



## **Goldsworth Primary School Reception 2025-26**



### **Welcome to Goldsworth Primary School**

### **A Guide to Reception 2025-26**

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The aim of this booklet is to provide a comprehensive overview of life in Reception at Goldsworth Primary School.



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### **Welcome to Goldsworth Primary School**

As starting school is such an important milestone in your child's life, we thought it would be useful for you to have a booklet with some information about the early years at school. You will also find enclosed some suggestions about how to prepare your child for school.

Our vision is taken from the Gold of Goldsworth to express what it means to be part of the Goldsworth community:

**Growing together   Opportunities for all   Learning for life   Daring to dream**

We are wholly committed to this and it is evident on a daily basis. We take the education of children and young people very seriously and that is why at Goldsworth we strive to make every day matter. We encourage an active partnership between home and school and we aim to provide a safe, relaxed and friendly environment.

Your child will have an opportunity to visit us in school before they start, so it will not be all new on their first day. We have a slightly staggered intake throughout September, but by Monday 15<sup>th</sup> September, all children will be attending school full-time. This enables children and staff to get to know each other in smaller group situations to help the initial settling in period. Information about this can be found in your pack.

The staff at Goldsworth are all looking forward to working in partnership with you and your child and hope they have seven successful years at Goldsworth.

### **The Intake Process**

We understand that starting school is a very important time for children and parents alike. We hope the way that our intake process is set out, provides ample opportunities for children and parents to feel comfortable with the school and get to know the Reception staff. Families have the opportunity to attend school for three visits before the summer holiday begin. The first two sessions are held on the playground where parents/carers stay with their child. The third visit is a stay and play session where children are left at school to become familiar with their peers, classrooms and teachers.

**Please note:** *When dropping children in for the stay and play sessions, please ensure you leave essential medication they may require, for example epi-pens or inhalers. This must be handed in via the office with your child's name and written instructions of administration. Please also notify your child's teachers so they are aware.*



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At Goldsworth, our Reception children begin their time at school through a staggered intake process. We have done this for a number of years and feel that it enables children to settle well into school life. We understand that this can cause difficulties for parents, particularly with childcare arrangements, however, this process enables us to settle the children in smaller groups, more easily. We strongly believe that our intake process helps children become familiar with their new setting, new adults and new peers.

Although most children have had experience of attending pre-school, the expectations, environment and adult ratios are very different in school and can often be daunting. We aim for children to feel comfortable and secure in their new environments as quickly as possible and the staggered intake gives everyone the best opportunity to do this. When your child is attending school they should always enter and be collected from the Reception classroom entrances (via the infant gates).

### **The Early Years Foundation Stage (EYFS)**

The Early Years Foundation Stage is a distinct stage with its own identity. We hope to continue the positive start your child has already had in their pre-school setting, by offering learning experiences that are both adult-led and child-initiated. We offer a safe, caring and stimulating, but also challenging, environment where your child can reach their full potential.

#### **Child Centred Approach**

Starting with your child and what they know, we build on their success, always making activities enjoyable and challenging. We want to use their curiosity and enthusiasm to stimulate and develop a learning style that is suited to their needs. We believe that children learn best when they are happy and confident.

#### **Active Learning**

The EYFS is a hands-on, organised, play based (and sometimes quite messy!) curriculum. All activities are carefully planned to move children forward in their acquisition of skills, concepts and knowledge of the world around them. The planning is structured; covering all areas of the EYFS and provides children with new and exciting opportunities. Our classrooms and outdoor learning environments are carefully arranged to be rich and stimulating. The three Prime Areas (listed below) are fundamental, work together and support development in all other areas.

**Personal, Social and Emotional Development** - Children learn to play co-operatively, taking turns with others. They discover how to show sensitivity to others' needs and feelings and form positive relationships. They develop skills to speak in a familiar group, talk about their ideas, and choose the resources they need for their activities. Children will talk about how they and others show feelings, talk about their own and others' behaviour. They learn to work as part of a group or class, and understand and follow the rules.



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**Communication and Language** - Children develop skills to listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments. They answer 'how' and 'why' questions about their experiences and express themselves effectively, showing awareness of listeners' needs. Children learn to develop their own narratives and explanations by connecting ideas or events.

