

# Welcome to High Wycombe Church of England School



*Be strong and  
courageous.....for the  
Lord your God is with you*

# General Information

We welcome you and your child to our school and hope that your child will be very happy here. Our contact details are:

**High Wycombe Church of England School**  
**Loakes Road**  
**High Wycombe**  
**HP11 2JU**

**Telephone:** 01494 524220

**Email:** [office@highwycombecombined.bucks.sch.uk](mailto:office@highwycombecombined.bucks.sch.uk)

**School Website:** [www.hwce.co.uk](http://www.hwce.co.uk)

**Type of school:** Primary, Age 4-11 years

**Headteacher:** Mrs C Hawkins BEd (Hons), NPQH

**Chair of Governors:** Mrs Holly Robertshaw

**Local Education Authority:** Buckinghamshire Council

# Welcome to High Wycombe Church of England School Early Years Foundation Stage

## Welcome to High Wycombe Church of England School

At High Wycombe Church of England School, we provide a vibrant and stimulating environment where every child is valued, supported, and encouraged to thrive. Our dedicated and caring staff understand that each child is unique, with different starting points and learning styles. That's why we use a variety of teaching methods to make learning engaging and accessible for all, helping every pupil to flourish.

We foster positive attitudes to learning, celebrating each child's achievements and providing praise and encouragement at every opportunity. Diversity is at the heart of our community, and we are committed to promoting equality of opportunity in all aspects of school life. Every child's welfare and achievement, regardless of age, gender, ethnicity, or disability, are central to our aims.

We recognise that starting school is a significant milestone for both you and your child. Our goal is to ensure that this transition is a positive and enjoyable experience, where your child feels safe, cared for, and inspired to learn.

We believe that education is a partnership between home and school. Strong communication and collaboration with you, our parents and carers, are fundamental to your child's success and wellbeing. We encourage you to stay in touch with us throughout your child's journey at High Wycombe Church of England School.

We hope this booklet supports you as you begin this exciting new chapter with us. If you have any questions, please don't hesitate to get in touch.



# The School Day

The timetable evolves greatly during the first year of your child's schooling so that by the end of the year, they are following the whole school timetable, however, to begin with, the school day will be as follows

<b>08.30am-09.00am</b>	Soft start and Registration
<b>09.00 am – 09.30 am</b>	First session – input
<b>09.30am – 09.45am</b>	Snack time and Story/Nursery Rhymes/Songs
<b>09.45 am-10.00 am</b>	Movement Break – ie: Go Noodle
<b>10.00am – 11.15am</b>	First session – learning inside and out
<b>11.15 am-11.30 am</b>	Tidy up time
<b>11.30am – 12.00pm</b>	Phonics
<b>12.00pm – 1.15pm</b>	Lunch Time
<b>1.15pm – 2.45pm</b>	Second session – learning inside and out
<b>2.45pm – 3.15pm</b>	Tidy, nursery rhymes, home time



**NB:** The gates open at 8.30am and parents are asked to walk their child through the playground to the entrance to KSI where they will be met by the EYFS staff and taken into class. When lots of parents are waiting to talk to the teacher in the morning it means that the teacher is not supervising your children.

If you need to give a message to the teacher in the morning, please do so via the phase email or give a note.

Urgent matters should be referred to the school administrator.

# Reception Curriculum

The Reception year is referred to as the 'Early Years Foundation Stage' and the curriculum that is followed is based on a set of **Early Learning Goals**. These goals represent a set of objectives, which the majority of children will have attained before they go into Year One.

**There are 7 areas of learning:**

**There are 3 prime areas:**

- Communication & language
- Physical development
- Personal, social and emotional development

**There are 4 specific areas:**

- Literacy
- Mathematics
- Understanding the world
- Expressive arts & design

There is also a strong focus on developing the **characteristics of effective learning**, which are:

## Playing and Exploring – Engagement

- Finding out and exploring
- Playing with what they know
- Being willing to have a go

