

Starting School Information 2025



The beginning of a wonderful adventure at Mickleover Primary School

Congratulations! You and your child are about to begin a most exciting journey and we are delighted that you have chosen to begin that journey here at Mickleover Primary School. At Mickleover Primary School we have a dedicated team of staff who care for each and every child at our school and strive to encourage them to reach their full potential. We believe you have made a fantastic decision in choosing to begin your child's journey in education at our school and we welcome you to the Mickleover Primary School Family.



Starting School!

Before children come to school, they are learning who they are and how they can take part in a wider environment. They learn through the people who take care of them. Our school therefore, is committed to providing a suitable environment where children can use their imagination in a creative, sensitive, and questioning manner, and where quality learning and experiences can take place.

Parents are always welcome in our school and if you have any worries or concerns, please do not hesitate to speak to the teachers or the Headteacher.

At the beginning of any child's school journey, we believe that it is important to set up a structured routine. This includes arriving and leaving school, so we therefore encourage you as parents to ensure that your child arrives at school on time every day. This allows him/her to settle quickly into a predictable routine and become confident in arriving at school every morning. We are also aware that in the first few weeks and months, your child may leave school tired, having had an action packed day; therefore it is important that a familiar adult is there to meet them and support them at the end of the school day.

Preparing your child for school life

In order to settle easily into school life, and to feel confident and secure, it will help if your child can do some of the following independently:

- Put on and fasten shoes and coat.
- Use the toilet independently.
- Fasten and unfasten buttons.
- Blow their own nose.
- Wash and dry their hands.
- Use a knife and fork to eat their lunch.
- Put away and tidy their own toys.
- Know when it is polite to say please and thank you.
- Sit and listen to a story.



Please see the 'Starting School' tab of our website for more tips and ideas to help prepare your child.

Induction Arrangements 2025

We operate a 'staggered' entry to school for our new reception pupils. This means that they will attend school for some half days before beginning school full time. This enables us to get to know the children really well and cater for their needs from the very beginning. It also gives the children a smooth introduction to their new class, the school routine and the children and adults they are going to be spending the rest of the year with. Since 2021, we have been required to Baseline assess all children in their first 6 weeks of school, so we also use this time to carry out these assessments.

	<u>YOUNGEST</u>	<u>OLDEST</u>
DATE	Children whose 5 th birthday is on or after 1 st March 2026	Children whose 5 th birthday is before 1 st March 2026
Thursday 4 th September	INSET DAY	INSET DAY
Friday 5 th September	a.m. only 9.00-11.45	p.m. only 12.45-3.15
Monday 8 th September	a.m. only 9.00-11.45	p.m. only 12.45-3.15
Tuesday 9 th September	a.m. only 9.00-11.45	p.m. only 12.45-3.15
Wednesday 10 th September	p.m. only 1.00-3.15	a.m. only 9.00-12.15 (Have lunch at school)
Thursday 11 th September	p.m. only 1.00-3.15	a.m. only 9.00-12.15 (Have lunch at school)
Friday 12 th September	All children full time 8.55-3.20 (Gate opens at 8.45)	

From Friday 12th September all children will be full-time. However, in response to parental feedback and as children's needs are different, we would like to be flexible about when the youngest children start full-time. In our experience, younger children occasionally need more time to settle. If you feel your child would benefit from coming part-time for longer, we can arrange this in discussion with you towards the end of your child's first full week in school, when we have been able to see how they settle.

Settling in at Mickleover Primary School



1. The First Few Weeks

Bring your child to the gate at the side of school where your child's teacher will be waiting to welcome him/her. Play activities will be available in the classroom for him/her to choose from. When all the children have arrived and settled, we will bring them to the carpet to do the register and the day will begin.

If you have left a tearful child and you are worrying about how he/she is, do phone the school during the morning or message the teacher via Class Dojo to put your mind at rest.

2. The School Day After Induction Period

8:45 - School gates open and children come straight into their classrooms.

