



LEARNING BEYOND THE CLASSROOM



# Starting School in September 2023

## Everything you need to know



## Kernow Learning

Headteacher: Emma Vyvyan

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### Meeting your communication needs:

We want to ensure that your needs are met, if you would like this information in Braille, large print, any other format or interpreted in a language other than English, please contact the school, telephone: 01726 438609 or email: [sky@kernowlearning.co.uk](mailto:sky@kernowlearning.co.uk)

## Head teacher's Welcome

Thank you for choosing Sky Primary and Eden Project Nursery. We look forward to your child starting school with us and helping them to be happy, confident, and independent young learners. This booklet is aimed at helping ensure your child has a happy start by providing you with lots of useful information. If any of your questions are not answered in this booklet, please contact the school office who will do their best to answer your queries.

## Preparing your Children for School

You can help your child by trying to establish these good habits before he/she begins school:

- be able to dress themselves.
- be able to feed themselves using cutlery.
- be able to attend to their own toilet needs.
- be confident to be separated from their families.
- be able to share and play with others.
- be able to communicate needs to both peers and adults.
- be able to listen and understand simple instructions and carry them out.



### How you can help

The most important thing you can do is to take a real interest in your child, encourage them to talk clearly and to listen to them and what they have to say. Spend time sharing books and playing games together so that they have a positive attitude towards books and learning. Children will be given school sharing books in September to share with you at home. This is important to develop basic reading skills, understanding of characters and story settings. Encourage children to re-tell stories in their own words using the pictures to help them. When children are ready, they will have books with words to read. It is important that children look at these books regularly as it has a real impact on their development and confidence in reading. It is important to support your child's learning at school but also to get the balance of having rest time at home and family time.

## Classes

We have worked hard to develop our curriculum to ensure children can interact with, look after and respect the natural environment. We believe in children understanding who they are, where they come from and what impact they have on this world. This then leads on to an understanding of what they can do individually and collectively to make this a better world. Our class names will reflect this and these prepare our children for the types of learning styles that they come across in the academic year.

Class Name	Year Group(s)	Staff
Vounder	Class 1	Class Teacher: TBC Support Staff: TBC
Rescorla	Reception	Class Teacher: Ms Emily Ford Support Staff: Laura Evans
Lantern	Nursery	Nursery Leads: Ms Nikki Dedman & Mrs Suzanne Gumbrell

## Who's Who and Who do I contact

At the start of a new school year, there may be times when you wish to speak to people about matters concerning your child. Sometimes it is a quick query, but not knowing who to speak to can be a problem. In the event that it is something specific to your child and involves a small matter in the classroom, please speak directly to the class teacher first. If your query requires a more specific answer, please see the table below for who to contact:

Nature of Query	Who to Contact
Anything that concerns the day to day running of the school (behaviour / provision / curriculum / assessment / pupil or sports premium etc.)	Emma Vyvyan (Headteacher)
Anything that concerns the safety of children / child protection	Emma Vyvyan (Headteacher / DSL)
Child protection / safeguarding	Emma Vyvyan (Headteacher / DSL)
Attendance	Emma Vyvyan & Heather Johnstone (Headteacher / School Administrator)
SEND issues	Emma Vyvyan, SENDCo
Clubs / uniform / admissions / general enquiries	Heather Johnstone - School Administrator
Ed Gen Parent Payment System	Heather Johnstone - School Administrator

## Pupil Premium – Does this apply to you?

If you are in receipt of any of the following benefits your child could benefit from some Pupil Premium Funding.

- Universal Credit with net ('take home') income not exceeding £7,400 (£616.67 per month)
- Income Support
- Income-based Jobseeker's Allowance
- Income-related Employment and Support Allowance
- Support under Part 6 of the Immigration and Asylum Act 1999
- The guaranteed element of Pension Credit
- Child Tax Credit, provided you are not also entitled to Working Tax Credit and have an annual income of no more than £16,190, as assessed by HMRC
- Working Tax Credit run-on – paid for 4 weeks after you stop qualifying for Working Tax Credit

**Currently all Key Stage 1 children (Reception, Years 1 and 2) are eligible to receive free school meals. However, if you are in receipt of one or more of the benefits listed above, your child's school could benefit from Pupil Premium funding to support your child just by filling in the appropriate form: 'Application for Free School Meals and Pupil Premium'.**

