



Welcome Presentation

Summer 2022

St. Augustine's Catholic Primary School



Background Information

We thank you for choosing to send your child to St. Augustine's Catholic Primary School.

We welcome you and look forward to working with your family over the next 7 years. St. Augustine's School provides a nurturing and vibrant learning environment which we firmly believe provides our children with the qualities, skills and knowledge they need in their Primary education.

We have 1 Reception class .

Having one class in Reception allows your child to get to know all the staff and other pupils quickly and this helps provide a friendly learning environment for your child making the *transition from preschool to mainstream school seamless.*

Here is a link to our school website:

<http://www.staugustines.dorset.sch.uk/website/home/2350>

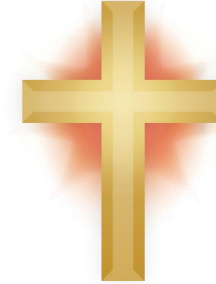


Catholic Life

and

Our School Mission Statement

The Catholic Life of our school is at the heart of everything we do.



Our school mission statement is our prayer.



‘Lead us Lord,
To Act Justly,
To Love Tenderly,
And to Walk humbly.
Amen.’



We ask the Lord to lead us in our relationships with one another and to lead us in all our work at school.

We are proud to form part of Our Lady Star of the Sea Parish and work closely with our Parish Priest, Father Anthony O’ Gorman and the Parish Deacons.

Our Catholic Life is central to everything we do at school.

Here is a link to our parish website:

<https://www.ourlady-starofthesea.com/>



DIOCESE OF PLYMOUTH

The Roman Catholic Church serving Dorset, Cornwall and Devon



Our Gospel Values and Catholic Virtues

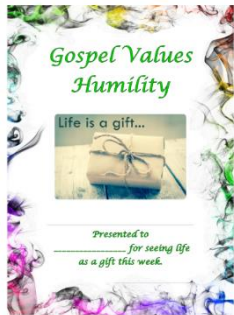
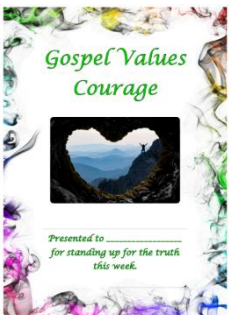
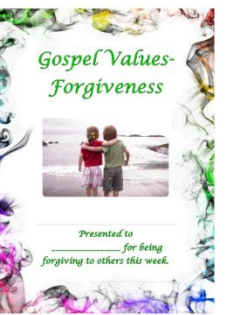
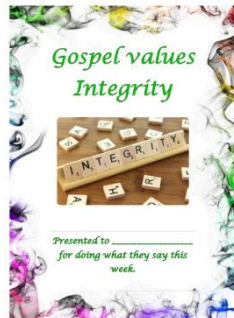
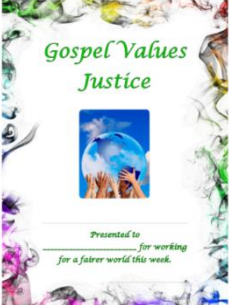
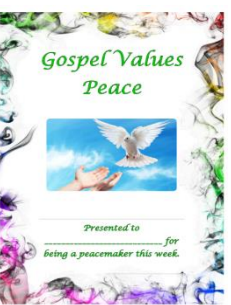
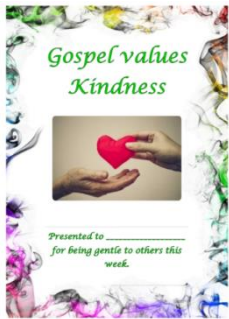
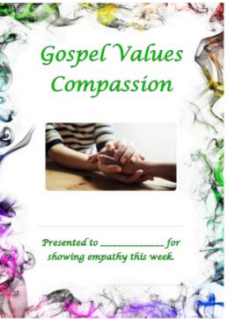
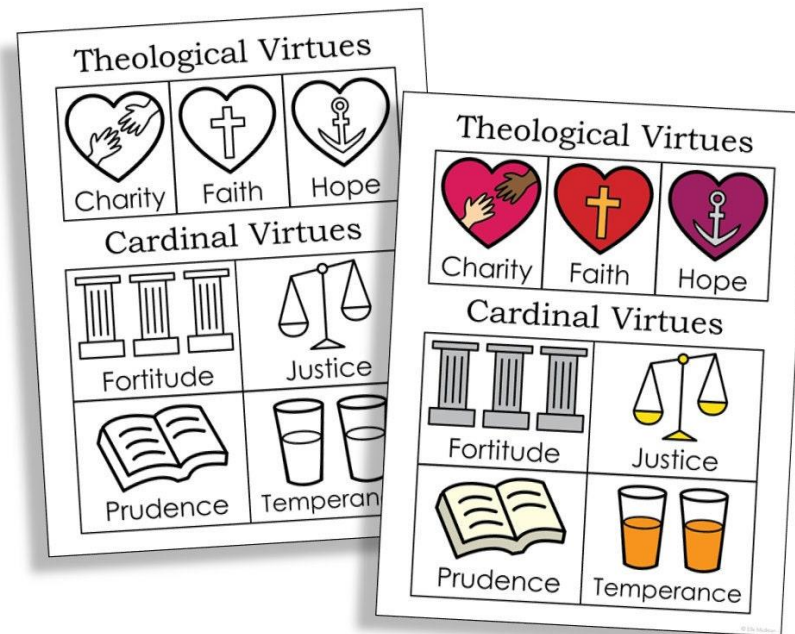