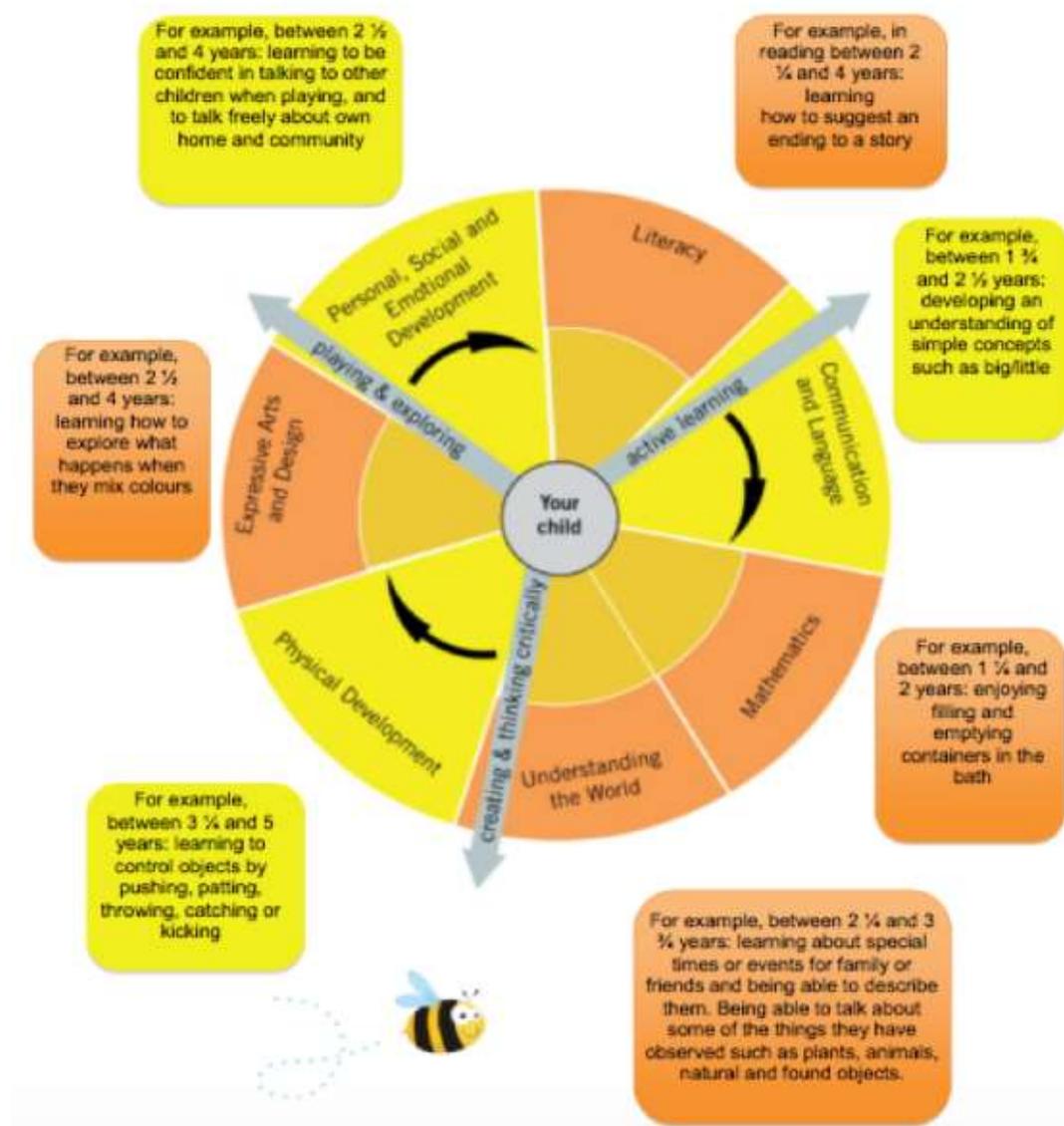
## Active Learning – Motivation

- Being involved and concentrating
- Keeping trying
- Enjoying achieving what they set out to do

## Creating and Thinking Critically

- Having their own ideas
- Making links
- Choosing new ways to do things

The diagram below gives examples of the areas of learning and development and shows the links between the way in which your child learns and what they learn.



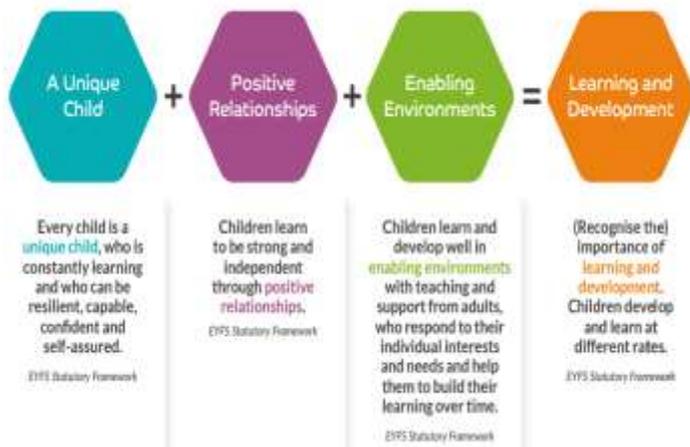
# What sort of things will my child learn during the Foundation Stage?