8:55 - Registration

10:30 - 10:45 - Playtime on the infant playground (*just before playtime, children will eat their fruit, given to them free at school*)

11:55 - 1:10 - Lunchtime

3:20 - School ends

3. Assemblies

Once the children are fully settled into school life, we will begin to join in with the whole school celebration assembly on a Friday. At Mickleover Primary School, we believe strongly in celebrating the success of every child so each week we celebrate achievement both from inside and outside of school in a whole school celebration assembly. You will be sent an invitation if your child is going to receive a certificate. Later in the year, the children will start to join the infant assemblies where they sing, learn and reflect collectively.

4. Dinner time

The reception children are the first children into the hall for dinner at 11:55 every day. They have as much help as they need from our midday supervisors. We give the children a coloured band to indicate the meal you have chosen and help them to choose the accompanying vegetables. We encourage them to use a knife and fork and help them to cut up their food. Please choose your child's menu choices for them while they are in reception; instructions will be sent on how to do this. It really helps if you teach them how to use a knife and fork at home when eating too.



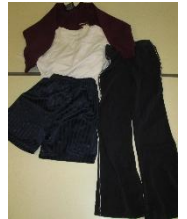
5. Our school uniform consists of;

- Maroon cardigan/jumper
- White shirt or polo shirt
- Grey/Black trousers or skirt/pinafore dress
- Girls - pink or maroon, check or stripe dress during the summer (if preferred)
- Boys - grey shorts during the summer (if preferred)
- Black, flat shoes - both for winter and summer

Uniform can be purchased from most shops/supermarkets, however if you would like items with the school logo then see our website for current suppliers.

6. PE

Your child will have two PE lessons each week in the hall and will need to come to school wearing their PE kit on those days. PE kit includes white t shirt, blue or black jogging bottoms/shorts and a school sweatshirt/hoodie. We will inform you of the PE days in September, but we wait until induction is over before we start taking the children into the hall for PE lessons.



7. Water Bottles

Your child will need a NAMED **see-through** water bottle when they start school. This is ONLY for water and is to ensure they drink as much as they need to during the school day. These are available from the school office.

8. Healthy Eating/ Birthdays



We provide fruit for a morning snack for children in key stage 1; usually bananas, apples, oranges, pears or raisins. If you wish to provide your own snack, please note that only fruit is permitted. Please don't send sweets or cakes in for your child's birthday, as we operate a healthy eating policy which means we are unable to give these out in class time.

9. Nut Allergy

We would like to inform you that we are a nut free school. Please make sure that no nuts are brought in for packed lunches and snacks.



10. School Book Bag

Your child will need a school book bag (Please no backpacks due to space limitations). These are available from the school uniform shop (Uniform direct) on Babington Lane and are to carry books, letters etc. Please do not put water bottles in as we have had many books ruined by leakages.

11. Going Home

We bring our reception classes out along the gravel path next to Ladybirds classroom and take the children over to their parents/carers one at a time. Please bear with us as this can take a little time at first until we can recognise each set of parents. If you can see we have your child with us, please give us a wave to help us see you. We are happy to talk to you at the end of the day and discuss anything concerning your child, but please wait until we have dismissed all the class so that other parents are not waiting too long. If your child is going to an after school club or a childminder, please let us know so that we can ensure they go with the correct people. If your child is going home with someone different, please make the school office aware that morning as we are not permitted to send children home with different adults, without parental/ guardian consent.

12. Partnership with Parents

We seek to develop an effective partnership with parents as this will have a positive impact on the children's development and learning. Please keep us informed of any issues concerning your child by messaging us on the Class Dojo app. In return, we will keep you informed about how your child is settling in, on a daily basis if necessary. A parent/teacher interview is arranged for October/November in the first half term, then again in February /March. You will receive a written report in July. Occasionally, we have sessions where parents are invited into school to share lunch, lessons or special events. You will also see regular updates on Class Dojo Class Story, seeing what the class have been up to in pictures.



