

Welcome to Rivington Foundation Primary School



New Parents' Meeting
June 2021

<https://www.youtube.com/watch?v=pJEDcXPbBRI>



The Sculptors

I dreamt I stood in a studio,
And watched two sculptor there,
The clay they used was a young child's mind,
And they fashioned it with care.

One was a teacher, the tools he used,
Were books and music and art.
One was a parent with a guiding hand,
And a gentle loving heart...

And each agreed they would have failed,
If they had worked alone,
For behind the parents stood the school,
and behind the teacher, the home!





Welcome to our Rivington School family from the Governors and staff .



The start of a long and happy partnership, working together: School & Family, together, for your child.

Creating visions of the future through kindness and today's strong foundations.

'We Care, We Trust, We Believe, We Share, We Enjoy, We Achieve!'

'We Are Limitless. We Are Kind.'

'We Are 'Rivi!'

Our Mission Statement (above) embodies our commitment to developing each child to their unique and full potential through a stimulating and supportive curriculum.

We recognise each child as an individual.

Only My Best Will Do!

Your child will
use this motto
to remember our
school rules.....



In choosing Rivington Foundation School you have chosen **our values** for your child. Support from home is vital for success at school in all areas.

Our School Rules:



Golden Rules

<p><i>We are gentle and kind</i> <i>We don't hurt others or their feelings</i></p>
<p><i>We listen</i> <i>We don't interrupt</i></p>
<p><i>We are honest</i> <i>We don't cover up the truth</i></p>
<p><i>We work hard</i> <i>We don't waste our own or other's time</i></p>
<p><i>We look after our property</i> <i>We don't waste or damage things</i></p>

SHOW ME FIVE!

'Only My Best Will Do!'

'Choose Kind!'

'We Care, We Trust, We Believe, We Share, We Enjoy, We Achieve
'We Are Limitless. We Are Kind.'
'We Are Riv!'



Rivington Foundation Primary 2020-21



Our School Governors

We are very fortunate to have an active and supportive Governing Body.

Andrea Glynn is our Chair of Governors.

Our Governors give their own time for the benefit of School in many different ways:

- 3 Curriculum & Resources Committee meetings per year
 - 3 Full Governing Body meetings per year
- 6 Standards & Effectiveness Committee meetings per year
- S.E.N Governor & Headteacher meetings 1 or 2 per term
 - Chair of Governor & Headteacher/ SLT meetings weekly/fortnightly
- Curriculum Governors overview observations in classes
 - Class Governor visits
 - Attending School meetings

School values and appreciates the commitment shown by our governors, as this enables best progress to be made in all areas of School life.

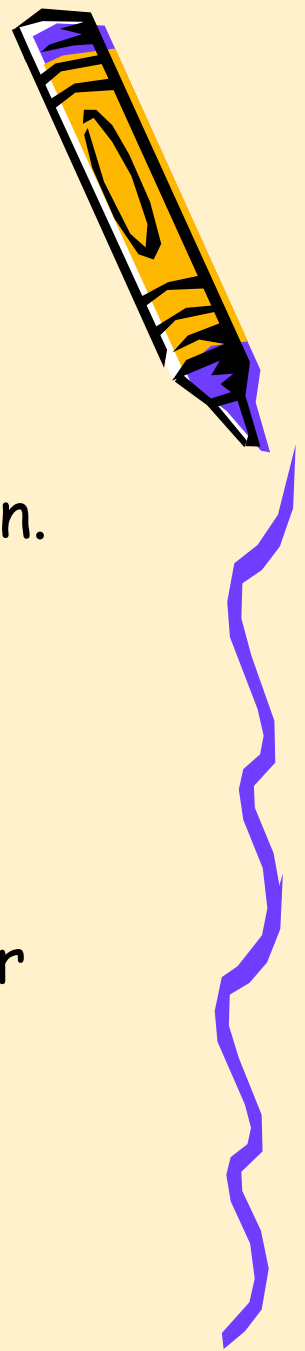


School Structure

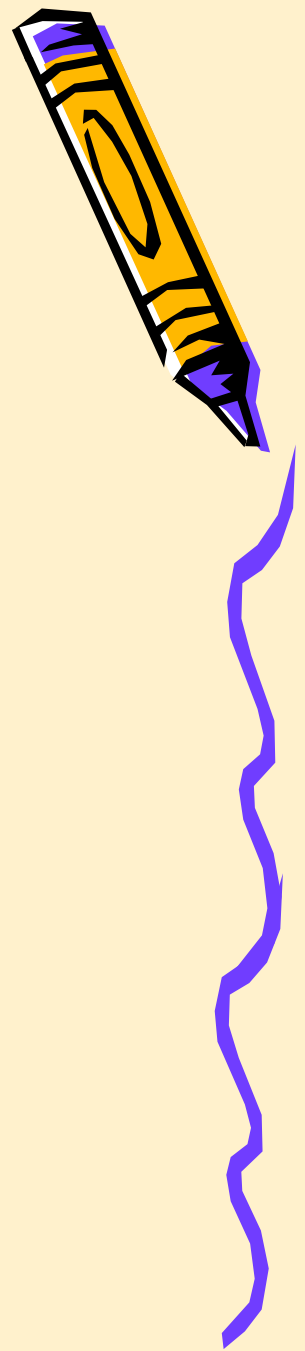
Here at Rivington we have 4 mixed-age classes:

- EYFS/Foundation Stage: Nursery and Reception.
- KS1 class: Year 1 and Year 2 .
- LKS2 class: Y3 and Y4
- UKS2 class: Y5 and Y6

After Reception, your child will be with their teacher for 2 years. Each year group follows their own curriculum which builds and progresses from the previous year.



