

Katherine Semar Infant School



Early Years Parent Information Book

Welcome to Early Years Foundation Stage (EYFS)

Starting school is an exciting event in the life of a four year old and it will not be long before your child will be starting with us at Katherine Semar Infant School. There will be lots of new things to learn and of course you will want to ensure your child is well prepared for this important event. We aim to make it a happy and memorable experience and hope this booklet will provide some useful information that will help your child settle quickly into school.

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General Information

Our contact details are:

Katherine Semar Infant School

Ross Close

Saffron Walden

CB11 4DU

Telephone: 01799 521720

Email: admin-inf@katherinesemar.net

Website: www.katherinesemar.co.uk

Head Teacher: Mrs Julie Puxley

Chair of Governors: Mrs Peta Torrance

Our Vision

Our vision and values are at the core of everything we do. They underpin our teaching and learning, and provide an environment which prepares our pupils as confident, happy citizens. Our vision is to establish a 'nurturing school of exceptional quality' which will ignite children's curiosity for the world around them making learning so irresistible to children that high standards will be inevitable. We aim to provide a positive learning experience for every individual. We take pride in the fact that our pupils are nurtured in a safe, enjoyable and respectful learning environment because everyone in our school matters.

We are:

A school where everyone feels valued and respected.

A place with a warm, happy, calm, safe atmosphere where everyone enjoys learning and working together.

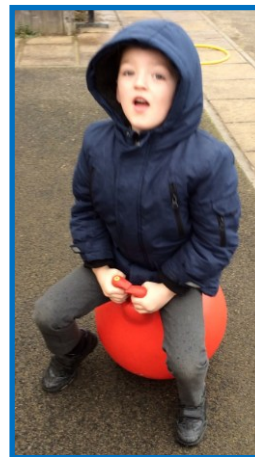
A school which has learning and teaching at the heart of everything that it does.

An ethos which celebrates achievement and recognises success.

A place which has consistently high expectations for all and where academic achievement is not the only measure of success.

Our Six School Core Values are:

- Be kind
- Be resilient
- Be curious
- Be positive
- Be respectful



Meet the Staff – Leadership



Mr Anthony Hull
Deputy Headteacher



Mrs Julie Puxley
Headteacher



Mr Rob Aiken
Deputy Headteacher



Mrs Caroline Dolby
Assistant Headteacher



Mrs Kathie Moy
Inclusion Manager

The Current Early Years Team

Class Teachers



Ms Lyndsey Coote



Miss Molly Beckett

Teaching Assistants



Colette Budden



Gill Carter

Parents as Partners

As a school we recognise that parents are their child's first and most enduring educators. We actively promote the partnership between home and school. We believe we can best support children's learning, progress and development through working in partnership and sharing opinions, experiences and information



To facilitate this we use an online learning platform called Seesaw, allowing staff observations and photographs of children's experiences and achievements to be shared with parents. It also allows parents to comment on observations and post their own photographs and comments on children's learning beyond school.



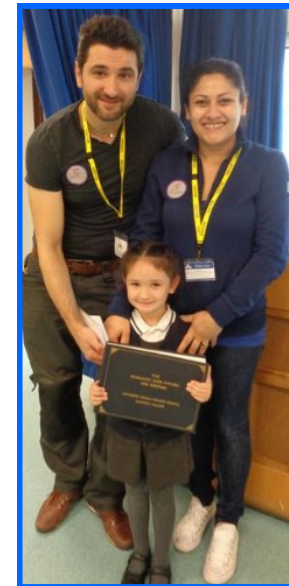
Every child is provided with a Reading Diary. This allows teachers and parents to communicate about the books the children are reading both at home and school. All children also have access to e-books via an online reading scheme called Bug Club. It is our expectation throughout the school that children read at home every day. More information about reading will be sent home in September.

Every Friday there is an electronic 'Home Learning' letter which is sent home which will inform you of the learning which has taken place in your child's class and provide some suggestions for activities you could do at home to further support your child's learning. We always love to see any home learning so please encourage your child to bring in anything they do linked to the tasks set.

Parents as Partners

We also provide many other opportunities for parents and carers to take an active part in their child's education. These include:

Class Assemblies (Spring and Summer Term)
Parent Consultation Evenings (Autumn and Spring Term)
Phonic Workshops
Mother's Day/Father's Day visits
Sports Day
Mayday Celebrations
Parent Forum
Reading Morning (Friday from 8.40 - 8.50. The class teacher will let you know when this will commence for EYFS children.)



We have an 'open door' policy where parents and carers are actively encouraged to meet with staff to discuss any concerns at the earliest opportunity. Mrs Puxley is usually available before school to answer any questions.

