



TRIMLEY ST. MARTIN

Early Years Induction Pack



Return these pages to the school office.

Trimley St Martin Primary School
Published May 2023

Welcome to Trimley St Martin Primary School

On behalf of all the staff, children, parents and governors I would like to warmly welcome you to Trimley St Martin Primary School.

Our school is situated in open countryside equidistant between the villages of Kirton, Falkenham and Trimley St Martin. It has good links to the seaside resort, the major port of Felixstowe and is approximately 12 miles from the county town of Ipswich. We have a large grass playing field, a hard play area, a conservation area, climbing frames, and an outdoor swimming pool. Foundation Stage children also have a bright and stimulating enclosed playground of their own.

Trimley St Martin is a very happy and welcoming school with a 'family feel'. We are committed to the safety and care of our pupils. Our aim is to provide the highest quality education for all in a caring, supportive, inclusive and vibrant learning environment. We offer an exciting curriculum where teachers and pupils work together to ensure high quality teaching and learning opportunities that enable all pupils to flourish and achieve their very best.

We are very fortunate to have a number of parents and other members of the community who regularly help in school, supporting a wide range of activities. The School Association are an active set of parent fundraisers, who have helped finance many facilities in school, through a variety of popular events.

We are proud of the school's many achievements and how it has developed over the last year, which have been the result of hard work by a very professional team of staff, and an equally determined and enthusiastic group of children.

We hope that you enjoy browsing our school's prospectus and hope it gives you an insight into all that we do at Trimley St Martin. Please do not hesitate to contact us if we can help you in any other way.

Mrs Ross

Mrs Ross

Head Teacher



Areas and aspects of learning for the EYFS

Prime Areas

Personal, Social and Emotional Development (PSED)

1. Self-Regulation
2. Managing Self
3. Building relationships

Physical Development (PD)

1. Gross Motor Skills
2. Fine Motor Skills

Communication and Language (CL)

1. Listening
2. Speaking

Specific Areas

Literacy (L)

1. Comprehension
2. Word reading
3. Writing

Mathematics (M)

1. Number
2. Numerical Patterns

Understanding of the World (UW)

1. Past and Present
2. People Culture and Communities
3. The Natural World

Expressive Arts and Design (EAD)

1. Creating with Materials
2. Being imaginative and Expressive (Performing)

Welcome to EYFS

Welcome to the Early Years Foundation Stage. In this pack, we hope to briefly outline some of the key things that we think you, as parents need to know.

Communication and relationships between teacher and parents/carers is something we believe is really important, and essential to your child's learning and overall school experience. Your support and help towards your child's learning makes such a BIG difference and we want to work with you as much as possible.

As it is probably a few years since you were last at school things may have changed quite a lot and there may be some things that your child is coming home with that you don't understand, we want to try and help you, so you can help your child. We are always available to chat and support parents/carers with the homework or techniques taught at school.

In this leaflet, we hope to cover the Twinkl scheme we use in school, to teach Phonics, and how you can support with it at home. Also the statutory early learning goals, which establish expectations for most children to reach by the end of the EYFS. They provide the basis for planning throughout the EYFS, so laying secure foundations from birth for future learning. By the end of the EYFS, some children will have exceeded the goals, other children, depending on their individual needs; will be working towards some or all of the goals.

We will endeavour to equip you as best we can with resources, websites and advice. If there is anything else that you are unsure of or have a question about, please do not hesitate to come and see us. We will do everything we can to help and support you.

Our aim is to provide your child with a happy, safe, exciting and active learning environment, which they want to come back to every day. We hope this leaflet helps you understand better where your child's learning journey is going and how best to achieve those goals and get them to where they need to be together.

We look forward to getting to know you and working with you.



Mrs Campbell

Goodhand



Mrs Kerr



Mrs.



Maths Objectives for Year R

By the end of Reception, most children should be able to...

Number

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

Numerical Patterns

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



Literacy Objectives for Year R

By the end of Reception, most children should be able to...

Comprehension

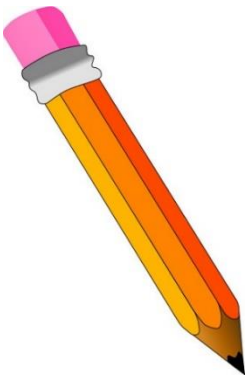
- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
- Anticipate – where appropriate – key events in stories;
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction,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

Word reading

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

Writing

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



How can I help my child at home?

There are a number of ways in which you can support your child at home. Below are a number of websites, which you can use to help. We hope this helps! There are loads of great sites, which will help the children to keep up with their learning in a fun and interactive way!!!!

Phonics

<http://www.mrthornedoesphonics.com/>

This site helps with the pronunciation of each of the letters and sounds and also does the alphabet.

