



New Starter Pack

Potton Lower School

Welcome to Potton Lower School

May I take this opportunity to welcome you to our school and all that the Potton Federation has to offer to our pupils and their parents.

Relationships are very important to us and the relationships we develop with our children, their families; our community and the wider world enable us to create a warm, caring and happy ethos where everyone is welcome.

Our priority is the happiness of our pupils, within our schools there is a common sense of being involved, supported and successful. The happy child is likely to be the most fulfilled, and we want pupils above all to enjoy their time with us. Learning itself should be challenging and stimulating. We are unashamedly demanding in our academic standards; we firmly believe that there is no ceiling on achievement and that every child can achieve their true potential.

Our children will be happy to show you around either of our schools for you to experience our friendly atmosphere and meet our children as they learn together.

We look forward to meeting you.



Cathy Smart
Executive Headteacher

- Inform us if your child is ill or anything else you think we should know about that might affect them (e.g. their hamster has died) or if anyone else is picking them up.
- Come and help! But after the children have settled in - after October half term.

Home / School Communication

- Fears and worries - Tell us! You know your children better than we do!
- Parent Consultations - Autumn term and Spring term - but our door is always open.
- Partnership - we are always open to suggestions!

Safeguarding Information

At our school we want every child to feel happy and safe. We attach great importance to safeguarding and child protection.

Our Designated Safeguarding Lead Cathy Smart, is a member of the Senior Leadership Team and takes lead responsibility for coordinating all child protection activity within the school. They will provide support to staff members to carry out their safeguarding duties and who will liaise closely with other services such as the Early Help Hub, Children's Social Care Health, Police etc. This person has lead responsibility and management oversight for safeguarding and child protection.

The Designated Safeguarding Lead is supported by the following Deputy Designated Safeguarding Leads:

- **Cathy Smart – Executive Headteacher**
- **Charlotte Copenhall – Acting Deputy Headteacher**
- **Phil Adams – Leader of Lower Key Stage 2**
- **Pete Griffiths – Head of Maths**
- **Duane Brooks – Head of Pastoral Care**
- **Karen Monaghan – Pastoral Assistant**

Getting your child ready for The Foundation Stage

We fully recognise that all children are different and that they will be at varying stages of independence and development, so don't panic about anything!

It is helpful if some of these things are in place:-

- Able to use the toilet independently
- Dressing and undressing on their own
- Recognising their own name on their water bottle, coat etc
- Eating a wider variety of food!
- Using a knife and fork and sitting still to eat!
- Being able to follow instructions when asked!
- Understanding that no means no!
- Being responsible for their own belongings
- Able to play board games using counters and maybe a dice
- Able to lose at a game!

- Knowing some number rhymes and nursery rhymes off by heart
- Sharing a book or story and being able to say what has happened in the story
- Being able to talk about something special that has happened or about their day

The Early Years Foundation Stage Curriculum

In the Reception Year there are seven areas of learning and development, grouped into two categories – prime areas and specific areas. The prime areas are important because they lay the foundations for children’s success in all other areas of learning and of life:

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

The specific areas provide the range of experiences and opportunities for children to broaden their knowledge and skills:

- **Literacy**
- **Mathematics**
- **Understanding the World**
- **Expressive Arts and Design**

We plan our curriculum to develop all the areas of learning, making sure we are constantly challenging your child and helping them to succeed and develop. Each half term a ‘Curriculum Outline’ will be sent home detailing activities surrounding the focused topic which the children help to choose.

We follow a **phonics programme** called Sounds-Write where the children are taught the letter sounds and then use them to segment and blend words in reading and writing words. They are encouraged to write words in a sentence from the beginning of the programme. Children learn lower case letters, only using capitals for the beginning of a name or a sentence.

The reception **high frequency words** are taught separately.

Children are given a **reading book** when they have ‘reading readiness’- a set of skills that will allow them to be successful and gain confidence with reading our early reading scheme books.

