

ALDER COPPICE PRIMARY SCHOOL



Achievement through Commitment

Foundation Stage Handbook Reception



2026 – 2027

ALDER COPPICE PRIMARY SCHOOL

Achievement through Commitment

Mission Statement

EMBEDDING EXCELLENCE

Every Lesson Counts

Lessons planned and delivered with attention to detail to ensure pupil progression.

Pupil Progress =

One year of visible learning progress for one year of input, regardless of academic achievement when they begin.

Vision Statement

A school renowned and acknowledged for its focus on all aspects of pupil development and excellent teaching, for the quality of learning delivered through an exciting and stimulating curriculum, based on high expectations of all.

Ethos Statement

We respect each other, expect our best and learn in a happy school.



Our Values

Respect - Responsibility - Honesty - Caring - Consideration

Respect & Responsibility Code

Stay Safe - Be Kind - Work Hard



Curriculum Vision Statement

An ambitious, challenging and inclusive curriculum, which has a well-sequenced progression of knowledge.

Aim of our Curriculum

- ☐ *Know More*
- ☐ *Remember More*
- ☐ *Do More*

KNOWING Curriculum Content

Facts - Know that
Methods - Know how
Conceptual - Know why
Strategies - Know when

Outcome:

Definition of Learning – A change to long-term memory

Welcome to the Early Years Foundation Stage

Welcome to Alder Coppice Primary School Early Years Foundation Stage.

Did you know that children learn more rapidly during the first five years than at any other time in their lives?

We see this as an exciting and challenging time for both the children and the adults involved with them and aim to provide learning opportunities of the highest quality within a stimulating and caring environment. This Handbook aims to provide all information you will want to know as carers and parents of children who attend our Early Years Foundation Stage classes.

What is the Early Years Foundation Stage?

- It is a distinct stage and important in its own right.
- The Early Years Foundation Stage begins when a child is born.
- The last year of the Foundation Stage is often described as the Reception Year, as most children are admitted to the Reception class of a primary school at some point during that year.
- The Early Years Foundation Stage finishes at the end of the Reception Year.

There are four main principles of the Early Years Foundation Stage:

- ✓ **A Unique Child**
- ✓ **Positive Relationships**
- ✓ **Enabling Environments**
- ✓ **Learning and Development**

Each principle has four commitments which explain how the principles can be put into practice.

These provide the framework by which we operate.

Key Staff

The Reception team consists of a Teacher and Teaching Assistants who will work with all the children across the week. Our Early Years Phase Leader, Mrs J Bown, oversees the provision across Nursery and Reception.

Senior Leadership Team

Headteacher

Mr P Mandelstam

Deputy Headteacher

Mrs M Shee

Assistant Headteacher

Mrs J Randall

Reception

Phase Leader for EYFS & Class Teacher

Mrs J Bown



Learning through Play

Well-planned play is a key way in which children learn with enjoyment in the Early Years Foundation Stage. Play provides opportunity for children to come to terms with themselves, their culture and language, other people and the world, and make sense of real-life situations. Play provides opportunities for children to develop their skills, and the role of the adult is crucial in supporting and extending children's play. Play takes place in the classroom, the outdoor area and at home.



Daily Routines

Structure of the School Day for Reception

What does a typical day for Reception look like?

Doors open/children allowed on site	
School starts	
Registration	
Phonics/Reading groups	Daily structured phonics session
Child-initiated free choice time	Open access, child-initiated learning time. Adult led activities. Open inside and out/free flow playtime
Number time (Maths)	Exploring key maths skills as a whole class.
Lunchtime	
Registration	
Big Book	Exploring early reading and writing skills as a class.
Child-initiated free choice time	Open access, child-initiated learning time, adult led activities. Open inside and out/free flow playtime.
Family Group Time	A range of show and tell, assembly, singing, music time.

Information on Arrival and Departure times

Children can arrive between 8.35am – 8.45am.

Home time is 3.05pm. A family password is created to ensure this procedure is as safe as it can be. If someone new is collecting your child, please make sure you inform the School.

If you have older siblings to collect as well, please collect your Reception child first. Older siblings are able to wait with their class teacher until you arrive.

Lunchtimes

Children can choose to either bring their own healthy packed lunch from home or have a school meal. Under the Government's initiative introduced in September 2014, all children in Reception and Key Stage 1 are entitled to a free school lunch.

Book Bag

Children will need a red school book bag in school every day. These can be purchased through ParentPay. Please make sure they are the flat bag style and not the satchel style as these do not fit in our trays.

Stay and Play Information

During the year we invite you to join us for a session in Reception. These sessions are a great way for you to share in your child's learning and get an insight into how they are at school. During these sessions we will feedback to you on your child's progress and share their targets and next steps for learning.

The Role of Parents and Carers

We seek to develop an effective partnership with you as the parents and carers of our children and a successful partnership needs a two-way flow of information. We will listen to your accounts of your child's development and any concerns you have. We use a variety of ways to keep you informed about the curriculum and your child's progress.

One of the main ways we keep in touch and share all of the fantastic things your children do during their time in Reception is through our Teams page. We share regular updates, share photographs and let you know about things happening in school. You will be given your log in details in September.