*Meet our
Staff. . .*





Mrs. Townsend -
School Business
Manager



Mr. Martindale -
Late-Stay
Manager



Mrs. Hodgkinson-
TA Y3/4



Miss. Wakes -
SSA Y3/4



Miss. Whitehead-
Y1/2 Teacher



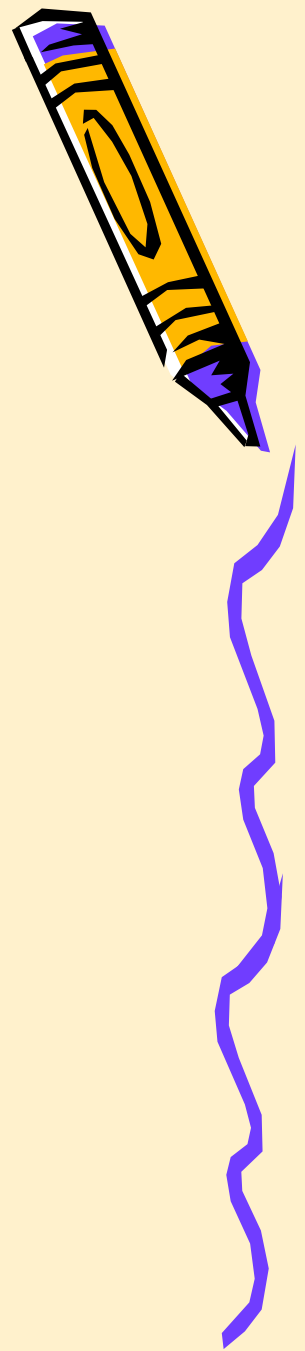
Mrs. Shaw - TA
EYFS



Mrs. Davies -
EYFS Manager
and Teacher



Mrs. Orgill - TA
EYFS -
Nursery/Welfare





Mrs. Hitchen - TA
Y3/4/Welfare/Breakfast
Club/Governor



Mrs. Gell - TA
Y5/6/Welfare/Dinners/Nurture



Mrs. Annette -
Head Teacher



Mrs. Milton - TA
Y1/2/Welfare/Fir
st-Aid



Mr. Valentine -
Site Supervisor

Miss. Collinson -
Teaching Cover

Mr. Winstanley -
Teaching Cover

Mrs. Power - SSA
Y3/4



Miss. Shore -
SSA/TA/Breakfast
Club Manager



Mrs. Cliffe -
Y5/6 Teacher



Mrs. Sharp -
Deputy Head
Teacher/Y5/6
Teacher



Mrs. Whittaker-
SENCO/SLT/Acting
Deputy Head
Teacher/Y3/4
teacher



Miss. Berry -
Late Stay
Assistant

Pearl/Tom/Hannah/Gemma... -
Chorley Schools Sport
Partnership



Transition



- Unfortunately, due to Covid-19 and in line with current Government guidance, we are unable to provide face-to-face meeting with you at this current time.
- From the 21st June, the Local Authority are recommending that we adopt a very cautious approach towards transition and restrict the numbers of visitors in school. To avoid unnecessary risk.
- Therefore welcome to our virtual transition.
- With this in mind, we have provided a designated section on our website for the parents of new Reception children due to start in September. This can be found in the 'Parents' section of the school website.



Transition

Within the 'Parents' section of the website, you will find lots of advice about how to support your child with their transition to primary school for you to read and review at your leisure. This includes:

- Information about class teachers and teaching assistants who work in the EYFS Class.
- Photographs and videos to help your child familiarise themselves with the early years and school environment.
- Information about the school day.
- Information about the Early Years Foundation Stage.
- Materials to help support transition.
- Pre-recorded stories read by members of the EYFS team for the children to listen to at home.
- Transition plans for September...
- Start and End tim



The School Day

- 8:50am - 3:05pm (9am-3:15pm)
- Transition plans.
- Lunch in the hall.
- Snack time.
- PE/Forest Schools
- Overviews:



The School day

- Please make sure your child comes to school organised for the day.
- Reception children will need their Planner, Reading Book, PE Kit on Tuesday, packed lunch if not on school dinners and any other item(s) required! Nursery children will need lunch as above plus pumps for PE day.
- Involve your child in organising themselves right from the start. This will reap rewards for you and them as the demands of developing independence become greater for your child as they progress through school.

Please be on time.