As one of the ways to develop language the children are encouraged to bring in something linked to our topic for ‘**show and tell.**’

Numeracy is taught through a focus on the multi-sensory approach which includes Numicon. Numicon is a Maths teaching programme that uses a series of structured images to represent numbers. Children enjoy the Numicon patterns which help to reinforce and make sense of the number system

At the end of the EYFS – in the summer term of the Reception Year in school – an assessment is completed which is known as the **EYFS Profile**. This **assessment is on the 7 areas of learning** and is carried out by us, based on what we have observed over a period of time. It will also include the ways your child learns which are called the three characteristics of learning:-

- **Playing and Exploring**

- **Active Learning**
- **Creating and thinking critically**

Another important part of the EYFS Profile is **your knowledge** about your child's learning and development, so do let us know about what your child does with you: such as how confident your child is in writing their name, reading and talking about a favourite book, speaking to people your child is not so familiar with or their understanding of numbers. All of the information collected is used to judge how your child is doing in the seven areas of learning and development. Throughout the year we will keep you informed of your child's development and at the end of the year we will give you a **report of your child's progress**, including information from his or her EYFS Profile.

Pupil – 'I Can' Statements

We have five rules which are based on our 'I Can' ethos and aim to promote positive relationships and behaviour; they underpin our restorative approach. The 5 rule statements are:

- I can follow instructions
- I can listen to all adults working in school and each other
- I can be gentle, kind and polite, and keep my hands, feet and unkind words to myself
- I can value people's belongings and respect the school and other people's property
- I can be honest and tell the truth

Class teachers/form tutors discuss the five rules with their class regularly so that every child knows the standard of behaviour that is expected.

Parent’s Guide to Development Matters

These are the areas that your child will be working on throughout each school day. The statements below show what your child should be able to do by the end of the year.

Personal, Social and Emotional Development	Physical Development	Communication and Language
<p>Making relationships</p> <ul style="list-style-type: none"> I like to talk with my friends and grown-ups and tell them what I know about the things they talk about. I can tell you what I know about things I like to play with or things that I like to do. I ask grown-ups and my friend’s questions to find out more about the things I like. I can help my friends to be friends again when they fall out or are cross with each other. <p>Self-confidence and self-awareness</p> <ul style="list-style-type: none"> I can tell my friends and grownups what I need, what I want, what I like to do and if I like or don’t like something. I can tell you what I like to do and what I am good at doing, like drawing or running. <p>Managing feelings and behaviour</p> <ul style="list-style-type: none"> I know that if I take my friend’s toy or shout at them they might get upset or cross. When I make my friend upset or cross I might get upset too or I might try to give them a hug. I know what I should do to help me and my friends share things, keep safe and be happy. I am beginning to be able to tell my friends what they could do to help me if they take my toys or make me upset or cross. 	<p>Moving and handling</p> <ul style="list-style-type: none"> I like to move in different ways like running, skipping, hopping, jumping or rolling. I can jump off a step and land on the floor on two feet. When I am playing chasing or racing games I can slow down or change the way I am going to stop myself from bumping into my friends or things. I can move on my feet, back and tummy to get over, under, along or through tunnels, climbing frames and steps. I can push, pat, throw, catch or kick things like a large ball, a balloon or piece of fabric. I can use scissors to cut paper or cutters to make shapes from dough. I can use different things like scissors, paintbrushes, pens, hammers or bricks to make the things I want. I choose to use either my left hand or my right hand more to hold things like a pen, pencil, paintbrush or scissors. When I use a pen, pencil or paintbrush I am beginning to be able to make anti clockwise circle marks and lines that go down and up and up and down. I write letters that you can begin to recognise. The letters I write are often a mixture of capital and lower case letters. I can hold a pen or pencil and use it to write letters that you can recognise. When I am writing letters I will usually start and finish in the right place. <p>Health and self-care</p> <ul style="list-style-type: none"> I like to eat different types of fruit and vegetables. I can go to the toilet by myself. I can tell you about different ways of keeping healthy, like washing my hands before I eat my food, having a drink of water when I am thirsty, eating fruit or vegetables and running or jumping. I can show you how I use things like scissors, hammers and saws safely so I don’t hurt myself or my friends. I can tidy toys away so that I don’t fall over them and hurt myself. I can use things like scissors, a hammer and a saw safely without help from a grown up. 	<p>Listening and attention</p> <ul style="list-style-type: none"> When I am singing rhymes or songs or sharing a story with a grown up, I am able to listen really carefully to what is happening. I can listen to what you tell me you want me to do and then I can do it. <p>Understanding</p> <ul style="list-style-type: none"> When I am singing rhymes or songs or sharing a story with a grown up, I am able to listen really carefully to what is happening. I can listen to what you tell me you want me to do and then I can do it. <p>Speaking</p> <ul style="list-style-type: none"> I can use lots of words to tell you about something that I have made or something that I have done. I like you to use new words to talk to me about what I am doing or what I am using. Then I like to try to use these new words as I am playing. I can pretend to be different people and can pretend to do different things, like being a nurse and making sick patients better with bandages and care. I can use words like “first”, “next” and “then” when I am telling you a story or telling you about something I have done. When I am dressing up or playing with toy people I like to make up stories using what I know.