Our Gospel Values and Catholic Virtues are important to the Catholic Life of our school.

They are the qualities that underpin the way we approach our life at school. Here are our Gospel Values displayed on our school certificates.

We start each week with a whole school Liturgy and during this worship time, focus on a gospel value to incorporate into our learning during that week. The children who demonstrate the gospel values are awarded Gospel Value certificates at our Gospel Value Reflection Assembly led by our Year 6 class.

This year we have launched our Catholic Virtues. The virtues are the habitual behaviours that help us live a spiritual life.



DIOCESE OF PLYMOUTH

The Roman Catholic Church serving Dorset, Cornwall and Devon



Laudato Si' – On Care for our Common Home



*Laudato Si-On Care for the Common Home –
An Encyclical Letter from Pope Francis on Care for our World*

LAUDATO SI'

ON CARE FOR
OUR COMMON HOME



POPE FRANCIS



ENCYCLICAL LETTER

We find opportunities through our topic teaching and through explicit RE lessons, to learn about, explore and discuss ways to care for one another to care for the environment. The children are encouraged to be mindful of the way they use resources responsibly and are careful in the way they consider energy use both at school and in their own homes.

Our curriculum is designed to allow children from Reception to Year 6 to consider how we all have a responsibility to care for our home, our planet, our common home.



*For more information regarding the
catholic life of our school, please follow
the link below:*

http://www.staugustines.dorset.sch.uk/website/catholic_life_at_st_augustines_school/547940



DIOCESE OF PLYMOUTH

The Roman Catholic Church serving Dorset, Cornwall and Devon



When your child starts school



The school day starts between 8.40am and 8.55am.

At 8.40, we open the Reception Area doors and a member of the Reception class staff will greet you and your child at the door and explain where your child is required to place their coat, PE kit, named piece of fruit (for their morning snack), named drink bottle, lunchbox and backpack (if they have one.)

The children will then come into the classroom where they will engage in a range of practical activities that help them settle before we start the register at 8.55.

Throughout your child's day at school, they will continue to access practical experiences as they did at their preschool settings. The children continue to follow the Early Years Foundation Stage Curriculum with its focus on the children being active learners as they embark on child-initiated play situations as well as adult led learning.

The children are taught using the Early Years Foundation Stage Curriculum which was updated in September 2021. More details regarding the curriculum will be provided in further slides.



The Early Years Foundation Stage Curriculum



The EYFS curriculum is split into **Prime** 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.

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

The **Prime Areas** of learning are:

- Personal, Social and Emotional Development;
- Communication and Language;
- Physical Development.

