



COMBE DOWN
Church of England Primary School

Welcome to Foundation Stage at Combe Down Primary School 2020/2021

Combe Down Primary School
(part of The Palladian Academy Trust)
The Log Cabin, Church Road
Combe Down, Bath, BA2 5JQ

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Headteacher – Mrs Jane Gascoigne B.Ed, NPQH



WELCOME TO COMBE DOWN PRIMARY SCHOOL!

We are delighted that you have chosen to join us in the Combe Down School family. We are very much looking forward to working with you to ensure you and your child settle in to school life as quickly as possible. The next seven years will fly by. Do take every opportunity you can to be part of everything that Combe Down has on offer. A new adventure is about to begin!

Jane Gascoigne, Headteacher

WHO WE ARE

This is Mrs Jane Gascoigne.
She is our Headteacher.



This is Mrs Jo Bird.
She is our Deputy Head.



This is Miss Deb
Bennett, our
Receptionist and
Admin Assistant.



This is Mrs Karen
Blakemore, our
Finance Admin
Assistant.



This is Mrs Helen
Ryman, our Admin
Assistant.

GENERAL SCHOOL INFORMATION

Times

Morning bell for the start of the school is rung at 8.50am*
Lunchtime is between 12noon and 1.00pm
School ends at 3:15pm.

Arrival and Collection

* = You are able to drop off children into our setting from 8.35am (ahead of the rest of the School who start at 8.50am). Please remain to settle your child. When they are settled you will be happy to leave!

Parents meet their child outside their child's class at the end of the day.

Children are only allowed to leave once we have seen that their parent/carer has arrived. If for any reason you are unable to meet your child, we operate a password system to ensure the safety of all children within the setting. We will only allow children to leave once the correct password has been given, please let the class teacher know the name of the person who will be collecting them in advance. There are obvious safety implications for this request but also changes in routine can confuse and upset a small child.

Communication, Trips & Money

To reduce paper usage and to improve communication we use PMX ParentMail to send information out to parents via text and e-mail. There will also be occasions when we ask for contributions towards school trips and events, our preferred method of payment is to use +Pay on the PMX ParentMail system.

Lunches, Snacks and Milk

All children under the age of 5 are entitled to one third of a pint of milk a day, provided by the school, free of charge. In addition to the milk, children are asked to bring fruit or vegetables for their morning snack (**this must be LABELLED in a bag or small box as it goes in a separate basket at the beginning of the day away from the lunchbox**). If they don't drink milk, the children WILL be given water. We try to encourage healthy eating and therefore ask that parents do not send in crisps, sweets, biscuits or chocolate as a snack.

The children will also be given free fruit or vegetables once during the day. Consider this against how much fruit you include for lunch.

All children in Foundation Stage are eligible to receive a free hot lunch at school every day. Our school meals are provided by Chartwells; details about how you can order hot lunches for your child from 14th September will be provided at a later date. A copy of our [current menu](#) is on our website so you can see the meals on offer.

We have enclosed information in your welcome pack (and a B&NES application form) to register for **Free School Meals EBB**. **This is a separate scheme to the free school meals all children in Foundation Stage receive**, and applies only to parents who are in receipt of certain benefits. **If you think you may be eligible please do apply**, as the school receives extra funding for every child who is registered.

Children may bring in packed lunches in a named lunchbox, please include a drink with packed lunches. **We are a nut free school so please no nuts, peanut butter or items containing nuts (e.g. cereal bars containing nuts)**. Crisps and biscuits are permitted as part of a packed lunch. Our current school menu can be found under '[Parents-Lunches/FreeSchoolMeals](#)'.

Illness

If your child is ill, you should **telephone the school office each morning before 9.00am** to advise us of the nature of the illness (there is an answerphone if you ring early or if we are answering other calls). If your child vomits or has diarrhoea they must stay off school for 48 hours after the sickness/ diarrhoea has stopped. This is to prevent it spreading throughout the school. Please ensure you tell the school office rather than your child's teacher if your child will be absent, and please do not ask another parent to inform the school of your child's absence.

If your child needs **medication** during the school day, it is suggested that you ask for medicine that can be given three times a day at home, as it is B&NES policy not to administer medicine at school. However, in exceptional circumstances, contact the school office. Prescribed asthma inhalers are kept in the school office or classroom for use by a child throughout the day, but again it is the parent's responsibility to ensure that we have been given correct instructions regarding the usage of any inhaler. If your child has any medical condition (including asthma) it is important you complete a Health Information Form (which can be obtained from the office).