### **What is the purpose of the Pupil Premium Funding?**

Pupil premium funding is granted to schools to address underachievement and improve outcomes for disadvantaged (either by circumstances or financial hardship) pupils. We know from national data that this group of pupils underachieves at every stage from 5 to 16 years when compared with other pupils. The aim of this information is to show you how we are spending the funding in ways that will help to ensure that disadvantaged pupils fulfil their potential and do at least as well as their non-disadvantaged peers with similar starting points within the school and nationally.

Disadvantaged pupils fall under three categories:

- Pupils who are in receipt, or have ever been in receipt of, free school meals. (Not universal free school meals)
- Looked after or adopted children.
- Service children.

The Governors and Trustees of Sky Primary and Eden Project Nursery will ensure that all monies are spent on the education of the children it was intended. One of the aims of our School Development Plan is to ensure that our disadvantaged pupils make at least good progress throughout each year.

Research (The Sutton Trust, Durham University) suggests that some strategies are more effective than others in 'closing the gap' between disadvantaged and non-disadvantaged pupils and the school has strived to use these to good effect.

Examples of Interventions:

- Staff training in best practice, good, quality first mainstream teaching of an engaging and relevant curriculum.
- Feedback – research shows that good quality verbal or written feedback is most effective in improving outcomes. (Staff training and marking policy)
- Early intervention particularly with phonics (RWI)
- One to one tuition (Teacher or HLTA led)
- Small ability group highly focused TA/Teacher interventions
- Collaborative learning
- Social and emotional learning
- Fun Fit groups

- Socially Speaking groups
- Purchase of specific resources
- Pastoral support

Our overall aim is to increase progress and higher attainment plus increased self-esteem, behaviour and participation. Our assessment monitoring and tracking systems will allow us to identify any children or groups of children who are not making sufficient progress. Progress for pupils in receipt of intervention is tracked half termly and interventions evaluated and adjusted.

We are committed to improving outcomes for our disadvantaged pupils and one of our Senior Leaders will be attending Pupil Premium network meetings to ensure that we keep abreast of new initiatives and share good practice

If you feel your child may be entitled to this funding, please apply online at:

<https://www.cornwall.gov.uk/education-and-learning/schools-and-colleges/school-meals>

- 01872 323298 Cornwall Council School Meals Team
- schoolmeals@cornwall.gov.uk

or contact the school office for assistance in applying. You will only have to fill out the form once and all claims are treated with the utmost confidentiality.

## Arrival and Collection Arrangements

Our school is committed to the safety of the children in our care – from the moment they arrive to the moment they leave at the end of the school day. As part of this commitment, we have outlined our arrival and collection procedures for all children in the school below.

### Arrival and End of Day Collection:

EYFS children (Reception) can start full time on the very first day of school in September.

The school day is 8.40 am – 3.15 pm. In Early Years we encourage children to come in to the playground with families initially. Once children become more confident, we ask that families allow their child to come in by themselves and develop their independence. The school gate will close daily by 8.50am which enables families to drop off, reassure and leave school supportively. Regarding refreshment times, there will be a lunch break between 12 noon to 1pm and opportunity throughout the day for a snack and milk.

At the end of the day Reception and Nursery children will be passed to the parent or main collector by the class teacher at the school gate one at a time, so please be patient with us as we get used to any new faces.

There is an expectation that all children will be collected from the school gate by the main collector, unless we have been informed otherwise. If there are any changes to the main collector or the collection details for your child, we ask that families notify the school as soon as possible so that we can keep our records up to date (this includes children being collected by another parent for parties or outside of school clubs). If it is a temporary change for one day, the class teacher can be told in the morning. The school will contact the families of any child who is not collected in the pre-arranged way.

## School routines

Staff are ready every session to tell the children when to go into class.

The door opens at 8.40am, children enter through the classroom doors from the playground. Children put their coats and belongings on their own pegs in the cloak room and their book bags go into a box inside the classroom. The pegs will be labelled ready for their first day. Children leave their drink bottles next to the sink, so they are easy to get to throughout the day. Once the children are settled, we encourage the children to come into school on their own to develop independence. Staff are always there to help them put their belongings in the correct place.