<https://www.phonicsplay.co.uk/>

<https://www.phonicsbloom.com/>

Literacy Focus

<https://www.roythezebra.com/>

<http://www.primaryhomeworkhelp.co.uk/literacy/index.htm>

Mathematics Focus

<https://www.topmarks.co.uk/maths-games/3-5-years/counting>

<http://www.ictgames.com/resources.html>

Other areas of learning

<https://www.bbc.com/bitesize/learn>

<http://www.crickweb.co.uk/>

Twinkl Phonics

This DfE accredited scheme underpins everything we do in the EYFS & Key Stage 1 and this is vital that it is supported at home. The learning begins in reception where the children are introduced to their letters and sounds. There are 6 phases that the children work through. We recognise that every child is an individual and that they do not all work and learn at the same pace as each other, we understand that some children will take longer on a phase than others and we adapt our lessons accordingly. However, we are given these expectations as a guideline of where the children should be at which age.

There may be sounds that you are unsure of pronouncing so we have found a website that you may find useful to assist you in working them out.

<http://www.mrthornedoesphonics.com/>

It is crucial that you help your child with their sound sheets at home.

Learning the sounds

Once your child has learnt the individual sounds the next stage is to begin blending those sounds into words, to enable them to read and write. To do this we use sound buttons and lines, where you may see a 'dot' or button under a letter this represents 1 letter making 1 sound. However, when you see a line under two or three letters this indicates more than 1 letter but together they only make 1 sound.

e.g. s a t c h i p

● ● ● — ● ●

Finally, if you see a word with a zig-zag underneath this means it's one of our 'Tricky Words' and you cannot sound it out; you just have to learn how to read it or spell it automatically.

said



Progression through our phonics programme

Phase	Phonic Knowledge and Skills
<i>Phase One</i> (Nursery/Reception)	Activities are divided into seven aspects, including environmental sounds, instrumental sounds, body sounds, rhythm and rhyme, alliteration, voice sounds and finally oral blending and segmenting.
<i>Phase Two</i> (Reception) up to 6 weeks	Learning 19 letters of the alphabet and one sound for each. Blending sounds together to make words. Segmenting words into their separate sounds. Beginning to read simple captions.
<i>Phase Three</i> (Reception) up to 12 weeks	The remaining 7 letters of the alphabet, one sound for each. Graphemes such as ch, oo, th representing the remaining phonemes not covered by single letters. Reading captions, sentences and questions. On completion of this phase, children will have learnt the "simple code", i.e. one grapheme for each phoneme in the English language.
<i>Phase Four</i> (Reception) 4 to 6 weeks	No new grapheme-phoneme correspondences are taught in this phase. Children learn to blend and segment longer words with adjacent consonants, e.g. swim, clap, jump.
<i>Phase Five</i> (Throughout Year 1)	Now we move on to the "complex code". Children learn more graphemes for the phonemes, which they already know, plus different ways of pronouncing the graphemes they already know.
<i>Phase Six</i> (Throughout Year 2 and beyond)	Working on spelling, including prefixes and suffixes, doubling and dropping letters etc.

High Frequency Words

These are the 100 high frequency words, shown in the phases in which they are learnt. It is expected that by the end of year 1 children can read and spell all of these words, in the Early Years we start with the words in Phase 2 and 3.

The words in red are tricky words.

Phase 2

a	an	as	at	if	in
is	it	of	off	on	can
dad	had	back	and	get	big
him	his	not	got	up	mum
but	put	the	to	I	no
go	into				

Phase 3

will	that	this	then	them	with
see	for	now	down	look	too
he	she	we	me	be	was
you	they	all	are	my	her

