



Our Vision



We rejoice in trials and problems as these produce endurance and endurance produces character and character produces hope.

Romans 5 vs3-4

Our school **community** will be a compassionate place of **enjoyment, respect** and **hope** where **courage** is valued and skills developed for all to thrive in a diverse world; **growing in strength, wisdom and faith.**

Courage Enjoyment Community Hope Respect

Welcome!

Tuesday 16th September 2025



Kingfisher
Staff

Mrs Wingrove

Mr Umney

Mrs Lenton

Mrs Croall

It's a
Partnership



“Alone we
can do so
little; together
we can do
so much”

Helen Keller
Saturday - Sep 8, 2012(3:50 pm)

Your role



- Turning up this evening!
 - Reading
 - Communication
 - Parent consultations
- Social media and screen use
 - Volunteering



Your role – Attendance



EVERY DAY COUNTS

School and future **success** starts with good **attendance!**



100%
Your attendance is excellent!

Our target for all students



DAILY LATENESS EQUATES TO...



5 MINUTES LATE
15 hours lost to learning

10 MINUTES LATE
30 hours lost to learning

15 MINUTES LATE
50 hours lost to learning

Remember
Your education is important - don't miss out!

97%
Well done!

6 DAYS ABSENCE
30 hours lost to learning
You're on the right path for success, keep it up!

95%
We're concerned

10 DAYS ABSENCE
50 hours lost to learning
A poor attendance gives you less chance of success.

90%
Seriously worried

19 DAYS ABSENCE
95 hours lost to learning
Very poor attendance has a serious impact on your education and may reduce your life choices.

School Expectations



- Uniform - **Named please!**
- Bookbags
- PE kit on Thursday and Friday
- Water bottles - filled with still water
- Snacks
- Absence
- No equipment needed... donations welcome!

Lunch



- Lunch is from 12:00 – 1:00pm

Packed lunches

- No nuts!
- No sesame seeds.
- A balanced lunch.

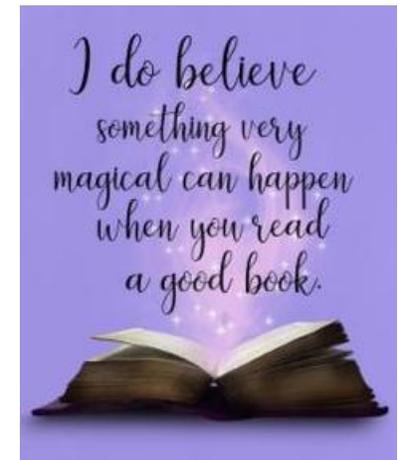
Hot lunches

- Order online with your child – Live Kitchen.
- Please cancel order if your child is not in school that day (unwell, school trip)
We get charged!

Reading



- Reading books in school every day
- Please record comments relevant to your child's reading
- Books will be changed weekly (Tuesday)



Reception Baseline



What is it?

The RBA is a short, interactive and practical assessment of your child's early literacy, communication, language and mathematics skills when they begin school, using materials that most children of your child's age will be familiar with.

It became statutory for all schools from September 2021.

It is not about judging or labelling your child or putting them under any pressure. Your child cannot 'pass' or 'fail' the assessment. Its main purpose is to create a starting point to measure the progress schools make with their pupils.

