



Naphill and Walters Ash School
Kilnwood, Walters Ash, High Wycombe, Bucks, HP14 4UL
Headteacher: Kerenza Gwynn
01494 562813
office@nap-walt.bucks.sch.uk
www.naphillandwaltersashschool.co.uk

Induction Booklet for New Parents Reception Classes 2021-2022





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Dear Parent,

Welcome to Naphill and Walters Ash School. I am pleased that your child is to become a member of our school community.

Starting school can be a worrying prospect for both children and parents alike! It is clear that children feel more secure and learn best when there is a close partnership between home and school. In this booklet, I hope to give you a comprehensive look at the Foundation Stage Unit and how we work.

Once again, this year has been particularly difficult to plan the induction for new children. Having come up with a plan, Buckinghamshire Council released new guidance on Friday 18th June, advising all transition to be virtual.

There is a virtual tour in a powerpoint format on the school website; showing the unit and classroom areas. Please can you can look at this with your child and talk about the different areas/adults and what resources they might like to play with. We aim to set Tapestry up at the end of July and post a short 'hello video' of staff reading stories for your child to listen to and help them to become familiar with us. We would love for you to post pictures and details of some of the things you do over the summer and that way we can start to build relationships in this difficult period of time.

We have also been busy phoning nurseries to learn more about your child. We are really grateful to you for returning the forms we sent out earlier, this also helps us to get to know your child before they join us.

Please read all the information that follows carefully and keep this booklet for future reference; it is extremely helpful if you can refresh your memories about the Early Years Foundation Stage Curriculum, Baseline and profile before each parents evening.

Once again may I welcome you to our school. I hope your child settles quickly into school routines and I look forward to getting to know you and your children personally.

Many thanks,

Mrs J Pascoe
Foundation Stage Co-ordinator

Early Years Foundation Stage Curriculum.

There is a new 'Early Years Foundations Stage Framework' (EYFS) and 'Development Matters' guidance this year. We aim to give your child a broad and balanced curriculum and follow the advice from both these documents. The EYFS curriculum follows on from Pre-school and works towards the Early Learning Goals (ELGs). The curriculum is broken up into 7 areas of learning including 17 aspects. There are 3 Prime Areas and 4 Specific Areas as follows:

<u>Areas of Learning</u>		<u>Early Learning Goals</u>
<u>Prime Areas</u>	Communication and language	Listening, Attention and Understanding
		Speaking
	Physical development	Gross Motor Skills
		Fine Motor Skills
	Personal, Social and Emotional development	Self -Regulation
		Managing Self
		Building Relationships
<u>Specific Areas</u>	Literacy	Comprehension
		Word Reading
		Writing
	Mathematics	Number
		Numerical Patterns
	Understanding the world	Past and Present
		People, Culture and Communities
		The Natural World
	Expressive arts and design	Creating and Materials
		Being Imaginative and Expressive

All areas of learning and development are important and interconnected. The 3 Prime Areas reflect the key skills and capacities all children need to develop and learn effectively. Pre-schools should focus strongly on these 3 Prime Areas, which lay the foundations for future learning in all the other areas. It is expected that the balance will change to reflect an equal focus across all areas of development as a child grows in confidence and ability within the Prime Areas. Your children should experience a good range of activities covering all areas. If their ability in any of the Prime Areas gives cause for concern we will discuss this with you and focus more on this area until they are competent within it.

Characteristics of Effective Learning

Playing and exploring – engagement

Finding out and exploring
Playing with what they know
Being willing to 'have a go'

Active learning – motivation

Being involved and concentrating
Keeping trying
Enjoying achieving what they set out to do

Creating and thinking critically – thinking

Having their own ideas
Making links
Choosing ways to do things

As well as these areas of development, we look at the different ways in which children learn. The EYFS lays out the Characteristics of Effective Learning. When planning activities we aim to reflect the different ways in which children learn.