	Autumn		Spring		Summer	
	1	2	3	4	5	6
Topic	Houses and Homes	Colour My World	Traditional Tales	People who help us	Animals	My amazing World
English	Baseline Assessment. Phase 1. Aspects 1 -4. Fiction & non-fiction books. Speaking and listening activities. Handwriting patterns, pencil control & pencil grip. Focus on name recognition - <u>self registration</u> cards. Opportunities for mark making- name cards in <u>provision</u> . Introduction to mark making tools.	Phase 1 Phonics. Aspects 1-6. Fiction & non-fiction books. Speaking and listening activities. Handwriting patterns, pencil control & pencil grip. Focus on name recognition - <u>self registration</u> cards. Opportunities for mark making- name cards in <u>provision</u> . Letters to Father Christmas.	Phase 1 Phonics. Aspects 1-6. Fiction & non-fiction books. Speaking and listening activities. Handwriting patterns, pencil control & pencil grip. Focus on name recognition - <u>self registration</u> cards. Opportunities for mark making- name cards in <u>provision</u> . Invitation writing.	Phase 1 Phonics. Aspects 1-6. Fiction & non-fiction books. Speaking and listening activities. Handwriting patterns, pencil control & pencil grip. Focus on name recognition - <u>self registration</u> cards. Opportunities for mark making- name cards in <u>provision</u> . Writing <u>mothers day</u> and Easter cards.	Phase 1 Phonics. Aspect 7 (Oral blending & segmenting.) Fiction & non-fiction books. Speaking and listening activities. Handwriting patterns, pencil control & pencil grip. Focus on name recognition - <u>self registration</u> cards. Opportunities for mark making- name cards in <u>provision</u> . Writing letters to the zoo.	End of year assessments Phase 1 Phonics. Aspect 7 (Oral blending & segmenting.) Fiction & non-fiction books. Speaking and listening activities. Handwriting patterns, pencil control & pencil grip. Focus on name recognition - <u>self registration</u> cards. Opportunities for mark making- name cards in <u>provision</u> . Labelling.
Maths	Baseline Assessment. Numbers & number sense: <u>Numberland</u> – focus on counting 1-5. 2D shapes.	Sorting. Comparing groups within 5. Comparing quantities. Time vocabulary.	Numbers & number sense: <u>Numberland</u> – focus on counting 6-10. Comparing groups up to 10. Vocabulary of combining numbers.	Numbers and counting within 10. Spatial awareness. 2D shapes. 3D shapes.	Separating groups of objects in different ways. Exploring patterns. Numbers to 10.	Sharing. Vocabulary of Measure: Length, height and distance, weight, capacity. End of year assessments
Science	Baseline Assessment. Houses and Homes, building materials, The three little pigs.	Experimenting with light and colour / colour mixing.	Baking – what changes take place?	I am unique – Exploring <u>my finger prints</u> .	Camouflage, animal patterns. Life cycles.	End of year assessments Hot and cold. Heat & ice.
Geography	Baseline Assessment. Immediate environment: My house, homes in our locality and around the world.	Colours in the environment. Seasonal colours and colour changes. Forest School.	Making maps and trails. The forest environment.	Looking after the environment. Seasonal changes in the environment. Forest School.	Animal habitats and differences in environments. Forest School.	Weather - Hot and cold environments. End of year assessments



Welcome to Rivington!

Wow! Your child is starting school.



*How can you help?
Be Positive.*



Being 'School Ready'



Dressing and undressing independently including new PE kit.



Put your shoes on and take them off independently.



Wash your hands with soap.



Put your coat on and take it off independently



Use the toilet independently



Being 'School Ready'

Classroom can be noisy. Practise 'Good Listening' with your child.



Playing Games Together.

Your child will have to respond to instructions, line up and take turns.



Sharing Books Together.

Reassure your child that it is positive to ask questions.



Enjoying Puzzles.

Helping them to recognise their names.





The Road To School

This tracker helps you and your child prepare for school.



Speaking & literacy

- I like to read stories & look at picture books
- I am able to talk about myself, my needs & feelings
- I am practising recognising my name when it's written down

Listening & understanding

- I am able to sit still and listen for a short while
- I can follow instructions
- I understand the need to follow rules

Writing skills

- I like tracing patterns & colouring in
- I enjoy making marks
- I am practising holding a pencil

Sharing & turn taking

- I can share toys & take turns
- I like playing games with others
- I like interacting with other children

Everyone starts school with different abilities - your teacher will help you progress at your own level.



Counting skills

- I enjoy practising counting objects
- I like saying number rhymes & playing counting games
- I can recognise some numbers when they are written down

Going to the toilet

- I can go to the toilet on my own, wipe myself properly & flush
- I can wash and dry my hands without any help

Routines

- I have practised putting on my uniform & getting ready to leave on time
- I have a good bedtime routine so I'm not feeling tired for school
- I'm learning to eat at the times I will on school days

Interest in the world & new activities

- I enjoy learning about the world around me
- I am interested in exploring new activities or environments
- I like asking questions

What are you looking forward to the most?
Is there anything you're unsure of?

Eating

- I can use a knife & fork
- I can open my packed lunch on my own
- I am confident at opening wrappers & packaging

Self-care

- I know when to wash my hands
- I can wipe my nose
- I can ask for help if I don't feel well

Getting dressed & undressed on my own

- I can button & unbutton my shirt & use a zip
- I can put my own shoes & socks on
- I can change into my PE kit & put my coat on

Independence

- I am happy to be away from my mummy, daddy or my main carer
- I am happy to tidy my belongings & look after my things
- I am feeling confident about starting school



School bus

Remember - learning is not a competition, children learn at different rates. For more ideas to help prepare your child for school, talk to your childcare practitioner.



School Uniform



- Purple jumper or cardigan with or without the school logo,
- white polo shirt/shirt,
- Purple tie,
- Grey trousers/skirt, purple checked skirt or pinafore,
- Black shoes,
- PLEASE NAME ALL UNIFORM!





Optional Summer Dress – to wear September – October half-term and then after the Easter holidays up to July finish.

Reading folder (no backpacks)



Water bottle (water only)



Pair of wellies



Check skirt/pinafore; grey trousers or grey skirt



Here are the items your child will need for school.
Optional items are not expected to be worn/used.
Please name clearly all items.

Purple PE Shorts and PE pumps (PE kit to be kept at home and children come in kit on PE days –Tuesday and Thursday.)



Purple tie (elasticated for younger years).

Optional Packed lunch box (universal free school meals available to Reception – Y2) and additional bottle (may contain juice)



Optional purple PE hoodie. Plain, black tracksuit bottoms for PE in Winter months



White t-shirt PE top (PE kit to be kept at home and children come in kit on PE days –Tuesday and Thursday.)



Optional Rivington Coat – any other coat can be worn – please ensure it has a hood and is warm for winter months (raincoat during summer weather).



