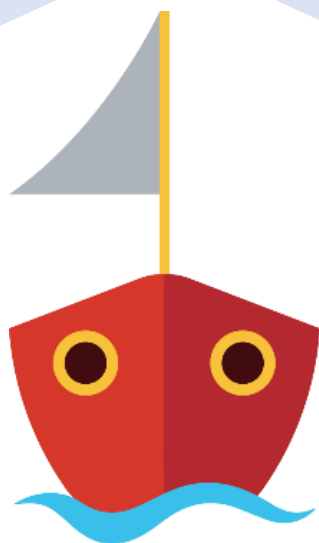




Raleigh Infant Academy

Reception Information Pack **2026 - 2027**

'Navigating life and learning together'



01842 753993



www.raleighinfant.co.uk



office@ral.eastern-mat.co.uk



Raleigh Infant Academy
Admirals Way, Thetford, IP24 2JT

**CHECK
OUT OUR
FACEBOOK
PAGE**



Welcome to Raleigh Infant Academy.
This booklet is intended to offer some important information that should support as your child is starting school. We look forward to working with you and your child.

EARLY YEARS FOUNDATION STAGE SCHOOL INTENT

In the EYFS at Raleigh Infant Academy we are committed to ensuring that all children receive the best possible foundations to which the rest of their academic career is built. We aim for all children to develop a love of learning, with aspirations to succeed in anything they choose to do. We strive to ensure that all children feel happy, included and valued, within our safe and stimulating learning environments. We value all children as unique and individual, and believe in recognising every form of learning, progress and success.

SCHOOL CONTACT

Email: office@ral.eastern-mat.co.uk

Telephone: 01842 753993

THE SCHOOL DAY

8:25am – Gates open

8:40am – School starts

11:50pm – 12:50pm – Lunchtime

3:00pm – School ends

THE EARLY YEARS CURRICULUM

The curriculum is what we learn when we are at school. In Reception we follow the Early Years Foundation Stage (EYFS) curriculum. This curriculum is for children from birth to five. The children will already have been working on this curriculum in their current pre-school setting. The EYFS curriculum is divided up into seven areas of learning and development. These are all equally important and inter-connected.

PRIME AREAS

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

SPECIFIC AREAS

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

The EYFS curriculum also contains four guiding principles, which shapes the practice in our setting. These are:

- Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured.
- Children learn to be strong and independent through **positive relationships**.
- 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 their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
- Importance of **learning and development**. Children develop and learn at different rates. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND).

Our environments are designed to be stimulating and purposeful. We build upon the needs and interests of the children, and embed current learning themes, through a range of play opportunities. We ensure we have a range of high-quality resources that inspire creativity and wonder. Our environments are designed to be inclusive and accessible to all, allowing children to safely and confidently learn with increasing independence. Children are given the opportunity to select their own learning, from within the inside and outside environments, at several points within the day; we refer to this time as 'Challenge Time'. The adults observe, support and extend the children's knowledge during these activities by joining in with their play and providing a language rich environment.



UNIFORM



Children will need to wear school uniform. Our school uniform consists of:

- A white or blue polo shirt
- Blue sweatshirt or cardigan
- Grey trousers/ Grey skirt/ Grey Pinafore/ Blue summer dress
- Black shoes
- For safety reasons pupils can only wear one pair of stud earrings, no other jewellery is permitted.
- A book bag to keep reading books, reading records, and letters or notes.

All clothing should be clearly named.

Please bring a spare set of clothes for any possible accidents. We do our best to ensure that children wear aprons during messy activities however sometimes children's uniforms may get a little messy.

Uniform can be ordered online at: www.priceandbuckland.co.uk



PE

Children in Reception will be doing PE once a week. Once your child starts school in September you will be told which day your child will be doing PE. Children should come into school in PE kit on this day.

- Black shorts or jogging bottoms
- White or blue t-shirt
- Black trainers/plimsolls
- **No jewellery**

TOYS

Please do **not** bring in toys from home as they could easily be lost or broken. However, we do encourage children to bring in any interesting items related to the topic we are learning about. We do not encourage children to play any kind of fighting games during play. Toy guns and weapons are not allowed in school.

PLAY

Play is key to young children's learning, development, and confidence. It is what they do naturally to understand and make sense of the world around them. Play can be absolutely anything at all. Get involved in your child's games and pick up on their interests. It is always interesting to hear about the games they play and what they are interested in at home.