**Physical Development** - Children develop control and co-ordination in large and small movements. They move confidently in a range of ways and handle equipment and tools effectively. Children learn about the importance of good health, the need of physical exercise and a healthy diet. They learn to manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

The four Specific Areas (listed below) include essential skills and knowledge for children to participate successfully in society.

**Literacy** - Children learn to read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also demonstrate understanding about what they have read. Children learn to use their phonic knowledge to write words in ways which match their spoken sounds. They become able to write simple sentences which can be read by themselves and others.

**Mathematics** - Children learn to count reliably with numbers from one to twenty, place them in order and say which number is one more or one less than a given number. Using objects, fingers and other manipulatives, they practise adding and subtracting and problem solving. Children use everyday language to talk about size, weight, capacity, position, distance, time and money. They learn to recognise, create and describe patterns using mathematical language in all their learning.

**Understanding the World** - Children learn about past and present events in their own lives and in the lives of family members. They begin to know about similarities and differences between themselves and others. They talk about the features of their own immediate environment and how environments might vary from one another. Children recognise that a range of technology is used in places such as homes and schools and select and use technology for particular purposes.

**Expressive Arts and Design** - Children learn songs, make music and dance. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. They learn to represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.



### **Learning in Partnership**

At Goldsworth, we believe that successful learning is a three way partnership between school, your child and you as parents. Your child will best succeed if we all work together as a team. This means taking an active interest in your child's learning, talking about what your child has learned at school, supporting them with activities such as reading or maths at home and having positive and open communication with your child's class teacher. Just as we will share your child's successes with you or discuss any concerns we may have, we hope that you will do the same.

Throughout your time at Goldsworth, parents are seen as important partners. This is especially true in the Early Years. We hope that you will collaborate with us to share information about your child and help us to understand what your child enjoys, what your child is good at and enable us to plan future activities to scaffold their learning. This happens in a variety of ways through the year. We will expect you to complete a questionnaire about your child, fill in both the 'All about Me' booklet and the 'My Story' document. We also provide opportunities for you to gain a better understanding of the learning your child takes part in at school. This is through our Reading, Phonics, Personal Social Emotional Development (PSED) and Maths workshops. These are a chance for you to experience hands-on, the resources and equipment your child uses in their learning and to see how they develop and learn through play every day.

### **Other ways to be involved...**

As a school, we are lucky to have a very active and supportive PTA, 'Friends of Goldsworth', of which you become automatic members of when you join our school. 'Friends' organise a range of fundraising events throughout the year, including the Christmas Fayre, Summer Fayre and other exciting events! 'Friends' are always looking to recruit more volunteers to help in any way possible. You can find more details of what 'Friends' do and how you can help on our website.

### **Parent Volunteers**

We are always keen to involve parents in the classroom and after October half term, once children have settled in, we are happy to welcome parent helpers. If you can spare a couple of hours a week to come in to school and listen to children read, play games and generally help out in the classroom, then we are always grateful for the support. If you are unable to make a regular commitment, then perhaps assisting on trips and outings is something you could help with. If you are interested in helping in the classroom, please speak to your child's class teacher. All parent volunteers need to complete a DBS (previously known as CRB) check.

Please see the school office for application details. This may take a few weeks to be processed and we cannot allow parents to help in the classroom until this is complete.



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### **A Typical Day in Reception**

8.40am The doors to each Reception classroom are opened and children can begin to come inside and put their coats, bags, and water bottles away. Reception staff are always on hand to greet children and parents at the door in the morning. However, if you need to speak to your child's class teacher at length and it is not urgent, please wait until the end of the day as they will have more time to talk and fewer children who need them! Please ensure that your child's teacher is informed of any changes to collection arrangements for that day either verbally or via a note. If plans for collection change during the day, please contact the school office by 11am so they can inform your child's teacher. Class teachers will not let children go home with adults they don't know/recognise or with parents of other children in the class unless they have been informed of these arrangements beforehand.

8.50am All children should be in school by this time as they start their learning straight away. Gates to the infant playground are locked at 8.50am. Should you arrive after 8.50am, please take your child to the school office and sign them in. This will appear on the register as late.

The children have the opportunity to visit our snack bar during their morning or afternoon session. This is a fruit/vegetable snack provided by the Government scheme, however, we do ask parents to contribute to our snack bar to provide a variety for the children to choose from. This gives the children the opportunity to try different types of fruit and vegetables.

