you wish to, as well as add any positive comments about your child's work. Please see the separate letter about Tapestry for more information and please ask should you have any questions.

COMMUNICATION

We endeavour to keep you up to date via talking to you in person, through frequent newsletters and class letters, text messages or information via the website, www.uleyprimary.co.uk. Please read any communication that is sent home (please also check in book bag) as it may contain important information such as dates for your diary or important permission slips that may need to be returned to school. Any questions or queries, staff are always around to help.

If you feel that you can assist the school in any way such as hearing readers or helping on trips or have a specific skill you can bring to the school, then please let us know.

Any questions about your child's learning, progress or any aspect of school life then please do not hesitate to ask.

We look forward to welcoming you and your child to Uley School