Hot school meals will be booked online via our MyEd app. Details of this will be given to you nearer the time. If you provide a packed lunch for your child, as a school we ask that families support in our 'plastic free pack lunches' as a community we will support each other with ideas, recipes and to model making a difference with our children.

At the end of your child's school day, your child will be dismissed at the same gate that they came into school. This will be at 3.15pm. Please let the school office know by 2pm if someone else is collecting your child as we cannot allow them to leave school without your permission.

We really appreciate your support in this.

## Positive Behaviour

Dojos are awarded for good behaviour towards learning and can also be used when consequences are needed. When children get a certain amount of Dojos, they will receive a special reward. Parents can go online to monitor their child's behaviour throughout the day. You can download the app via the app store – look for [ClassDojo](https://www.classdojo.com/) or go to the website for more information <https://www.classdojo.com/>



## Uniform Expectations

It is our policy that all children should wear school uniform when attending school, or when participating in a school-organised event outside normal school hours. Our policy has been developed taking into account the Department for Education's [Cost of School Uniforms](#) guidance.

### Aims and objectives

Our policy is based on the notion that a school uniform:

- promotes a sense of pride in the school.
- engenders a feeling of community and belonging.
- is practical and smart.
- identifies the children with the school.
- is not distracting in class.



- makes children feel equal to their peers in terms of appearance. is regarded as suitable, and good value for money, by most families.
- has been designed with health and safety in mind.

### **Our School Uniform Comprises of:**

Blue polo shirt with logo (plain blue polo shirts are acceptable)

Charcoal grey pinafore dress OR charcoal grey/black skirt OR charcoal grey/black tailored trousers or shorts

Blue gingham or striped summer dress

Teal green cardigan or pullover with logo (plain teal green cardigans/pullovers are acceptable)

Black socks, grey or black tights

Wellies and waterproofs provided by the school

Colder months – warm, waterproof coat – a hat and scarf are advisable too

Summer months – sun hat and sun cream applied before school

### **Footwear**

Black sensible functional shoes - No flashing lights and no trainers please.

Wellies are available for everyone to use; you may like to bring along your own pair (labelled please) to keep at school.

The school wants all children to grow into healthy adults. We believe that it is dangerous for children to wear shoes with platform soles or high heels in school, so we do not allow this. Neither do we allow children to wear trainers to school; these are appropriate for sport or as leisurewear but are not in keeping with the smart appearance of a school uniform. We require all children to wear the types of shoes described in the uniform list.

### **PE**

Looking ahead to Year 1 children wear a Teal green T-shirt with school logo (plain teal green T-shirts are acceptable). Charcoal Grey shorts or track-suit bottoms (cotton is advisable). Staff will advise when Rescorla may need appropriate clothing for exercise, and we cover physical development in our every day curriculum.

### **Other**

Named bag

Named water bottle

### **Uniform Supplier**

Cornwall Screenprint & Embroidery, St Austell

Tel: 01726 68689

[www.cornwallscreenprint.co.uk](http://www.cornwallscreenprint.co.uk)

An online ordering service is available

### **Jewellery**

On health and safety grounds, we do not allow children to wear jewellery in school. The exceptions to this rule are studs in pierced ears, and small objects of religious significance, such as a crucifix on a chain. We ask the children either to remove these objects during PE and games, or to cover them with a plaster.

### **The Role of Families**

We ask all families who send their children to our school to support the school uniform policy. We believe that families have a duty to send their children to school correctly dressed and

ready for their daily schoolwork. Families should ensure that their child has the correct uniform, and that it is clean and in good repair.

If any family would like the school to modify the uniform policy, they should make representation, in the first instance, to the Headteacher.

**Please ensure all items are labelled with your child's name. Uniform can be ordered and purchased via the school uniform supplier online.**

### **Equal Opportunities**

The school welcomes children from all backgrounds and faith communities. If there are serious reasons, e.g., religious objections, why families want their child to wear clothes that differ from the school uniform, the school will look sympathetically at such requests. Similarly, should an item of school uniform prove problematic for a pupil with disabilities, then families are invited to draw this to the attention of the Headteacher. The school will not treat pupils with disabilities unfavourably.