Children under the age of five are entitled to free milk at school. For children who are over the age of five, milk needs to be paid for. If your child is receiving free milk, this automatically stops the week commencing their fifth birthday. Please contact the staff at [www.coolmilk.co.uk](http://www.coolmilk.co.uk) to register your child's details and make payments where necessary. Should you have any problems doing this, please see the school office. Whether your child is entitled to free milk or not due to their age, they will not receive it unless they are registered at the website shown above.

Research shows that children learn better when their bodies and brains are hydrated. Therefore, children are encouraged to drink water throughout the school day. A named water bottle should be brought to school each day filled with water and is sent home every day to be washed and refilled. If your child forgets their water bottle, they can get a drink from a water jug in the classrooms.

11.30am Lunch break begins and children eat in the main school hall. All children in Reception and Key Stage 1 (Years 1 and 2) are entitled to a free school meal. We would really encourage your child to have a school meal which will consist of a main course and dessert. The kitchen team are able to cater for a wide range of dietary requirements. Please speak to the school office if you wish to discuss your child's needs. Lunches are ordered in advance by



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parents/carers using Arbor. If you wish your child to have packed lunches you may provide one, although sweets, fizzy drinks and nuts in any form are not permitted. As a school, we encourage healthy eating and hope that this is reflected in packed lunch boxes.

Please note - if you receive benefits, we would ask that you still register for Free School Meals with Surrey County Council as we then receive additional funding in school for our pupil premium children. Please ask at the office for an application form. Your request will be treated in strict confidence.

12.30pm Afternoon registration begins and learning continues in the classrooms and outdoor areas.

3.20pm The school gates are opened at 3.15pm and the school day ends at 3.20pm. Children leave from the classroom doors but only when their collecting adult is seen by the classroom staff.

At Goldsworth we pride ourselves on the range of after-school clubs we provide for children. In the past these have included sports, art, construction, music, gardening and cooking. These clubs are available for children from Reception onwards. Goldsworth Primary also provides wraparound care before and after school in our 'Wise Owl Club' in the Qube, purpose built premises on site. Please contact Dawn Durrant (Wise Owl Manager) for details of fees and availability of places.

*Please note that outdoor play equipment and resources are only to be used by children during the school day when adequate supervision is in place.*

### **Absences**

If your child is going to be absent from school due to illness, please telephone the office by 9am on each day that they are absent. If your child has a medical or dental appointment and will be late into school, please let your child's class teacher know verbally or via a short note and email the school office staff, so that they are also aware and do not cancel the hot dinner if you have ordered one via Arbor. If you need to collect your child during the school day for a medical or dental appointment, please let your child's class teacher and office staff know in the morning and collect your child from the office at the agreed time where you will need to sign your child out.

### **Family Holidays**

Family holidays during term time will not be authorised. If there is an exceptional reason (as determined by the Headteacher) parents are required to complete a Leave of Absence form as soon as the proposed leave is known about. Leave of Absence forms are issued to parents from





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the school office. Parents will be notified of the outcome. Applications for leave of absence which are refused will result in the absence being unauthorised which may result in legal action against the parent, by Fixed Penalty Notice, if the child is absent from school during that period. Any unauthorised absence from school is damaging to your child's education. It also gives children the wrong messages about the importance of their education which may lead to problems in their schooling. Good attendance and punctuality are important values for later in life.

### **Medicines**

If your child needs to have medicine for a short time, we request parents come into school and administer this. However, we understand that this is not always possible due to work commitments, so a medical form must be completed and signed by parents at the school office, which will give consent for office staff to administer the medicine at the appropriate time. This procedure is also followed for any long term medication that a child needs to take. If your child uses an inhaler or has an epi-pen, please let your child's class teacher know, who will direct you to the office staff, as these have to be recorded and paperwork needs to be completed by the parent to accompany them. These will be kept in the classrooms and a spare in the medical room and administered by staff as and when required.

