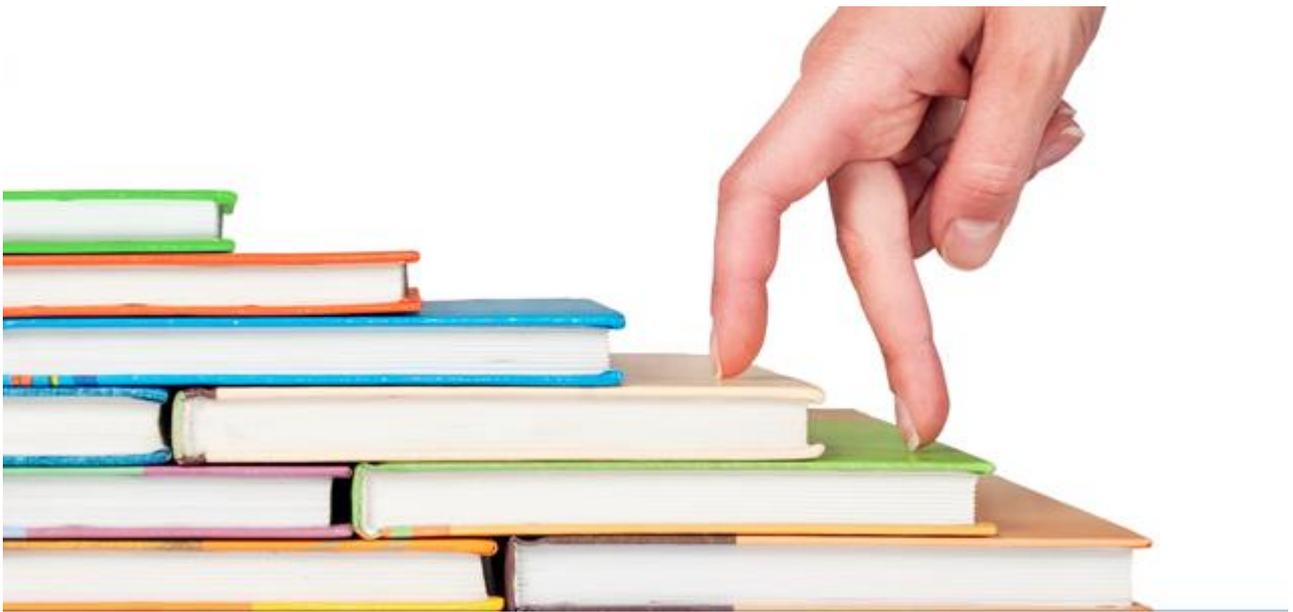


FIRST STEPS TO FOXMOOR



One small step at a time!

Celebrate each small step, time goes very quickly.

It will pass in a flash; soon your child will be reading through the library.

They will also be leaving home!

Enjoy this precious time.

N. Maycock 25.05.2018



WELCOME.

This handbook has been written to help you make a confident start to your new life at Foxmoor.

Welcome to Foxmoor School. If you are just starting school you will probably spend the next seven years with us, but, for however long you are here, we sincerely hope your stay with us will be happy and fruitful.

We promise to do our best to provide the best educational opportunities for you, both in and out of school.

In return, all we ask is that you and your parents give us your full support and co-operation so that you are able to make the best use of this time and these opportunities.

You can begin by reading this first Handbook together. Keep it safe because you will probably need to remind yourself of certain things from time to time.

CONTENTS:

- Page 3 Contents
- Page 4 Information for parents of Reception children
- Page 5 Getting ready for school



Information for all parents:

- Page 6, 7 Children and parents reading together
- Page 8 The School day
- Page 9 Left-handers
- Page 10 Foxmoor alphabet (lower case)
- Page 11 Foxmoor alphabet (capitals)
- Page 9 Foxmoor numbers
- Page 13 School uniform

Which hand do I use?

Where's the toilet?

Where does my mum go
when I'm at school?

Wow! There's so much to
learn!

My Nan says I look so-o-o
grown up in my new
uniform.

APPENDICES:

Forms to be completed and returned to the school offices:

- a) Parents' information sheet
- b) About your child (medical information)
- c) Children taking reading books home
- d) Ethnic background
- e) Statement of Partnership
- f) Universal/free school meals form



Please note: This document is printed in the Foxmoor handwriting style.