### **Preloved Uniform**

Our school aims to be sustainable in everything we do, so we will organise pre-loved uniform sessions where clean and suitable clothes can be re-loved. We know children can grow quickly and want to ensure that these items continue to have good homes.

### **Administering Medication – Routine and Emergency**

Prescription medicines will only be administered at school:

- When it would be detrimental to the pupil's health or school attendance not to do so and
- Where we have parents' written consent (See Appendix 4 – Medical Consent form)

The only exception to this is where the medicine has been prescribed to the pupil without the knowledge of the family. Pupils under 16 will not be given medicine containing aspirin unless prescribed by a doctor. Anyone giving a pupil any medication (for example, for pain relief) will first check maximum dosages and when the previous dosage was taken.

Families will always be informed.

Kernow Learning schools will only accept prescribed medicines that are:

- In-date.
- Labelled
- Provided in the original container, as dispensed by the pharmacist, and include instructions for administration, dosage and storage.

We will accept insulin that is inside an insulin pen or pump rather than its original container, but it must be in date.

All medicines will be stored safely. Pupils will be informed about where their medicines are at all times and be able to access them immediately. Medicines and devices such as asthma inhalers, blood glucose testing meters and adrenaline pens will always be readily available to pupils and not locked away. Any medicine administered will be recorded in the medicines log for the school. This will include, pupil details, date, time and dosage given.

Medicines will be returned to families to arrange for safe disposal when no longer required.





## Curriculum Provision

### The EYFS Development Matters Curriculum

In EYFS we are following a special Early Years curriculum which is designed to give the children the skills and knowledge ready for starting school. The government have redesigned this document and the Early Learning Goals which are now statutory. Children will then progress onto the National Curriculum which caters for children from Year 1 to Year 6. The EYFS curriculum is play based and heavily centred around communication and language, physical development, and personal, social, and emotional development. There are 17 Early Learning Goals which we are aiming for by the end of EYFS (Summer Term). More information regarding the revised Early Learning Goals will be provided at the information meeting for families.

### A Day in EYFS

Sometimes children are not very forthcoming about what they have done at school during the day. To give you some idea our day may be structured as follows:

#### Welcome time –

8.40-8.55 Registration – arriving activities

9.00 – 9.45 – Read Write Inc. phonics

9.45 – 11.30 – Outdoor Exploration

11.30 – 12 noon – Maths Activities

12 noon – 1pm – Lunch time

Welcome to the afternoon

1.00 – 1.30 – Literacy Activities

1.30 – 2.30 – Explore and Learn Activities

2.30 – 2.45 – Time Together

2.45 – Story time

3.15 – Home time

#### Activities include:

**Literacy activities** - when children read and share books, explore letters and sounds (phonics), write words and simple sentences, play with puppets, play word games etc. This will be a mixture of an adult led session and independent learning.

**Maths activities** – when children are involved in practical mathematical activities, e.g., counting, writing, and ordering numbers, number songs and rhymes, adding and taking away, measuring and math's games etc.

**Independent Learning during Continuous provision (Outdoor Exploration and Explore and Learn)** – these are child-initiated learning sessions where children 'choose' their learning

based on their interests. There will be activities set up throughout the day to enrich and enhance learning. Some activities will be supported by an adult while others will be completed independently.

There are lots of activities to choose within the learning spaces (both indoors and outdoors). Here are some of the things you will find:

- A role play area which can be changed into many things such as a hospital, a shop or police station, home corner etc.
- Dressing up clothes so that they can be a doctor, a princess, a policeman or policewoman or a fire-fighter.
- Puppets and a puppet show.
- Large and small building blocks and lots of other things to make models.
- A variety of small world play such as a farm, dinosaurs, dolls house, cars, castles etc.
- A Math's area full of practical resources to support their learning.
- A Writing area with lots of writing opportunities.
- Sensory play.
- Games and jigsaws.
- iPad with focussed learning activities
- Playdough.
- A sand tray and water tray.
- A computer with lots of interesting programs.
- Creative area full of paints and other art resources for their creations.
- Cooking.
- Digging area
- Den building.
- Mud Kitchen
- Loose parts play to encourage our imaginations

Children can play in class and outside.

