

First Steps to School



Court Lane Infant School



2024



Proud to be part of the **UNIVERSITY OF CHICHESTER** ACADEMY TRUST

The University of Chichester (Multi) Academy Trust is a company limited by guarantee, registered in England and Wales. Company number: 8595545.
Registered office: University of Chichester, Bishop Otter Campus, College Lane, Chichester, West Sussex PO19 6PE



Who Are We?

Our Senior Leadership Team

Head teacher: Mrs Geddes

Deputy Head: Mrs Wilson-Woodham

School Business Manager : Mr Stedman



Our Current Early Years Team

Early Years Leader: Mrs Thomas

Early Years Teachers: Miss Brown, Miss Houghton, Mrs Thomas, Miss Hussey

Early Years Assistants: Mrs Warwick, Miss Exton, Mrs Wood

SENCo: Mrs Ventham

Our Infant based Admin Team

Mrs Hanna

Mrs Harris/Mrs Morton

Mrs Fisher



- 15 schools and Portsmouth SCITT



Trust Priorities

- Learning and Society
- Strategic leadership
- Collective responsibility
- Trust Identity

Achieve More

Challenge Thinking

Shape Futures



VISION FOR COURT LANE ACADEMIES

- Children are at the heart of what we do. We empower people to be lifelong learners, equipping children with knowledge, skills and attitudes to adapt and achieve in an ever changing world.
- We embrace people's energy and enthusiasm, encouraging creativity of thought, nurturing curiosity, respect, responsibility and independence.

Every child, Every chance, Every day.



Strategic Aims



Standards:

With high expectations of everyone, secure academic excellence and success for all pupils.

Curriculum:

Provide an ambitious, inspiring and progressive R-6 curriculum that nurtures the growth of the whole child, providing them with the knowledge and skills they need to succeed in life.

Team development:

Value and support the ongoing development of our staff team, with a range of opportunities leading to high levels of expertise and professionalism across the Court Lane Academies.

Community:

Promote wellbeing with active healthy citizens who collaborate, respect others and recognise responsibilities in the community.

Resources:

Develop and maintain an engaging and sustainable environment which enables us to grow and thrive.

At Court Lane Infant School children will learn by...



Resilience



Reflective



Resourceful



Relating to others



Risk Taking

- *Maintaining focus on an activity for a period of time.

- *Persevering when experiencing challenge.

- *Understanding that making mistakes is ok and that this helps us to learn.

- *Being proud when they have met their own goals.

- *Finding ways to solve problems.

- *Finding new ways to do things.

- *Reviewing how well the approach worked.

- *Using their senses to explore the world around them.

- *Using equipment at school to support them with their learning.

- *Making links and noticing patterns in their experiences.

- *Working and playing with their peers.

- *Working with adults.

- *Taking on a role in their play.

- *Acting out experiences with other people.

- *Seeking challenge.

- *Taking a risk, engaging in new experiences, and learning by trial and error.

- *Persisting with activity when challenges occur.

- *Enjoying meeting challenges for their own sake rather than external rewards or praise.



Early Years Foundation Stage



The Early Years Foundation Stage (EYFS) statutory framework is a government document that all schools and Ofsted-registered early years providers in England must follow. It sets standards for the learning, development and care of your child from birth to 5 years old. The standards ensure your child will learn and develop well and are kept healthy and safe.

★ What Will My Child Be Learning?

The EYFS framework outlines seven areas of learning and development and educational programmes. There are three **prime** areas of learning, which are particularly important for your child's development and future learning:

communication and language

personal, social and emotional development

physical development

There are four **specific** areas of learning, through which the prime areas are strengthened and applied:

literacy

mathematics

understanding the world

expressive arts and design

Early years practitioners also use your child's needs and interests to plan challenging and enjoyable activities and experiences.

Your child's Early Years Foundation Stage Profile will be shared with you at the end of the EYFS. This will inform you of your child's progress and whether they have met or are continuing to work towards their early learning goals (ELGs). There are 17 ELGs your child is expected to achieve by the end of the EYFS.





Early Years Foundation Stage



★ How Will My Child Be Learning?

The EYFS framework identifies the essential role of play in your child's development. It is through both child-led play and play guided by an adult that your child will develop confidence and relationships with others. Through play, EYFS practitioners will help your child to extend their vocabulary and develop their communication skills.

The EYFS framework identifies three characteristics of effective teaching and learning:

playing and exploring

active learning

creating and thinking critically

A greater focus on teaching specific skills will occur as your child progresses through their reception year, which will help them to prepare for year one.