**Please note:** *When dropping children in for the stay and play sessions, please ensure you leave their medication they may require, for example epi-pens or inhalers. This must be hand in via the office with your child's name and written instructions of administration. Please also notify your child's teachers so they are aware.*

### **Preparing your child for school**

There are lots of things that you can do between now and September to prepare your child for school. To encourage your child to be as independent as possible, practise these activities to help prepare them:

- Dressing and undressing without help
- Doing up buttons, buckles and zips
- Using the toilet unaided
- Using a tissue to blow their nose
- Using a knife and fork unaided
- Tidying away the toys he or she has been playing with





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**The Reception team will provide further ideas and information at the School readiness and Induction evening on Thursday 19<sup>th</sup> June at 6pm. This will include a tour of the school and an opportunity to sample some food from the school menu.**

### **Supporting your child once they start school**

Once your child starts school there are lots of things that you can do to support them day to day, socially and in their learning:

- Arriving at school on time each day so your child has a calm start to their learning. Collecting your child on time at the end of the day to avoid anxiety.
- Ensuring your child has everything they need each day, such as their learning pack.
- Talking to your child about their school day.
- Looking at and talking about pictures, paintings or writing they bring home.
- Reading books with and to them.
- Attending assemblies and other school events.
- Developing your child's social skills by seeing school friends outside of school.
- Please ensure all your child's clothes are easy for them to put on and take off independently and quickly. We would strongly advise velcro or slip on shoes, rather than those with laces.

**The Reception team will host further workshops throughout the year developing your understanding of early years and how best to support your child at home.**

### **Uniform**

At Goldsworth we aim to make our uniform as flexible as possible for parents, so generic uniform such as trousers, skirts, shirts and green jumpers and cardigans (without the school badge) can be purchased from a variety of outlets. Should you wish to purchase items with the school badge on, including jumpers, cardigans, the Goldsworth bag, PE bag, school fleece and school coat, these are supplied by Valentino School Wear in Knaphill.

The school's PTA or the Friends of Goldsworth hold second hand uniform sales throughout the year should you wish to donate uniform your children have grown out of or purchase items for your children. Children wear the P.E kit to school on P.E days. Named, spare clothes should be left in a small bag in their locker (we recommend the small mesh fruit bag that can be purchased from supermarkets). Please do not underestimate the need to clearly name all items of school uniform and PE kit, even socks! Please use either sew-in, iron-on or a proper labelling pen and regularly check that your child's clothes belong to them, not to someone else and are still named!



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### **Phonics**

Once your child is in school full time, they will begin to develop their phonological awareness. At Goldsworth we teach phonics using the Read Write Inc. programme. At school, children will learn the sound that a letter makes, learn the shape of the letter and learn a ditty that accompanies the letter. Please take the time to practise these sounds at home with your child as it will help their reading development. Once your child has learned a selection of letter sounds, they will be able to use these to read and build words. Further information and guidance will be given to you in 'An Introduction to Phonics Parent Workshop' in the Autumn term.

### **Communication**

At school, Reception Teachers complete observations online via Tapestry. Parents will be encouraged to share photos and key learning moments from home using their personal Tapestry login. You will be invited to register for access during the induction period in September.

### **Behaviour as a class**

Each class works together to fill up their reward jar regularly. They earn these by tidying up, working together, listening well or behaving sensibly. When they fill the jar, the whole class is rewarded with a treat. This could be a small tea party, an extra play outside or a mini movie. The jar is then emptied and the system begins again.

### **Parking & Travelling to School**

At Goldsworth, the safety and well-being of everyone is paramount and as the roads around school can be very busy, we actively encourage families to leave their cars at home and walk, cycle or scooter to school. Not only is this a healthier option, but often the walk to school is a perfect opportunity to chat with the children and find out about their day.

If it is absolutely necessary for you to drive to or from school, please note that our car park is for staff only. On the roads outside the school premises, we have implemented an informal one way system which we encourage parents to follow for safety reasons. This entails entering Bridge Barn Lane via the roundabout and exiting by turning first right into Mabel Street just after the school gates. When driving outside school please be considerate of other road users - keep speeds low, do not mount the kerbs, do not park on the pathways, avoid reversing and do not block driveways.



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As Bridge Barn Lane is so busy at peak times, you may find it easier to 'park and stride' by parking a little further away and walking 5 minutes to school.

For more information on the School's Travel Plan please see the School Website.

We hope that this parent guide is useful and that it can be referred to during your child's first year at school. We appreciate that this is a lot of information to consider, be reassured that both the teachers and office staff will be around to support and answer any queries you may have.

We look forward to meeting you and your children in due course.