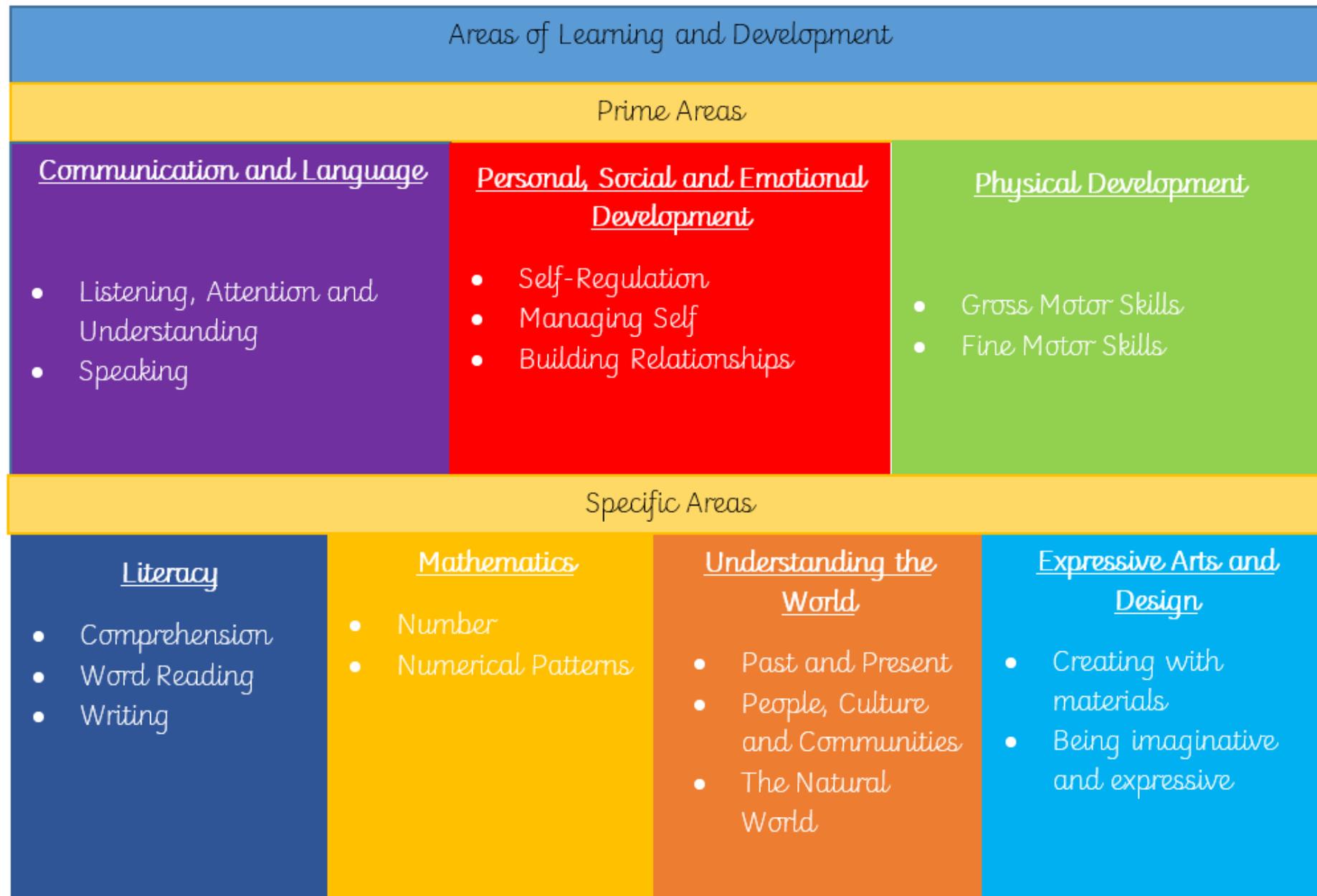
Children will answer questions 1:1 with a member of the Reception team who is familiar to them. Children see it as a fun game!

Example timetable



	8:35	8:55	9:20 2 hrs 10 min	11:30	11:45	12:45	1:00 15 min	1:15 1hr 40 min	2:55	3:05
Mon	Early morning activity & self-register	CW	Maths Learning Time	Phonics	Lunch	Self-register	RE	Learning Time	Story	Home Time
Tues		Maths Learning Time					Music	Learning Time	Story	
Wed		Writing Learning Time					Art	Learning Time	Story	
Thurs		Wonder Woodlands - Science					PSHE	Writing Learning Time	Story	
Fri		CW	Writing Learning Time				Friday Feedback	PE	Story	