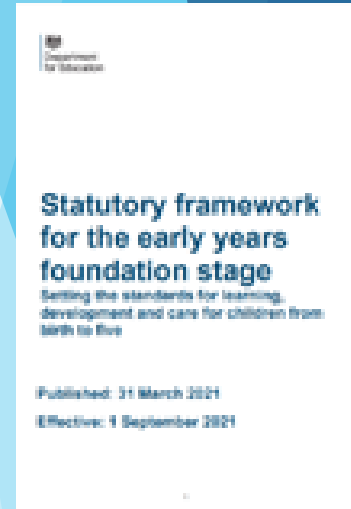
The **Specific Areas** of learning are:

- Literacy;
- Mathematics;
- Understanding the World;
- Expressive Arts and Design.

At the beginning of your child's reception year, they will carry out assessment activities with the reception class staff. These are called 'Baseline Assessments' and provide information regarding your child's starting point at the beginning of their school life. The assessments cover early literacy, communication, language and mathematics skills.

For more information regarding the Baseline Assessment, please refer to:

<https://www.gov.uk/guidance/reception-baseline-assessment-information-for-parents>





The Early Years Foundation Stage Curriculum



At the end of the Reception year, pupils are benchmarked against the **Early Learning Goals** for each area. Attainment is described as either: **emerging** (working below the expected level) or **expected** (working at the expected level) and these are reported to parents in the end-of-year written report. This is a change from previous years as **exceeding** (working above the expected level) has been removed. For full information and a copy of the Statutory framework for the early years foundation stage, please refer to:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS_framework_-_March_2021.pdf

Changes to the Early Learning Goals (ELGs)

The most significant changes to the ELGs are in the areas of Personal, Social and Emotional Development, Mathematics and Understanding the World:

Personal, Social and Emotional Development – ‘Self-Regulation’ has been a key focus recently and this is now reflected in a new Early Learning Goal. ‘Managing Self’ covers aspects previously covered within Physical Development. The ‘Building Relationships’ goal is very similar to the former ‘Making Relationships’ goal.

Communication and Language - ‘Listening, Attention and Understanding’ are now combined into one goal, with the other goal focusing on ‘Speaking’.

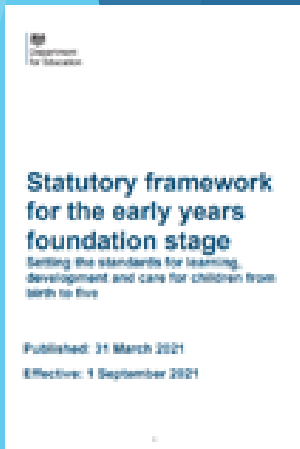
Physical Development - These Early Learning Goals no longer include health and self-care, solely focusing on moving and handling skills. There is now a goal for gross motor skills and a separate goal focusing on fine motor skills.

Literacy - There are now three early learning goals for Literacy, with the reading focus now split into comprehension and reading words.

Mathematics - The new Mathematics Early Learning Goals focus on a deep understanding of number and numerical patterns. Although there is no longer a goal for shape, space and measure the Government consultation response states, ‘Practitioners and teachers will still be required to teach children about shape, space and measures, as part of a well-rounded curriculum as set out in the revised mathematics educational programme.’

Understanding the World - The most noticeable change to the Early Learning Goals for Understanding the World is the inclusion of ‘Past and Present’ and the removal of the ‘Technology’ goal. We will use appropriate technology to support their learning in key curriculum areas.

Expressive Arts and Design - The goals for Expressive Arts and Design are broadly similar to the existing goals with reference made to being imaginative and using a variety of materials, tools and techniques.





Forest School

A Creative Curriculum

As well as the curriculum opportunities we have already outlined, we are fortunate enough at St. Augustine's School to have a fully trained Forest School Practitioner.

During the year, the children are given outdoor learning opportunities and have the opportunity to participate in Forest School activities. Forest School teaches children many important life skills.

These include:

- learning to work safely in the outdoors
- learning to work as part of a team, problem solving,
- caring for the environment
- working with tools
- using natural resources in an imaginative way.

The opportunities for making cross curricular links is endless and our children in Reception really enjoy learning in the outdoor environment.