**Topic Work** – this will link to children's interests where possible and will be based around the 'Development Matters' Early Years Curriculum. Learning will cover many subject areas and it will be as cross curricular as possible. This means subjects will overlap and will help teach more than one skill at once. E.g., threading beads will cover math's skills (counting, shape, pattern) and fine motor control (physical development) etc.

**Great Works** – this is our end of our Big Question exploration where we will share our learning with our community. Children will be inviting an audience to come and enjoy our discoveries so look out for the date, time and put it in your diary.

### **A Family Guide to Read Write Inc. Phonics.**

At Sky Primary and Eden Project Nursery, we use the Read Write Inc. (RWI) programme to get children off to a flying start with their literacy. Read Write Inc. Phonics is a method of teaching reading and writing, which is centred around learning the sounds of the letters (phonics) and then blending them together to read words. The children also learn to break down words into individual sounds in order to write them.

When using RWI to read the children will:

- Learn to read effortlessly so that they can put all their energy into understanding what they read.

- Learn 44 sounds and the corresponding letter/letter groups using simple picture prompts.
- Learn to read words using Fred Talk.
- Learn to read words by blending the sounds together.
- Read lively stories featuring words they have learnt to sound out.
- Show that they understand the stories by answering 'Find It' and 'Prove it' discussion questions.

When using RWI to write the children will:

- Spell effortlessly so that they can put their energy into working out what they want to write.
- Learn to write the letters/letter groups which represent the 44 sounds (graphemes).
- Learn to write words by saying the sounds in Fred Talk.
- Learn to write simple and then increasingly complex sentences.
- Write simple sentences.

### Blending

Children learn to read words by blending the letter sounds that are in the Speed Sound sets. Help your child learn to read words by sound-blending e.g. c-a-t = cat. Help children to say the pure sounds, as quickly as they can and then to blend the sounds together to say the whole word.

Set 1 sounds

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 nk

Set 2 sounds

ay ee igh ow oo oo  
or ar air ir ou oy



























Set 3 sounds

ea oi a-e i-e ai  
o-a o-e ue

How will I know how to pronounce the phonic sounds?

<http://www.ruthmiskin.com/en/parents/>

To help the children with their writing, we use the following rhymes to help them to remember the correct letter formation. It would be most helpful, if you wish to support your child at home with their writing, if you also referred to these rhymes.

<p>a </p> <p>Around the apple and down the leaf.</p>	<p>b </p> <p>Down the laces to the heel and around the toe.</p>	<p>c </p> <p>Curly around the caterpillar.</p>	<p>d </p> <p>Around the dinosaurs bottom, up his tall neck &amp; down to his toes.</p>	<p>e </p> <p>Lift off the top and scoop out the egg.</p>	<p>f </p> <p>Down the stem and draw the leaves.</p>
<p>g </p> <p>Around the girls face, down her hair and give her a curl.</p>	<p>h </p> <p>Down the head, to his hooves and over his back.</p>	<p>i </p> <p>Down the body and dot for the head.</p>	<p>j </p> <p>Down his body, curl, dot for his head.</p>	<p>k </p> <p>Down the kangaroo's body tail and leg.</p>	<p>l </p> <p>Down the long leg.</p>
<p>m </p> <p>Down Maisie, mountain, mountain.</p>	<p>n </p> <p>Down Nobby and over his net.</p>	<p>o </p> <p>All around the orange.</p>	<p>p </p> <p>Down the pirates plait and around his face.</p>	<p>qu </p> <p>Round her head, up past her earring, down her hair, and flick.</p>	<p>r </p> <p>Down the robots back and curl over his arm.</p>
<p>s </p> <p>Slither down the snake.</p>	<p>t </p> <p>Down the tower, across the tower.</p>	<p>u </p> <p>Down and under, up to the top and draw the puddle.</p>	<p>v </p> <p>Down a wing, up a wing.</p>	<p>w </p> <p>Down, up, down, up.</p>	<p>x </p> <p>Down the arm and leg, repeat the other side.</p>
<p>y </p> <p>Down a horn, up a horn and under head.</p>	<p>z </p> <p>Zig-zag-zig.</p>				

### Homework

Children are encouraged to share a book at home each day. Children may take home a RWI reading book when they are able to start sounding out and blending. In addition to this any extra counting, number work and writing activities you carry out will all be beneficial. More information about this will be provided nearer the time.