The Curriculum



Topics



Pirates

Diwali

Winter

Eid

Bonfire
Night

Chinese
New Year

Summer

Growing

Road Safety

Cold Lands

Traditional
Tales

Spring

Easter

Autumn

Christmas

Harvest

People who help us

Phonics



- Reception children will have a daily phonics sessions
- There are 6 phases in total.
- Your child has engaged with Phase 1 in Nursery
- The phases progress systematically, starting with Phase 2 in Reception
- Please ensure you only teach the pure sound

https://www.youtube.com/watch?v=BqhXUW_v-1s



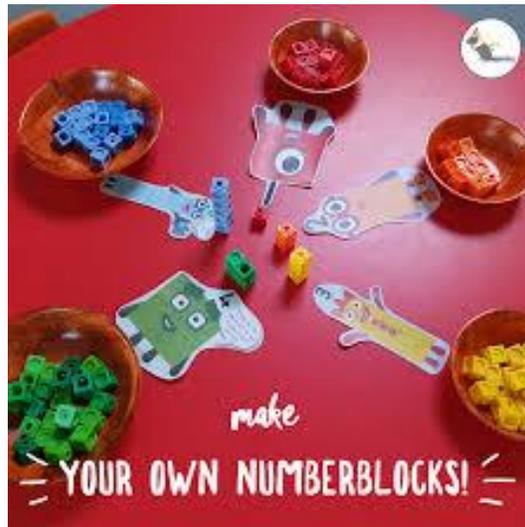
Maths



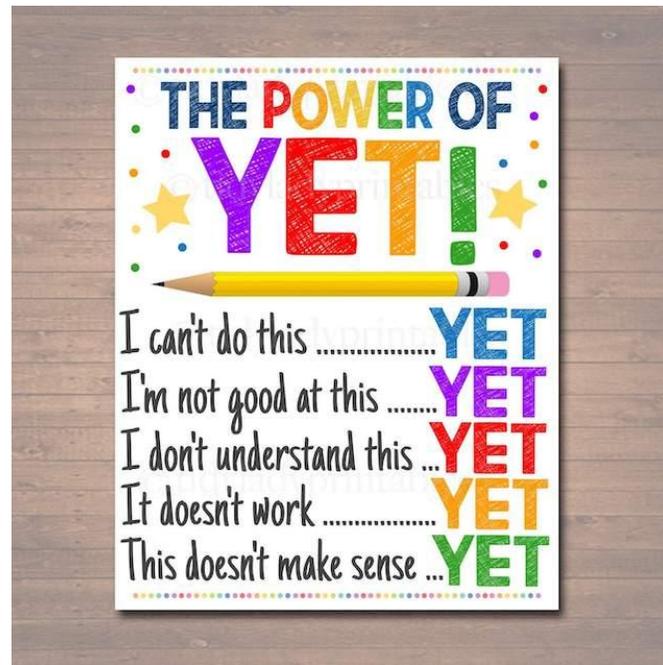
- Reception children will have 2 adult led maths sessions per week.
- Children will engage in maths activities in the classroom environment daily.
- Maths language is used more than you realise!

Please put that box under the table, How many do you have?,

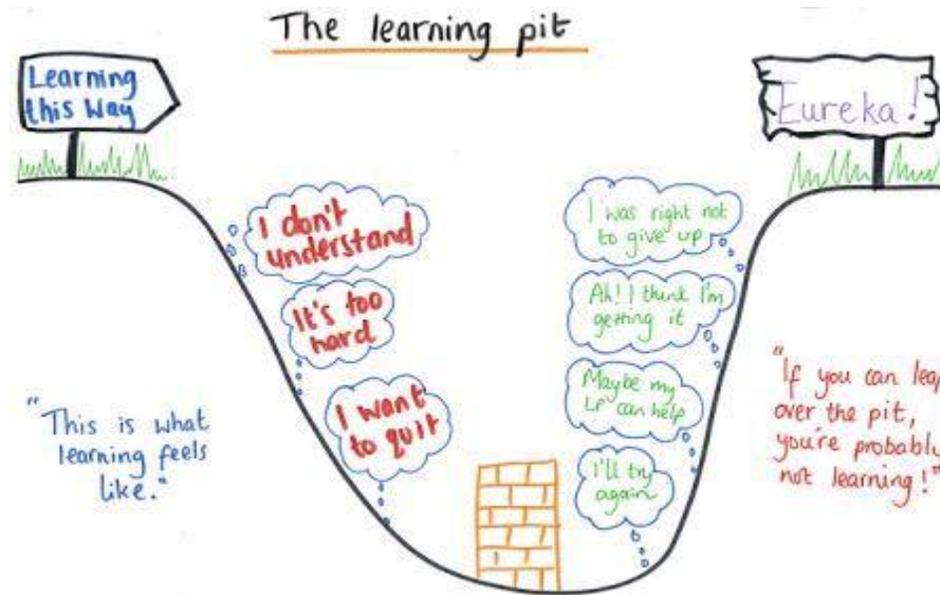
After this we are ...