The curriculum is based on learning through play. The guidance states that 'Play is essential for children's development, building their confidence as they learn to explore, to think about problems, and relate to others.' The early days at school are much like Pre-school and very gradually become more formal. We work at the child's pace and when they are ready to progress, we present them with activities that will help them to do so. There should be a balance between child led and adult led activities and as the children mature this should become more adult led in preparation for transition to Year 1. Children have the opportunity to explore the curriculum both indoors and out all year. Please ensure they have appropriate clothing in school at all times. Clearly labelled welly boots can be stored on the welly rack and should be left in school all year. Raincoats and summer hats need to be provided during the relevant seasons!


The 5R's

At school we believe in and encourage the children to develop the 5R's. We aim to develop independent active learners who can think for themselves and are motivated to learn.

Assessment

By providing the children with a variety of activities covering all areas of the curriculum we gradually get to know your child. We take time to make careful observations of your children at play and provide them with opportunities to demonstrate their knowledge and skills. We take photographs of your children to evidence our findings as well as making written observations.

This information along with your child's previous setting report and information provided by yourselves will form the basis of our initial assessment and will inform our planning of future activities. We will assess your child within the first 6 weeks. The government has issued a new national Baseline Assessment that will be done this year. This information as



Learning to Learn – the 5Rs

<h3 style="margin: 0;">Resilient</h3> <p style="text-align: right; font-weight: bold; margin: 0;">“I am a resilient learner”</p> <ul style="list-style-type: none"> I can remain focused. I have a positive attitude, even when tasks are difficult. I set targets and frequently practise them. I can manage distractions and work hard.
<h3 style="margin: 0;">Responsible</h3> <p style="text-align: right; font-weight: bold; margin: 0;">“I am a responsible learner”</p> <ul style="list-style-type: none"> I can work well with other people. I can look after my own and others' belongings. I know right from wrong. I take ownership of my learning and plan and set targets.
<h3 style="margin: 0;">Reasoning</h3> <p style="text-align: right; font-weight: bold; margin: 0;">“I am a learner who is able to reason”</p> <ul style="list-style-type: none"> I can explain and give reasons for my thinking/decisions. I can gather and present all the evidence. I can say which is better and why. I can choose the best method for a task.
<h3 style="margin: 0;">Reflective</h3> <p style="text-align: right; font-weight: bold; margin: 0;">“I am a reflective learner”</p> <ul style="list-style-type: none"> I learn from my mistakes. I can evaluate my own and my peer's learning. I listen to and respect different opinions. I am interested in my learning.
<h3 style="margin: 0;">Resourceful</h3> <p style="text-align: right; font-weight: bold; margin: 0;">“I am a resourceful learner”</p> <ul style="list-style-type: none"> I know what to do when I get stuck. I can apply what I have learnt in different situations. I can decide what resources are needed for a task. I can use my imagination and take risks.

well as our own assessments will be shared with you at a formal parent's consultation in October. Assessment is a continuous process and takes place throughout the year. Your child's progress will be reported to you each term at a parent's consultation, you will receive a mid-year report during the Spring Term and an end of year report at the end of the Summer term.

During the Summer term we will be assessing your children within each of the 17 aspects against the ELG (Early Learning Goal) for that area. We will use all our evidence from assessments to make a best-fit judgement on your child's learning and development. This will give one of two outcomes that your child has;

- reached the description of the level of development **expected** at the end of the EYFS i.e the ELG for that area of development has been achieved
- is not yet at the level of development expected at the end of the EYFS and is therefore **emerging** and the ELG has not been achieved

It is this end of year information that is submitted to County. Alongside this, we will talk to you about how your child learns in relation to the Characteristics of Learning. All this vital information will form the centre of a discussion with the Year 1 teachers at the end of the year. Assessment is on-going throughout the year. For the first 2 terms, your child's progress will be measured within the 'Development Matters' age bands which outlines what your child will be doing at each stage. We will describe your child's learning in each of the 17 areas of learning within specific age bands and in terms of how secure they are within that age band. Children most commonly work within the '3 to 4 year olds' age band or the 'Reception' age band and make progress towards the ELG in the summer term. A child's progress will be described as either **emerging** in an area, **developing** in an area or **securely** working within an area.

From these assessments, targets will be made and discussed with you at parent's consultation. Comparison is not always good and it is important to bear in mind the progress your child has made from their starting point rather than exactly where they are now.