Relationships and Health Education (RHE)



Understanding Relationships and Health Education in your child's primary school: a guide for parents

We want all children to grow up healthy, happy, safe, and able to manage the challenges and opportunities of modern Britain. That is why, from September 2020, all primary age children will be taught Relationships and Health Education.

These subjects are designed to equip your child with knowledge to make informed decisions about their wellbeing, health and relationships as well as preparing them for a successful adult life. The world for all young people looks very different from the way it did 20 years ago when this curriculum was last updated – these changes bring the content into the 21st century, so that it is relevant for your child.

Your child's school will have flexibility to deliver the content in a way that is age and developmentally appropriate and sensitive to the needs and religious background of its pupils.

Relationships Education

Relationships Education will put in place the building blocks needed for positive and safe relationships, including with family, friends and online.

Your child will be taught what a relationship is, what friendship is, what family means and who can support them. In an age-appropriate way, your child's school will cover how to treat each other with kindness, consideration and respect.

By the end of primary school, pupils will have been taught content on:

- families and people who care for me
- caring friendships
- respectful relationships
- online relationships
- being safe

You can find further detail by searching '**relationships and health education**' on GOV.UK.

Health Education

Health Education aims to give your child the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise.

By the end of primary school, pupils will have been taught content on:

- mental wellbeing
- internet safety and harms
- physical health and fitness
- healthy eating
- facts and risks associated with drugs, alcohol and tobacco
- health and prevention
- basic first aid
- changing adolescent body

You can find further detail by searching '**relationships and health education**' on GOV.UK.



From September 2020, it has become a statutory requirement that Children are taught Relationships and Health Education.

Here is some background information for you to read, published by the Department for Education.

For further guidance, please refer to :

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/907638/RSE_primary_schools_guide_for_parents.pdf

As a Catholic School, we teach RHE from a faith perspective, using an approved Scheme called 'Life to the Full' which is produced by Ten Ten Resources.

When your child starts school, we will inform you of the lesson focus for each week and you will be given access to a Parent Portal that will provide you with further information.



The entire teaching is underpinned with a Christian faith understanding that our deepest identity is as a child of God – created, chosen and loved by God. The programme is fully inclusive of all pupils and their families.





Therefore, this year we have started producing Knowledge Organisers that keep you fully informed of the learning that takes place during each half term.

As well as providing you with a comprehensive outline of the learning that will take place in each curriculum area each half term, the organisers include useful resources and vocabulary lists that you can use at home with your child to help support their learning.

The feedback we have had from parents since introducing the Knowledge Organisers this year has been very positive and people have commented on how the resources have really helped parents extend and develop their children's learning at home.

In order to access the Knowledge Organiser for the 2nd half of the Summer term this year, please follow this link:

http://www.staugustines.dorset.sch.uk/website/parents_in_partnership_homework/507890

Here is a sample page to show you the sort of key information that is included.

Parents In Partnership



Growing Up and Moving On.

This half term, we're continuing to learn about growth. We're learning about plant growth, animal growth through our work on Life Cycles and human growth.

In all our work, we are focusing on growing in a healthy way.

We will continue to look at the conditions for healthy plant growth as we learn about growing sunflowers and caring for them. We will learn about animal habitats and the way that caterpillars grow and change as they become butterflies and we will learn about the human body, diet and fitness as we explore how to keep ourselves healthy.

We will also use this topic to help prepare our children for their move from the Reception Class to Year 1. We will carry out transition activities to help the children prepare to grow up and move on and will discuss their hopes for their future in year 1.

How you can help your child with this topic:

Please continue to work on the Growing Up and Moving On Reception Class Homework Topic Grid which has been provided for you on the Google Classroom.

(I will continue to attach it along with the weekly homework tasks, every Friday.) Here you will find a range of activities linked to a range of curriculum areas which will allow you to become fully involved with your child's topic learning this half term.

As well as using the activities on the grid, please also use the following slides which provide you with resources that directly link to our learning this half term.

The next slides will show you the work that we will be covering within specific subjects. Each subject will be developed through the topic in line with the Early Years Foundation Stage Curriculum.