Growth Mindset



There is a difference
between **NOT KNOWING**
and
NOT KNOWING YET



**EVERY
MISTAKE
YOU MAKE
IS PROGRESS**

Characteristics of effective learning dinosaurs



Our Effective Learning Dinosaurs!



How can you support at home?



- Read together. Discuss what you have read, look at the pictures, talk about the characters.
- Encourage your child to talk about their day. Give them time to form sentences and tell you what they have been learning. (Golden 10 minutes)
- Engage in back and forth conversations with your child.
- Find opportunities for counting in every day life and play.
- Look out for numbers in the everyday environment.
- Cook together.
- Practise using a knife and fork.
- Play board games practising taking turns.
- Encourage independence.
- Practise recognising and writing their name.
- Sing songs and nursery rhymes.
- Dance!
- Encourage your child to be brave and try new things.
- Ask your child open questions – I wonder if... What do you think....

Dojo home partnership in Reception



What is it going to be used for?

- Communication and updates regarding your child and the class
- Sharing what we have been learning in class
- Updates on your child and their achievements

Home use:

Please share photos and videos of your child's experiences outside of school. Things you are proud of, achievements or things that your child has demonstrated key learning behaviours.

It is not a direct communication between home and school – all messages and questions should go through the school office via phone or email.

Photos and videos must not be shared on any other social media websites. Things shared are for your personal and private use.

We will endeavour to:

- A weekly update on individual learning or whole class experiences that the children are enjoying.

Permission forms

Class Dojo Permission Form -
Kingfishers



Assessment & progress



Progress will be reported to you in Progress Charts, three points in the year. These will be sent home at Christmas, given to parents prior to the March parents' evening and sent home with the final end of year report.

Each child will receive a final end of year report which will celebrate your child's personal achievements and summarise their progress and attainment.

There will be three parents' evenings/consultations throughout the year, in **November** (4th&5th), **March** (24th&25th) and **July** 15th (day-time).

The November meeting will have a pastoral focus, while the March meeting will provide an update on academic progress and attainment. Finally, the July 'optional' meeting will be an opportunity to discuss your child's overall progress across the entire year.

SEND



Special Educational and Disability Needs (SEND) in school

- Some children are already on our SEND register and receive additional support in school. Our system for providing that support has changed this academic year in order to take into account our current staffing and resources.
- We now have a 2-tier approach. Some children who require higher levels of support will receive a SEND Support Plan and children whose needs can be generally supported within class with some extra help on a new simplified style of the Pupil Passport.
- If you have any concerns about your child's progress either academically or pastorally, please make an appointment through the office to meet with the class teacher in the first instance.
- If further help or guidance is required, our school SENDCo (Mrs Robinson) can also be contacted, via the office, following the initial contact with the class teacher.

Medical Information



Medicines: Please fill in the relevant forms for prescription and non-prescription medication (this includes inhalers). The medication has to be in the original packaging with the prescribed label on from the GP. We are allowed to administer antibiotics if prescribed 4 times a day.

Health care plans **MUST** be updated annually, please ensure we have the most recent copy.

Please let us know if there is any change in your child's medical needs.

Please ensure that your child comes to school having had breakfast and that any food brought into school does not contain nuts.

We encourage children to stay hydrated so please ensure they have a water bottle.

Many also benefit from having a healthy snack at morning break.

Safeguarding



ARE YOU CONCERNED ABOUT A CHILD?

SAEFGUARDING IS EVERYONE'S RESPONSIBILITY



DSL

**Mrs Dennis
Headteacher**



Deputy DSL

**Mrs Robinson
Assistant Head**



Deputy DSL

**Mrs Vigney
Assistant Head**

MEET YOUR SAFEGUARDING TEAM

Please do not leave our school site without sharing your concern, even if it's just a feeling...