FOR PARENTS OF RECEPTION CHILDREN

It is important that you recognise that this is a truly critical phase in your child's life. His/her reactions to the first weeks of school can, and often do, influence his/her whole academic development. Even if your child has been happy at play group for some time, Lower School is quite different. There are bigger buildings, more children and adults, and a more structured day. If you have a job outside the home please try to take a few days' leave just to be with your child while he/she settles in.

Make your child as physically independent as possible. Provide clothes and shoes that are easily removed and/or fastened. Label all possessions clearly. Teach your child to ask for the toilet in such a way that any adult will know what he/she wants and make sure they know how to use the toilet.

When you say good-bye, go, and don't look back, however tempting it may be. Accept the fact that the parting is far harder for you than for your child. These days most children have a wonderful time in Lower School so try not to feel hurt if your child throws himself/herself into the hurly-burly without a backward glance - be proud, you have done your job well.

Please be on time to collect him/her. This is vital. Five minutes late doesn't seem long to an adult but to a young child it can seem like an eternity; especially if your child is the only one left without a parent. When you meet give your child a hug and a cuddle.

Give your child time to unwind before asking questions. They will be tired and a little befuddled with all their new experiences, the last thing they will want is to be interrogated.

Have fun with your children. Spend time with them playing and talking.



They grow up incredibly quickly.

GETTING READY FOR SCHOOL

The following are simple things you can do with your child, which would be an enormous help to them at school:

Teach your child how to go to the toilet on his/her own and wash his/her hands.



Teach your child how to dress and undress independently.

Please provide shoes that he/she is able to put on and fasten.



Have a story time each day (if possible) to share a book or story.

If you share a book, chat about the cover and pages and then point out pictures and writing as you read.



Dad reads too!

CHILDREN AND PARENTS READING TOGETHER

Parents often ask about the best way to help their children with reading.

Start by having books in your own home. Children are wonderful imitators and they need to see us getting pleasure and information from books, papers and magazines.

Picture books are important for children of all ages. Encourage your child to talk about favourite pictures and characters and ask "What do you think will happen next?" Be delighted if your child's version of the end is different from the author's. It is good to encourage originality.

Try to be regular with your help. A story a day is not too often - but it need not be all at one time! The amount of reading time should never exceed your child's span of interest.

Reading Together:

- ❖ Sit close and be comfortable, keep distractions away.
- ❖ Give all your attention to your child.
- ❖ Try to create a relaxed and friendly atmosphere.
- ❖ Make sure you give lots of praise and encouragement.
- ❖ Reading is about confidence so try not to criticise.
- ❖ If your child gets stuck you can encourage him/her to use different strategies to work out unknown words, such as leaving the word out, reading on and going back, sounding it out, looking at the picture or having a good guess! Or you could just tell them the word!
- ❖ Keep the story flowing so that your child gets a positive feedback and pleasure from the book.
- ❖ As independence increases, share the effort by some arrangement such as: "I'll read this part and you read that part."
- ❖ Always find something to praise at the end of each session.



READING SHOULD BE FUN!

Some Obvious Don'ts

- ❖ *Don't let little brother and sisters demand attention in reading time.*
- ❖ *Don't have the television on.*
- ❖ *Don't think your child has to have a harder book each time. Building confidence and fluency is more important.*
- ❖ *Don't worry if your child brings home a story or information book and not a scheme book. Children like to read 'Proper' books which are not in the reading schemes.*
- ❖ *Don't try to compare with sisters and brothers. We all learn skills at different rates.*
- ❖ *Reading should never come between parents and children.*

Other Activities that Help with Reading:

OBSERVATION:

Matching games (dominoes, snap, puzzles, jig-saws, blowing bubbles)

LOOKING AND SEEING:

'Eye Spy' games, spotting shop signs, T.V. adverts.

Collections: feathers, buttons, cars, stickers

LISTENING

Listen to sounds: clocks, cars, trains, aeroplanes and talk about them.

Listen to the radio or story tapes.

BUT MOST IMPORTANT OF ALL

Enjoy nursery rhymes, finger games (e.g. Five Little Ducks), songs, jingles, verses and poems.

A child with a sound background of rhymes has made an excellent start to becoming a good reader.

AND... Give them a quiet spot to read and relax, to wind down at bed time.



No TV or electronic device - just peace and a book

THE SCHOOL DAY

We cannot accept responsibility for children on the premises before 8.45am.