Phone calls and emails to the school office are most welcome. The office team will always endeavour to answer any questions or queries.

The School Day

Morning procedures

The infant school day **starts at 8:40am** and all children need to be in school at this time. The Early Years staff open the gate to the Early Years classrooms at this time. The main gate (next to Meadows Nursery) opens five minutes before at 8:35am.

End of day arrangements

At the end of the school day , staff will open the gates to Early Years at **3.10pm** and dismiss each child individually, ensuring they are collected safely.

First day at school

We stagger children's entry to school over two weeks to ensure we can help settle and support them all during this important transition. You will have received a letter informing you of the dates and times your child will attend school for the first two weeks (see page 21). To help the children settle well it is really important that they arrive on time. We ensure the children become quickly involved in an activity so that you are able to leave happily, knowing they are fine. If there are 'first day' tears please be reassured that this is not unusual and we will support and comfort your child. Photos of your child enjoying their first day with us will be sent to you via our online learning platform (Seesaw) .

A Typical School Day

- 8.40am** The children are welcomed into their classroom and encouraged to independently sort and organise their belongings. The children are then supported to select their lunch choice for the day by placing a velcro named label on a photograph of their meal choice.
- 8.50am** The children take part in a carousel of 'Funky Finger' activities focussed on developing their fine motor skills. Children arriving at school after 9.00am are late and must be taken to the office by the adult bringing them to school so they can be registered.
- 9.10am** The children join together for an engaging and interactive English or Maths session which is followed by time for the children to access a broad range of activities independently or with an adult, both inside and out.
- 10.10am** We enjoy a whole school assembly where we explore our school's core values, sing songs and celebrate our achievements.
- 10.25am** The children join together for an engaging and interactive English or Maths session which is followed by time for the children to access a broad range of activities independently or with an adult, both inside and out.
- 11.30am** The children take part in a multi-sensory phonics session.
- 11.50am** Lunchtime is a time to enjoy our food and socialise with our friends.
- 1.00pm** The afternoon begins with the register being taken, before some more whole class learning and activity time.
- 2.45pm** The children enjoy a class story and song.
- 3.10pm** Home time



School Dinners

All children are offered a free, hot school meal each day and the vast majority of children do eat school dinners. We provide delicious, home cooked food with an emphasis on quality, promoting health through good nutrition. The meals are cooked on site each day with a choice of two options, plus a dessert. There is a three week rotation of menus which are published on the school website and sent home via Parent-Mail. Although we encourage children to have our meals, your child may bring a packed lunch. These children may bring a drink but no flasks, bottles, cans or fizzy drinks please. As a Healthy School, children are not to bring sweets into school and we actively encourage healthy packed lunches.



We are a 'nut free' school as we have children with severe nut allergies so please do not send in any nut products in a packed lunch e.g. peanut butter, hummus, cereal bars which contain nuts etc.

Milk and Fruit

In Early Years the children have a class snack time when we all sit together to have a piece of fruit and a drink of milk. This is a great opportunity to develop social skills and learn about healthy eating. Children also need to bring a bottle of water (named) into school daily.



School Uniform

Boys:

- White shirt/polo shirt (preferably with school logo)
- Grey trousers
- Navy pullover/sweatshirt/cardigan with school logo
- Navy, reversible waterproof jacket with school logo (optional)
- Katherine Semar book bag (optional)
- Knitted hat with logo (optional)
- Legionnaire hat with logo (optional)

Girls:

- White shirt/ polo shirt (preferably with school logo)
- Grey skirt, trousers or pinafore
- Blue and white gingham summer dress
- Navy pullover/sweatshirt/cardigan with school logo
- Navy, reversible waterproof jacket with school logo (optional)
- Katherine Semar book bag (optional)
- Knitted hat with logo (optional)
- Legionnaire hat with logo (optional)



Gray Palmers have a website which enables you to purchase school uniform over the website, which is:

<http://www.graypalmer.co.uk/school-wear>

Our school logoed uniform is also available from www.myclothing.com.

P.E. Kit

Katherine Semar School P.E. Kit

Katherine Semar long sleeve rugby shirt

Katherine Semar short sleeve shirt

Navy shorts or navy skirt

White sports socks

Trainers

All P.E. uniform is available from Gray Palmer. Please see our website for further information www.katherinesemar.co.uk , under 'Our Parents' tab.

Children do not need a P.E. bag as on P.E. days they are expected to wear their P.E. kit to school as their uniform for the day.

If your child has a verruca it must be covered by a plaster for P.E. lessons or if it is very painful they may wear plimsolls.