Literacy	Mathematics
<p>Reading</p> <ul style="list-style-type: none"> I can tell you lots of words that rhyme with a word like “hat”. I can hear and tell you the first sound in a word when you say the word. I can say each of the sounds in a short word like “cat”. When you say each of the sounds like “c-a-t” I can put the sounds together and tell you the word. I can write each of the letters I need to write the word. I can read short sentences which are made of up words like “the” or “and” and words that I can say each of the sounds in like “hat” or “dog”. I use my favourite stories to help me make up my own stories when I am dressing up or using toy people or animals. I like to share different books like comics, stories, rhymes, poems, facts books and magazines with you. When I am interested in things, I can look in books or on websites to find out more things. <p>Writing</p> <ul style="list-style-type: none"> I can tell you what the marks, shapes, letters and pictures that I make mean. I know that when I say a word you can write it down and that the letters you use make up the word I have said. I can hear and tell you the first sound in a word when you say the word. I can say each of the sounds in a short word like “dog”. When you say each of the sounds like “d-o-g” I can put the sounds together and tell you the word. I can tell you the names and sounds of each of the letters in the alphabet. I am beginning to use letters in my writing. Sometimes I write the right letter with the sound I make as I say the word. I can write my name. I can write labels for things to sell when I am playing “shops”. I can write a short caption, like “my big car” to tell you what I have made with boxes. I try to write short sentences like “I can jump” when I am making a book about me. 	<p>Numbers</p> <ul style="list-style-type: none"> I can recognise numbers that are important to me like my age, my flat number or the bus number that I go to nursery on. I can recognise the numbers 1 to 5. I can touch one thing and say the number name at the same time to help me count up to 3 or 4 things. I can count the number of things on a page in a book or on a birthday card. I can match the right number to a group of things from 1 to 5 to begin with, and then from 1 to 10. I can guess how many things I can see in a bucket and then count them to see how close my guess was. I can tell you which basket or bucket has got “more” or “fewer” things in. I can put two baskets of things together and tell you how many things I have altogether. I can tell you what “one more” is when you say a number. I can tell you what “one more” or “one less” is when you give me a group of up to 5 things, then up to 10 things. I can use words like “more”, “add”, “less” and “take away” I can use marks and pictures to show you my counting. I can use counting to help me solve problems that are important to me, like splitting my sandwich in half to share with my friend. <p>Shape, space and measure</p> <ul style="list-style-type: none"> I am beginning to use shape names like “circle”, “square”, “cube” and “cylinder”. When I am playing on an obstacle course I can use words like “under”, “behind”, “on” or “in” to tell you where I am. I can tell you which thing is “heavy” and which thing is “light” when you give me 2 things. I can tell you which thing is “full” and which thing is “empty” when I am filling and emptying bottles. I can use things to make patterns, like buttons and bricks. I am beginning to use words like “money”, “pound” and “pence” when playing “shop”. I know the order I put my clothes on I can tell you what is happening tomorrow or what happened yesterday.