8.45am	Children come into school
8.55am	Registration
9.00am	SESSION 1
10.00am	Snack Break
10.10am	SESSION 2
11.10am	Playtime
11.30am	SESSION 3
12.30pm	Lunch Break
1.30pm	SESSION 4
2.30pm	SESSION 5
(approx.)	Afternoon playtime 10 minutes (Lower School)
3.10pm	End of school day (Lower School)
3.15pm	End of school day (Upper School)

PLEASE NOTE:

Your child must be in the classroom for registration: lateness, like absence without authorisation, is officially regarded and recorded as unauthorised i.e. TRUANCY.

Those children who go home for lunch must not return before 1.20pm. This is in the interest of security and safety, because we must know exactly how many, and who, is on the school premises at any time.

Extra-curricular Activities after School:

On a voluntary basis, the staff organise a variety of clubs and activities, before and after school and during their lunch break (46 clubs this year). The children are given a timetable of these activities at the beginning of each term and a form to bring home seeking parental permission to remain until 4.00pm or 4.15pm. The volunteers make this unpaid commitment and we expect the same commitment from the children who sign up to take part in these activities.

If a club is cancelled, for whatever reason, we will look after the children until you arrive to collect them. Of course they may leave earlier - but only with parental permission.

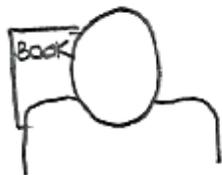
LEFT-HANDERS

It is essential that left-handed children are taught how to be left-handed. Life can be difficult for them in a right-handed environment.

Left-handed children must first be identified. Left-handers must sit on the left side of the table. They must have a higher chair than normal and sit two or three inches taller than the right-handed child. (Otherwise their arm and elbow gets trapped between the table and their body).

The pencil is held with the first finger and thumb and the pencil just rests on the middle finger. Try not to allow 'over crawl'. This is how many left-handers write in order to see and not smudge their work. To avoid over crawl, place the paper or book in front of the left shoulder. Push two inches away and turn on a slant.

STAGE 1



STAGE 2



STAGE 3



If necessary mark the position of the exercise book or writing paper with sticky tape on the desk. (The positioning works in reverse for right-handers).

Left-handers must be taught some letter joins separately.

Problem letters are **f**→ and **t**→ with its right moving cross.

The left-hander should cross these letters, from right to left ← **f** ← **t**.

The joined **oo** is easy for a left-hander.

FOXMOOR ALPHABET

ā b c d e

f g h i j k

l m n o p

q r s t u

v w x y z

44
FOXMOOR ALPHABET (cont.)

A B C D E

F G H I J

K L M N

O P Q R S

T U V W X

Y Z

FOXMOOR NUMBERS

1

2

3

4

5

6

7

8

9

10

SCHOOL UNIFORM

We do expect all children to wear the school uniform.

Girls and Boys may choose from the following list:

✚ Polo Shirt	White with Foxmoor Logo
✚ Sweatshirt	Royal Blue with Foxmoor Logo
✚ Cardigan	Royal Blue with Foxmoor logo
✚ Trousers/Shorts	Grey (not black or blue) No leggings
✚ Skirt or Pinafore Dress	Grey (not black or blue) No leggings
✚ Culottes	Grey (not black or blue) No leggings
✚ Summer Wear	Royal blue and white dresses checked or striped
✚ Footwear	White or grey socks or grey tights Black sensible shoes without high heels
✚ Hair accessories	Long hair must be tied or clipped back, Please ensure that hair accessories are royal blue, white, black or brown. Royal blue with school logo

BOOK BAG

PE KIT : (Must be kept in a named bag available from the school outfitter)

- ✚ 1 White t-shirt
- ✚ 1 pair royal blue shorts
- ✚ 1 pair gym shoes
- ✚ 1 spare pair socks
- ✚ 1 named clothes peg (for clipping wellingtons together)
- ✚ Classes 1, 2 and 3 should have a spare pair of pants and socks in case of accidents.
- ✚ 1 pair of strong shoes or football boots
- ✚ Royal blue jogging bottoms/tracksuits are required for games in winter,

Optional items:

- ✚ Zipped hoodie Royal blue with school logo

Most of the above items are available from the National Schoolwear Centre in Merrywalks Shopping Centre in Stroud. A brochure is enclosed in this pack.

No jewellery of any kind is to be worn in school.