Growing Up and Moving On- Reception Class Topic Home Learning Grid

Please find below some interactive, fun filled activities for you to carry out as a family.

Please submit this work either on Google Classroom or on Tapestry and we will share your tasks at celebration time.

You could choose at least 1 activity from each column to provide variety over the half term.

We hope you have a wonderful time carrying out the activities.

Science-Understanding of the world	PE/Music	Art and Design Technology	History and English
<p>GETTING to a friend</p> <p>Read the poem and think about the feelings of the person who is getting to a friend. Draw a picture of the person who is getting to a friend.</p>  <p>GETTING to a friend</p> <p>Read the poem and think about the feelings of the person who is getting to a friend. Draw a picture of the person who is getting to a friend.</p>	<p>Super Mood Music</p> <p>Watch the video and think about the feelings of the person who is getting to a friend. Draw a picture of the person who is getting to a friend.</p>  <p>Super Mood Music</p> <p>Watch the video and think about the feelings of the person who is getting to a friend. Draw a picture of the person who is getting to a friend.</p>	<p>Butterflies in a butterfly</p> <p>Read the poem and think about the feelings of the person who is getting to a friend. Draw a picture of the person who is getting to a friend.</p>  <p>Butterflies in a butterfly</p> <p>Read the poem and think about the feelings of the person who is getting to a friend. Draw a picture of the person who is getting to a friend.</p>	<p>My life is a timeline</p> <p>Read the poem and think about the feelings of the person who is getting to a friend. Draw a picture of the person who is getting to a friend.</p>  <p>My life is a timeline</p> <p>Read the poem and think about the feelings of the person who is getting to a friend. Draw a picture of the person who is getting to a friend.</p>
<p>My own</p> <p>Read the poem and think about the feelings of the person who is getting to a friend. Draw a picture of the person who is getting to a friend.</p>  <p>My own</p> <p>Read the poem and think about the feelings of the person who is getting to a friend. Draw a picture of the person who is getting to a friend.</p>	<p>My own</p> <p>Read the poem and think about the feelings of the person who is getting to a friend. Draw a picture of the person who is getting to a friend.</p>  <p>My own</p> <p>Read the poem and think about the feelings of the person who is getting to a friend. Draw a picture of the person who is getting to a friend.</p>	<p>My own</p> <p>Read the poem and think about the feelings of the person who is getting to a friend. Draw a picture of the person who is getting to a friend.</p>  <p>My own</p> <p>Read the poem and think about the feelings of the person who is getting to a friend. Draw a picture of the person who is getting to a friend.</p>	<p>My own</p> <p>Read the poem and think about the feelings of the person who is getting to a friend. Draw a picture of the person who is getting to a friend.</p>  <p>My own</p> <p>Read the poem and think about the feelings of the person who is getting to a friend. Draw a picture of the person who is getting to a friend.</p>



Parents In Partnership

We believe that forming a strong partnership between Parents and School is fundamental in ensuring that children receive the best possible provision in their primary education.

We work hard at St. Augustine's School to involve parents in every part of the children's learning journey.

To help us in this work, communication is key and so we use various ways to ensure that the home school partnership is strong.

Communicating with parents is an important part of what we do, making sure you get the correct information about school news, activities and things that really matter is something we care about.

We use **ParentMail** a service used by over 6,000 schools, nurseries and children's clubs to communicate to parents.

ParentMail will be beneficial to you because you can:

- Use a free mobile app on Android and iOS to pick up school messages instantly.
- Have an account simply for school messages (away from your busy email inbox!)
- Connect to other schools, nurseries or clubs that use ParentMail.
- Highlight important messages or archive old messages to make life easier.
- Messages can be sent directly to mums, dads and carers – even grandparents!

www.parentmail.co.uk/help/parenthelp/

Tapestry

Tapestry is an Online Learning Journal that we use in the Reception Year at St. Augustine's School. It allows us to work in partnership with parents as we ask you to use it to record and submit 'wow' moments to us that we then celebrate with the whole class on a daily basis.

It is a website that can be accessed on a PC or Laptop computer or can be downloaded as an App and used on a tablet or Smartphone.

