Court Lane Infant Academy

First Steps to School

Believe Inspire Achieve

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For the first 3 days of school - 9th - 11th September, your child will be invited to attend for either a morning or an afternoon session.
Morning Session: 8.25am - 11.30am
Afternoon Session: 1.30pm - 3.15pm

From Monday 14th September
All children will attend full time.
For the first day we will be staggering the entry.
Class 1 and 3: 8.25am - 3.15pm
Class 2 and 4: 8.45am - 3.15pm

From Tuesday 15th September
All children will enter school together from 8.25am - 3.15pm
Class 1 and 2 enter school from the Year R playground. **Class 3 and 4** enter school from the hall doors in the main playground.

What do I do if my child is upset?

There are always members of staff available to support your child entering school.
If your child does become upset then a staff member will use their judgment and intervene, they may support your child entering school or you may be asked to bring your child into school if they are very distressed.
Once in school you can say your goodbyes and leave your child with a staff member.
Children do calm down quickly; if you are concerned you can always ring the school office later that morning to find out if your child has settled.

School Day

Morning drop off

- Gates open at 8.20am
- Children can arrive at school between 8.25am and 8.35am
- From 8.25am onwards, teachers are in the corridor areas to welcome the children.
- Children can go straight to their classrooms
- Class registers and dinner registers are taken at 8.35am.

Afternoon pick up

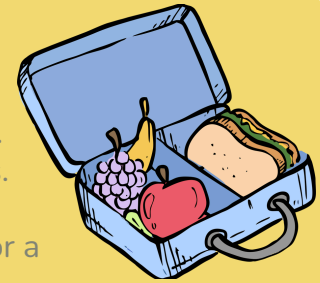
- Gates open at 3.10pm
- The end of the school day is at 3.15pm
- You will collect your child from the Early Years Playground if they are in classes 1 or 2, or from the hall doors on the large playground if they are in classes 3 or 4. Children will line up at the doors and be released one by one to the person who is collecting them.
- If somebody different is picking up your child that day you can write who this is on your child's class clipboard when you drop off your child.

SCHOOL MEALS

Our school meals are provided by Caterlink and are free to all children in Years R, 1 and 2 as part of the Universal Infant School Meals funding

A menu is available that you can pre order in advance via the Arbor app or your child can order in class on the day.

PACKED LUNCHES



Children may prefer to bring a packed lunch to school

- Packed lunches, should be healthy and balanced, avoiding sugary snacks.
- Need to be in a lunch bag, clearly marked with the child's name and class.
- Children should be able to open items themselves where possible
- If a drink is provided in a lunch box, please ensure it is in a plastic bottle or a waxed carton. NO glass bottles, flasks, cans or fizzy drinks.
- Whilst a biscuit covered in chocolate is acceptable in a lunch box, e.g. kit kat or penguin, bars of chocolate or sweets are not.

SNACKS

A child can bring in a **healthy** snack of a fresh piece of fruit, breadsticks, vegetable sticks or rice cakes which is eaten during morning snack time.

In addition all children in school are given a piece of fruit during morning playtimes as part of the government's fruit scheme

WATER BOTTLES

Please provide your child with a clear plastic waterbottle.

Children are asked to only have water in these bottles. Water bottles should not be carried to and from school in book-bags to avoid damage to reading books.

We do have children in school who have allergies, in order to safeguard these children from having a severe allergic reaction, children are not allowed to bring into school chocolate spread, peanuts and nut related products.

Please DO NOT put any of these items in your child's lunchbox.

FOOD ALLERGIES AND SPECIAL DIETS

If your child has a food allergy please inform your child's class teacher during your child's home visit. You will also receive an allergy form to complete in September when your child starts school.

If your child has a food allergy, intolerance or food related medical condition and you require a special menu for a school lunch please contact the school office.

School Uniform

The wearing of uniform encourages pride in the school and a sense of belonging. We ask parents to support us in ensuring that children come to school dressed appropriately in the correct uniform.