Tapestry

We use Tapestry, a personal on-line Learning Journey which records photos, observations and comments, in line with the Early Years Foundation Stage, to build up a record of your child's experiences during their time with us. Tapestry is a system which is hosted in the UK on secure servers. You will have secure access (via email address and password) to your child's Learning Journey and, in addition to viewing our contributions, we encourage you to add to it by uploading photos and comments, or commenting on observations made by us. We will set up this account for you in July and post stories over the summer and would love you to post pictures of what you have been up to. You will be able to access your child's Learning Journey whenever you want from most IT devices and it can be downloaded in the form of an app. This will mean you will be better informed about your child's progress and

we hope that you will take an active part in your child's learning and share achievements and learning at home with us. This is especially good for parents who may be working away from home as you will still be able to access your child's Learning Journey and comment on their progress.

The Foundation Stage Unit

The Foundation Stage Unit is completely self-contained but linked to the main school. The toilets are within the unit and are unisex. The two classes are formed from information from Pre-school settings and generally follow friendship groups. We aim to have a balance of boys and girls, ages of children, family's village, service families and out of area children.

Your child will be classed in either Gruffalo Class or Hungry Caterpillar Class and will be assigned a teacher as their key worker who you will meet every parents consultation. Your child will have a coat peg and drawer within their classroom.

The unit is organised into six bases catering for the different areas of the curriculum, two bases are outside. Each classroom reflects a number of 'Areas of Learning' and each class accesses the Courtyard Area, Outside Area, the Technology Room and the Creative Area. Each class has an experienced teaching assistant attached to it and your child will mainly work with their teacher or teaching assistant attached to their class. The morning will be more teacher directed with the children working in small groups with their teacher or teaching assistant, and in the afternoon, they will be free to pursue their own child-initiated activities, with staff supporting their learning and making observations. Our teaching assistants also supervise some of the lunchtime and this provides good continuity of care for your child.

This year, in order to enable us to have continuous provision set up in the Creative Area the children will be eating in the hall. To enable more specific learning opportunities to be set up in the Outside Area we will have playtime in a protected area of the big playground where the older age groups are not allowed to enter.

Children can spend up to 50% of the time outside. Although both areas are covered to some extent, your child needs to be provided with wellies and a waterproof coat so they can access learning fully.

We aim to have a balance of teacher directed activities and child initiated activities. We aim to encourage independent learners who are well motivated to pursue their own interests. All adults share observations and keep detailed records of the activities your child explores and then plan together to design the next opportunities to provide your child.

The school day

The school day begins at 8:40am and you can access the Reception Unit from the gate by the staff car park. There will be a member of staff on the gate to greet the children and

take any messages from you. The children then walk into class where another member of staff will encourage your child to be as independent as possible, hanging up their coat and possessions.

The school day finishes at 2:55pm. Foundation Stage children exit via the same gate they enter and we ask you to line up and we will call each child out as we see you. All children **MUST** be met by a parent OR a named adult. The teacher or school office must be informed of any changes to collection arrangements.

The school day commences with registration before dividing between the teacher and the teaching assistant for a teacher directed activity. The children will have access to child initiated activities in the time they are not working with their adult.

There will be a 15 min break/playtime and snack time. After this break, the children will again be split between the teacher and the teaching assistant as earlier, but for a different activity. Just before lunch there will be a short Phonics session which will get longer as the year progresses. Children will be split across the 2 classes for Phonics so we can cater for as many ability groups as possible. Phonics is taught separately from the rest of the curriculum and in ability groups, which are flexible and change over the year as children make progress. We use a combination of resources including 'Letters and Sounds' and 'Read Write Inc,' teaching letter sounds not names in lower case not capitals.

Wednesday is our Forest School day and PE day. Lunch is between 12pm and 1pm and combines another playtime.

The children will then have registration at 1.00 pm followed by a short story or discussion session before being free to pursue their own child initiated learning for the rest of the afternoon. During this time, some children will be targeted for extra adult support or extension activities. The school day finishes at 2:55pm.

During all these sessions there will be structured carpet times both in small groups and whole classes for story time, discussions, and singing sessions.

Phonics is also taught separately from the rest of the curriculum and in ability groups, which are flexible and change over the year as children make progress. We use a combination of resources including 'Letters and Sounds' and 'Read Write Inc,' teaching letter sounds not names in lower case not capitals.