Understanding the World	Expressive Arts and Design
<p>People and communities</p> <ul style="list-style-type: none"> I like to join in with routines, like going shopping, and times that are special to me and my family like birthdays. I know that my friends might do things differently to me, like eating different foods at home, or we might have different times that are special with our families such as Eid, Diwali, Easter, Passover, or Chinese New Year. <p>The world</p> <ul style="list-style-type: none"> I can talk about how things, like flowers or buildings look the same or look different. I can talk about the patterns in things I see around me, like bricks or leaves. I can talk about how things change, like the seeds growing into sunflowers or the block of ice melting into water. <p>Technology</p> <ul style="list-style-type: none"> I can use a painting program on the computer or tablet to draw a picture. I can use different things like a digital microscope, camera or microphone with a computer. I ask questions about how technology works. I know that a computer or remote control toy may need to be plugged in or have a battery in it to make it work. 	<p>Exploring and using media and materials</p> <ul style="list-style-type: none"> I have favourite songs and dances and can tell you which one I want when you ask me. I can tap, shake, scrape and hit musical instruments to find out the different sounds I can make. I can mix my own paint using powder or ready mixed paints. I can choose the things like paper, material or ribbon that I want to use to make a picture. I like to use lots of different things like paint, paper, wool and material to make a picture. I can cut, stick and fold the things I want to use in my picture. I can use building toys, like bricks, and boxes to make the thing I want to make. I can use different things like scissors, masking tape, sticky tape, hole punches and string to join and fix things together. I can choose the things I want to use to make something. If my ideas don't work I can choose something else or change the way I do something. <p>Being imaginative</p> <ul style="list-style-type: none"> I can dress up or use toy people or cars to pretend to be other people, places or things that have happened, like a party or a wedding. I can use my arms, legs and body to move in different ways and pretend to be something else, like a monster or a bear. I can choose the colour of paint, paper or material that I want to use to make something in my picture, like a piece of green paper for the grass. When I am dressing up or using toy people I can tell you a story about what is happening as I am playing. I can play next to my friends who are dressing up like me or using toy people or cars like me. I can dress up and play a story with my friends.

Timings of the school day

08:50 – 09:00	Registration
09:00 – 09:50	Phonics and snack
09:50 – 10:10	Assembly
10:10 – 11:15	Learning choices
11:15 – 12:00	Maths
12:00 – 13:00	Lunch break
13:00 – 13:30	English / Topic
13:30 – 15:00	Learning choices
15:00 – 15:20	Story time / Circle time

School Uniform

Our new uniform is now available from our supplier Mapac. All Reception children are supplied with a school book bag.

Please copy the following link into your browser;

<https://www.mapac.com/education/parents/uniform/thepottonfederationsg192pb>

The uniform for the Lower School will be:

- Black school trousers or shorts, no 'skinny jean' style trousers
- Black knee-length school skirt
- White logo Potton Lower School polo shirt
- Red logo Potton Lower School jumper
- White, black or grey socks or tights
- Solid black low heeled or flat shoes
- Hair accessories must be plain and either black, red, grey or white. Hair accessories with large bows are unacceptable and pupils will be asked to remove them.

PE kit will be:

- White Potton Lower School logo PE top
- Plain black shorts, skirt or tracksuit bottoms
- Plain black, grey or red sweatshirt

Questions and Answers:

Must pupils wear logoed jumpers/cardigans/uniform?

It is preferable that all pupils wear school uniform with the school logo on, however, no child will be discriminated against for wearing plain, non-logoed items in the school colours.

Can girls wear jumpers instead of cardigans?

Yes, girls are allowed to wear logoed jumpers if they wish.

Can pupils bring toys/personal items into school?

No, unless permission has been given by the SENDCo as part of a SEND plan

School Day Trips and Residential Trips



We use “ScoPay” online payment system for our day trips and residential trips.

WWW.SCOPAY.COM/SCHOOLS

On the run up to your first school trip with us a username and password will be provided electronically by the School Office.

Please note – We are cash and cheque-free offices!

School Meals



For pre-ordering meals and meal payments we use Live Kitchen / School Grid. Our catering provider is Dolce. The office will send out a registration email nearer the time to your child’s start date. Please check your junk mail if you have not received the email in your inbox.

Since September 2014, all children in **Reception, Year 1 and Year 2** are eligible for a **free hot school meal** each day under the Universal Infant Free School Meals scheme. There is no application required; bookings are made via Live Kitchen

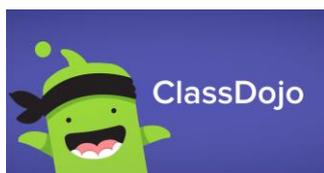
School Communication



This is our online communication system between the school office and parents for

- Letters, forms, trips and events
- Newsletters
- Parents evening appointments

An activation email will be sent out around your start date. Please download the app once you have registered your account



This is our online communication system between teacher and parent. A username and password will be generated electronically for new starters. Please download the app once you have registered your account

Wrap-Around Care



The Nest (Potton Pre-School)
TEL: 01767 262807
Email: pottonpreschool@btconnect.com

The Nest Breakfast and After School Club is open during term time, from Monday to Friday between 7.45 am to 8.45 am and 3.20 pm to 6.00 pm for children of Lower & Middle school age. Please contact The Nest if you require any further information.