Rivington's logo jumper or cardigan or plain purple jumper or cardigan (available from TU/Argos/Asda/M+S online and other online shops)



All logo uniform items are available from: Jada Uniforms.01257 271592. 213 Eaves Ln, Chorley PR6 0AG <https://jadauniforms.co.uk/product-category/riv-rivington/>

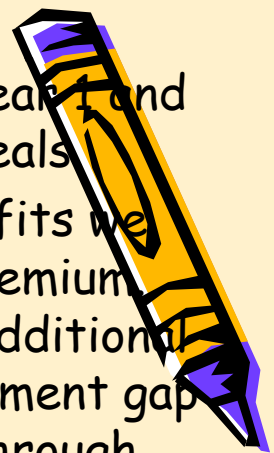
Food



Currently all children in reception, Year 1 and Year 2 are entitled to free school meals.

If you are in receipt of certain benefits we can get extra funding, called pupil premium. This is used in schools to help fund additional staff to assist in reducing the attainment gap between the child and their peers, through additional groups or 1:1 interventions.

- Hot/Cold food is provided daily (sandwiches at present).
- Daily healthy snack provided to the children up to Y2.
- Please bring a water bottle every day.
- Please refer to Parent Pay letter (in your packs) for more information regarding menus etc.
- Packed lunch in a named bag or box
- We are a nut free school (due to allergies).
- No fizzy drinks, chocolates.



Absences



- Please telephone before 9.00 am.
- You can leave an absence message on our voicemail facility.
- The office will attempt to contact you if a child is not in school and no reason has been supplied.
- Automatic text message will be sent.
- Children arriving late must be signed in by an adult.



We're here to listen and help...

- Please always let us know if anything is worrying your child.
- Even if it seems a small thing to you it is important to address it for your child.
- Also, please let us know if there are any changes in home circumstances as this might have a bearing on how your child is feeling in school.





Creating visions of the Future through kindness and today's strong foundations.
"We Care, We Trust, We Believe, We Share, We Enjoy, We Achieve!"
"We Are Learning, We Are Good!"
"We Are Smart!"

26.04.2021
Dear Parents/Carers,

HEAD TEACHERS AWARD

Congratulations to all our Headteacher's Award Winners from last half-term:

- **EYFS:** Thomas D. – fantastic effort and brilliant progress especially in writing.
- **Y1:** Emily Mc. – For applying herself in English and trying really hard with her phonics.
- **Y2:** Toby C. – for a fantastic half-term. Working independently and putting 100% effort into all his work.
- **Y3:** Leyton B. – for working hard in English and Maths – engaging with all questions – what a superstar!
- **Y4:** Taylor S. – for writing a fantastic introduction to a non-chronological report and reading it with such confidence.
- **Y5:** Lukas O. – for an excellent half-term – always working hard and trying his best.
- **Y6:** Jessica S. – for showing a sensible and mature attitude to all her learning.

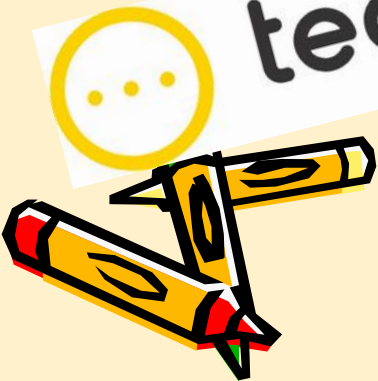
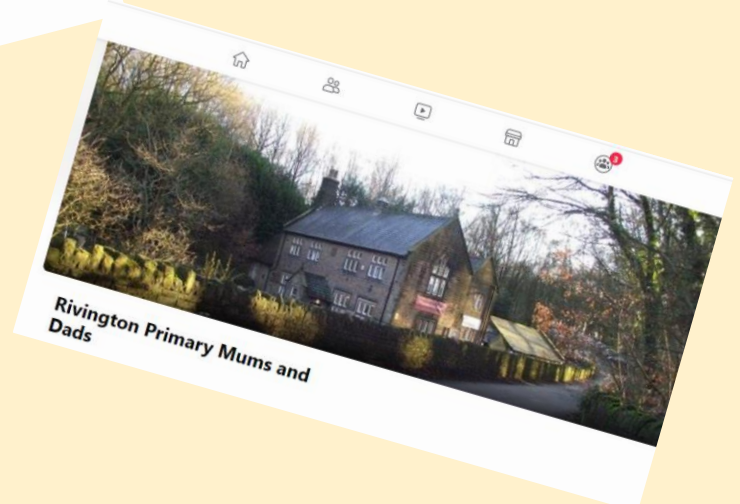
Congratulations to all our **Rivington Remarkables** Winners from last week:

- **Y1:** Olivia B. – for always being so helpful.
- **Y2:** Ruby S. – for an incredible setting description in English.
- **Y3:** Evie W. – having a fantastic week – well done!



teachers2parents

head@rivington.lancs.sch.uk
bursar@rivington.lancs.sch.uk



Home/School Partnership



Nobody knows your child better than you...

Here are some of the ways we will work with you to ensure your child has a positive experience of school:

- **Seesaw:** Seesaw is the main communication app that we use at Rivington. Your child's teacher can send you photographs, videos, notes, links to websites, and can upload documents. This can be to show you the work your child has done or to set work and share important information. These folders will also enable staff to track your child's progress.
- **You Tube Channel:** <https://www.youtube.com/channel/UCqB1QN-eFNmSbZ7Rl4a9x8g/featured>
- **School Website:** Information regarding EYFS and the rest of the school.
- **Weekly Newsletter:** Can be found on the website and emailed directly to you.
- **Parent Pay:** Our online communication, booking and payment system.
- **Termly Curriculum newsletter:** Can be found on the class page of the website.
- **Parents Evening:** An opportunity to receive an update on your child's progress and attainment
- **Friends of RFP:** We are always looking for new members.
- **WOW Sheets:** These sheets are used to share WOW moments from home in school



Parent Workshops: Information and advice on how to support learning at home



Virtual Tours

<https://www.rivingtonprimaryschool.co.uk/school-virtual-tour/>



The EYFS Curriculum is based on the recognition that children learn best through **play and active learning.**

- **The Early Years Foundation Stage** covers the first stage of a child's care
- from birth to five years old. It sets the standards to ensure that all children
- learn and develop, as well as keeping them healthy and safe.