Item	Colour	☑ Correct	Not Allowed
Skirts/Trousers or Shorts	Grey tailored dresses Grey skirts Grey trousers / shorts		Leggings/Jeggings or close fitting cycle shorts Black clothing
Polo Shirts	White or jade green with school logo (optional) or plain white.		
Sweatshirts **Cardigans**	Jade green with school logo (optional) or plain jade green		
Summer Dresses (Summer Term & first half of Autumn Term)	Green or Yellow gingham		
Shoes	**All Black flat,** sided shoes/trainers No sandals or boots		
Socks / tights	Black, Grey or white		
Bookbag	Jade green nylon with school logo or plain jade green		Rucksacks

PE KIT			
Shorts	Black		
T-Shirts	House Colour with school logo or plain house colour		
Trainers	Plimsolls – black slip on		Trainers
Bag	Drawstring bag – house colour with school logo or plain house colour		

Branded uniform can be purchased directly from our uniform supplier - Price & Buckland

Pre-loved uniform

Good quality, pre-loved uniform is available from: -

- Court Lane Schools Pre-Loved Uniform Facebook Group
- Hive Portsmouth Uniform Share Store

Further information is available on our school website

Learning Behaviours

RESILIENCE – STICKY

Absorption: You are engrossed in what you are doing.
Managing Distractions: You know what distracts you and you try to minimise distractions. If you are distracted you settle back quickly to learning.
Noticing: You notice how things look, what they are made of or how they behave. You notice important detail
Perseverance: You keep on going despite difficulties, you find ways to overcome them, you recognise that learning can be a struggle but this does not stop you from learning.

RESOURCEFUL – READY ROBIN

Questioning: You are curious about things and people.
You often wonder, asking "How come?", ‘’Why’’ and "What if?"
Making Links: You look for connections between experiences or ideas. You try to connect ideas and work out how things fit together.
Imagining: You picture how things might look, sound, feel, be. You let your mind explore and play with possibilities and ideas.
Reasoning: You create logical arguments. You predict what might happen and you look for evidence.

RELATING TO OTHERS – CHATTO

Interdependence: You know how much help you may need from others to assist your learning. You can choose to work on your own or with others.
Collaboration: You manage your feelings when working with others. You understand how to work effectively as a team member.
Empathy and Listening: You put yourself in other people's shoes to see their point of view. You show good listening skills. You try to hear feelings and thoughts behind someone's words.
Imitation: You are ready to learn from others, noticing the way others may do things.

REFLECTIVE– THINKER

Planning: You think about what you want to get out of learning,
you plan the steps you might take, you find the resources you may need.
Revising: You reflect on your plans as you go along, you monitor how things are going and change your plans when you've had a better idea.
Distilling: You think about experiences, drawing out what you have learnt from experiences and think about where else you might use this.
Meta-Learning: You are interested in how you learn. You know your strengths and weaknesses as a learner, you are interested in becoming a better learner

RISK TAKING – CHALLENGER

Being Brave: You are able to face a fear and overcome the unknown. Through this you develop your self-esteem, whatever the outcome.
Accepting a challenge: You accept a challenge you set yourself or set by others.
You understand that a challenge extends your thinking. You break down the challenge into bite-size pieces.
Choosing to try something new: You are willing to put yourself out of your comfort zone making your own choices. You consider the risks.
Give it a go: You give it a go, even though you might make mistakes. You widen your ideas of what you can achieve and do.

EARLY YEARS FOUNDATION STAGE

What will my child be learning?

Continuing on from their pre-school experiences the children in Reception year will follow the Early Years Foundation Stage Curriculum (EYFS). This is separated into seven key areas of learning

Prime Areas of Learning

Communication and Language - Listening, Attention and Understanding

Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Personal, Social and Emotional Development - Self Regulation

Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Personal, Social and Emotional Development - Building Relationships

Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.

Communication and Language - Speaking

Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Personal, Social and Emotional Development - Managing Self

Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Physical Development

Gross Motor - Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing.

Specific Areas of Learning

Literacy - Reading

Comprehension - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories.
Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

Word Reading - Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Understanding the World

Past and Present - Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.

People, Culture and Community - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

The Natural World - Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Literacy - Writing

Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.

Mathematics

Number - Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Numerical Pattern - Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Expressive Arts and Design

Creating with Materials - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories.

Being Imaginative - Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs.
Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

Arbor App and Parent Portal

The Arbor parent Portal and App is designed to help you stay connected with your child's school life.

Access to the App and Portal enable parents to:

- Report their child's absence from school
- Update their contact details
- View their child's attendance
- Provide and manage the consents for their child
- Order school meals
- Pay for places on trips and visits
- Book appointments for parents' evenings

What do I do if my child has a medical need?

You will receive a medical form in September when your child starts school. If your child has a medical need that school needs to be aware of before your child starts school, please contact the school office.
If your child needs to take medicine at school, for example a course of antibiotics, this can be administered to your child at 11:30am.
It is important that medicine is brought to the school office where they will explain the procedure and a permission form must be completed by an adult.

What is Tapestry and how is it used to support my child?