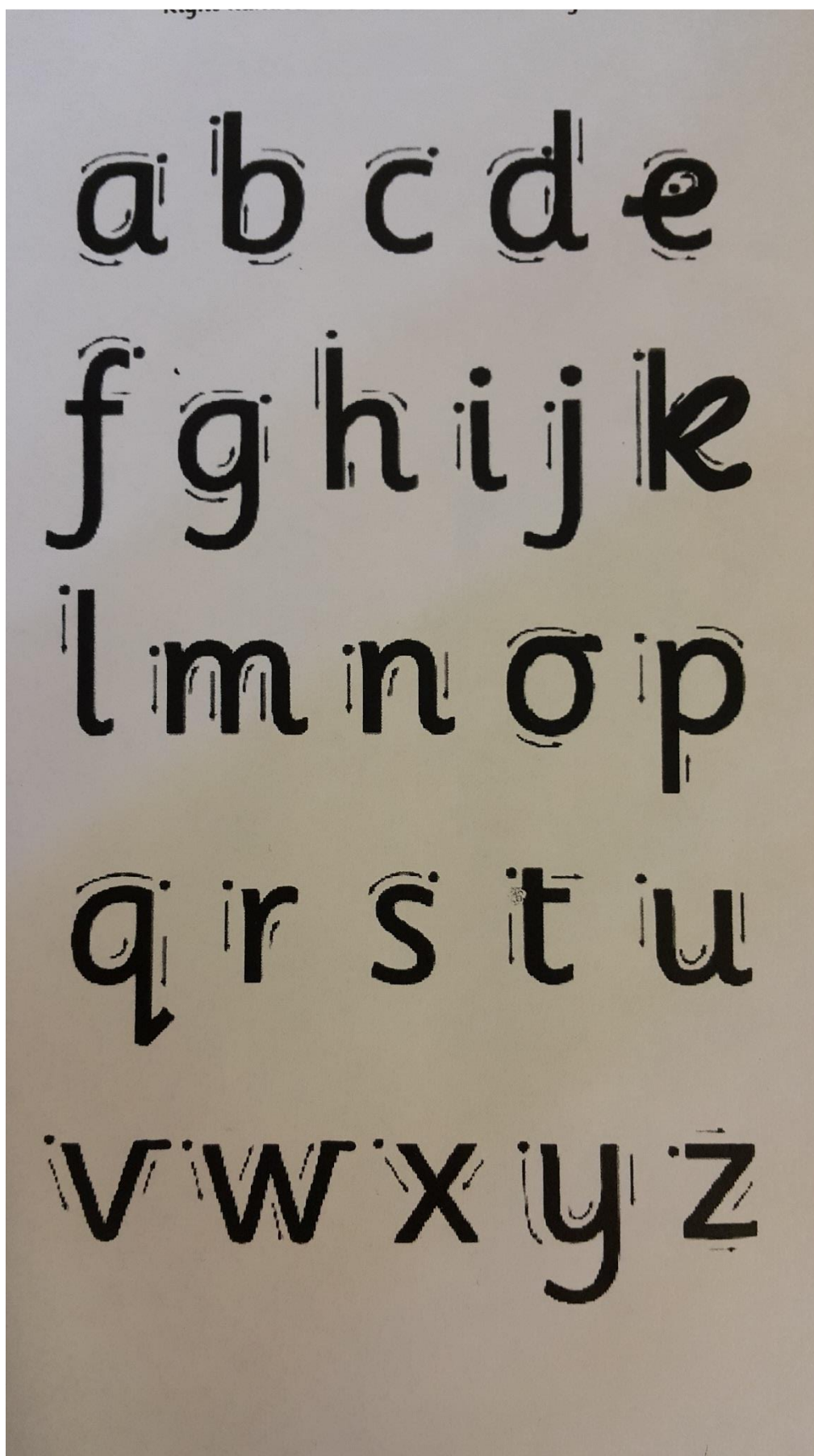
Phase 4

went	it's	from	children	just	help
said	have	like	so	do	some
come	were	there	little	one	when
out	what				

Phase 5

don't	old	I'm	by	time	house
day	made	came	make	here	saw
very	put	oh	their	people	Mr
Mrs	looked	called	asked	could	

Early Writing – Forming Letters



Our Early Years Foundation Stage Policy

Our Early Years Mission statement

‘Inspiring, nurturing and enabling lifelong learners’

We embrace a ‘Learning without Limits’ ethos. We believe in the potential of every child so all the children are given the opportunity to develop the capacity to surprise themselves and those around them. They are taught to challenge themselves to build confidence and resilience.

Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child’s experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up. (‘The Statutory Framework for the Early Years Foundation Stage.’ DfE September 2021).

Introduction

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the reception year. In our school, children are admitted into the Foundation Stage in accordance with Suffolk County Council admissions regulations. (Compulsory schooling begins at the start of the term after a child’s fifth birthday). Key stage 1 begins for our children at the beginning of Year 1.

Children joining our school have already learnt a great deal. Many have been to one of a range of settings that exist in our community. The early years education we offer our children is based on the following principles:

- it builds on what our children already know and can do;
- it provides a foundation for learning for life;
- it ensures that no child is excluded or disadvantaged, we are responsible for providing an education appropriate to the particular needs of each child;
- it offers a structure for learning that has a range of starting points, content that matches the needs of young children and activity that provides opportunities for learning both indoors and outdoors;
- it provides a rich and stimulating environment.

The EYFS is based upon four overarching principles:

- A unique Child
- Positive Relationships
- Enabling Environments with teaching and support from adults
- Learning and Development

A Unique Child

At Trimley St Martin, we recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways, at varying rates. Children’s attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as celebration/sharing assemblies and rewards, to encourage children to develop a positive attitude to learning.

Inclusion in the Early Years Foundation Stage

In our school, we believe that all our children matter. We give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when planning for their learning.

We set realistic and challenging expectations that meet the needs of our children, so that most achieve the Early Learning Goals by the end of the Foundation Stage. Some children progress beyond this point. We achieve this by planning to meet the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds and when appropriate children of different ethnic groups and those from diverse linguistic backgrounds.

We meet the needs of all children through:

- planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence;
- using a range of teaching strategies based on children's learning;
- providing a wide range of opportunities to motivate and support children and to help them to learn effectively;
- providing a safe and supportive learning environment in which the contribution of all children is valued;
- using resources which reflect diversity and are free from discrimination and stereotyping;
- planning challenging activities for children whose ability and understanding are in advance of their language and communication skills;
- monitoring children's progress and taking action to provide support as necessary.

It is important to us all that all children in the school are 'safe'. We educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all children. (See Whole School Child Protection and Safeguarding Policy).

Welfare in the Early Years Foundation Stage

"Children learn best when they are healthy, safe and secure, when their individual needs are met, and when they have positive relationships with the adults caring for them."