### Outdoor Learning Opportunities

We spend a lot of time outside and as such the children can often get muddy and wet (even though the children wear waterproof clothing).

Depending on the time of year children will be provided with a waterproof coat, waterproof trousers, wellies, but will need to bring their own woolly hat/gloves and a sun hat/sunscreen applied for warmer weather.

## Lunches and Snacks

### Snacks

EYFS children are offered fruit or a vegetable snack every morning, including milk. Milk is only provided until your child turns 5. Please let the office (and class teacher) know if your child has any allergies. Children need to bring in their own snack for the afternoon, but this needs to be healthy. These are items such as fruit, vegetables, cheese.



Please only put water in your child's water bottle for the classroom.

### Lunches

We have lunch delivered and prepared by Charlestown Primary, providing school meals for all children. Currently all Reception pupils are entitled to Universal Free School Meals. Menus are sent home and can also be viewed on the school website.

If your child is having a packed lunch this will need to be placed on their peg. It is possible to mix school dinners and packed lunches and your child will be asked each morning which they are having that day. Please ensure they know as it makes the morning much smoother.

We are a plastic free packed lunch school and welcome your ideas to share lunch ideas, recipes etc. Remember one small change can make a difference!

**An online payment system MyEd is used for booking hot school meals. Details of this app will be sent to you nearer the start of the academic year.**

## Safeguarding

Safeguarding children is our number one priority. Please see our school website for more information.

**Designated Safeguarding Lead: Emma Vyvyan**

**Deputy Safeguarding Lead: Ms Emily Ford**

All staff within the school have up to date Tier 2 safeguarding training.

### Term dates for 2023-24:

Autumn Term 1: 04 September – 20 October 2023

Autumn Term 2: 30 October – 19 December 2023

Spring Term 1: 04 January – 9<sup>th</sup> February 2024

Spring Term 2: 19 February – 28<sup>th</sup> March 2024

Summer Term 1: 15<sup>th</sup> April – 24<sup>th</sup> May 2024

Summer Term 2: 03 June – 24 July 2024



### School Training Days (the school will be closed on these days)

4<sup>th</sup> September 2023

5<sup>th</sup> September 2023

30th October 2023  
 19th February 2024  
 3rd June 2024

## School Attendance

Please remember that attendance at school is important for your child's academic and social progress.

It is vital that children attend school - for their educational progress, wellbeing, and their wider development.

School attendance is mandatory. For parents and carers of children of compulsory school age, this means the legal duty on you as a parent, to send your child to school regularly, will continue to apply.

Lost minutes = lost learning				
5 minutes late each day is the same as missing:	10 minutes late each day is the same as missing:	15 minutes late each day is the same as missing:	20 minutes late each day is the same as missing:	30 minutes late each day is the same as missing:
3 days over the academic year	4.5 days over the academic year	10 days (2 weeks) over the academic year	13 days over the academic year	17 days over the academic year
Every minute counts!				
There are only 190 school days in the academic year				
175 non-school days for family time				
100% attendance	190 days in education	0 missed days	Best chance of success	
95% attendance	180 days of education	10 missed days	Cause for concern Less chance of success	
91% attendance	172 days of education	18 missed days	Cause of serious concern Persistent absence Unlikely to fulfil academic potential	
90% attendance	171 days of education	19 missed days		

## Term Time Absences

We are unable to authorise leave for holidays during term time and would prefer you to take your holidays during the lengthy school holidays.

However, this does not mean that you cannot take your child out of school, simply that we will record the absence as unauthorised which may result in a penalty notice. If you wish to take your child out of school during term time, please complete an absence request form which is available from the office and on the school website. You will then be invited to a meeting with the Head teacher to discuss your request.