13. Absence Procedures

If your child is unwell, it is far better to keep them at home until they feel better. Please telephone to notify school before 8:55am if your child will not be in. We will then be in no doubt as to the whereabouts of children who are not in school. Please note that sickness and diarrhoea need a period of at least 48 hours free of symptoms before children may be returned to school.



Play is a key way in which young children learn. It encourages a range of behaviours, sometimes very active, at other times quiet and reflective. In social play, children learn to communicate with others, to share, to negotiate and to understand other points of view. In school, play is for an educational purpose. We identify clear and specific learning intentions for play activities, just as teaching and learning has specific learning intentions throughout the rest of the school.

We value the quality of the activities that we offer our children. Through play in a secure environment and with appropriate adult support, children can:

- Develop an understanding of the world around them. Their natural curiosity is stimulated to explore and investigate.
- Practise and build up ideas, concepts and skills.
- Learn how to control impulses and understand the need for rules.
- Be alone, be alongside others or cooperate as they talk or rehearse their feelings.
- Take risks and make mistakes.
- Think creatively and imaginatively.
- Communicate with others as they investigate or solve problems
- Express fears or relive anxious experiences in controlled and safe situations.



Phonics consists of the basic skills which children learn to apply when learning to read and write. It involves the learning of letter names and sounds, alphabetical knowledge and learning to segment and blend letters and groups of letters within words. In reception, we use a resource called Twinkl Phonics to support our teaching of letters and sounds. Our initial approach to teaching phonics focuses around whole class activities, which are mainly play and story based, with the children learning and consolidating phonic skills through games.

To support your child in their development of phonic knowledge, there are many activities which you can do at home. Games such as I Spy are a great starting point, however, we ask that you use the sound which a letter or group of letters make rather than the names of the letters (ay, bee, see) from an early age with your child as this is the approach that we will use at school. As your child begins to read with you at home, you will soon begin to notice the phonic strategies they are learning at school. They will begin to break down words into single sounds (segmenting) and then build them up again to make the sounds needed to read the whole word (blending).



Before children learn to read, they need to acquire some key, pre-reading skills. There are many ways parents can help their child before he/she comes to school.

- Read and tell stories. Children enjoy hearing favourite stories again and again. Consider joining the library with your child.
- Talk to your child; ask and answer questions. On outings and visits to shops, point out things of interest, talk about what you are doing etc.
- Read and recite nursery rhymes and poems together.
- Give your child a copy of his/her name to help him/her recognise it at school. Make sure that your child learns to recognise their name with a capital letter at the beginning only. (Adam not ADAM).
- You could begin to introduce some of the letters of the alphabet to your child. It is important, however, to distinguish between the names and sounds of letters. Make the activity fun, not a chore so that your child is not feeling pressurised. Playing a game of 'I Spy' is a great starting point.

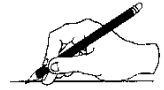
Once your child brings home a reading book from school here are some ways that you can help:

- Sit down and look at the book together.
- Talk together about what is happening in the pictures and encourage your child to try to tell you the story from looking at the pictures.
- Read the book together a number of times over the week and write your comments in their reading diary - for example if they found the book a bit tricky or really enjoyed reading the story. Your comments really assist the teacher as to the progress your child is making and their attitude towards reading. It also highlights areas to be developed. It also shows that they have read at home and therefore may require a change of reading book. If there are no comments in the reading diary, we will assume that your child has not read at home.
- Once your child is beginning to learn words, please practice these at reading time and make associations between the word cards and the words in the book to your child.

Above all, make reading with your child a pleasurable experience which you both can enjoy.



Preparing to write words and numbers



To be able to write clearly, a child must have good control over hand movements. This can be developed in the early years by providing your child with a range of the following experiences:

- Experimenting and scribbling with thick crayons, pencils, felt tips and chalk - allow your child to scribble and gain confidence holding a pencil and making marks on paper. Encourage your child to grip a pencil or pen correctly, and always praise his/her efforts. We talk about 'Beaky Fingers' at school (Make a beak with your finger and thumb and pinch the pencil between them.)
- Painting - encourage your child to use finger paints as well as painting with brushes and other tools (They love using large brushes dipped in water to paint the fence!).
- Modelling materials such as playdough - manipulate, squeeze, roll, stretch and pinch modelling materials into different shapes.
- Playing with and threading beads and buttons and doing jigsaws can also be helpful activities.