In the first early weeks, we will be getting used to working in these groups and offering your children a variety of opportunities from which they can demonstrate their knowledge and understanding. During this time, we make careful observations to fill in our records and to inform us of the next steps for your child. After this initial assessment period, we can group the children more effectively and start providing them with appropriate activities to further their development.

Break times

Fruit is provided during morning break but if your child does not wish to eat the provided fruit, they need to bring in a named piece of fruit or vegetable in a labelled bag or container that needs to be kept separate from their lunch box please.

We provide a carton of milk for any child who would like it. Please notify staff if your child does not like/drink milk. If your child cannot have cows milk please provide a carton of a

milk alternative i.e. soya/oat milk each week and we can decant it into a cup for them each day. Your child should have a **drinking bottle** for water only, again clearly named so they can have access to a drink any time of the day, and so we can take them outside with us. If they require a different drink for lunchtime such as juice of any kind this should be separate and only for lunchtime.

Lunchtime.

Children can bring in their own packed lunch or order one from our school lunch provider. You will still need to provide your child with a drink for lunchtime, which can be juice or squash or they can use their water bottle. (No glass bottles, cans or fizzy drinks please.) All rubbish from the provided lunch is thrown away. We will monitor the provided lunches carefully and let you know if there are any concerns regarding what your child is eating. If your child brings their own packed lunch they will need a lunch box clearly marked on the inside and outside with their name. **Please do not put sweets or chocolate bars in your child's lunch box, a chocolate biscuit such as a 'Kit Kat' or 'Penguin' are fine, but not a 'Milky Way' or 'Mars Bar'.** No rubbish from your own packed lunch will be thrown away so you will be able to see exactly what your child has eaten. Please encourage your child to be as independent as possible. Make sure they can open their flask or packet of crisps themselves. If they cannot they need to put up their hand to politely ask a lunchtime supervisor for assistance. Children will be eating in the school hall.

PE

As well as taking part in physical activities both inside and outside the children will be taking part in formal PE sessions. These are held in the main school hall, main school playground or field depending on the type of activity. Children will need a clearly labelled PE kit which they will come to school in on their PE day. The PE kit should consist of a pair of white socks, black/navy blue shorts, a pair of black/navy blue tracksuit bottoms, a pale blue polo shirt, and your child's school logo cardigan or jumper. They may bring a plain navy blue/black sweatshirt (not a hoody) to change into before the lesson. Children will need a pair of trainers for PE suitable for inside and outside use. Please provide plain black or white trainers with velcro fastenings and a non-slip sole. **Any earrings need to be removed for PE and Forest School.**

Forest School

Forest School is incredibly popular with children and parents alike. It is a unique and exciting opportunity for your child. Forest School is where a group of children regularly visit the same woodland area and participate in carefully designed activities, which will develop your child's personal, social and emotional needs. Through play, they learn about the natural environment, how to handle risks, how to use their own initiative to solve problems and how to co-operate with others. Children are given time to thoroughly explore their thoughts, feelings and relationships. They develop understanding of the world, the environment and everything within it through use of their emotions, imagination and senses.

At Forest School, they grow in confidence, self-esteem and motivation. Your child will visit a designated area in Bradenham Woods once every 2 weeks. The area is managed by the National Trust and thorough risk assessments have been made. On your child's Forest School day, they will need to wear their own clothes. (See the table below) It is **essential** that you provide your child with a spare set of **clearly named** clothes including socks just in case! **School will provide** a waterproof coat and waterproof trousers that will fit over their normal clothes. Here are some general guidelines on what to wear depending on the weather. Do not wear anything precious or the height of fashion as it may not come back in pristine condition!!! As your child is doing PE on the same day PE kit works well for Forest School too and you can put extra layers on underneath.

Due to Covid restrictions we have been currently doing 'Outdoor Learning' on our school field. We are unaware what the guidance will be in September and will let you know what type of sessions we will be running.