At Trimley St Martin, we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2021. We understand that we are required to:

- Create a high quality setting which is welcoming, safe, secure and stimulating, and where children are able to enjoy learning and grow in confidence.
- Take all necessary steps to keep children safe and well.
- Be alert to any issues for concern in the child's life at home or elsewhere.
- Have regard to the government's statutory guidance 'Working Together to Safeguard Children' and to the 'Prevent duty guidance for England and Wales'. Also to have regard to the government's 'Keeping Children Safe in Education' statutory guidance and any guidance and procedures of our local safeguarding partnership.
- Must train all staff to understand the safeguarding policy and procedures and ensure that all staff have up to date knowledge of safeguarding issues.
- Promote the good health of children attending the setting, preventing the spread of infection and taking appropriate action when children are ill.

- Must have and implement a behaviour management policy, where behaviour is managed effectively in a manner appropriate for the children's stage of development and individual needs.
- Ensure that the premises, furniture and equipment are safe and fit for purpose.
- Maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.

We endeavour to meet all the requirements as set out in the Statutory Framework for the Early Years Foundation Stage.

Positive Relationships

At Trimley St Martin, we recognise that children learn to be strong & independent from secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

Partnership Working

We believe that all parents have an important role to play in the education of their children. We recognise the role that parents have played, and their future role in educating their children. We do this through:

- talking to parents about their child before their child starts our school;
- the children have the opportunity to spend time with their teacher before starting school;
- inviting all parents to an induction meeting during the term before their child starts school;
- offering parents regular opportunities to talk about their child's progress in our Foundation class; There is a formal meeting for parents each term at which the teacher and the parent discuss the child's progress in private. Parents receive a report on their child's attainment and progress at the end of each school year.
- encouraging parents to talk to the child's teacher if there are any concerns.
- arranging a range of activities throughout the year that encourage collaboration between child, school and parents;
- offering a range of activities that support the involvement of parents. There is regular communication with home through the child's reading record book.

All staff involved with the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them. At our school, the EYFS teacher acts as a 'Key person' to all children in EYFS, supported by our EYFS Teaching Assistants. We have good links with local pre-schools. Regular visits are undertaken by EYFS practitioners and staff discuss new intake children. Staff and children from the pre-school are invited to induction mornings. Where children continue to attend preschool provision, while only attending school part time, we aim to ensure continuity and coherence by sharing information.

Enabling Environments

At Trimley St Martin, we recognise that children learn and develop well in enabling environments with teaching and support from adults, who respond to their interests and needs. This begins by observing the children and assessing their interests, development and learning, before planning changing but achievable activities and experiences to extend the children's constant learning journey.

Observation, Assessment and Planning

The curriculum for the Foundation Stage in our school reflects the areas of learning identified in the Early Years Foundation Stage framework. The experiences that our children meet enable them to develop a number of competencies, skills and concepts across several areas of learning.

The Development Matters section of the EYFS framework identifies the developing knowledge, skills, understanding and attitudes that children will need if they are to achieve the Early Learning Goals by the end of the EYFS. These Development Matters provide the basis for responsive planning throughout the Foundation Stage. Our Long-term planning is a three-term curriculum framework. Our medium term planning is completed half-termly and short term planning on a half weekly basis identifying the intended learning, with outcomes, for children working towards the Early Learning Goals, and for those working towards the National Curriculum.

We make regular assessments of children's learning, and we use this information to ensure that future planning reflects identified needs. Assessment in the Foundation Stage takes the form of observation, and this involves the teacher, early years teaching practitioner and adults as appropriate. At Trimley St Martin, we use Tapestry, alongside post-it note type and long observations to gather evidence of children's progress, which all form each child's Learning Journey.

During the first six weeks, schools including TSM will carry out the DfE Baseline Assessment. It will be an activity-based assessment of pupils' starting point in:

- language, communication and literacy
- mathematics

The assessment will be age-appropriate, last approximately 20 minutes and teachers will record the results on a laptop, computer or tablet. It will not be used to label or track individual pupils. No numerical score will be shared and the data will only be used at the end of year 6 to form the school-level progress measure. However, teachers will receive a series of short, narrative statements that tell them how pupils performed in the assessment at that time. These can then be used to inform teaching within the first term.

Alongside this, the children are assessed against the the seven areas of learning and development and this information is entered into our school assessment tracker to form our own 'On Entry Baseline Assessment Tool'. We also use this information to modify the teaching programme for individual children and groups of children. This information is shared at the parents' first termly consultation meeting.

At the end of the year, the teacher completes the 'Foundation Profile'. This assesses the children against the end of year expectations and Early Learning Goals. We send the results of these assessments to the LA for analysis. The child's next teacher uses this information to make plans for the year ahead.

Parents receive an annual report in the summer term that offers comments on each child's progress in each area of learning. It highlights the child's strengths and development needs and gives details of the child's general progress.

The Learning Environment

The EYFS classroom is organised to allow children to explore and learn securely and safely. There are areas where the children can be active, be quiet and rest. The classroom is set up into learning areas, where children are able to find and locate equipment and resources independently. The EYFS class has its own enclosed outdoor area. This has a positive effect on the children's development. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. It offers the children to explore, use their senses and to be physically active and exuberant. We plan activities and resources for the children to access indoors and outdoors that help children to develop in all 7 areas of learning.