For Health and Safety reasons the children are not allowed to do P.E. if they are wearing earrings.

All clothing, including footwear, which may be removed in school, must be **clearly named**.

Footwear

All pupils are expected to wear black/ navy school shoes at school. Trainers are not permitted without a doctor's note (with the exception of P.E. lessons). In the rare event of shoes becoming lost or broken, please write a note to the class teacher explaining this and when you expect to replace them.



Things to bring to school

Each day your child will need to remember to bring:

- A water bottle filled with water
- A book bag containing their reading diary
(no rucksacks as there is not enough space in the cloakroom area)

The outdoor environment offers lots of rich learning opportunities and in Early Years your child will have access to the outdoor area throughout the year.

Please ensure your child has appropriate clothes/footwear to keep them safe, warm and dry:

- Coat
- Scarf, hat and gloves (when cold)
- Sunhat (when hot)
- Wellington boots (to stay in school all year round so the children can access the digging pit and mud kitchen)

The EYFS Curriculum

At a glance it can appear that children are 'only playing' whilst in the Early Years Foundation Stage. However, the best Early Years Education is based on the understanding that whilst children are playing, they are learning. At Katherine Semar we define 'play' as an active method of learning which engages children's attention and interest and provides them with opportunities to develop skills in all areas of the curriculum. Children have a natural curiosity and lively interest in everything around them and we embrace and develop this in order to ensure valuable learning takes place. During the school day there will be a mixture of adult initiated, child initiated and adult led activities as well as whole class, small group and individual learning opportunities.

The Early Years Foundation Stage is based on four themes and seven areas of learning.

Themes:

- The Unique Child
- Enabling Environments
- Positive Relationships
- Learning and Development



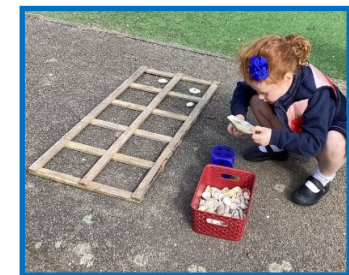
Areas of Learning:

Prime Areas:

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

Specific Areas:

- Literacy
- Maths
- Understanding the World
- Expressive Arts and Design



The EYFS Curriculum

The Prime Areas of Learning (Personal, Social and Emotional Development, Communication and Language and Physical Development) underpin children's learning in Early Years and throughout their education. They ensure that children have the capacity to learn, form relationships and thrive.

Personal, Social and Emotional Development

This area aims to provide children with experiences and support to help them develop social skills and build good relationships with others. They will learn to manage their own personal needs and be supported to grow in confidence and resilience. They will learn to recognise, talk about and regulate their feelings.

Communication and Language

This area is centred on children's learning and competence in communicating, speaking and listening. They are provided with a rich language environment which develops their vocabulary and comprehension of language. This development is crucial to the children's reading and writing skills.

Physical Development

Within this area of learning children are supported to improve their skills of co-ordination, control, manipulations and movement. Children learn through being active and have access to a wide range of resources which support the development of their gross and fine motor skills. They also develop an understanding of the importance of keeping healthy and active.



The EYFS Curriculum

It is through the Specific Areas of Learning (Literacy, Maths, Understanding the World and Expressive Arts and Design) that the children's learning is strengthened and applied.

Literacy

This area of learning focuses on the children's development in reading and writing. A structured phonics program with a multi-sensory approach is used to develop children's phonological awareness and ability to read and write words. The children are encouraged to use and apply their skills in a range of engaging situations and for a range of purposes.

Maths

This area of learning focuses on the children's development in number, numerical patterns, shape and measures. The children are supported in developing their mathematical skills in a broad range of contexts, in which they can explore, investigate, speculate, learn, practise and talk about their growing understanding of mathematical concepts.

Understanding the World

This area of learning helps the children to develop the knowledge, skills and understanding to support them in making sense of the world. They have opportunities to explore and learn about the past and present, different people and cultures and the natural world.

Expressive Arts and Design

Through this area of learning the children develop their creativity. They are encouraged and supported in sharing their ideas, thoughts and feelings through a variety of media such as art, construction, music, dance, role play and imaginative activities.



Enrichment Opportunities

At Katherine Semar we want each and every child to reach their full potential. We believe children meet their full potential when they are engaged, motivated and inspired to learn. To achieve this we embed the Early Years skills and knowledge into a vast range of child centred topics and learning contexts.

Each half term starts with a topic launch to engage the children and act as a knowledge harvest to inform planning and teaching. As well as using exciting teaching strategies such as *Mantle of the Expert* and *Philosophy for Children* to engage and inspire our learners, all classes experience a wide range of enrichment opportunities including day trips, forest school, visitors and workshops as a way of bringing their learning to life.