	Cold	Warm	Hot
Wet/dry	Thermal undies Fleece or sweat shirt Warm coat Warm trousers or tracksuit bottoms Several layers on top part of body Gloves, Warm hat, 2 pairs of socks, Scarf (optional)	Cotton trousers or tracksuit bottoms Long-sleeved sweat shirt or fleece	Long cotton trousers or leggings Lightweight long-sleeved top Sun cream (already applied) Hat
	Wellies/Spare socks		

What skills do we learn at Forest School?

Confidence **Collaboration**
Co-ordination **Concentration**
Communication **Creativity**
Co-operation **Competence**
Resourcefulness **Responsibility**
Reflection **Reasoning**
Respect



Safety in the Forest?

A thorough risk assessment of the area and activities are carried out regularly. The Forest School Leaders are outdoor first aid trained and we have comprehensive emergency procedures in place. The children are taught how to identify and manage risks through the use of the safety talk we do before each visit using the safety rules poster.

Our Forest School Safety Rules!



Use eyes for looking!



Pick up your feet!



Fingers are for feeling, not for sucking!



Keep hands out of pockets!



Twigs bounce back!



Hollows can be deep!



Wet can be slippery!



Wild mushrooms - never touch or eat!

School Uniform

Due to the very active nature of the play your children will be experiencing and the fact that we can spend 50% of our time outside, all children can wear navy blue tracksuit bottoms with elasticated legs. This will ensure they will be warmer and appropriately dressed to participate fully and safely in all activities. Black school shoes are required, which are safe for outside use. Please see the table below for a comprehensive list of uniform.

Children must wear school uniform at all times for school activities, unless the school specifically states that uniform will not be necessary. Our uniform is smart, practical and not too expensive and the majority of it may be purchased from shops of your own choice. The school sweatshirts with the logo, can be brought from PMG School Wear, 5 Church Street, High Wycombe, HP11 2BN. We believe that uniform helps foster a community ethos and a sense of belonging.

All items of equipment and clothing, which your child may have cause to remove, must be clearly and permanently marked with your child's name.

Year R - Winter Uniform

(October half term until Easter)

White polo shirt

School logo cardigan or jumper

Mid grey trousers, shorts, skirt or pinafore

Plain grey or white socks

Black leather school shoes

Optional:

Navy blue joggers instead of grey trousers/skirt/pinafore. These can be worn all year.



All Years - Summer Uniform (Optional) (September until October half term, and Summer Term only)

Navy checked dress

School logo cardigan or jumper

Grey or white socks

Black leather school shoes



PE Kit - All Years

Year R, 1 & 2 will come to school in their PE kits - your child's class teacher will inform you of your child's PE day.

Light blue polo shirt

Black or navy shorts

Black or navy tracksuit

School logo cardigan or sweatshirt

Trainers preferably velcro



As well as school uniform, your child will require a book bag to bring home library books, letters and eventually reading books. **This should be brought to school every day and again, clearly named.** No jewellery of any kind should be worn, apart from earrings. Hair bobbles or headbands should be blue/black and any bows should be small and blue. We require your child to have a full change of clothes left in school in a drawstring PE type bag, with a plastic bag inside so we can send home any wet or dirty clothes. Your child also needs a named pair of wellies to be kept in school.

Home School Communication

Teachers are available before and after school. Anything that is vital can be passed on at the start of the day but it is better to arrange a meeting after school with your child's class teacher if you would like to have a discussion. You can log onto your child's Learning Journal anytime to view their progress and to inform us of any achievements at home. Teachers will discuss your child's progress at a parent consultation evening each term. Letters are sent via ParentMail. All absences should be reported via the school office by phone or email. Each half term you will receive a letter telling you about the topic your children will be involved, along with the Forest School dates. School sends out regular newsletters keeping you up to date on events.

Sanctions and Rewards

We expect all children to follow the following 'Golden Rules';

- Use your inside voice
- Put things away
- Walk, not run
- Be polite
- Put your hand up
- Share with others
- Take turns

We follow a simplified version of the code system, which is effectively used in the rest of the school. Children will still be rewarded with verbal praise, stickers and stamps. Each classroom will have a 'Well Done' board for the children who go the extra mile.

REWARDS

We want to celebrate your good behaviour with:

- Praise and general Stickers
- Put on the special class 'well done' board and special well done sticker
- You will get a weekly certificate if you do not have any codes
- Special half termly certificate for those who do not receive any codes.