We will be contacting you again in order to help you register on Tapestry, but in the meantime, if you'd like to learn more please go to: <https://tapestry.info/parents-carers.html>





The Home/School Reading Partnership



When your child starts at St. Augustine's School, we give them a Reading Book Bag.

Inside the bag they are given 4 reading books a week to share with you. We will give you a reading record book which allows us and you to write how your child has responded to a particular book.

1 of the books will be from our Read, Write Inc. Reading Scheme and will be of a level that we have assessed suits your child's learning needs. (After a few weeks of them being in school.)

The 2nd and 3rd books will be books that the children have chosen from other schemes.

The 4th book will be a book that your child chooses from the class library and is purely chosen for enjoyment.

By working in this way, your child can share their books with you regularly during the week and by repeating a story, can learn it really well.

It also gives you the opportunity to focus on specific reading skills with your child such as

Storytelling, discussing characters and settings, predicting events, looking at particular letters and sounds being taught in class at that time and looking for 'tricky' words.

We use the Read, Write Inc. Phonics scheme.

We will provide extra information about the scheme during the Autumn Term when the children have settled into school.



Speed Sounds Set 1

m	a	s	d	t
i	n	p	g	o
c	k	u	b	f
e	l	h	sh	r
j	v	y	w	th
z	ch	qu	x	ng

© Oxford University Press 2016.

Read Write Inc. (RWI) is a phonics complete literacy programme which helps all children learn to read fluently and at speed so they can focus on developing their skills in comprehension, vocabulary and spelling. We begin the programme in Nursery and will continue teaching RWI to children until they can read fluently. RWI was developed by Ruth Miskin and more information on this can be found at

<https://ruthmiskin.com/what-is-rwi-more/parents>



Celebration Time



Every day in Reception we have a 'Celebration time.'

This time allows the children to share positive achievements with their class.

It's lovely for us to celebrate the whole child by having positive contributions from home.

We ask you to become involved by communicating home achievements on Google Classroom. By using this platform, photos can be attached, bringing the Wow to life.

We have had celebration time in reception for many years and the children really benefit from the positive response they receive from their classmates and staff.

Here are some examples of 'Wow' moments.

_____ learned to ride his/her bike with out stabilisers for the first time this weekend.

_____ helped plant some seeds with grandad at his allotment yesterday.

_____ helped to lay the table for dinner last night.

Yesterday at dinnertime, _____ ate broccoli for the first time and liked it.

_____ helped to look after his brother when he fell over yesterday.

_____ has learned to swim with a float across the pool for the first time.



TAPESTRY
ONLINE LEARNING JOURNAL





School Meals



Children in Reception, Year 1 or 2 are entitled to a free school meal.

The supplier we use at School is Local Food Links.

We ask that when you fill in your hot meal order form, you complete it **with** your child, so they are happy with the choices you have made. If you choose to provide your child with a packed lunch every day instead of opting for the free hot school meals, please do discuss the contents of the lunch with your child to avoid upset.

At Local Food Links we've been making the best quality school meals in Dorset since 2006. We're a not-for-profit company, so we're constantly investing in making our service even better – which, we hope, makes children happier, healthier and better able to concentrate at school. You can find out more about us on our website at www.localfoodlinks.org.uk

Remember you need to order your child's meals 7 days in advance!

Ordering Guide for Parents



Welcome to the New Phone Friendly System!

Once you have your child's 10 digit code you can register at <https://my.localfoodlinks.org.uk/> to order your child's meals. Please contact your school secretary if you do not have a code or call Local Food Links on 01308 420269.

For more information visit <https://www.localfoodlinks.org.uk/for-parents/#faq>

If you are unable to access our online services, please contact support@localfoodlinks.org.uk

Ordering Online – Local Food Links operates a secure payment and data protection compliant ordering system for parent/guardians and school admins to order school lunches online.

1. Login and select orders on the dashboard.



2. Select the meal(s) you wish to order. Ensure the correct option radio buttons are highlighted. Scroll down to select different days!