- All schools and Ofsted registered early years providers in England must
- follow the EYFS.

- Also included in the EYFS are the **seven Areas of Learning**. They are:
 - **Communication and Language**
 - **Personal, Social and Emotional Development**
 - **Physical Development**
 - **Literacy**
 - **Mathematics**
 - **Understanding the World**
 - **Expressive Arts and Design**



Why Have the Changes Been Made?

In 2019, the government proposed changes to the EYFS. These changes have now been made and all early years settings and schools will follow the new EYFS from **September 2021**.

The aim of the changes is to improve the learning for all children and better prepare them for the move into year 1.

To help make the right changes, evidence was looked at to find the best ways children can be supported in developing as they grow.



The changes also hope to give children the **best** start in life and set them up well for their future.

Not all parts of the EYFS have changed, some elements have remained the same or similar.

Some Key Changes

1. Reduced the amount of unneeded written recordings and assessment of children by staff.

- This means staff do not need to keep a large amount of written evidence that proves children are able to do lots of things.
- Staff still know the abilities and skills of each child, and know how to support them to develop. However, now they do not need to write this down unnecessarily.
- This frees up more time for staff to spend directly with the children.
- By taking away the need for constant recording, it helps to develop more natural play, conversations and interaction between adults and children.



Some Key Changes

2. There is more of an emphasis on the importance of developing communication and language skills.

- Children should be supported in building up vocabulary by increasing the amount of words they know and can use.
- Encourage more conversations between adults and children, but also children and their peers.
- Good language skills are the basis for all other learning and social interaction, so this is vital to focus on.



(YOU COULD ADD ANYTHING SPECIFIC RELATED TO YOUR SETTING HERE REGARDING IDEAS FOR HOW YOU WILL SUPPORT THIS OR HOW PARENTS CAN ALSO SUPPORT THIS AT HOME)

Some Key Changes

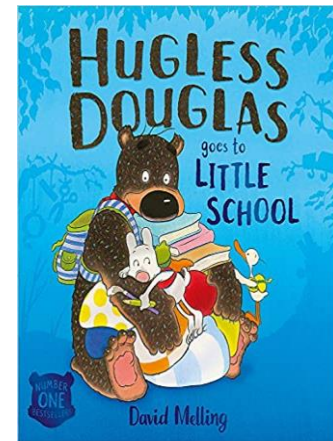
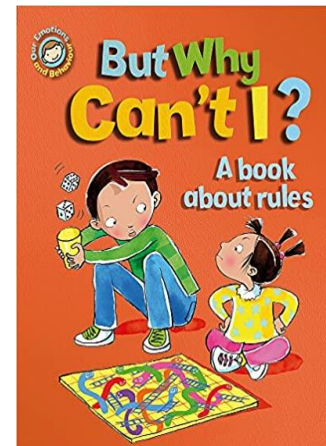
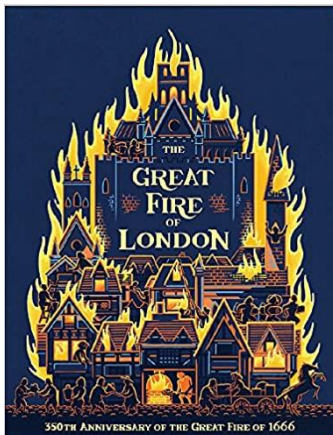
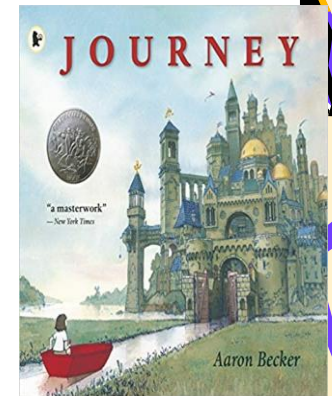
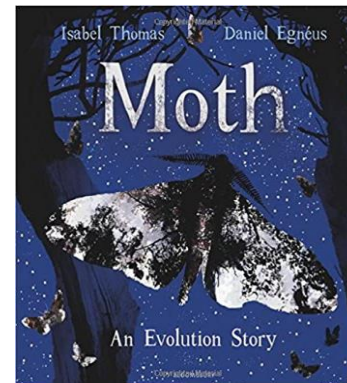
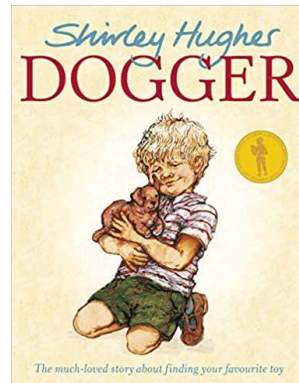
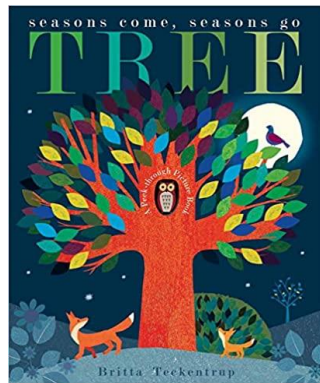
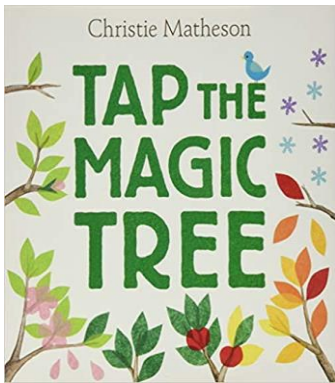
3. There is a focus on how reading stories is important to help children develop in all of Areas of Learning.