Developing and Learning

At Trimley St Martin, we recognise that children **learn and develop in different ways and at different rates**. We value all areas of learning and development equally and understand that they are inter connected.

Learning and Teaching Style

Our policy on learning and teaching defines the features of effective learning and teaching in our school. These features apply to learning and teaching in the Foundation Stage.

The more general features of good practice in our school that relate to the Foundation Stage are:

- the partnership between teachers and parents, so that our children feel secure at school and develop a sense of well-being and achievement;
- the understanding that teachers have of how children develop and learn, and how this affects their teaching;
- the range of approaches used that provide first-hand experiences, give clear explanations, make appropriate interventions and extend and develop play and talk or other means of communication;
- the carefully planned curriculum that helps children achieve the Early Learning Goals by the end of the Foundation Stage;
- the provision for children to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities;
- the encouragement for children to communicate and talk about their learning, and to develop independence and self-management;
- the support for learning with appropriate and accessible indoor and outdoor space, facilities and equipment;
- the identification of the progress and future learning needs of children through observations, which are regularly shared with parents;
- the good relationships between our school and the settings that our children experience prior to joining our school;
- the clear aims for our work, and the regular monitoring to evaluate and improve what we do;
- the regular identification of training needs of all adults working within the Foundation Stage.

Playing and Exploring in the Early Years Foundation Stage

“Children’s play reflects their wide ranging and varied interests and preoccupations. In their play, children learn at their highest level. Play with peers is important for children’s development”.

Through play, our children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas, and learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems. They express fears or re-live anxious experiences in controlled and safe situations.

Active Learning

“Children learn best through physical and mental challenges. Active learning involves other people, objects, ideas and events that engage and involve children for sustained periods”.

Play is essential for children’s development, building their confidence as they learn to explore, relate to others, set their own goals and solve problems. Children learn by leading their own play, and by taking part in play which is guided by adults. Active learning occurs when children are motivated and interested. Children need to have some independence and control over their learning. As children develop their confidence, they learn to make decisions. It provides children with a sense of satisfaction as they take ownership of their learning.

Creativity and Critical Thinking

“When children have opportunities to play with ideas in different situations and with a variety of resources, they discover connections and come to new and better understandings and ways of doing things. Adult support in this process enhances their ability to think critically and ask questions”.

Children should be given opportunity to be creative through all areas of learning. Adults can support children’s thinking and help them to make connections by showing genuine interest, offering encouragement, clarifying ideas and asking open questions. Children can access resources freely and are allowed to move them around the classroom to extend their learning.

Areas of Learning

The EYFS is made up of seven areas of learning:

3 Prime areas-

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

4 Specific areas

- Literacy
- Mathematics
- Understand the World
- Expressive Arts and Design

None of these areas can be delivered in isolation from the others. They are equally important and depend on each other. All areas are delivered through a balance of adult led and child initiated activities. In each area, there are Early Learning Goals (ELG) that define the expectations for most children to reach by the end of the EYFS.

Monitoring and Review

It is the responsibility of the EYFS teacher to follow the principles stated in this policy. There is a named Governor responsible for the EYFS. The Head teacher and subject coordinators will carry out monitoring on the EYFS as part of the whole school monitoring schedule.

Signed:

Mrs Ross- Foundation Stage Leader & Headteacher

Dated: May 2022

Admissions to TSM

Reception Class Admission

Prior to admission, at the start of Year R, we try to give parents and children the opportunity to become familiar with the school and the Foundation/Reception Class as this helps children to settle into school quickly. During the summer term before the children start at school, parents and children of the new intake are supported with the transition through our “Nursery to Reception Policy”.

Our catchment area is Kirton, Falkenham, and Trimley St Martin village.

27 th June	New Reception In-take Parents Meeting Parents come along to a meeting led by Headteacher, Reception Teacher and Business Manager. HT will introduce and talk about the general ethos of the school. The Reception teacher will then talk through life in the reception class. The Business Manager will conclude by handing out uniform order forms to the parents. There will also be an opportunity to meet: our breakfast and after school team, members from the School Association and Vertas, who will be providing some tasty snacks from our school dinner menu.
Wednesday 5 th July	Reception Induction day 1 – Morning only (no Lunch): 9.30-11.30am
Thursday 13 th July	Reception Induction day 2 – Morning and lunch : 9.30-12.30pm

Children with Special Educational Needs are admitted to school under the same arrangements as other children.

Staff in the Reception Class

Class Teacher

Mrs Campbell
Mrs Kerr

Year R Class Teachers

Mrs Smith

Early Years Teaching Practitioner

Mrs Goodhand

Early Years Teaching Practitioner & NELI
Lead

Mrs J Lawrence

SEND Administrator & Assessment Lead

Mr Childs

Sports Teacher

Mrs Campbell



Mrs Kerr



Mrs Smith



Mrs Goodhand



Mr Childs



Mrs J Lawrence



Information for the school



Name.....

Please help us to complete a picture of your child by writing some brief comments under the following headings.

Reading	
Knowledge of number facts	
Knowledge of rhyme and sounds	
Writing	
Speaking and listening	
Number	
Maths language <i>e.g. big / small</i>	
Personal and social developments; any other things you would like us to know e.g. medical information	

The EYFS School Day

Below is an outline of the school day at Trimley St Martin.