★ How Will I Know How My Child Is Doing?

Teachers will work in partnership with you, sharing information about your child. At Court Lane we use observations through photos and videos to show your child's development and achievements throughout the year. These are uploaded to Tapestry – our learning journal.

We use our professional knowledge to understand your child's level of development and learning opportunities are designed to engage, challenge and stretch child's thinking and learning to ensure they are able to progress and develop.



A Personalised Curriculum



How do we deliver the curriculum?

- Inside and outside classrooms with equal learning opportunities.
- Children can access all areas of learning
- Cater for all styles of learners
- Listening to the children and what they show interest in learning about
- Learning activities at home to support your child's learning in school



How do we track your child's achievement?

- Regular observations of your child
- Early Years Foundation Stage Profile



How can you find out more?

- Year R will be holding Working with Your Child Workshops throughout the year about how children learn in Year R at Court Lane Infant School.

First Steps Induction Arrangements

Songs and Rhymes with current Year R team

Thursday 13th June

9.15am – 10.00am or 2.15pm – 2.45pm

Pre- School Story Sessions with current staff from Court Lane Infant School

Tuesday 18th June

Wednesday 19th June

Thursday 20th June

Outdoor Learning

Classes 1 and 3 – Tuesday 25th June

Classes 2 and 4 – Thursday 27th June

Both sessions are at 9.30am – 10.45am

Class Visit

Tuesday 2th July

Classes 1 and 3 - 9.30 am – 11 am

Classes 2 and 4 - 9.45 am – 11am



Getting to know your child



- Telephone or visits to current nurseries and pre-schools
- Home visits in September
- In school sessions
- Transition record from previous settings
- Tapestry Learning Journey – accessible from mid-July
- In September – we are getting to know your child better through continuation of nursery style activities and continuous play provision.



Help your child be school ready



- 1** I am independent: I can put on my coat, go to the toilet, wash my hands and blow my nose all on my own. I can eat my packed lunch by myself, even undoing the wrappers!
- 2** I can run, jump, climb and move around confidently
- 3** I can confidently communicate and make my needs known to other people
- 4** I can join in with activities and sing rhymes and songs
- 5** I can listen and take turns in a conversation
- 6** I can share books and talk about the pictures and storylines
- 7** I can draw and make marks with pencils, crayons and pens and use scissors safely
- 8** I can concentrate on something that interests me and carry out an activity
- 9** I can take turns and share with other people
- 10** I am excited, curious and enthusiastic about learning in my new school!



For more information visit
www.portsmouth.gov.uk/startschooltips

Is your child school ready?



Summer Holiday Challenges



We are really looking forward to welcoming your child to Court Lane in September, we have a few challenges for you to have a go at during the summer holidays. We would love to see how well you do - **so upload photos and videos to your Tapestry account to share with your class teachers.** Ask your child to colour in the ones they have achieved and bring it into school on their first day. Don't forget to give this to your class teacher during your home visit.

See you soon. |











I can put my shoes on the correct feet without help.	I can recognise my name when it is written down.	I can find the front cover of a book without help.	I can put on my own coat without help.	I can catch a large ball.
I can sing some familiar songs and make up actions.	I can go to the toilet without help and wipe myself independently.	I can take off all of my clothes and dress myself again without help.	I can take off my own jumper and turn it the correct way without help.	I can use scissors to cut paper.
I can say all of my colours and recognise them in the things around me.	I can say if I am sad, happy, excited, worried or angry and why.	I can turn the pages of a book without help.	I can write my name with a capital letter at the beginning.	I can count to 5 and point to each number when I say it.
I can listen to a story that is being read to me.	I can tell an adult what I have drawn or written.	I can talk about different people in my family.	I can wash and dry my hands with soap, without help.	I can share my toys with other children.

Reception Home Learning



Chat, Read, Play



	Little Wandle - Letters and Sounds EYFS Phonics Home Learning		
Phase 2 - Autumn 1 Week 3			
Please support your child to practise and reinforce the phonemes and graphemes we are learning in school. More information and support can be found on the Little Wandle website - http://www.littlewandle.com or http://www.resourcesforprimary.com			
Phonemes we will be focusing on this week in school -			
s snake 	a astronaut 	t tiger 	p penguin 
This week we have learnt to recognise and write the letters using the rhymes.			
s snake Down the snake from head to tail.	a astronaut Around the astronaut's helmet and down, down space.		
t tiger Down the tiger and across its neck.	p penguin Down the penguin's back, up and around its head.		
Can you match the initial sound to these pictures?			
			