### Your support in the following ways enable us to maintain a smooth running of school routine.

- Punctuality is very important. Please ensure that your child's arrival at school is in good time each morning.
- Please label all your child's clothes and equipment and encourage him/her to take care of their property. This saves us time and you the expense of replacing items unnecessarily.
- If your child is unwell, please keep him/her at home. However, please do not keep your child off unnecessarily. A full attendance is vital in supporting your child's progress.
- If your child has diarrhoea and vomiting, you will need to keep them off for 48 hours after the last episode to prevent spreading the germs to other pupils and adults.
- If your child is absent, a dojo message to the office or telephone message would be appreciated. A call before 9.00 a.m. is all that is required. If we do not know the reason for absence you will be telephoned as soon as possible after 9.00 a.m.
- Please check your child for head lice on a weekly basis and if any are found please treat and check all family members as well. Please let us know so we can inform other families so they can check their own children. By all being vigilant, we hope to be a head lice free school.
- Please let the office know of any change of address or telephone number in case of emergency.



## Performances and Celebrations

Throughout the year we have many occasions where children are filmed and photographed e.g. for the Christmas play. If you do not wish your child to be filmed or photographed for these purposes, please indicate this on the admission form.

## Sky Primary and Eden Project Nursery Friends

At Sky Primary and Eden Project Nursery, we welcome our wonderful group of families who support the school and help raise money and organise exciting events for the children and families. If you have time, please come along, and get involved. Our volunteers organise fund raising events to raise money for all the extras that the school budget does not cover. These helps enrich your child's education and are things such as equipment, trips, theatre productions, sports coaching etc. Getting involved can be fun and will directly benefit your child. Please let the office know if you would like to get involved. We also have lots of opportunities for anyone with skills such as carpentry, gardening, arts and crafts – outdoor learning requires lots of lovely wooden resources so let us know how you can help. Also, we would love our children to learn skills such as sewing, knitting, making, cooking so please also let us know if you are available to volunteer.

## Communication

You will receive regular school newsletters, which can also be found on the website <http://sky.kernowlearning.co.uk/web> under the Parents tab and other information via our electronic communication channels rather than printing, thereby saving paper and ink. We also send out messages via Dojo with information so you can find out last minute news and changes quickly and easily.

All EYFS children will have an online Tapestry 'Learning Journal' which shows their learning and progress throughout the year. These are filled with photographs and observations. Please add to the journals and record key learning that you observe at home. This will help build up an accurate picture of your child.



## Go Read App

Rather than photocopying reading record books we are using Go Read App at Sky Primary and Eden Project Nursery – our school secretary will be in touch to set you up on this easy to use App. We encourage a love of reading from the very first day at Sky Primary and Eden Project Nursery so please do use this great method to share your reading experiences.

## Family Evenings

Families are invited formally at least twice a year to attend parent consultations with their child's class teacher. This is a face-to-face meeting in which a short discussion about your child progress can be made. Families can request a meeting to discuss their child's progress at different times of the year.

## **Helpful Reminders**

All school rules and procedures can be found on our school website. However, the following may help during your child's first term at school.

Help your child to become responsible for packing their own school bags.

Our children also use school book bags to keep our wonderful sharing books safe and lovely to read, available from Cornwall Screenprint – please contact us if you need to know more.

In case of accidents, it is a good idea to put a spare pair of pants, tights, trousers, skirt, and socks in your child's bag.

Shoes with Velcro would be helpful for ease and speed of changing in preference to laced trainers. Please check your children's shoe sizes at least every three months in case their feet have suddenly grown!

Leaving School – at the end of school children are not allowed, under any circumstances, to leave the school premises without an adult. Children are personally handed over to each parent/carer in turn. Please notify the school if you are running late so we can reassure your child.

If your child has an appointment with a doctor, dentist, optician etc, you must inform the office and take along the letter/card. Before taking a child away from school for any reason please, for safety reasons, ensure you have signed them out via the school office. You must not come directly to the classroom.

Please inform the teacher if anything occurs that may have an effect on your child's normal behaviour e.g., Dad going away on business for a few days, Mum starting a new job, the dog dying, Granny going into hospital etc.

Children concentrate and work better if they have had a good night's sleep and a good breakfast! An early bedtime is advisable.

If problems of any kind arise, however small they might appear, please talk to the class teacher in the first instance or the class teaching assistant. Do not let things build up and become out of hand. Remember, we aim to help, and do so if we are kept informed. Our contact with you is a vital part of your child's education.