	Flexible start
	Gates open at 8:45am
	Children can enter school anytime between 8:45 — 9 am
Registration	9:00 am to 9:05 am
Mornings Session	9:05 am to 12:00 pm
Morning Break Time	10:30 am to 10:45 am
Afternoon Session	1:00 pm to 3:30 pm
Afternoon Break Time	2:30 p.m. to 2:45 p.m. (KS1 only)
End of school	3:30pm
After school sports clubs	3:30pm – 4:30pm
TSM After School Club	3:30pm up to 6:00pm

In order to promote independence and to allow parents to drop of children and go, parents are encouraged to escort their children to the front gate, where a member of school staff will greet them and ensure they get to the school entrance safely. Any messages to be passed on can be given to the staff member at the school gates and they will ensure the message gets to the intended person. For more serious issues, the staff member may ask you to walk round to the school office, where the office can arrange for you to speak the Class Teacher or Mrs Ross.

This process has been in place since September 2013 and has allowed children to get in to class quickly and start their learning sooner, but also giving them the chance to pass on messages to their teachers, hang up their own coats and become responsible for their own belongings. The only exception to this rule is for the new reception intake for Autumn 1 only, from this point on parents will be encouraged to escort their children to the reception class door, but will not be allowed into the classroom.

Children not in school at the time the register is taken will be marked late.

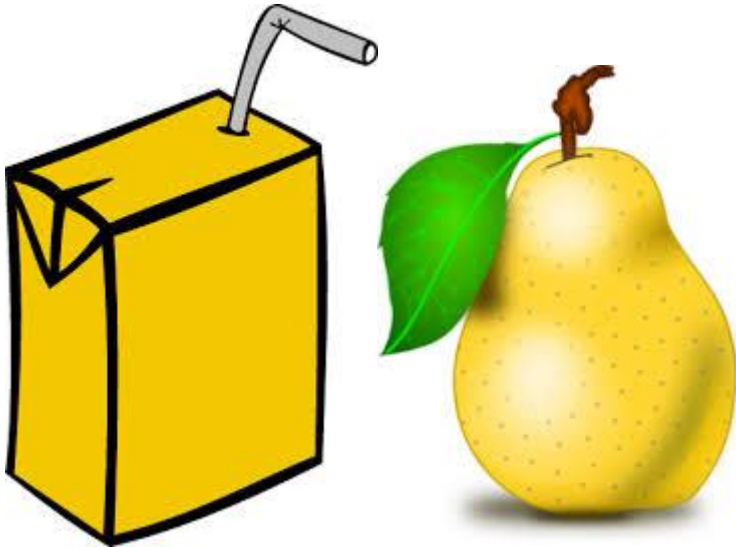
The school gate will be locked at 9am. Late arriving children will need to access the school via the office.

Drinks & Snacks at playtime

In the Reception class and Key Stage 1 (Y1 and Y2) we provide all children with a free piece of fruit or vegetable daily through the “5’ a day” fruit and vegetable scheme. In addition, a daily carton of milk is available free to children under the age of five.

Children in Key Stage 2 (Y3 to Y6), are encouraged to bring fruit or pieces of raw vegetables for their playtime snack. **Sweets and chocolate bars are not allowed.**

We encourage every child to drink water regularly throughout the day. There is a water fountain available in school, and we are happy for children to bring water in transparent plastic sport bottles to drink in class. We discourage children from drinking squash, juice or fizzy drinks in class.





Home / School Agreement

Purpose

The home-school agreement sets out the school's responsibilities towards the students, the responsibility of the parents, and what the school expects of the students. This agreement encapsulates our belief **that parents are a child's first and most important educators**.

It is designed to help achieve the highest possible standards of achievement through close communication and effective partnership with parents.

At Trimley St Martin Primary School, the Home-School Agreement is completed at the start of an academic year or on arrival at Trimley St Martin Primary School

Relationship to other policies

This agreement relates most closely to the homework, behaviour, attendance, and teaching and learning policies.

Roles and responsibilities

The **Head teacher** will ensure that the home-school agreement and other significant communications with parents and pupils are reviewed regularly. Methods of consultation will include:

- parent forums and informal discussion at open evenings
- surveys
- pupil voice feedback
- staff feedback.

In addition, feedback will be sought from **parents** on the effectiveness of:

- home/school communication
- Reports of pupil achievements.

Class teachers will take all reasonable steps to make sure that parents sign the Agreement **Parents** will:

- sign the Agreement beginning of Key stage 1 and Key stage 2
- ensure that their children comply with the responsibilities set out therein

The **Governing Body** will be involved in the consultation process, for example by attending parents' evenings.

Arrangements for monitoring and evaluation

The appropriate Governing Body committees will receive summary reports of consultations and surveys. Where appropriate, action points will be carried forward to the School Development Plan.