External Music Lessons

If you would like your child to begin one-to-one music tuition we use peripatetic teachers for lessons which include;

- Guitar – David Banks (Email: thedave2000@hotmail.com)
- Piano / Keyboard – Lisa Mistrano (Email: lisamistrano@gmail.com)
- Flute, Saxophone, Clarinet and Recorder - Caroline Tye (Email: tyecaroline@outlook.com)

Please contact our music teachers directly if you require any further information.

School Milk Scheme – September 2020

At Potton Lower School we run a School Milk Scheme that is available to all our pupils. If you would like your child to have milk from September, please follow the registration instructions below. This is FREE for all UNDER-FIVES and subsidised for pupils aged five or older.

Each pupil that registers with Cool Milk will receive a carton of semi-skimmed milk each day, which is delivered fresh and chilled to the classroom. Their school milk will not only provide them with essential nutrients, but as it is rehydrating and energy boosting it bridges the long gap between breakfast and lunch, and helps children to stay focused.

How to Register:

Just register at www.coolmilk.com/register or telephone Cool Milk on 0333 400 1199.

My child is under five:

- Just register by a Tuesday for your child's free milk to start the following week.
- Free milk will continue until the Friday before your child's fifth birthday. You will receive a payment request three weeks before this time. If you wish your child to continue to receive school milk simply make a payment.

My child is five or older:

- Complete a registration form or register online as soon as possible. Shortly after registering you will receive a payment request.
- You can pay Cool Milk either online, over the phone, at a local PayPoint or by cheque in half-termly, termly or annual instalments.

- Just pay by a Tuesday for your child's milk to start the following week.
- If you have a free school meal entitlement and you would like your child to continue receiving milk please contact the school office.

If you have any questions regarding school milk, please visit www.coolmilk.com or contact Cool Milk directly on 0333 400 1199. More information on milk is also available from school.

Pupil Premium Funding

What is Pupil Premium Funding?

You may be aware that the government allocates additional funding to schools. The children who are entitled to this additional funding – known as the Pupil Premium - may fall into one or more of the following categories: those who are eligible for *Free School Meals (FSMs)*, *Looked After Children* and those children of *Armed Forces Service Personnel*. This Premium is provided to promote equality of opportunity and raise attainment of pupils.

In common with most schools, it is likely that a number of parents whose children attend this school fail to claim Free School Meals, even though they are entitled to them. This is especially true of children within the Foundation unit and KS1 cohort who now receive Universal Infant Free School Meals (UIFSM).

If families who are entitled to Free School Meals do not apply for them, the school receives less money than it could have, to spend on the education of the students. As I am sure you will agree, any extra funding that the school can attract, will of course benefit the children at this school greatly.

Last year this funding was used for a variety of interventions that benefitted the children including school trips, teaching assistant staff, 1:1 support and small group work, a speaking, writing and listening project and free milk.

I am therefore writing to all parents to ask them, if they fall into any of the above categories or believe that they may be entitled to claim FSM's for their children, to make a claim. Please contact Customer Services at Central Bedfordshire Council to apply. The telephone number is 0300 300 8000. If you have any queries please contact the school office.

Free School Meals

You could apply for free school meals if:

- You receive a qualifying benefit, and
- Your child is attending a school within the Central Bedfordshire area.

Your child must be at school full time, but this can include nursery or reception classes. The qualifying benefits to receive free school meals are:

- Income Support
- Income-based Jobseeker's Allowance
- Income-related Employment and Support Allowance
- The Guarantee element of State Pension Credit
- Support from the National Asylum Support Service
- Child Tax Credit (but not Working Tax Credit) with an annual income that does not exceed £16,190

If you believe you meet the free school meals eligibility criteria, please call: **0300 300 8306**

When you call to apply for free school meals, please have the following information ready:

- National Insurance numbers and dates of birth for you and your partner
- Dates of birth for your children
- If you receive support from the National Asylum Support Service, your NASS number

If we are able to verify your entitlement, we will tell the school that the free school meals can start from the date of your application. You do not need to reapply for free school meals each year. However, you are responsible for telling us any changes which could affect your entitlement.