## In the Prime Areas children will learn to:

- Share, take turns and develop respect for each other.
- Make friends and become confident independent learners.
- Behave appropriately when playing with others.
- Listen to others and understand spoken language.
- Learn new words rapidly and use them in conversations.
- Join in conversations with adults and children.
- Develop control of their bodies using both large scale movements such as running, jumping and small scale movements such as holding pencils and using scissors with good control.

## In the Specific Areas children will learn to:

- Enjoy sharing books and stories with adults and friends.
- Read words and simple sentences.
- Draw, make marks, write letters and words.
- Count accurately groups of objects and recognise numerals.
- Add, subtract and problem solve during practical activities.
- Use everyday language to talk about size, weight, capacity, distance, time and money.
- Look closely at why things happen, living things and the natural world.
- Be imaginative, sing songs, dance and create fantastic models, drawing and paintings.



## How will my child learn?

Children in Foundation Stage learn through play-based, exploratory activities that are fun and enjoyable. Your child will take part in a wide range of activities, both indoors and outdoors through activities he or she has chosen or from those that are led/directed by an adult. The latter is steadily embedded and enhanced as children progress through their time in the EYFS and by the end of the Reception year, the children are enthusiastic and confident learners, whom are prepared for their journey into Year 1.

Children develop their communication and language through classroom relationships and discussion, presentations, role play and collaborative learning. The fundamentals in Literacy are taught daily through a structured synthetic phonics scheme, wide-ranging literature and a wealth of opportunities for writing. Maths is introduced through activities, which enforce the importance of number sense and using concrete and pictorial materials to support and develop understanding. All children in the EYFS have two discrete PE sessions and many other opportunities to practise developing physical skills in the environment. All children participate in two weekly music lessons and have regular opportunities to perform in front of others. All children participate in weekly forest school sessions in our forest school area. This provides the children regular opportunities to observe and comment on the world around them, exploring plants, animals and their immediate environment. We keep progress records for each child which you will be invited to contribute to. The records are linked to the Development Matters in the Foundation Stage Guidance and reviewed every half term to ensure that we are continually moving their learning forward



# How will I know what my child is learning and how they are progressing?

We aim to keep you fully updated about how your child is progressing. **Starter packs** can be found on our school website and the class page will share other learning links with you. We will provide a **half termly newsletter** with information about what your child will be learning and with **home challenges** for you to engage in with your child so that you can see how they are developing and support them in progressing further.

In the Autumn and Spring term, we hold a formal **parent consultation** at which we will discuss with you your child's strengths and areas for development. We are always very happy to speak to you at other times, but ask that you make an appointment in advance so that we are able to give you sufficient time.

You will receive an **end of year report** in the summer term which will summarise your child's achievements throughout the year in the curriculum and the characteristics of effective learning, which will identify the next steps to develop.



# Parents as Partners

The most effective schools are characterised by effective parent partnerships. Children are most happy when they know that the teachers and parents are working together. If you ever have any concerns or queries please do communicate with us. **Keeping updated by reading newsletters, participating in home learning challenges and attending parent-teacher consultations will all be key to maintaining our partnership.**

We understand that families are often extremely busy, but children really enjoy their Mum, Dad, Auntie, Grandma, Grandad or Child-Minder helping out or volunteering time in school. We also have 'Stay and Play', 'Come and Read' and 'Come and Share' sessions where we invite families in to share in the joy of their child's learning.

**There are a number of ways you can become involved in school life.**

- Share expertise with us. 'Come and Share' a skill or interest with the children. They love learning about new things and developing their cultural capital.
- Help in class. Volunteer to help with group activities. You may prefer to help out in another class or in the library or to help with making resources.
- 'Stay and Play'/'Come and Read'/'Come and Share' sessions and workshops. As a school we want to be able to offer as much support to families and their children as possible. The more help, support and guidance children receive at this young age, the better their development and successful learning. Stay and Play sessions allow parents to experience how their child learns and what stimulates them in the school environment.
- Every parent is a member of the Friends of High Wycombe CE School. Social activities for parents and children are provided throughout the year to raise funds and to provide fellowship.