Date for review: June 2023

Trimley St Martin: Home-School Agreement



Student's name _____ Year Group _____ KS 1 _____

The School

We will:

- Listen to and respond quickly to any concerns your child or parent / carer may have
- Provide a safe, caring environment for your child to learn in
- Maintain a balanced curriculum which meets the individual needs of your child
- Set, mark and monitor homework and 5x weekly reading activity and send home regular Progress Charts to show the progress your child is making at TSM
- Arrange opportunities for formal consultations (Parents Evenings), informal progress meetings if required and times to discuss concerns or issues parents and children may have
- Promote high standards of work and behaviour, and provide clear guidelines for students and parents
- Ensure your child is given every opportunity to achieve their full potential as a valued member of the school community
- Keep parents informed about school-activities and events through newsletters, half term curriculum overviews, text and email messaging and via the website blog or web pages
- Be open and welcoming at all times
- Provide an incentive for Parents to register, if eligible for Free School meals, to trigger additional funding that supports all children in the school.

Signature _____ Date _____
Head teacher

The Parent/Guardian

I will:

- Ensure that my child comes to school regularly, on time, properly dressed and properly equipped
- Inform the school about concerns that you have that is affecting your child's work / behaviour / self-esteem / well being
- Support the school in its policies and procedures as fully as possible
- Support my child with his/her homework and home learning opportunities and ensure my child completes his/her homework on time
- Attend all parents' evenings and discussions about your child's progress AND reschedule if unable to attend
- Support the school with any disciplinary sanctions
- Support my child in responding positively to the general expectations and regulations of the school
- Maintain an active interest in all aspects of your child's life at Trimley St Martin
- Register my details promptly, if they meet the criteria, to trigger additional funding for the school
- In conjunction with the new GRPR regulations (Data Protection Act), you are entitled to withdraw consent in writing at any time (unless required in Law).

Signature _____ Date _____

The Pupil



I will:

- Be positive and work hard
- Always come to school, get here on time and have everything I need to work hard
- Wear the correct uniform
- Do all my work and ask for help if I need it
- Be polite, kind and helpful to others
- Take care of the school
- Tell a member of staff if I am worried or upset
- Follow the school's rules
- In conjunction with the new GRPR regulations (Data Protection Act), you are entitled to withdraw consent in writing at any time (unless required in Law).

Signature _____ Date _____

Pupil

Uniform

Wearing of jewellery in school

For Health and Safety reasons, we ask that jewellery is confined to discreet “sleeper” earrings or studs and wrist watches.

Watches and earrings/studs **must** be removed for any physical education, games or swimming activity. If your child is unable to remove them, earrings/studs **must** be covered by plaster/s which the children should bring in from home.

Uniform Code

In compiling the uniform code, we felt it would be easier to show pictures of the uniform so that you can see what we actually mean. Hopefully, by showing you and the children what we mean there should not be any confusion.

This is also about getting children ready for secondary school where uniform is very strict and where children are often sent home if not wearing the EXACT uniform. Some local secondary schools provide children with shoes at the door if they turn up to school not wearing appropriate footwear.

Shown on the next two pages is the proposal of what the uniform code should be. We have included the school prices of the items (which come with the embroidered badges) and the cost of buying a similar product (without the badge) from another retailer. The aim is to give you a *choice* of where to purchase whilst ensuring that the children clearly look like the children belong to this school.

We are also in the process of supplying the option of buying good quality second hand uniform at greatly reduced prices.

TSM Uniform



Royal Blue Jumper
TSM £12 / £15
Non TSM £5.50 / £7



Royal Blue Cardigan
TSM £12 / £15
Non TSM £9 / £11



Royal Blue Hoodie
TSM £15/£19
Non TSM £9 / £11



Royal Blue Polo
TSM £9 / £12
Non TSM £5.50 / £7



White Polo
TSM £9 / £12
Non TSM £3.50



Plain White Shirt / Blouse
Non TSM £5 / £7



Summer Dress
Non TSM £5 / £9



Charcoal Grey Trousers
Non TSM £7 / £10



Charcoal Grey Shorts / Charcoal Grey KNEE LENGTH Skirt
Non TSM £7 / £10



Charcoal Grey Jogging Bottoms
Non TSM £7 / £10



Black Flat Shoes

Grey Tights

OR



Royal Blue Tights

Black Trainers (no colour)

Black Shoes

White/Black/Grey Socks



Seasonal Options

White/Black/Grey Sandals with socks



All school clothing has an embroidered school logo.
Non TSM clothing prices have been sourced online and do not have an embroidered or printed school logo.

TSM Sports Kit



White/Royal Blue t-shirt
TSM £6.50 / £7.50
Non TSM £3 / £5



Royal Blue Hoodie
TSM £15 / £19
Non TSM £9 / £11



Royal Blue Jumper
TSM £12 / £15
Non TSM £5.50 / £7



Royal Blue Cardigan
TSM £12 / £15
Non TSM £9 / £11



Royal Blue Shorts
TSM £5.50 / £6
Non TSM £5 / £7



Royal Blue Summer Hat
TSM £5.50
Non TSM £4 / £7



Black/Charcoal Grey Jogging Bottoms



Black Leggings



Royal Blue Book Bag
TSM £7.50
Non TSM £5 / £7



1-piece swimming costume
ANY COLOUR

Sports Trainers for P.E. (any)



Trainer Bag
TSM £4.00
Non TSM £5 / £7



Swim shorts (above knee) / trunks or fitted shorts
ANY COLOUR



Swimming Hat
TSM £3.00
Non TSM £2 / £8



Black plimsolls



School P.E. t-shirts have a printed school logo.
Non TSM clothing prices have been sourced online and do not have an embroidered or printed school logo.