School Attendance Regulations

The Government made some amendments to school attendance regulations which came into force on 1st September 2013. We **do not grant leave of absence during term time** unless there are exceptional circumstances. Taking a holiday in term time because it is cheaper is not classed as an exceptional circumstance. Consequently, any parents submitting a Leave of Absence Request Form for a holiday in term time must expect it to be noted as an unauthorised absence. **Please note that you must still complete a Leave of Absence Request form**, which can be collected from the school office.

If your child is absent from school without an explanation, it will be recorded as an unauthorised absence.



WAYS THAT YOU CAN HELP BEFORE YOUR CHILD STARTS SCHOOL



Begin to help your child by:

Seeing school as a positive and exciting experience!

And also by:

- Reading to your child and making up stories using pictures
- Playing dice/card games and counting everyday objects
- Letting your child help you cook and do other household tasks
- Drawing, colouring, painting and model-making
- Making collections of 'things' and sorting 'things'
- Encouraging drawing and play writing with a variety of tools

It would be **very helpful** if your child could use the toilet independently, flush it and wash their hands afterwards, dress and undress themselves by the time they start school.

With this in mind, here are some good ideas:

- Shoes with Velcro
- Polo shirts instead of shirts with buttons
- Coats with child friendly buttons or Velcro
- Skirts, dresses, shorts and trousers without fastenings

Uniform

We do ask that children wear school uniform at Combe Down. The school colours are royal blue and grey and it is requested that the children wear:

- A Combe Down Primary School Sweatshirt/Cardigan (carrying the school logo)*
- White polo shirt/blouse
- Grey trousers/shorts/skort/skirt/pinafore (or a blue and white gingham dress in warmer weather) Skirts, pinafores and dresses **MUST** sit on or below the knee, but not be longer than mid-calf.
- Grey/white socks or tights
- Black school shoes or sandals (enclosed toe and heel). Boots are not permitted
- Plain dark slides, blue or black scrunchies, hair bands or ribbons

The children will also need a named PE bag from the start of Term 2 consisting of:

- Plain white t-shirt
- Black/Navy shorts, trainers or plimsolls
- Black/Navy tracksuit bottoms (for those colder days!)

All children:

- Sensible coat, of the appropriate thickness for the weather, with hood (preferably plain dark colour)
- Book Bag (carrying the school logo)*

Items which do not have our school logo on can be obtained from supermarkets etc at a reasonable price, or through the regular PTA second hand uniform sales (which usually take place after school on the first Friday of the month).

*All items carrying our school logo can be obtained from Scholars, 4 Terrace Walk, Bath.

HOME/SCHOOL LINKS

We hope to build a strong home/school partnership where your child will flourish both academically and emotionally. Please support us by passing on any information which affects your child's welfare or development.

There will be opportunities to meet with your child's keyworker at parent/keyworker interviews which are held twice a year, but please feel free to come and see staff either before or after school.

Each child should have a book bag, which should be **checked every night** for any information sent back from school.

Two 'Golden Rules' for supporting your child:

1. Show interest in whatever he/she does.
2. Praise your child for their effort and achievement.

THE SCHOOL WEBSITE

All our foundation news and dates can be found at:

<https://www.combedown.com/968/class-blogs-1/subject/1/reception>

This is the general school website:

www.combedown.com

You can also find us on Twitter; follow us
@CombeDownSchool and **@CombedownFS**

THE PTA

We have a very active and supportive PTA who arrange lots of events for both children and adults during the year. All parents and carers are automatically members of the PTA. You can help support their efforts by attending meetings and volunteering to help with events. The PTA also hold regular second hand school uniform sales outside the hall, look out for the posters advertising these.

If you wish to get in touch with them, please email: combedownpta@gmail.com

THE SEVEN AREAS OF LEARNING

From September 2012 the Foundation Stage curriculum consists of seven areas of learning three of these are identified as prime areas. The three prime areas reflect the key skills and capacities all children need to develop and learn effectively, and become ready for school. The three prime areas are:

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

There are also four specific areas, these are:

- **Literacy**
- **Mathematics**
- **Understanding the world**
- **Expressive arts and design**

The children are given an introduction to a wide range of activities, e.g. cutting and sticking, gluing, music, dance, role play, writing, numbers, shape making, cookery and computer skills.

We encourage all children to have a go and praise effort as much as we praise achievement. We encourage the children to develop their own ideas, make links between ideas, and develop strategies for doing things and to become independent learners.