# School Vision and Values

*'Be strong and courageous'*

HWCE is a loving, inclusive school community with a Christian ethos that enables all to be independent, confident, resilient learners, respectful within the school and the wider world, encouraging all to flourish.

As a Church school, the Bible and its teaching create the inspiration for all aspects of our work.  
Our Vision is inspired by the following words from the book of Joshua.

*Be strong and courageous: do not be afraid or discouraged for the Lord your God is with you wherever you go (Joshua 1:9) NLT*

Our School Vision and our Christian values are at the core of everything we do.  
They underpin our teaching and learning, and provide an environment which prepares our pupils to be confident, happy individuals.

Our Vision statement is best illustrated in the graphic below. Our 'Values for Living' and 'Behaviours for Learning' support each child on their journey to being strong and courageous in each area of their development



## Good Behaviour Policy

This outlines the responsibilities children should accept for their own behaviour at school. It also includes the learning behaviours that are embedded throughout the school in daily life.

## **How can I help my child with their development across the curriculum?**

### **Encourage Independence**

We strive for all children to be independent learners, thinkers and characters by the time they leave our school. As such, we teach them to behave co-operatively and independently in their learning and relationships.

**To promote your child's independence, the following activities should be encouraged and expected at home:**

- Going to the toilet by themselves, leaving it clean washing their hands after the toilet
- Making eye contact and listening to you when you speak with them
- Following instructions given by adults
- Using good manners and respect at all times for everyone in and out of school.
- Tidying up after they play
- Dressing themselves and doing up buttons
- Setting / clearing the table
- Talking about their feelings and the feelings of others
- Discussing how their words and actions impact on others (positively and negatively)

### **Home Reading**

They will bring home two reading books a week. These will be an 'I Can' book, which will be a book that they will be able to read with little support and a 'We Can' book that your child will need some help and support to read. They may bring the same book home more than once, but the value of hearing familiar stories and re-reading is immeasurable. Later in the year, they will also bring home a library book which they choose themselves. The library book encourages a child to read for pleasure. It is through repeated reading of familiar stories that children learn about patterns and sounds of language and how stories work. Reading a book requires a high level of concentration from your child and so they may only want to read one or two sentences at a time. It is therefore important to read with your child for short periods of time but daily wherever possible. Once you have heard your child read, please sign the reading record. This is an indication to us that your child has read their books. Children will also be given Tricky Words in their Reading Records, which are to be practiced at home, ready to be read with the Class Teacher the following week.

## Using the texts

Introduce the book by talking about the cover, using words such as author, illustrator and title. Read the book and then ask them questions about the characters; how they react to situations, what are they like?

- Ask questions such as:  
What will happen next in the book?  
Why do you think the character did that?  
What would have happened if the Gruffalo wasn't scared of the mouse?

## Other ways to encourage reading

- Try and tell stories aloud without a book but with real drama!
- Encourage your child to make up their own stories and act them out.
- Sing and say rhymes and encourage your child to learn them off by heart.
- Point out print, and talk about shop signs, advertising and packaging
- Listen to story CDs / online audio books
- Model by reading out loud - show how reading extends to manual, newspapers, letter, cookbooks, and shopping lists.
- Talk about events and predict what might happen in tv programmes
- Visit the library and organised story telling sessions.



## Helping your child with their Maths

All maths is very practical and aims to help your child put Mathematical understanding and language into familiar contexts.

### Ask questions such as:

“How many more apples do we need?”

“If I have 4p and you give me 2p how much do I have?”

“How many steps to the top?”

“If you have 3 less, how many will you have?”

“Are you taller than or shorter than your friend?”

- Count objects in ones and twos, (e.g. count in two's when you are putting socks together)
- Count forwards and backwards
- Talk about numbers and shapes you see when you are out and about  
Encourage estimation. “How many people do you think are in this room?”
- Sort objects by shape, colour and size. Make a pattern with them.
- Develop language to do with shape e.g. big, small, heavy, light, longer, and shorter.
- Fill up containers with water, sand, peas and lentils to develop their understanding of capacity.
- Lay place settings to apply number to practical activities.
- Begin to learn how to tell the time by sequencing events within the day or week.
- Sing rhymes such as “1,2, buckle my shoe”, and “1, 2,3,4,5, once I caught a fish alive”.
- Encourage problem solving and reasoning skills with questions such as:  
“How can you prove your answer?”  
“How do we know?”  
“What happens if we change this?”  
“Have I done it correctly?...What should I have done instead?”