Always act on a concern. Make a written record and share it with our DSL team immediately.

REMEMBER, IT COULD HAPPEN HERE.

COURAGE HOPE RESPECT ENJOYMENT COMMUNITY

Safeguarding



What does safeguarding look like at St Paul's?

- Children knowing who they can talk to in and out of school
- PSHE lessons
- Assemblies
- Directed conversations with pupils
- ELSA support
- Family support

Safeguarding



Safeguarding is everyone's responsibility

St Paul's is committed to ensuring the welfare and safety of all our children in school. We believe that pupils have a right to learn in a supportive, caring and safe environment which includes the right to protection from all types of abuse; where staff are vigilant for signs of any pupil in distress and are confident about applying the safeguarding processes to avert and alleviate any such problems.

If you are ever concerned about the safety or well-being of someone at our school, please talk to one of the school's Designated Safeguarding Leads (DSLs). See below for information.

OUR DESIGNATED SAFEGUARDING LEADS (DSLs) ARE:

Mrs C Dennis - DSL

Mrs K Robinson - DDSL

Mrs K Wingrove - DDSL

Safeguarding



St Paul's expects all staff, parents and volunteers to share this commitment. This means that we have a Child Protection Policy and procedures in place which can be found on our school website.

Sometimes we may need to share information and work in partnership with other agencies when there are concerns about a child's welfare. We will ensure that our concerns about our pupils are discussed with his/her parents/carers first unless we have reason to believe that such a move would be contrary to the child's welfare. If a member of staff is concerned about a child's welfare, they will record their concern, and any observations or conversation heard, and report to one of the DSLs as soon as possible the same day.

If a member of staff has concerns which relate to the actions or behaviour of another member of staff (which could suggest that s/he is unsuitable to work with children) then this will be reported to the Headteacher (or the Chair of Governors if the concern relates to the Headteacher themselves) who will consider what action to take.

Racism



What is racism?

Racism is when someone is discriminated against (singled out) because of their race, the colour of their skin, their nationality, their accent or first language, or their ethnic or national origin. Other examples of racism include: Making fun of someone's name.

Racism is when someone is treated unfairly or unkindly just because of the colour of their skin, where they come from, or what they look like.

St Paul's has Zero Tolerance for Racism

Racism



St Paul's has Zero Tolerance for Racism

Clear Stance

- Our school has a zero-tolerance policy towards racism – no exceptions.

Leadership Commitment

- Senior leaders model this policy and call out racism clearly and firmly.
- We use the word racism directly, not softer language.

Inclusive Culture

- We reflect on and strengthen our school culture to ensure every child feels safe, respected, and included.
- We actively celebrate diversity, equity, and inclusion in our classrooms and community.

**RACISM WILL NEVER BE IGNORED, MINIMISED,
OR TOLERATED IN OUR SCHOOL.**

**TOGETHER, WE FOSTER A SAFE AND INCLUSIVE
ENVIRONMENT FOR ALL.**

Racism



- Not wanting to play with someone because of skin colour or hair type. Example: A child says, “I don’t want to play with her, her skin is too dark,” without understanding why that’s hurtful.
- Making fun of someone’s language or accent. Example: A child laughs when a classmate speaks English differently, thinking it’s just funny, not knowing it can make the other child feel excluded
- Commenting negatively about food from another culture. Example: Saying, “Ew, that food looks weird,” when a friend brings a meal from their culture.
- Assuming someone can’t do something because of how they look. Example: Saying, “You can’t be the princess in our game because princesses have blonde hair,” without realising that’s based on stereotypes.
- Repeating things they hear from adults or media. Example: A child overhears a biased comment at home and repeats it at school, not knowing it’s discriminatory.

E-Safety & Social Media



Age Restrictions for Social Media Platforms

What is the minimum age for account holders on these social media sites and apps?

Under 13

-  Roblox
-  PopJam
-  FaceTime

13+

-  Twitter
-  Facebook and Messenger
-  Viber
-  WeChat
-  Monkey
-  Yubo
-  Dubsmash
-  Instagram
-  TikTok
-  Skype
-  Google Hangouts
-  Reddit
-  Snapchat
-  Pinterest

16+

-  WhatsApp
-  Telegram Messenger
-  Tumblr

17+

-  Line
-  Sarahah
-  Tellonym

Sourced from NSPCC website October 2019

E-Safety & Social Media



What can the school do to support with this?