Uniform & Equipment

- Uniform (everyday and PE kits)
 - Supermarkets for t-shirts, skirts/shorts/trousers, summer dresses
 - Second hand from CLACA
 - [Price and Buckland](#)

Bookbags only Please

- No need to purchase any equipment such as pens etc, all this is provided in each class.
- Water bottles will need to be provided by yourselves and filled daily with still water only (no juice or squash)
- PE Bags with their PE Kit need to be in school from September

Please ensure that EVERYTHING is labelled.




Communication

A trail of pink footprints starts in the top right corner and moves towards the center of the slide.

If you require any communication in a different format or language please let us know.

A trail of pink footprints starts in the middle right and moves towards the bottom left.

- Emergency Contact Forms
 - Morning messages
 - Teachers and EYA's available at the end of the day
 - Monthly newsletters
 - Parents Evening
 - Reports
 - School website has updated information about what the half termly topic is and key focus for learning.
 - Tapestry used for learning information to and from school
 - Reading diaries
 - SCOPay for email and text messages
- 
- A trail of pink footprints starts in the middle left and moves towards the bottom left.

School does not have an official Facebook page so please ensure communication from/to school are official.

A trail of pink footprints starts in the bottom left corner and moves towards the center.

The Importance of Attendance

- Avoiding holidays in term time
- Attendance less than 90% will be followed up with a letter from school.
- Punctuality is key to ensuring your child settles into school and does not miss the important start to the day.

**MISS
SCHOOL**

**MISS
OUT**



The government expects

Schools and local authorities to:

- promote good attendance and reduce absence, including persistent absence
- ensure every pupil has access to full-time education to which they are entitled
- act early to address patterns of absence

Parents to:



- perform their legal duty by ensuring their children of compulsory school age who are registered at school attend regularly
- all pupils to be punctual to their lessons

Attendance Ladder



Universal Infant Free School Meals

A trail of pink footprints starts from the top right corner and moves towards the center of the slide.

- All infant age pupils are eligible for a free school meal.A trail of pink footprints starts from the left side of the slide and moves towards the center.
- A menu is available that you can pre order from in advance or your child can order in class on the day.A trail of pink footprints starts from the left side of the slide and moves towards the center.



Benefits Related Free School Meals



Free School Meals

From September 2014 all children in Reception, Year 1 and Year 2 in state-funded schools in England will receive free school meals.

Existing entitlements to free school meals for disadvantaged pupils in nursery classes and at key stages 2-4 will continue as before.

Parent/carers of children who are entitled to any of the following benefits are entitled to free school meals:

- Income Support
- Income-based Jobseekers Allowance
- Income-related Employment and Support Allowance
- Support under Part VI of the Immigration and Asylum Act 1999
- The guaranteed element of State Pension Credit
- Child Tax Credit only, provided your annual household income (as assessed by HM Revenue & Customs) does not exceed £16,190. Anyone entitled to Working Tax Credits not entitled to free meals regardless of income
- Working Tax Credit run-on-paid for 4 weeks after you stop qualifying for Working Tax Credit
- Universal Credit, if your earned income was £616.67 or less in your last monthly assessment period, or less than an average of £616.67 a month over the last 2 or 3 monthly assessment periods.

Universal Credit

Not all parents who receive Universal Credit are entitled to Free School Meals for their children. It depends on the total income from work and benefits.



Benefits Related Free School Meals –

Why apply?

Additional benefits for...

For Families:

- Pompey HAF –Portsmouth Holiday Activities and Food. This includes funded holiday activities such as day trips, art activities, cooking activities.
- Previously given out 'Explorer Tickets' for Portsmouth Dockyard

For School:

- *Funding that school can use to organise extra support for pupils. Any funding received is a school resource. School decides on how to use this depending on the needs of pupils. Pupils who qualify for benefits related free school meals are prioritised for these groups.*

<https://portsmouth.cloud.servelec-synergy.com/SynergyWeb>



Community Links

- Governors
- CLACA – Court Lane Academy Community Association
- School Nurse
- MHST
- Farlington Wrap Around and Dreamcatchers
- School Catering Services - Caterlink
- PCSO – Police Community Support Officer



Teddy Bears Picnic



CLACA have organised a Teddy Bears Picnic for all new entrants and their family to help you get to know each other before you start school.

When: 2nd July from 11:15

Where: Drayton Park

What do you need: A snack and your favourite teddy bear 😊





We are looking forward to
working with you and
making a difference to your
child's future.





A place where success is
expected, achieved and
celebrated!