THE JOURNEY TO WELLNESS

## ALPHABET guide to WELLBEING!

**A**NXIETY IS A NORMAL HUMAN EMOTION. REMIND YOURSELF THAT IT WILL PASS & YOU ARE SAFE.

**B**REATHE! TAKE TIME EACH DAY TO CHECK IN WITH YOUR BREATH. TAKE LONG, SLOW BREATHS DEEP DOWN INTO YOUR BELLY.

**C**ALMING. CALM & SOOTHE YOUR BODY & MIND WITH A CUP OF CHAMOMILE TEA.

**D**ISTRACTION CAN BE A USEFUL TOOL TO SHIFT YOUR FOCUS AWAY FROM UNHELPFUL THOUGHTS & BEHAVIOURS.

**E**AT A BALANCED DIET, RICH IN ANTIOXIDANTS & EXERCISE OFTEN.

**F**RRIENDS & FAMILY. SURROUND YOURSELF WITH SUPPORT & PRIORITISE HEALTHY CONNECTIONS & RELATIONSHIPS.

**G**ROUND YOURSELF IN THE PRESENT MOMENT BY TUNING IN TO YOUR SENSES, YOUR BODY & YOUR BREATH.

**H**EALTHY HABITS. CREATE POSITIVE DAILY RITUALS OF SELF-CARE.

**I**NNER CRITIC. GET TO KNOW YOURS & LEARN TO KEEP IT IN CHECK WITH SELF-COMPASSION.

**J**OURNAL. WRITE OUT YOUR FEELINGS, THOUGHTS, FEARS, GOALS & DREAMS TO HELP YOU PROCESS THEM.

**K**EEP CLEAR BOUNDARIES FOR YOURSELF & OTHERS. IT'S OKAY TO SAY 'NO'.

**L**AUGH. FIND TIME FOR FUN. LET YOUR HAIR DOWN. KEEP IT LIGHT & FIND THE HUMOUR IN LIFE.

**M**INDFULNESS. OBSERVE YOUR THOUGHTS & EMOTIONS WITHOUT JUDGEMENT. BE PRESENT.

**N**AME YOUR EMOTIONS. ACKNOWLEDGE THEM WITHOUT JUDGEMENT.

**O**BSTACLES PROVIDE YOU A CHANCE TO LOOK FOR OPPORTUNITIES & OPTIONS FOR GROWTH.

**P**LAN & PRIORITIZE. KEEP LISTS OR SCHEDULES & DON'T OVERLOAD YOURSELF. BOOK-IN DOWN TIME & SELF-CARE.

**Q**UIET. GIVE YOUR MIND & SENSES A BREAK. TURN OFF & TUNE OUT.

**R**EST! IT'S OKAY TO DO NOTHING SOMETIMES. PUT YOUR FEET UP, GRAB A CUPPA & READ A BOOK.

**S**LEEP. IT'S SO IMPORTANT TO GET ENOUGH SLEEP EACH NIGHT. PRIORITIZE A SOOTHING WIND-DOWN ROUTINE BEFORE BED.

**T**ECHNOLOGY FREE TIME. SPEND TIME EACH DAY AWAY FROM YOUR SCREENS, ESPECIALLY BEFORE BED.

**U**NIQUE. YOU ARE THE BEST AT BEING YOU. TRY NOT TO COMPARE YOURSELF WITH OTHERS.

**V**ALERIAN CAN BE A GREAT NATURAL WAY TO HELP ANXIETY, STRESS & SLEEP.

**W**ATER. MAKE SURE YOU ARE DRINKING ENOUGH WATER EACH DAY - NOT JUST IN COFFEES!

**X**AMINE YOUR UNHELPFUL THOUGHTS & CHALLENGE THEM. REMEMBER, NOT ALL THOUGHTS ARE TRUE!

**Y**OGA. TUNE IN TO YOUR BODY, NOTICE WHERE YOU FEEL TENSION. HONOUR THIS MIND-BODY CONNECTION.

**Z**ERO TOLERANCE FOR THINGS IN YOUR LIFE THAT DON'T HONOUR YOUR WORTHINESS.