If you choose to behave unacceptably you will receive a code:

CODE ORANGE

You will be given 1 verbal warning first.

If you repeat the behaviour in a session you will be given a code orange which will be recorded.

This will be for any of the following:

- Not putting your hand up and calling out before the teacher invites you to speak.
- Not using your indoor voice
- Not looking after equipment and toys
- Not lining up quietly
- Saying unkind things
- Not tidying up when you have been asked to.
- Not sharing

If your child receives more than 2 code oranges in a session or repeats the code orange behaviour then they will be given a code blue.

CODE BLUE

This is serious. You will be given a code blue if you already have 2 code oranges and repeat the same behaviour in a session.

It will also be given for any of the following:

- Not telling the truth.
- Refusing to do as an adult asks.
- Not following instructions.
- Hurting people on purpose.
- Deliberately breaking or damaging toys or equipment.
- Being rude to anyone.

For each code blue your child will immediately be given 5 minutes time out.
A slip will be sent home to parents/ carers that needs to be signed and returned.

CODE PURPLE

This is very serious. You will be given 5 minutes time out away from the learning environment and parents and the head teacher will be informed.

- Repeating code blue behaviour.
- Behaviour such as biting fighting, spitting, hurting adults.
- Severely disrupting lessons.

These behaviours could result in your child being removed from the classroom area and work away from their peers. Parents will be asked to discuss this behaviour with a teacher.

CODE RED

This is extremely serious. The head teacher and your parents will be informed. It may lead to exclusion.

- Repeating code purple behaviour
- Planned violence /abuse/ theft/ vandalism/ racism/ persistent bullying

Sanctions have been divided up into different coloured categories, each with a corresponding coloured board, where the child's name will be put if a code is given out. Orange for minor offences; a warning will be issued first and then a code given if the behaviour is repeated. Blue for offences that are more serious or repeating code orange behaviour. In addition, parents will receive a slip home explaining briefly what their child did and asking them to sign and return the slip to say they have spoken to their child about their behaviour. There are red and purple codes for more serious offences. The chart on the previous page identifies the kinds of behaviour which fit into each of these colours and the consequences of each.

Orange and blue codes will be recorded on a checklist so we can identify any patterns of behaviour and record how many codes have been issued. If a child receives no codes all week they will receive a weekly 'Well Done' certificate with the class theme on it. They will also receive a half-termly certificate if they keep the golden rules and don not receive a code all half term - these really are an achievement and should be celebrated.

This system has been very successful, but as always, some children, due to a particular behavioural problem or personal needs, may also be on a personal chart to target a specific behaviour. In this way, we hope to be fair to all children and encourage and motivate them to behave well and participate fully in our school.

From October half term, once a week during golden assembly, 1 child from each class is chosen to receive a head teacher's reward sticker for something special.

How can I prepare my child for school?

We have often been asked this question. Here is a list of activities that will help prepare them for school, many of which I am sure you do already.

- Share books with your child in a relaxed atmosphere, discussing the pictures
- Play simple games emphasising that it is fun to participate and it is not always necessary to win
- Encourage your child to do simple jigsaws and play with constructional toys i.e duplo
- Throw and catch a large ball
- Encourage fine motor control by teaching your child to hold correctly and use simple tools safely, e.g. scissors, pencils, knife and fork etc.
- Provide opportunities for your child to experience play with sand, water, play dough, etc.
- Encourage your child to share and take turns with siblings or when you have friends to play
- Count everything you can, stairs, cars, sweets... Encourage your child to say numbers in the correct order but also to count a group of objects correctly
- Point out numbers in the environment and numbers with significance to them like their age and that of their brothers and sisters
- When taking your child on outings, encourage them to ask questions and point out anything of interest

- Teach your child to dress and undress themselves and attempt to do up the fastenings on their clothes, especially their coat please
- Teach your child to take on and off their shoes and socks
- Encourage your child to recognise colours and sort and match by colour, shape and size.
- Encourage your child to tidy up.

How can I help?