We have a fantastic outdoor area in which the children can play. We encourage the children to use the outdoor area as much as possible and in all weathers. It is important that the children are correctly dressed to enable them to make full use of the outdoor area. It is therefore useful if the children have:

- A waterproof coat

A pair of wellington boots with their name on
(these can be left in school on their peg)

- A sun hat (in the summer months)
- Hat, scarf and gloves (in the winter months)

Please remember to **label all clothing** with your child's name. We will do our best to keep your child as clean as possible during the school day however please bear in mind that we do encourage our children to have as much fun as possible in the outdoors; this can result in them getting a little messy.



ATTENDANCE AND PUNCTUALITY

At Raleigh Infant Academy we aim to work closely with parents and carers to achieve high standards of attendance. We are committed to providing an education of the highest quality for all our children and endeavour to provide an environment where all children feel valued and welcome. Every child has a right to access the education to which they are entitled. Parents and teachers share the responsibility for supporting and promoting excellent school attendance and punctuality for all. There can be a direct link between under-achievement and frequent absence.

It is our duty to consistently strive to achieve a goal of 100% attendance for all children. For our children to take full advantage of the educational opportunities offered it is vital a child is at school, on time, every day the school is open, unless the reason for absence is unavoidable. The routines children develop around attendance and punctuality at school are the same as the expectations of any future employer in the world of work. High attainment, building confident positive relationships with peers and staff and future aspirations depend on good attendance. Every day counts!

Attendance
Matters
At
Raleigh



SICKNESS, MEDICAL APPOINTMENTS AND MEDICINES

It is essential that you telephone before the beginning of the school day, if your child cannot come to school. There is an answerphone for you to leave a brief message: who your child is, which class, and the reason for their absence. If your child is absent from school and we have not heard from you, we will contact you to establish your child's whereabouts.

Failure to notify the school of your child's absence will mean that it will be classed as unauthorised and could potentially result in a fine.

Please try and arrange where possible, for dental and routine medical appointments to be outside of school hours. Of course, there will be some appointments which you cannot avoid missing school for but please speak to the office staff about these.

Following advice from Norfolk Education Authority, the school cannot be responsible for holding or administering medicines. In certain urgent cases parents are welcome to administer medicines personally. The exception to the rule is medicine maintained for the control of asthma. Children who need to use inhalers may, under the supervision of a member of staff, do so if they have been shown how to use them properly. If administration of prescribed medicine is required during the school day parents must complete the appropriate forms and these must be agreed by the Head of School.

We have several staff fully trained in First Aid procedures and can deal with minor injuries. If first aid has been required, you will be notified in writing at the end of the school day. If more serious injuries, such as those to the head, occur, you will be contacted as soon as possible.

CHILD PROTECTION AND SAFEGUARDING

Parents and carers should be aware that the school has a duty to take reasonable action to ensure the welfare and safety of all its pupils. In cases where the school staff have cause to be concerned that a pupil may be subject to ill-treatment, neglect or other forms of abuse, staff will follow the guidelines of the Norfolk Safeguarding Children Board. All employees and people who help in school are required to undergo a fully enhanced DBS check to ensure that they have no convictions for abuse against children. This helps to ensure that your children are safe in school. Safeguarding is everyone's responsibility.

COMMUNICATION AND PARENT INTERACTION

At Raleigh Infant Academy we recognise that children learn and develop well when there is a strong partnership between staff and parents and/or carers. The home-school partnership is key to your child settling in well and making good progress. Once your child starts at Raleigh Infant Academy your family becomes a valued part of the school community. We have regular opportunities for you to come into school to gain further insight into the progress your child is making throughout the year, for example through parents' evenings. We also have regular opportunities for you to come into school to celebrate learning, for example through Easter events, Nativities, and craft afternoons. Your child will flourish with your encouragement, interest and involvement, so do try and get along to as many events as possible.

We promote an open-door policy, where you are welcome to talk to your child's teacher before or after school if appropriate, or make an appointment if you feel you need more time to discuss a particular concern. Our office staff are also always happy to help if possible, via telephone, email or in-person. Please do speak to staff if you have any concerns, we're very approachable! If you would like to bring in a relative or friend to help translate then that is very acceptable. Please make sure we have up-to-date contact details.