School Uniform Prices

Item	Size	
School Coat	Aged 4 to 13	£20.00 (to order only)
School Coat	Small Adult to Extra Large	£24.00 (to order only)
School Sweat Shirt/Jumper	Aged 3-4 / 5-6 / 7-8 / 9-10 / 11-12 / 13	£12.00
School Sweat Shirt/Jumper	Adult sizes small/medium/large	£15.00
School Hoodie	Aged 3-4 / 5-6 / 7-8 / 9-10 / 11-12 / 13	£15.00
School Hoodie	Adult sizes small/medium/large	£19.00
School Sweat Cardigan	Aged 3-4 / 5-6 / 7-8 / 9-10 / 11-12 / 13	£12.00
School Sweat Cardigan	Adult sizes small/medium/large	£15.00
Polo Shirt Blue/White	Aged 3-4 / 5-6 / 7-8 / 9-10 / 11-12 / 13	£9.00
Polo Shirt Blue/White	Adult sizes small/medium/large	£12.00
P.E. Shirt	Aged 4-5 / 5-6 / 7-8 / 9-10 / 11-12 / 13	£6.50
P.E. Shirt	Adult sizes small/medium/large	£7.50
P.E. Shorts	18-20" / 22-24" / 24-26" / 30-32"	£5.50
P.E. Shorts	36" small adult	£6.00
P.E. Bags		£4.00
Sun Hats	Universal	£5.50
Swim Hats	Universal	£3.00
Book Bag		£7.50

School uniform is available to buy from the school office

Term Dates 2023-2024

Trimley St Martin School calendar 2023/24

August 2023							
Wk	Mo	Tu	We	Th	Fr	Sa	Su
31		1	2	3	4	5	6
32	7	8	9	10	11	12	13
33	14	15	16	17	18	19	20
34	21	22	23	24	25	26	27
35	28	29	30	31			

September 2023							
Wk	Mo	Tu	We	Th	Fr	Sa	Su
35					1	2	3
36	4	5	6	7	8	9	10
37	11	12	13	14	15	16	17
38	18	19	20	21	22	23	24
39	25	26	27	28	29	30	

October 2023							
Wk	Mo	Tu	We	Th	Fr	Sa	Su
39							1
40	2	3	4	5	6	7	8
41	9	10	11	12	13	14	15
42	16	17	18	19	20	21	22
43	23	24	25	26	27	28	29
44	30	31					

November 2023							
Wk	Mo	Tu	We	Th	Fr	Sa	Su
44			1	2	3	4	5
45	6	7	8	9	10	11	12
46	13	14	15	16	17	18	19
47	20	21	22	23	24	25	26
48	27	28	29	30			

December 2023							
Wk	Mo	Tu	We	Th	Fr	Sa	Su
48					1	2	3
49	4	5	6	7	8	9	10
50	11	12	13	14	15	16	17
51	18	19	20	21	22	23	24
52	25	26	27	28	29	30	31

January 2024							
Wk	Mo	Tu	We	Th	Fr	Sa	Su
1	1	2	3	4	5	6	7
2	8	9	10	11	12	13	14
3	15	16	17	18	19	20	21
4	22	23	24	25	26	27	28
5	29	30	31				

February 2024							
Wk	Mo	Tu	We	Th	Fr	Sa	Su
5				1	2	3	4
6	5	6	7	8	9	10	11
7	12	13	14	15	16	17	18
8	19	20	21	22	23	24	25
9	26	27	28	29			







March 2024							
Wk	Mo	Tu	We	Th	Fr	Sa	Su
9					1	2	3
10	4	5	6	7	8	9	10
11	11	12	13	14	15	16	17
12	18	19	20	21	22	23	24
13	25	26	27	28	29	30	31

April 2024							
Wk	Mo	Tu	We	Th	Fr	Sa	Su
14	1	2	3	4	5	6	7
15	8	9	10	11	12	13	14
16	15	16	17	18	19	20	21
17	22	23	24	25	26	27	28
18	29	30					

May 2024							
Wk	Mo	Tu	We	Th	Fr	Sa	Su
18			1	2	3	4	5
19	6	7	8	9	10	11	12
20	13	14	15	16	17	18	19
21	20	21	22	23	24	25	26
22	27	28	29	30	31		

June 2024							
Wk	Mo	Tu	We	Th	Fr	Sa	Su
22						1	2
23	3	4	5	6	7	8	9
24	10	11	12	13	14	15	16
25	17	18	19	20	21	22	23
26	24	25	26	27	28	29	30

July 2024							
Wk	Mo	Tu	We	Th	Fr	Sa	Su
27	1	2	3	4	5	6	7
28	8	9	10	11	12	13	14
29	15	16	17	18	19	20	21
30	22	23	24	25	26	27	28
31	29	30	31				

	PD Days/School Closed		Weekends/School Closed
	Bank Holiday		First Day of School
	Holidays School Closed		Last Day of School