## Helping your child to write

Your child's fine motor skills are an important pre-cursor to their ability to control a pencil. Their hand can be strengthened by allowing them to use scissors to cut out and stick pictures from magazines or to make snips in playdough as well as by playing with construction kits e.g. duplo.



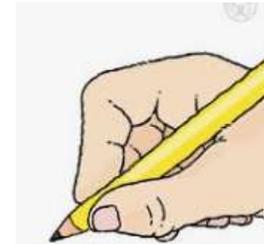
Letters are taught as separate units to start with. It is important that your child gets into the habit of using the correct letter formation. It is very helpful if your child can write their first name before they start school using **lower case letters with a capital only at the beginning.**

## Holding the pencil correctly

If your child is having difficulty, wrap an elastic band around the pencil for extra grip. Children should sit upright and have both feet firmly on the floor. One hand should hold the piece of paper and the other the pencil.

## Sounding out the letter sound

We will teach your child the letter sounds before we teach them the letter names. It is extremely helpful if you can play games like I-spy or just get your child used to hearing the sounds at the beginning, end and in the middle of words. During the first half term, there will be a phonics workshop for parents to help you improve your understanding of phonics and how you can help your child, and as always feel free to ask any questions.



## Other ways to help

- Ensure that all contact information is up to date.
- Make sure that we are aware of any medical problems.
- Let us know by 9.30am if your child is absent by calling the office on 01494 524220.
- Let us know if you have a change in home circumstances - this information will be kept confidential.
- Make sure your child is in school on time every day.
- If there is a change in the person collecting your child, please let us know either by calling the office or by informing the teacher in advance.
- Send your child into school in the correct school uniform.
- Send your child in with their PE kits and any packed lunches.
- Ensure that reading records are signed and books are returned to school on the day of changing.
- Make sure that everything is clearly named.
- Look at your child's work and help them with the home learning where necessary.
- Always encourage your child to take pride in their work.
- Encourage and praise your child because they need to feel successful.
- Come into school whenever you can - such as class assemblies, open days and Friday Stay and Play sessions
- Get involved with the 'Friends' of the school and support fundraising wherever possible



# Fruit and Lunch Breaks

## Healthy snack

We are part of the Fruit and Vegetable Scheme run by the County. This means that your child will have the option to eat a piece of fruit or vegetable every day at snack time provided in school. **They are also welcome to bring their own piece of fruit if this is preferable, or in addition to the one offered.** We are also part of the 'cool milk' scheme where all children under 5 years are eligible to receive free milk once parents have applied. Children over 5 may still receive milk but a small fee is payable. Information is in the school starter pack.

## Lunchtime Packed lunches and Hot School meals

Children eat in the school hall at tables. They are encouraged to eat all of the food in their lunchbox or their hot school meal. If they bring in a packed lunch, any items they do not eat are brought home for you to see.

If a packed lunch is provided it is extremely important that children are given items which will provide the energy they need to get them through the afternoon. The School Nurse advises that the following items are included in the lunchbox to create a 'healthy option'.

- Carbohydrate** - provides the energy that is released slowly through the afternoon.  
e.g. sandwich, sausage roll, crisps (but not every day)
- Fat** - Some fat is required in the diet  
e.g. club biscuit, chocolate biscuit bar
- Protein** - provides essential nutrients  
e.g. cheese, yoghurt, meat in sandwich
- Fluid** - Children will need a drink in a plastic screw top bottle or carton.



***Please note, fizzy drinks, all nut products, chocolates and sweets are not allowed in lunches or in the playground.***

Children in Reception, Year 1&2 are eligible for Universal Free school meals. This is not compulsory and you may send a packed lunch if you prefer. You may also choose to have school meals on some days and not others. Lunches are provided by our meal provider '**Fresh Start**' and are cooked fresh daily. As well as the main course children receive vegetables, from the salad bar and a dessert. There is also a choice of fresh fruit. All parents will need to register with '**Fresh Start**' and follow their on-line ordering process. Details about this process is included in this starter pack.