All pupils complete comprehensive and age appropriate e-safety lessons each and every year. These lessons will cover wide-ranging curriculum areas to help keep children safe both in and out of school including providing guidance and advice on cyber bullying and social media safety.

As a school we wish to support you as much as possible.

If inappropriate messaging occurs outside of school but between children at this school, then we do want to know about it – particularly if the messages are of a nature that could be viewed as bullying.

While it would not be appropriate for the school to sanction pupils for inappropriate conduct outside of school – it will likely be important that staff know about any such conflict in order to ensure that it does not affect their learning or playtime in school.

E-Safety & Social Media



What can you do to support with this at home?

Understand the risks – use the weblinks on the next page to educate yourself on the apps and websites your children wish to visit and be aware of the risks.

Communicate regularly – with your children (regarding what they are doing online and on their phone) and with school (if you have any concerns regarding your child's use of apps or inappropriate messaging that could affect their wellbeing in school).

Keep the risks in proportion – be mindful of age restrictions on certain apps and messaging services. If they're not old enough for the app's terms of service then there is probably good reason why they should not be on it.

Agree helpful mediation strategies – banning a child from a device might stop the concern temporarily but is unlikely to educate them to protect themselves or resolve concerns in the future.

Finally we would politely ask that parents be considerate of their own social media use. Twitter, Facebook and other such websites/apps are powerful tools for communication. If however, any concerns or questions regarding school arise, contacting school staff via the office or a note on your child's homework diary will always be the best way to resolve this.

E-Safety & Social Media



Key websites that can support in developing better understanding of E-safety for parents:

<https://www.saferinternet.org.uk/advice-centre/parents-and-carers>

<https://www.internetmatters.org/schools-esafety/parent-online-support-pack-teachers/>

<https://www.nspcc.org.uk/keeping-children-safe/online-safety/>

<https://www.thinkuknow.co.uk/parents/>

<https://www.childnet.com/parents-and-carers>

If you have additional questions regarding specific websites or apps then please check their guidance and terms of service. If you remain unsure then please contact the school and staff will help where they can!

E-Safety & Social Media



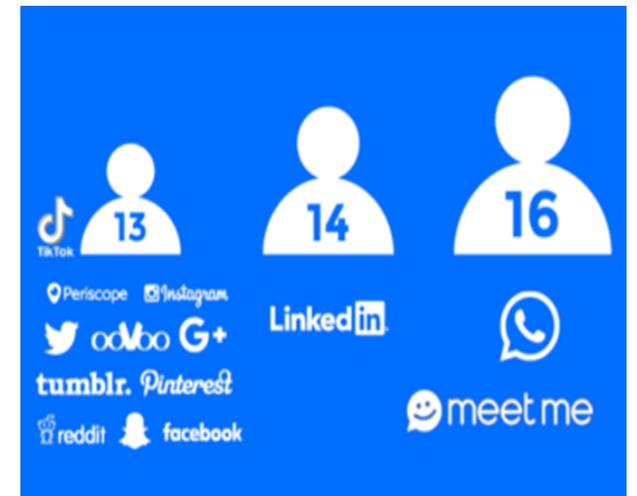
How can you help?

1. Monitor use of electronic devices

- Check recommended age restrictions of apps and games
- Set a curfew before bedtime
- Monitor WhatsApp groups and other group chats

2. Sleep and breakfast

- Switch off devices well before bedtime
- Share a book in bed
- Share best parts of the day
- Wake up with plenty of time for breakfast
- Healthy snack for breaktime



Woodlands



- We will start visiting the school woodlands once a week with our Nursery Wrens.
- Visiting the woodlands provides an opportunity for children to engage in an outdoor natural classroom.
- Both adult led and child initiated activities will take place each week.
- Children and adults work together to look after and maintain the area.
- Provides an amazing opportunity to develop your child's physical skills.
- If you are able to, please provide your child with a full body mud and rain suit and wellies to wear each week to the woodlands.



Permission forms

Class Dojo Permission Form -
Kingfishers