Tapestry is a learning based platform which we will use in school to share a range of learning opportunities, reminders and information about your child's learning.
We ask for parents to use this to share learning opportunities from home, star of the day photos and other photos of exciting events they have taken part in.
We ask for any information not about learning, such as absence or appointments, to be shared via email to the school office

What do I do if I have a concern?

For questions or concerns regarding your child's academic progress, classroom behaviour, friendships, homework, or daily routines, please contact your child's Class Teacher as the first point of contact.
Teachers are available at pick up and drop off for brief messages or to arrange a convenient time to speak privately.
You can also arrange a meeting by contacting the School Office.

How do I let you know my child will be absent?

If your child is absent from school for any reason please notify the school as soon as possible.
You can report absence on the Arbor app, phone or email.
On the first day of absence, if no message has been received, we will telephone to check the absence.
We do this to ensure the safety of the pupil.

Home School Agreement

We require all parents or guardians to acknowledge our Home School Agreement. This ensures that families understand the expectations, procedures, and commitments necessary for a positive school experience.

Court Lane Academies Home School Agreement

The role of pupils, parents and school in supporting children's learning, to help each child to achieve their best and contribute to our school community

Court Lane Academies will:

1. Provide a secure environment where all people are valued and respected.
2. Meet our school aims; to
Believe, Inspire, Achieve.
3. Care for each child's happiness, wellbeing and safety.
4. Provide a curriculum to prepare children for life as well as learning.
5. Adopt a restorative practice approach to support children in resolving problems.
6. Promote high expectations of learning and dispositions, helping children to take responsibility for their actions.
7. Teach children to be respectful and considerate to each other regardless of gender, race, culture, belief, values, age and need.
8. Teach children how to use IT respectfully and safely.
9. Provide information to parents and carers about our school including curriculum, relevant policies, meetings and workshops.
10. Encourage a sense of community as well as recognising successful personal development.

Parents and Carers will:

1. Enter into a courteous and respectful relationship with school which supports its values and aims.
2. Work in partnership with school by attending meetings or events to discuss and support my child/ren.
3. Refrain from identifying children or school staff by name, or in photographs on any social media or digital platform without express permission from school or the child's parent/carer.
4. Ensure our child arrives on time, attends well and inform the school of the reason of any absence.
5. Provide a suitable environment to support all home learning and online opportunities.
6. Encourage a positive attitude and support the schools' policy on recognising effort and behaviour.
7. Inform school of any concerns that may affect my child's learning or behaviour.
8. Ensure my child has the correct equipment for school.
9. Positively support our school and its community, adhering to school policies.
10. Teach my child to treat others with respect and kindness, regardless of gender, race, culture, belief, values, age and need.

Pupils will:

Be **Ready, Respectful** and **Responsible**

1. Always put effort into achieving my best.

2. Listen to and carry out instructions.

3. Care for each other, the school building and property.

4. Treat others with respect and kindness, regardless of gender, race, culture, belief, values, age and need.

5. Take responsibility for my actions.

6. Take pride in my achievements.

7. Attend school, arrive on time and bring the equipment I need.

Believe, Inspire, Achieve

Term dates 2026 - 2027

Autumn Term 2026

Tuesday 1 September 2026 - Friday 18 December 2026

Half term

Monday 19 - Friday 30 October 2026

Christmas holiday

Monday 21 December 2026 - Friday 1 January 2027

Spring Term 2027

Monday 4 January 2027 - Thursday 25 March 2027

Half term

Monday 15 February - Friday 19 February

Easter holiday

Friday 26 March - Friday 9 April

Summer Term 2027

Monday 12 April 2027 - Wednesday 21 July 2027

Half term

Monday 31 May - Friday 4 June

INSET Days

Tuesday 1 September 2026
Wednesday 2 September 2026
Thursday 3 September 2026
Friday 27 November 2026
Monday 4 January 2027
Friday 5 March 2027

Home Visits

We believe that it is valuable for your child to meet their Class Teacher in their own home. Early Years Teachers and Assistants will be completing short home visits on the following days to give you and your child an opportunity to talk about starting school.

Friday 4th September 2026
Monday 7th September 2026
Tuesday 8th September 2026

We will be in touch to let you know a date and time for your home visit.

SUMMER HOLIDAY CHALLENGES

We have a few challenges for you to have a go at during the summer holidays.

We would love to see how you get on – please upload photos and videos to your Tapestry account to share with your class teachers.

Can you colour in the ones they have achieved?

I can take off and put on my shoes 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 snip or 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 blow and wipe my own nose without help.	I can wash and dry my hands with soap, without help.	I can share my toys with other children.

Remember to give this to your class teacher during your home visit in September

We look forward to welcoming you to Court Lane in September