- Daily reading of stories encourages an enjoyment of reading from a young age.
- Lots of other learning opportunities happen when looking at books, for example comparisons of culture or the past.
- Listening to stories develops imagination, ideas and language.
- Reading is an essential skill and so should be shown to children, as well as practised by them regularly.
- Children are also encouraged to use story ideas in their play.



(YOU COULD ADD ANYTHING SPECIFIC RELATED TO YOUR SETTING HERE REGARDING STORYTELLING SCHEMES OR HOW PARENTS CAN ALSO SUPPORT THIS AT HOME)

Reading



Some Key Changes

4. There is a focus on encouraging healthy choices overall and an understanding of oral health.

- Required to teach children the importance of brushing teeth.
- Supervised toothbrushing is not expected in settings and schools.
- Focus on helping children to understand which choices to make that will help them to be healthy, for example which foods to eat and why.
- Getting into good routines from a young age is important as these often continue into adult life.



(YOU COULD ADD ANYTHING SPECIFIC RELATED TO YOUR SETTING HERE REGARDING IDEAS FOR HOW YOU WILL SUPPORT THIS OR HOW PARENTS CAN ALSO SUPPORT THIS AT HOME)

Changes to Informal Assessments

There have also been changes to a document called '**Development Matters**'.

This document is not compulsory but it can be used by staff to support them to understand child development in the different Areas of Learning.

Linked to this document change, children are no longer assessed against an age band. It's now accepted each child develops in different ways, so the use of the age bands before did not fit everyone fairly.

Staff can now use their own knowledge of child development to decide each child's next steps and support needs.

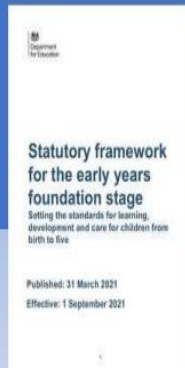
These changes allow more freedom for adults to plan to the learning and interests of the children in their class.



Young children are still encouraged to learn and develop through play and exploration. The adults support this through guidance and teaching of skills.



The Statutory Framework for the Early Years Foundation Stage.



4 Guiding principles.

Principle 1

Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured.

Principle 2

Children learn to be strong and independent through positive relationships.



The Statutory Framework for the Early Years Foundation Stage



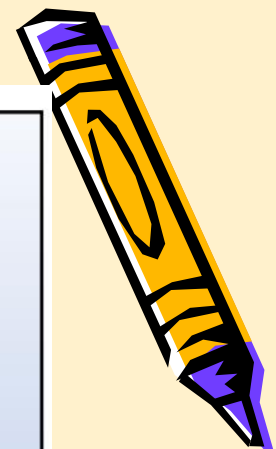
Principle 3.

Children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build on their learning over time.

Children benefit from a strong partnership between practitioners and parents/carers.

Principle 4

Children develop and learn at different rates. The framework covers the education and care of all children within the EYFS setting including those with SEND and disabilities.



Enabling Environments



High-quality provision.



Mixture of independent and guided play to introduce new skills

Sensitively intervene and extend learning.



Observing Learning - enabling staff to set back



Characteristics of Learning



Playing and Exploring.



Active Learning.

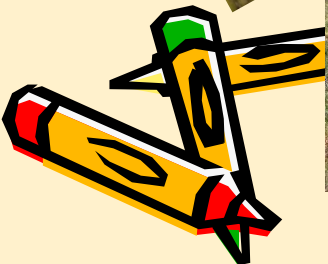


Creating and Thinking Critically.

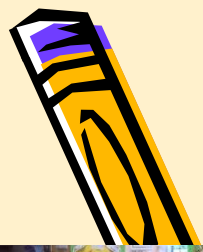


Forest Schools

Forest School is a child-centered, inspirational learning process, that offers opportunities for holistic growth through regular sessions. It is a long-term program that supports play, exploration and supported risk taking. It develops confidence and self-esteem through learner inspired, hands-on experiences in a natural setting.



Enrichment

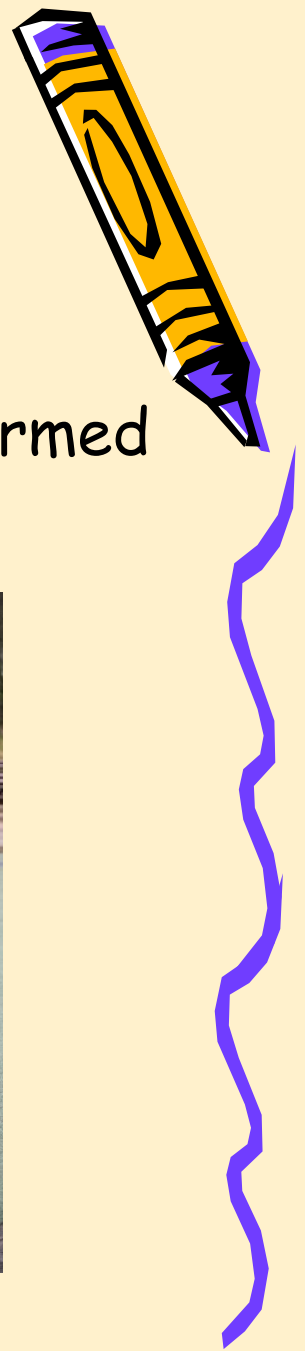


And Wider Opportunities...