We would prefer that children do not wear earrings at all, however, if it is important to you please ensure that you leave sufficient time in the summer holidays for pierced ears to heal before coming back to school. Only studs are acceptable and they must **not** be worn for any physical activity, thus the children must be able to remove and replace them themselves.

APPENDICES

Please find enclosed the following forms:

- ✚ APPENDIX A: PARENTS INFORMATION SHEET:
- ✚ APPENDIX B: MEDICAL INFORMATION: (cont)
- ✚ APPENDIX C: CHILDREN TAKING READING BOOKS HOME
- ✚ APPENDIX D: ETHNICITY
- ✚ APPENDIX E: APPLICATION FOR PUPIL PREMIUM AND UNIVERSAL INFANT FREE SCHOOL MEALS

I hope this handbook has been useful to you, now you have read the First Steps it's time to read the Second Steps.

Foxmoor Primary School is registered with the Information Commissioner's Office for holding and processing personal data. Our registration number is Z8641258.

Foxmoor Primary School is committed to ensuring that it meets the requirements of current UK data protection legislation. This includes the general Data Protection Regulation (GDPR) (EU/2016/679).

Please complete the following forms and return to the Admissions and Attendance officer, Mrs Teresa Montague, at the school office, as soon as possible so that she can complete your child's registration.

Thank you,

*Nanette Maycock
(Headteacher)*

APPENDIX A

PARENTS INFORMATION SHEET:

CHILD'S SURNAME:

FORENAMES:

PREFERRED NAME:

GENDER: (M/F): DATE OF BIRTH:

PARENT(S)/GUARDIAN(S) NAME:

HOME ADDRESS:

POST CODE: HOME TEL.NO:

FAX NO:

EMAIL ADDRESS:

DOCTOR:

Name and Initial) TEL. No:

ADDRESS:

MEDICAL INFORMATION (Please give these details on reverse of this form):

DAYTIME EMERGENCY CONTACTS:

(It is vital that this part of the form is completed. We must be able to contact someone in the event of emergency/sickness)

1st Contact

Name:

Title: Mr/Mrs/Miss/Ms

Relationship:

Tel. No:

Place of Contact

2nd Contact

Name:

Title: Mr/Mrs/Miss/Ms

Relationship:

Tel. No:

Place of Contact:

3rd Contact

Name:

Title: Mr/Mrs/Miss/Ms

Relationship:

Tel. No:

Place of Contact

4th Contact

Name:

Title: Mr/Mrs/Miss/Ms

Relationship:

Tel. No:

Place of Contact:

LUNCH ARRANGEMENTS:

Go Home

Packed Lunch

TRAVEL TO SCHOOL:

Walk

Bicycle

Public Transport

Car

APPENDIX B

MEDICAL INFORMATION: (cont.)

About Your Child

Has your child attended a playgroup?

Which one/s?

Has your child attended Tumbletime?

Any information you think will be helpful for the school to know about your child?

This consent will be used only in an emergency.

I, the parent/guardian of,
authorise the Headteacher of Foxmoor School to sign consent forms or obtain medical treatment
as necessary for the above child in an emergency.

For the hospital admission form, the family religion is:.....
(please choose from the list below):

Buddhist

Christian

Hindu

Jewish

Muslim

Sikh

Other Religion

No Religion

Refused

SIGNED:

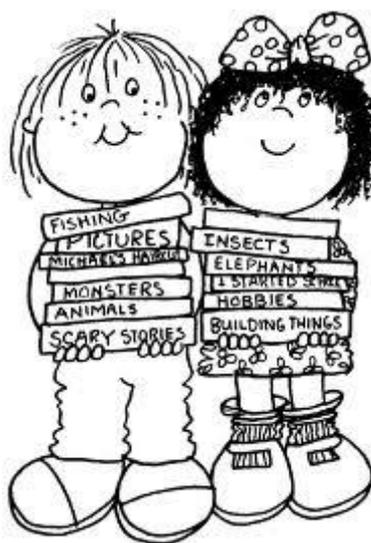
(Parent/guardian)

APPENDIX C

CHILDREN TAKING READING BOOKS HOME

We have a 'Foxmoor Reading at Home Scheme' whereby, on some evenings, children are able to bring home a variety of reading materials to be shared with the rest of the family. These materials include: reference, story, poetry and picture books, some of which the children will be able to read themselves and others that we ask parents/carers to read and discuss with their child.