In Foundation Stage we promote links with home and encourage participation with your child's learning. This might be reading at home, bringing in relevant items for the 'Sound of the Week' and helping your child learn phonics, keywords and numbers at home.

THE PRIME AREAS

1. Communication and Language

We aim to provide the children with opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves and to speak and listen in a range of situations. Communication and language is made up of the following aspects:

Listening and attention: Children will be provided with activities to develop their skills in listening attentively in a range of situations. They will be able to listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. Children will be able to give their attention to what others say and respond appropriately, while engaged in another activity.

Understanding: Children will be given opportunities to follow instructions involving several ideas or actions. They are able to answer 'how' and 'why' questions about their experiences and in response to stories or events.

Speaking: Children express themselves effectively showing awareness of the listener. They use past, present and future forms accurately when talking about events. We also seek to support children to develop their own narratives and explanations by connecting ideas or events.

2. Physical Development

We aim to provide children with opportunities to be active and interactive and to develop their co-ordination, control and movement. Children will be encouraged to understand the importance of physical activity, and be able to make healthy choices in relation to food. Physical development is made up of the following aspects:

Moving and handling: Children will be able to show good control in small and large movements. They will be given opportunities to move confidently in a range of ways safely. Children will be provided with a range of activities to develop the ability to handle tools and equipment effectively, including pencils for writing.

Health and self-care: Children will be provided with experiences to enable them to understand the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. Children will be encouraged to develop the skills to manage their own basic hygiene and personal needs successfully, including going to the toilet and dressing independently.

3. Personal, Social and Emotional Development

We aim to help children develop a positive sense of themselves and others, building good relationships and developing respect for others. Personal, social and emotional development is made up of the following aspects:

Self-confidence and self-awareness: We seek to support children to become confident learners able to express their preferences for activities and self-select the resources they require and ask for help when they need it. Children will be given opportunities to gain confidence speaking in a familiar group.

Managing feelings and behaviour: Children will be provided with a range of opportunities when they can discuss their own and others' feelings and behaviours and its consequences. Children will be encouraged to work as part of a class understanding and following the rules and routine.

Making relationships: We seek to support children to form positive relationships with adults and other children and to play co-operatively.



THE SPECIFIC AREAS

1. Literacy

We aim to provide children with access to a wide range of reading materials such as books and poems to ignite their interest in literacy. We seek to support children develop the skills to enable them to link sounds to letters and begin to read and write. Literacy is made up of the following aspects:

Reading: Children will be supported to develop their phonic knowledge enabling them to decode regular words and read them. Children will be encouraged to develop an understanding of what they are reading.

Writing: Children will be supported to use their phonic knowledge to write words in ways that match their spoken sounds. They will also begin to write some irregular common words.

2. Mathematics

We seek to provide children with a range of opportunities to develop and improve their skills in counting, understanding and using numbers. Mathematics is made up of the following aspects:

Numbers: Children will be supported to count and order numbers to 20. They will be given opportunities to begin adding and subtracting and solving number problems.

Shape, Space and Measures: Children will be provided with opportunities to explore shapes and shape patterns and the characteristics of everyday objects. Children will be exposed to a range of activities involving size, weight, position, time, capacity and money.



3. Understanding the world

We strive to guide children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment. Understanding the world is made up of the following aspects:

People and communities: Children will be encouraged to talk about past and present events in their own lives and the lives of family members. Children will be given opportunities to express personal preferences and understand that not all children enjoy the same things.

The world: Children will be given access to a range of activities which enable them to explore their own environments and compare with others. Children will be able to make observations of animals and plants and explain why some things happen and talk about change.

Technology: Children will be given opportunities to identify and use a range of technology for a particular purpose.

4. Expressive arts and design

We aim to provide all children with opportunities to explore and play with a wide range of media and materials and opportunities to share their thoughts ideas and feelings through a variety of creative activities. Expressive arts and design is made up of the following aspects:

Exploring and using media and materials: Children will be exposed to a range of activities where they can safely use and explore a variety of materials, tools and techniques. We seek to provide children with time to sing songs dance and explore instruments and experiment with sounds.

Being imaginative: We aim to support the children develop and build their imaginations through stories, role play, dance, music, design and art.



CONCLUSION

We provide a balanced, carefully planned programme of learning for all children, tailored to their individual requirements, which helps them to develop their full potential. We foster confidence, independence, sensitivity and an enthusiasm for learning.

We anticipate that these quality foundations will give your child a happy and secure start to their school years.