We welcome parental help in school. There are many different ways you can help. Often we need jobs such as covering books, cutting out pictures, making costumes and other tasks, which can be taken home to do. If you would like to come into school to help by playing games and doing activities with the children you need to have a formal DBS check done and organise this with your child's class teacher. We do not have any parental help during the first half term to allow the children to settle. Only when your child is settled into school do we allow a parent to help and your child's class teacher will be able to advise you about this. We do ask for some form of commitment to a regular morning or afternoon so that we can plan work accordingly. Forest School needs regular volunteers as without them we cannot run, so if you fancy an afternoon playing outside on a regular basis, please let us know! We welcome donations of wool, buttons, beads, ribbon, thread, plant pots large and small, seeds, wrapping paper, used greeting cards and old but clean socks! Regular donations of cardboard junk modelling boxes are vital so your children can bring home wonderful creations! Basically, if you think we could use it, ask us before throwing away items that we may be able to use in craft activities. If you would like to have a bigger impact on school, the parents association WANSA is always looking for volunteers for various fundraising projects! Ask in the school office for details of who to contact.

Transition to Year 1

Right now, you are concerned with how your child will settle into school but the year passes quickly and soon we will be preparing them for the move into Year 1. Being such a self-contained unit is a huge advantage at the start of the year. However, throughout the year we do begin to address the comprehensive changes that occur as they progress into Year 1. Year 1 teachers come down to visit and the children have several sessions in the Year 1 area as well as having an afternoon visit with their new teacher and classmates in July. This enables the children to be familiar with their new surroundings and confident to move around the larger school environment. During the Summer term, we aim to work more formally with the children in preparation for starting the Year 1 curriculum. The Year 1 teachers adapt their curriculum initially during the Autumn term to a more play-based curriculum. We have found these changes to be a good introduction into Year 1.

Before and After School Care

Quackers are the onsite provider of wrap-around care. Quackers also operate out of the Oakshott Centre on 3 site at RAF High Wycombe. They are run independently from the school, and places need to be booked via them. Details are below.

NAPHILL & WALTERS ASH SCHOOL

Quackers
Breakfast & After School Club

'Home from Home Care'

What do we offer?

- Baking / Film Night
- Soft Play
- Sports Activities
- Arts and crafts
- Free flow to Airplay park and activity yard
- Pick up from After School Activity Clubs
- Christmas Party
- Hot Evening Snack several times a week, wraps etc. on other nights
- Qualified Team. all First Aid Trained

Call 07841 018726,
email
info@quackersoutofschoolclubs.co.uk or
visit
www.quackersoutofschoolclubs.co.uk

We are located opposite the School on the RAF Station

Breakfast Club: 07.30am - 08.45pm Healthy Breakfast optional
After School Club: 3.15pm - 6.00pm Hot Snack (Pasta, wraps, soup)

www.quackersoutofschoolclubs.co.uk

Term Dates 2021/2022

TERM DATES 2021 / 2022		
	Open on the morning of	Close at end of afternoon of
Autumn Term 2021	* Thursday 2 nd September	Friday 22 nd October
	Monday 1 st November	**Friday 17 th December <u>at 12:05pm</u>
Spring Term 2022	*Wednesday 5 th January	Friday 18 th February
	*Tuesday 1 st March	**Friday 8 th April <u>at 12:05pm</u>
Summer Term 2022	Monday 25 th April	*Thursday 26 th May
	Monday 6 th June	*/**Wednesday 20 th July <u>at 12:05pm</u>

*Please note that Wednesday 1st September 2021, Tuesday 4th January, Monday 28th February, Friday 27th May and Thursday 21st July 2022 are Staff Training Days and School is closed.

**School will close at the end of a Full Term at 12:05pm.

Parents do not have an automatic right to remove their child from school during term time for the purpose of a holiday and are strongly advised not to do so. Parents should be aware that if their child is absent for 10 school days they will miss 5% of their education during that academic year.

At Naphill and Walters Ash School holiday requests will be unauthorised unless there are exceptional circumstances and such requests must be put in writing to the school.

School will be running a staggered Induction process over 2 days.

Your child will attend school for their induction on the day and time specified on your letter. Parents will be required to stay for a short consultation and your child will spend the remainder of the day in school. All children will attend school, full time, from Monday 6th September 2021.

We look forward to seeing you in September. Please keep us updated on tapestry of what you get up to this summer.