PE Days

PE will be held twice a week, on days to be confirmed at the beginning of the term.





Visits...

If your child does not attend Rivington Nursery:

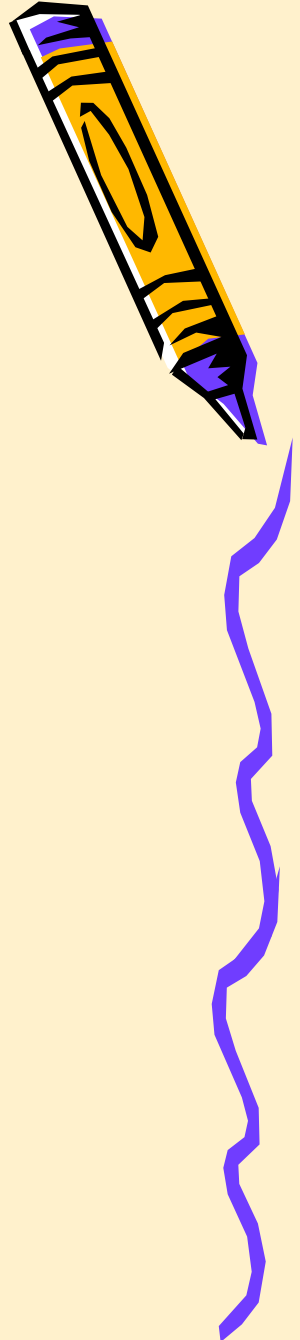
We will contact your child's Nursery for their current assessments/records.

Unfortunately, we have had to cancel this year's visits but are carrying out 'door step' visits and providing a phased opening. The purpose of these is to help the children become familiar with the:

- room
- staff
- other children.



Wrap around Care...



term only
£5
a day



after school Club

Rivington Foundation Primary School

Breakfast Club runs 7:30am - 9:00am *(term time only)*
(Breakfast served until 8:20am) **£5**

After School Club runs from 3:15pm - 6:00pm *(term time only)*
(We cater for ages 3 to 11) **£8.50** *(discounts available for siblings)*

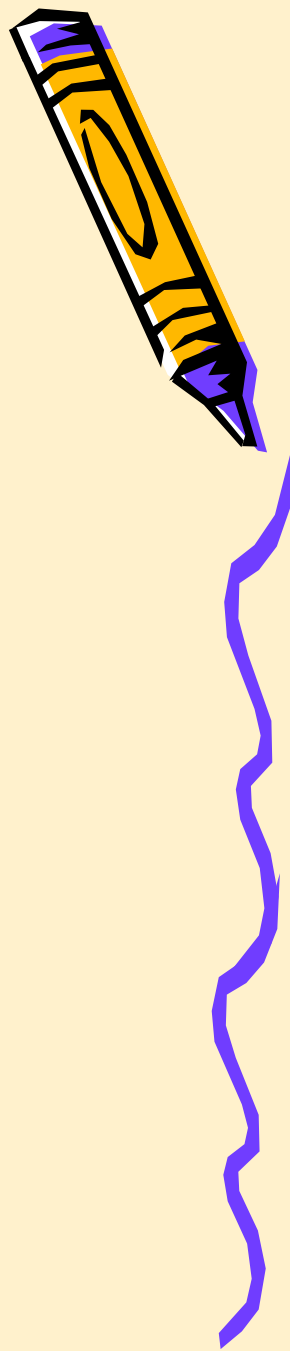


Wrap around Care...

Breakfast club 7.30 - 8.50am - Manager - Miss. Shore, Breakfast Club Assistant - Mrs. Hitchen

Late stay 3.15 - 6pm Manager - Mr. Martindale, Late-Stay Assistant - Hannah Berry.

Come and have a chat to discuss our provision.



Friends of Rivington Primary School

We have an active Parent, Teacher Association - We would love to welcome you! . Every parent is automatically member of our PTA; being involved is a fantastic way to support School. Meetings are held at the Bay Horse and are publicised on the School Website
PTA page

Rivington Parent Council

Our Parent Council works as a forum for parents, with ideas communicated to School.
The feedback, ideas and comments from Parent Council are very important to School.