PUPIL ASSET:

We use Pupil Asset for a variety of admin purposes in school. You can log in to track attendance, make payments (for things such as trips), viewing end of year reports, or booking parents evenings.

TAPESTRY:



In EYFS, we use an 'online learning journal' called Tapestry. We use Tapestry to record observations of some of the learning that takes place at school. We also use Tapestry to give notices and set home learning challenges. You can also add observations of any other learning that takes place at home, including days out and celebrations. If a child is demonstrating skills at home it shows they have embedded it, therefore helping us with assessments.

Reception children do not have formal homework; however, we do put home learning challenges on Tapestry every Friday. We share this as a class on Thursday. We also encourage children to read a book daily. This can be read by an adult or the child but reading is such an important part of your child's education that we would like them to have books in their lives daily.

Please like and comment on posts – this helps us to work together in partnership and maintain communication. We value the insight you have into your child both as a unique individual and as a learner.

OTHER FORMS OF COMMUNICATION:

We often keep you updated with key events and notices via email. Every half term a class newsletter and school bulletin will also be emailed to you, as well as uploaded to the school website. We may send you texts for reminders or last-minute changes.



LUNCH TIME

The teachers and teaching assistants take the children to the dinner hall where we will support them in getting and eating their lunch.

All children in Reception and KS1 are entitled to a free school meal, as well as a fruit or vegetable mid-morning snack.

You will be given a new lunch menu each term. This consists of a choice of sandwiches, hot main meals, vegetarian meals, pasta and jacket potatoes. Children will also have sides and desserts accompanying this.

At Raleigh we do not allow packed lunches to be brought in from home. This helps us to keep children with allergies safe. Aspens provide bespoke menus for any child with an allergy – a medical diet request form will need to be completed in order for them to do this. This can be collected from the school office.



You will need to order your child's lunch for each day. You can do this online at:

<https://select.aspens-services.com/>



WATER BOTTLES

Please provide your child with a named water bottle. They must bring a water bottle to school every day. Bottles should be filled with **water only**.



STARTING SCHOOL

Starting school is a big step for you and your child, but you can help to make it a happy one by encouraging your child to look forward to it. The induction programme is designed to help the children overcome any fears about starting school and ensure that they are confident and happy in school. There are certain skills, which can make starting school easier. If your child can do some of the following things it will help them to become independent learners when they start school.

- Dress and undress themselves
- Fasten their own shoes
- Put on their own coats
- Know how to ask to go to the toilet, and go to the toilet and wash and dry their hands unaided
- Blow their own nose
- Play and share with other children the same age
- Carry out simple instructions and tasks
- Tidy away toys and clothes
- Understand when they are told "No" it means "No"
- Be independent
- Recognise their own belongings: coat, water bottle, bag etc.
- Know where they live (Thetford)
- Know their first name and surname
- Write their own name, with a capital letter at the beginning and the rest of the letters in lower case
- Count and recognise numerals up to 10.

This list is not finite. Anything additional your child can do independently will also help grow their confidence as they begin learning in Reception.

TOILET TRAINING

Children starting school **should be toilet trained**. Any exceptional circumstances will need to be discussed with the class teacher. Young children occasionally have accidents so do pack **spare clothes** in their bag just in case!

More information on how to support your child in starting school can be found at www.startingreception.co.uk





SETTLING IN

The first days at school can be a little unsettling and we are there to make this transition as easy as possible. Try to stay relaxed yourself; we are aware that leaving your child can be difficult however you being calm and positive will really help your child. Always say goodbye to your child and try to make a positive comment, something like "have a good day". If your child is upset at first, this is a normal reaction and it will not last for long. Be confident in handing over to the teachers as quickly as possible to support this. As your child becomes more familiar with the new surroundings and begins to see school as a positive experience, they will not be distressed at the thought of being left.

SUPPORTING LEARNING AT HOME

Parents have a key role to play in a child's development. The key way in which you can support your child in their learning is by giving them some of your time. Time to talk, time to listen, time to do things together. Once your child has begun their learning journey in Reception, there may be additional ways you can support at home. We will communicate these with you at the time. The following are some ideas of things you can do at home regularly with your child, many of which you are probably already doing.