Recent Early Years children have experienced:

Owl/Falconry workshop
Sea Life Centre
Forest School
Colchester Castle
Tesco—food tasting
Scoot-fit



To support the provision of these rich and inspiring learning experiences we will ask for a contribution.

We will give you more details about this in September.

We also welcome parent helpers to support the running of these activities. Without such support many of these visits would not be possible.

Induction Programme

Nursery visit

We will visit each child in their nursery to play with them and chat to their key workers at nursery, If your child does not attend nursery, we will offer to visit you at home if you would prefer.

Teddy Bears Picnic

This is an opportunity for you and your child to informally meet the early year's teachers as well as other parents and children joining our school.

Stay and Play

This is an opportunity for you and your child to come and play together in our early years classroom.

Play and Go

This is an opportunity for your child to come and play in our early years classroom whilst you have a cup of tea in the hall and get to meet other parents and carers.

Induction Visit

This is an opportunity for all the children to meet each other and come and play together in our early years classrooms. This session is for children only. You will be informed of your child's class teacher after this session.

Class Teacher Appointment

This is an opportunity for you and your child to meet their class teacher on a 1:1 basis. It allows time for you and your child's class teacher to share any information which will ensure your child's transition into school is a positive experience.

Induction Programme– Key Dates

Induction Meeting	Thursday 15th May	7.00pm – 8.30pm
Teddy Bears Picnic	Thursday 12 th June	1.10 – 2.10pm
“Stay and Play”	Thursday 19th June	2.00 – 2.45pm
“Play & Go”	Wednesday 25 th June	2.00 – 2.45pm
Outdoor Movie Night	Thursday 26 th June	From 3.30pm
Induction Visit	Thursday 3 rd July	9.15 – 10.15am At 10.15am you will be able to see which class your child will be in and book an appointment with the class teacher.
Class Teacher Appointment	Tue 15 th July Wed 16 th July	9.00am –3.00pm (10 minute appointments)

Arrangements for starting school

We stagger children's entry to school over two weeks to ensure we can help settle and support them all during this important transition. You will have received a letter informing you of the dates and times your child will attend school for the first two weeks. Please find a further copy of the arrangements below.

Date of Birth 1st September 2020 – 31st March 2021

WEEK 1

Tuesday	2 nd September 2025	1.00pm-3.10pm
Wednesday	3 rd September 2025	1.00pm-3.10pm
Thursday	4 th September 2025	1.00pm-3.10pm
Friday	5 th September 2025	1.00pm-3.10pm

WEEK 2

Monday	8 th September 2025	8.40am-3.10pm
Tuesday	9 th September 2025	8.40am-3.10pm
Wednesday	10 th September 2025	8.40am-3.10pm
Thursday	11 th September 2025	8.40am-3.10pm
Friday	12 th September 2025	8.40am-3.10pm

Date of Birth 1 April 2021 – 31st August 2021

WEEK 1

Tuesday	2 nd September 2025	8.40am – 11.50am
Wednesday	3 rd September 2025	8.40am – 11.50am
Thursday	4 th September 2025	8.40am – 11.50am
Friday	5 th September 2025	8.40am – 11.50am

WEEK 2

Monday	8 th September 2025	8.40am-1.00pm
Tuesday	9 th September 2025	8.40am-1.00pm
Wednesday	10 th September 2025	8.40am-1.00pm
Thursday	11 th September 2025	8.40am-1.00pm
Friday	12 th September 2025	8.40am-1.00pm

All children full time from Monday 15th September 2025

8:40am – 3:10pm

Helping prepare your child for school

Encourage your child to be as independent as possible, even if it means things take a little longer to complete. It will make starting school much easier and happier if they can do some things for themselves.

Independence – encourage your child to:

- Use a knife and fork when eating at the dinner table.
- Manage their own personal hygiene i.e. blowing nose, washing hands.
- Dress/undress themselves and put their own shoes, socks and coats on.
- Begin to take responsibility for their own belongings i.e. tidying toys away.
- Ensure they can toilet themselves.



Learning Skills:

- TALK to them as much as possible about what you see and do when you are out and about. TALK, TALK, TALK
- Share stories, books and rhymes. READ TO THEM.
- Encourage your child to concentrate on activities for more than a few minutes.
- Encourage your child to share and join in activities with other children.
- Provide opportunities for them to use pencils, crayons, chalk etc. to explore mark making on paper.
- Help them to count and use numbers in everyday situations. Play dice games.

**We cannot wait to get to know you and your child.
Please do not hesitate to contact us if you have any questions.**