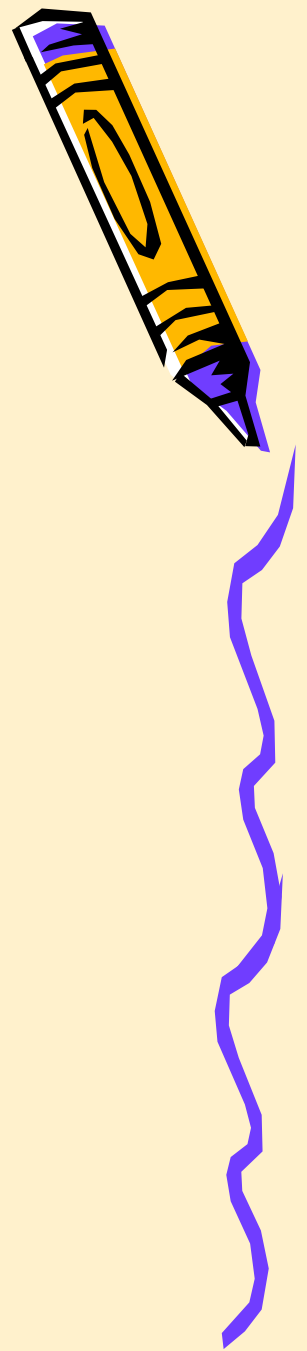


Holidays

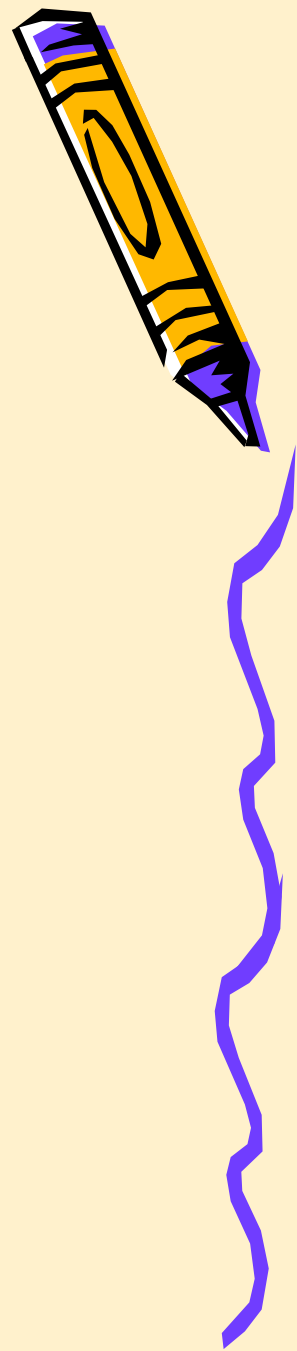
- Our School Holiday list is available on the Website.
- Family holidays need to be taken during these dates.
-
- Holidays in school time are discouraged. A request form must be submitted to the Governors. They are recorded as unauthorised absence* and have a detrimental effect on your child's education.



* Incurring a fine in some cases.



While you are here tonight...



- Door Stop Visits.
- Forms to Mrs. Townsend in the office.
- Transition days.
- Phased opening.
- Covid-19?



School Readiness Useful Links

Cbeebies Starting School

BBC Bitesize

Oxford Owl

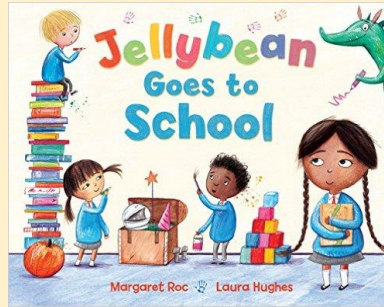
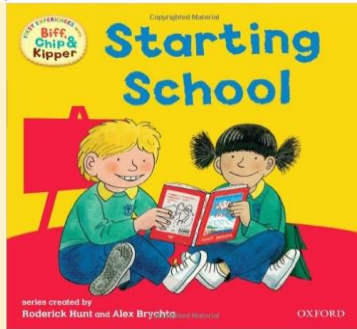
Topsy & Tim First Day at School - Youtube Video

Tiny Happy People - BBC Website for support around language and communication skills

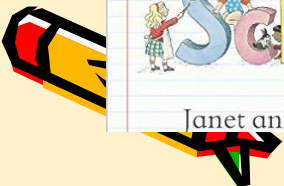
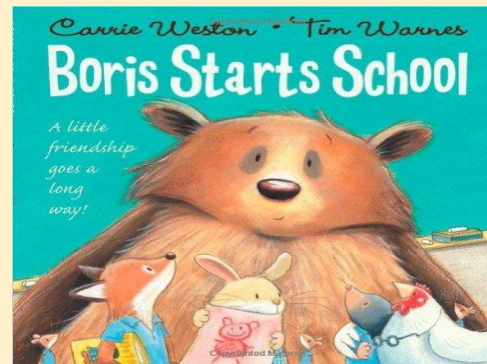
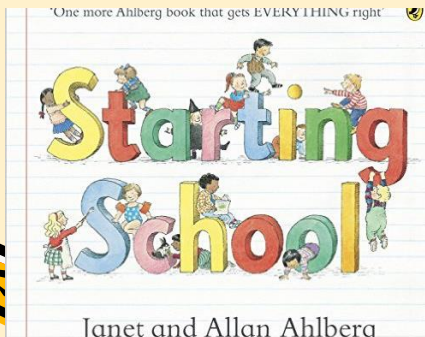
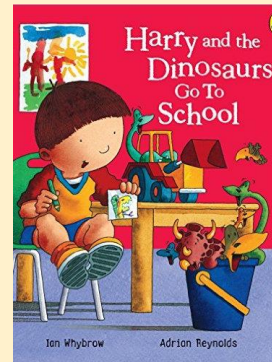
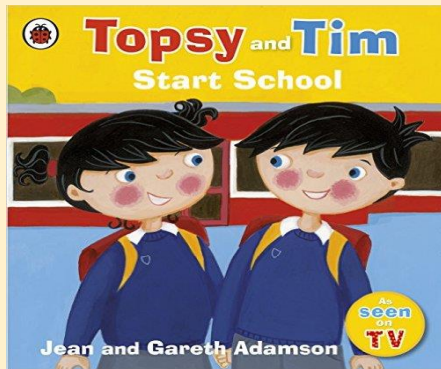
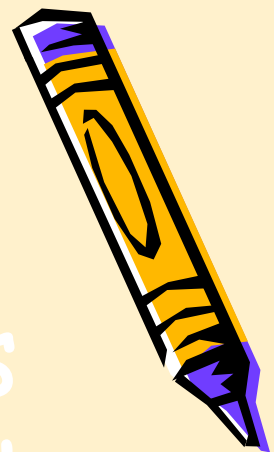




Community Children's
Health Partnership



Books About Startin g School



Last but not least

Any questions?

The staff will be happy to help with any queries.



Welcome to Rivington!