READING:

Reading is a valuable skill that can open up doors to lots of other learning. Sharing books is probably the most important way to support your child in their early years. You can help by:

- Share books at bedtime and read favourite books or stories again and again, encouraging your child to join in and retell the story.
- Encourage your child to make predictions about the story or tell their own using the pictures.
- Let them handle books, turn the pages, look at the cover, etc.
- Point to words as you read them showing your child that text is read from left to right.
- You could join the local library and choose books together. Show them that the whole family use and enjoy books.
- Look out for words wherever you go, on signs, labels, in shops and at home. Encourage children to point out the sounds they know.
- Once children have their own reading book hear them read as often as possible and complete their reading diary.



TALKING:

Young children communicate first with a few words and actions. As they develop they begin to have real conversations. They enjoy experimenting with words and discovering new ones. You can help by:

- Show them how to take turns in a conversation and how to wait for someone to finish speaking.
- Encourage them to listen when someone else is talking.
- Teach them how to use words like please, thank you and can I . . .
- Talk about what you see when you are out together.
- Play "I spy".
- Ask questions and encourage your child to do the same.
- Join in with your child's play and talk to them about it.
- Sing songs and share nursery rhymes.
- Talk about television programmes and books.



LISTENING:

Listening is an important skill and being able to listen will be very helpful to your child when they start school. In school we talk about how good listening means sitting still and quiet, looking at the person who is talking, and remembering to wait until they have finished talking before we talk or ask them a question. You can help by:

- Playing listening games, for example when outdoors close your eyes and see what different things you can hear.
- Talk about different sounds and point them out.
- Play memory games like snap or matching cards with the same pictures.
- Talk about loud and quiet sounds.
- Read rhyming or repetitive stories and encourage children to join in.
- Listen to your child and show them how to listen by maybe asking them about what they have done at school that day.



FOLLOWING INSTRUCTIONS AND TAKING TURNS:

When starting school children can find these skills difficult. However, they will help them to make friends and understand the classroom routines. You can help by:

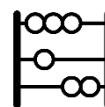
- Playing simple board games like snakes and ladders or similar with more than one player.
- Play Simon says.
- Sing action songs like heads shoulders knees and toes.
- Make up treasure hunts with clues and treasure.
- Encourage your child to play with siblings, friends or relatives.
- When eating talk about sharing out food fairly.
- When in a queue explain how it works and that we are taking turns.
- Encourage your child to listen to and follow, as well as give their own, instructions.



WRITING:

Mark making is the first step towards writing. Children will begin by making random marks on paper. As they develop control and coordination they will begin to draw, and their marks will be more recognisable. Children also often do squiggles and zigzags for pretend writing. Keep encouraging their mark making and squiggles, and progressively letters and drawings when they become able. You can help by:

- Use chubby crayons or chinks to make marks on big pieces of paper. Use old rolls of wallpaper or wrapping paper to make long / big pictures.
- Use paint, play dough and pens to create model and pictures.
- Draw lines, circles, loops, patterns and shapes.
- Show them how to hold their pencil correctly by gripping it lightly between the thumb and fore finger and resting it on the middle finger.
- Encourage them to trace over your writing – e.g. their name.
- Use brushes and water outside to make marks on patios or fences.
- When talking about letters use their sounds not names and write in lower case unless it's the initial letter of their name.
- Encourage using marks or letters to represent thoughts and ideas.



MATHS:

Maths becomes much more understandable to young children if it is real. For example, if five children are allowed to play in the sand and there are four children already playing there is space for one more. Most children understand this easier than the sum $5 - 4 = 1$. In school we do lots of investigating and problem solving in our maths. You can help by:

- Talk about how many of something are needed, e.g. knives and forks when setting the table or socks when getting dressed.
- Talk about numbers in books and stories.
- Point out numbers when you are out together e.g. on buses or houses.
- Count together e.g. how many people are in the queue.
- Let them help with cooking, weighing and measuring ingredients.
- Sort and count the items brought in the supermarket.
- Learn and sing some counting songs.
- Do jigsaws and talk about shapes.
- Play board games or similar games with dice.

ADDITIONAL SUPPORT:

This list is not finite. If you spot any areas which your child may struggle with, look for ways to help and encourage them. At Raleigh Infant Academy, we seek to make learning fun, engaging and accessible for all. We want every child to develop a love of learning. Helping your child to grow in their confidence in all areas will support them with this. If you struggle to think of ways to incorporate learning into your everyday routines at home, do not hesitate to ask for advice.

If you have any queries or concerns, please feel free to speak to a member of staff.

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