Patterns with pens and pencils aid good letter and number formation when your child starts to write but movements should always be from left to right. Dot to dot pictures also help to develop good pencil control.

Should your child be eager to write with you at home, it would be very helpful and cause less confusion if you could encourage your child to form their letters and numbers correctly following the school handwriting style as below. The letters and numbers should be started from the dot, and then follow the arrows. Of course your child will be taught these in school so it is not a pre-requisite for them to know how to write before they come to school!

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

0 1 2 3 4 5 6 7 8 9



In the reception year, the children are in the 'Foundation Stage' of learning. This stage applies to all children when they reach the age of three in an Early Years Setting and finishes at the end of the reception year. The Foundation Stage curriculum is organised into three 'Prime' and four 'Specific' areas of learning, with Early Learning Goals to be achieved in each area:

Prime Areas

1. **Communication and Language** - These are key skills which include speaking and listening in different situations and for different purposes.

2. **Physical Development**- At this stage, young children grow rapidly. They develop confidence and control of the way they move, and the way they handle tools and equipment. They need to be active, and to move about in order to develop many of these fundamental skills.

We have outdoor learning on most days with a wide range of equipment and activities. The children also have two PE lessons a week covering dance, gymnastics and games.

3. **Personal, Social and Emotional Development**- Successful personal, social and emotional development is critical for young children in all aspects of their lives. It is also key for giving them the best opportunity for success in all other areas of learning. We aim to provide the experiences and support, which enable children to develop a positive sense of themselves and others.

Specific Areas

1. **Literacy** - This includes reading a range of simple texts and writing for a variety of purposes. Your child will use phonics to help them to sound out words and they will have flashcards to help them learn to recognise on sight the tricky words that can't be sounded out. Your child will be introduced to a wide range of new vocabulary during the course of each week.

2. **Mathematics**- This includes counting, sorting, matching, seeking patterns and working with numbers, shapes, space and measure. Mathematical understanding is developed through stories, songs, games and imaginative play, so that the children enjoy using and experimenting with numbers and mathematical skills.

3. **Understanding the World**- In this area of learning, children are developing skills, knowledge and understanding, that helps them to make sense of the world. This forms the foundation for later work in science, history, geography, design and technology and information and communication technology.

4. **Expressive Arts and Design-** Creativity is fundamental to successful learning. The aspects covered in this area of learning include art, music, dance, role play and imaginative play. Being creative enables children to make connections between one area of learning and another, and so extend their understanding.

By the end of the reception year, most children will be expected to have made progress towards the 'Early Learning Goals' of the Foundation Stage. These goals are consistent with, and prepare children for learning in Key Stage 1 of the National Curriculum, which they follow in Years one and two. We recognise that all children learn at different rates and in different areas. The foundation stage curriculum and the assessment procedures we use are sensitive to this and allow us to move all children's learning on in appropriate ways.

Assessment

Throughout the reception year, teachers and teaching assistants will continually be assessing the children through a number of different assessment procedures including Government Baseline (Statutory from September 2021), observation, children's recording and talking to the children. It is statutory for reception children to be assessed against the 'Foundation Stage Profile'. This requires the reception teachers and teaching assistants to make a judgement about the progress the children have made at the end of the reception year.

We value parents' contribution to this process and encourage you to send in 'WOW' moment slips whenever you notice your child doing anything special for the first time, so that it can be celebrated with the whole class and inserted into their 'Learning Journey' record. Your child's assessment will be shared with you on a regular basis.

AND Finally...

We really do hope that as your child starts school, this will be the beginning of a wonderful adventure for everyone involved. This booklet has been designed to support and inform you of the first few steps of your child's education at Mickleover Primary School. If you have any further questions or comments, please do not hesitate to contact your child's teacher.