WE MUST STRESS THAT THE DISCUSSION of the material is as important as the reading of it. We want children to become lifelong readers and this will happen only if they understand and enjoy what they are reading. Children need to see/know the purpose of the reading: whether it's a story for entertainment or they are finding out information, Are they learning how to do something; how things work; how to get better at something? This is also needed if we are to fulfil the requirements of the National Curriculum and prepare the children for their assessment tasks and the next stage of their education.



If you wish to join this scheme with your child, would you kindly fill in the form below?

We would like to join the 'Foxmoor Reading at Home Scheme.'

We are prepared to purchase a school bag/folder in which to keep the books and will pay full replacement cost of any book lost or damaged.

Signed:

(Parent/Guardian)

Name of Child:

Class:

APPENDIX D

ETHNICITY

Ethnic background record form (based on the new national population Census ethnic categories)

Pupil's full name:

Our ethnic background describes how we think of ourselves. This may be based on many things, including, for example, our skin colour, language, culture, ancestry or family history. Ethnic background is not the same as nationality or country of birth.

The Information Commissioner (formerly the Data Protection Registrar) recommends that young people aged over 11 years old have the opportunity to decide their own ethnic identity. Parents or those with parental responsibility are asked to support or advise children aged over 11 in making this decision, wherever necessary.

Please study the list below and tick one only to indicate the ethnic background of the pupil or child named above. Please also tick whether the form was filled in by a parent or the pupil.

White - English

White - Irish

White - Welsh

White - Scottish

White and Asian

White and Black s Caribbean

White and Chinese

White Eastern European

White other

White Western European

Other White British

Indian

Bangladeshi

Pakistani

Chinese

Any other Asian background

Gypsy/Roma

Traveller of Irish heritage



Black - African

Black - Caribbean

Any other Black background

Other mixed background

Any other ethnic group

Refused

This information was provided by:

The Parent / guardian (full name)

of Pupil (full name)

Please return the form to the school as soon as possible.

(Any information you provide will be used solely to compile statistics on the school careers and experiences of pupils from different ethnic backgrounds, to help ensure that all pupils have the opportunity to fulfil their potential. These statistics will not allow individual pupils to be identified. From time to time the information will be passed on the Local Authority and the Department for Education (DfE) to contribute to local and national statistics. The information will also be passed on to future schools, to save it having to be asked for again).

A STATEMENT OF PARTNERSHIP

I hope that we shall work closely together so that your child will have a happy and successful time at Foxmoor School. Your child's education will be greatly enhanced if we are able to develop a partnership. An effective link between home and school will ensure that your child is able to take full advantage of all the school has to offer.

The Child's and Parents' Entitlement:

The school will ensure that a framework exists, within which, all can play their part and which contributes to the success of each individual. We will undertake to ensure that the school's organisation and structure will:

- ❖ offer an effective means of communication for exchanging information, queries and views on all school matters;
- ❖ provide programmes of study suitable for your child's age, ability and aptitude, ensuring he/she has access to the complete National Curriculum;
- ❖ provide advice and guidance about your child's programme of work;
- ❖ monitor your child's progress and attainment and explain and discuss the results with you;
- ❖ arrange regular meetings to discuss your child's progress;
- ❖ alert you to any difficulties as they arise;
- ❖ establish a code of behaviour to ensure a safe and caring environment.

The School's Entitlement:

You can play your part by supporting your child through their time at school. You will know best how to achieve this because you are closer to, and understand your child better than we ever will at school. However, our experience suggests that there are ways in which you can demonstrate your interest in a valuable and supportive way by showing:

- ❖ a sympathetic understanding of the needs and concerns of your child while a pupil at school;
- ❖ an interest in your child's work and, wherever possible, taking an active part in supporting this study;
- ❖ an interest in your child's homework and that it is completed and handed in on time;
- ❖ that regular attendance at school and punctuality is very important to you;
- ❖ a willingness to take part in a two-way communication with school, in order to keep up-to-date with your child's health, happiness, education or behaviour;
- ❖ support for the school's rules, code of behaviour, dress and Health and Safety Policies;
- ❖ an interest in the wider community activities of the school.

If you accept a place at Foxmoor for your child, the Governors expect that you understand and support the sentiments of this statement. Please sign below:

I/We understand the terms and sentiment of this partnership agreement and will do my/our best to uphold it.

Signed:

Elisabeth Newman

Parent of:

(Chair of Governors)

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