3. When you are happy with your meal selections and have done all your orders select 'Order and Pay'.



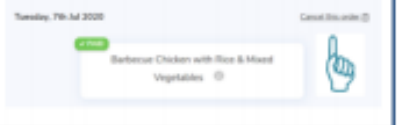
4. To make a multi-week order choose the 'Bulk order' tab. Place a start and end date for the meals and meal option then select 'Place order' button and follow the instruction.



5. To see an order summary click the Order History button and then view.



6. To cancel an order, click on your child's name and click the order button and scroll down to the meal you wish to cancel and then click the 'cancel this order' button and confirm.





Uniform

You will see clear guidance in your Welcome pack on school uniform.

We ask that when you send your child to school in Autumn, you have **every item of School uniform clearly named**, including your child's shoes.

As you can appreciate, school uniform is expensive and when the children become warm and need to take off their cardigan or jumper, or when they are dressing for PE, everything needs to be named.

Please note that you will not need to buy your child a reading bag as FOSA (Friends of St. Augustine's Group of Parents) provide these as a welcome gift to you.

We name these and give them to your child.

Free School Meals, Fruit and Drinks

Information about your entitlement to Free School Meals is in your Welcome pack. We ask that when you fill in your hot meal order form, you complete it with your child, so they are happy with the choices you have made.

If you choose to provide your child with a packed lunch, discuss the contents of the lunch with your child to avoid upset.

We provide your child with a piece of fruit for the afternoon, but we ask that you give them a named piece of fruit for the morning.

We also ask that your child has a clearly named drink bottle that they can drink from throughout the day.





At today's meeting, we ask that you let us know what preschool your child currently attends.

Following this information, we will then be able to contact the providers and arrange to see your child in their settings.

This will also give us the opportunity to engage in dialogue with the staff at the settings and to gain an insight into the interests, progress and needs of your child.

To help with your child's transition we would also like to give you and your child the opportunity to visit our reception class together on Tuesday 5th July.

If your child's birthday is between 1st September and 28th February, we ask you to attend together between 9.15 and 10.15 on 5th July and if your child's birthday is between 1st March and 31st August, we ask you to attend between 10.45 and 11.45 on 5th July.

Transition

Parents in
Partnership



Reception Starting dates September 2022

Older children

DOB-1.9.2017-28.2.2018

Monday 5th September

Wednesday 7th September

Friday 9th September

Tuesday 13th September

Thursday 15th September

Younger Children

DOB-1.3.2018-31.8.2018

Tuesday 6th September

Thursday 8th September

Monday 12th September

Wednesday 14th September

Friday 16th September

**ALL CHILDREN IN SCHOOL FULL TIME FROM MONDAY 19TH
SEPTEMBER**



Communication



Your child's safety is paramount and it is essential that we have up to date contact information.

When you complete your contact form, you must give us the details of at least adults that can be contacted if necessary.

It is your responsibility to keep your contact information current, so if for example, you move house, change mobile phone number or email address, you must inform the office as soon as possible.

Similarly, as you can appreciate, it is extremely important for us to know the arrangements you set up to have your child collected at the end of the day. If you know you will not be collecting your child in person, inform us at the beginning of the day who you have arranged to collect your child. If arrangements change during the day, please ring the school office. The school phone number is

01305 782600.

If your child is absent from school for any reason, please inform us before school, either by Parent Mail or by leaving a telephone message. We need to know the reason for your child's absence every day that they are away.

For health and safety reasons it is essential that we know of any medical conditions your child may have as soon as possible please. This includes any allergies or information regarding inhalers.

If your child has any medical condition, you will be required to supply us with full information on a 'medical need to know' form that we will give you. If your child does have medication that needs to be administered at school, it is your responsibility to ensure the medication is clearly labelled and is in date. Please note that we can't administer medication that has passed its expiry date.

Please note that we are available to discuss your child's progress informally at a mutually convenient time and we hold Child/Parent/Teacher meetings to discuss your child's progress. The dates of these meetings along with all significant dates in the Autumn term will be shared with you when your child starts school.

We thank you once again for choosing to send your child to St. Augustine's School and we look forward to working with you and getting to know your child.

Please do contact us on the phone number above with any queries or for further information.