Areas of Learning

The Early Years Foundation Stage Curriculum is organised into seven areas of learning:

The 3 Prime Areas are:-

- ❖ Personal, Social and Emotional Development;
- ❖ Communication and Language;
- ❖ Physical Development.

The 4 Specific Areas are:-

- ❖ Literacy;
- ❖ Mathematics;
- ❖ Understanding of the World;
- ❖ Expressive Arts and Design.

Personal, Social and Emotional Development is concerned with children's growing awareness of themselves and their relationships with others. It includes the ability to work as a member of a group and to form relationships. It involves valuing oneself and others and developing a sense of responsibility and independence.

Communication and Language is concerned with different ways of communicating. It includes developing the skills of listening and speaking. It involves the desire and confidence to communicate pleasurably and effectively in different situations and for different purposes.

Physical Development is concerned with the development of all physical abilities. It includes gross motor and fine manipulative skills, control, co-ordination and spatial awareness. It involves developing positive attitudes towards a healthy and active life.

Literacy is concerned with early reading and writing skills. Children learn to use their phonic knowledge to read and write both regular and irregular words and use this knowledge to read and write simple sentences too.

Mathematics is concerned with an understanding of number, space and shape, measures and pattern. It includes the skill of applying, mathematical knowledge to investigate and solve problems in practical and meaningful situations.

Understanding of the World is concerned with finding out about and making sense of the world in which we live. It includes the skills of observing, predicting, exploring and interpreting and it involves being curious and developing an enquiring attitude. Children explore people's different needs, views, cultures and beliefs. Children explore a range of technology in everyday life.

Expressive Arts and Design is concerned with the use of imagination and creative expression. It includes the ability to respond emotionally and intellectually to the world around us. It involves singing songs, making music and dancing.

All these areas are covered through whole class teaching, small group play and independent play. We deliver the Foundation Stage Curriculum through exciting projects which are chosen and led by the children.



Personal, Social and Emotional Development

Attitudes to encourage:

- Valuing and respecting oneself and others
- Co-operation
- Independence
- Confidence
- Responsibility
- Empathy
- Motivation
- Excitement
- Perseverance



Skills which help a child to:

- Form relationships with others
- Co-operate
- Function as part of a group
- Concentrate
- Take turns and share
- Cope with feelings
- Communicate feelings, needs and wishes
- Recognise right and wrong
- Negotiate
- Take responsibility



Knowledge and Understanding of:

- The needs, views and feelings of themselves and others
- Acceptable social behaviour
- The significance of living things
- Ourselves in relation to the world around us
- The fact that actions have consequences



How to Help At Home

- ✓ Prepare children for new experiences, understanding that they can be both exciting and worrying.
- ✓ Encourage children to talk about the things they do and what they are learning at school.
- ✓ Encourage children to explain their feelings and respond to other people's feelings.
- ✓ Take time to talk and to listen to your child.
- ✓ Involve your child in agreeing rules for behaviour at home.
- ✓ Praise positive behaviour.
- ✓ Play games where children have to take turns and share.
- ✓ Encourage children to tidy up after themselves.
- ✓ Encourage children to dress and undress themselves, attempting activities even when they are difficult.

Communication and Language

Attitudes to encourage:

- Confidence
- Desire to communicate
- Enjoyment
- Respect for the contributions of others



Skills which help a child to:

- Listen
- Follow instructions
- Communicate - verbally and non-verbally
- Take turns
- Express needs and feelings
- Describe
- Question
- Negotiate



Knowledge and understanding of:

- The range and variety of different languages
- The appropriate use of language in different situations
- Communication being a two-way process

How to Help at Home

- ✓ Play collaborative games with your child, e.g. making a lego or junk model together - helping them to talk and plan together about how they will begin, what they will need, what they will do next.
- ✓ Read stories to your child and talk about characters, events, what will happen next, what the characters might say, what they are thinking and how they are feeling.
- ✓ Encourage children to listen to each other and the adults they know, allowing time for thinking about what they want to say and how to say it.
- ✓ Encourage children to think how their words affect others.
- ✓ Model questions and explanations, helping them expand on what they want to say.
- ✓ Encourage children to tell their own stories.
- ✓ Sing and say nursery rhymes with your child.

Physical Development

Attitudes to encourage:

- Confidence
- Persistence
- Patience
- Determination
- Co-operation
- A healthy and active life

Skills which help a child to:

- Develop spatial awareness
- Co-ordinate
- Run, jump and climb
- Balance, kick and throw
- Catch, carry and steer
- Move with control
- Use tools – pencil, scissors
- Fasten
- Cut
- Thread
- Draw, paint and write
- Fit pieces together

Knowledge and understanding of:

- Physical abilities
- A variety of equipment
- What our bodies need to be healthy
- Changes in their bodies



How to Help at Home

- ✓ Encourage your child to play safely and be aware of others as they move.
- ✓ Provide your child with jigsaws, scissors, pencils, paper and paint.
- ✓ Encourage your child to dress and undress; do up his/her own coats and shoes him/herself.
- ✓ Go to the park and climb over and under equipment. Ask your child to describe what they are doing as they move.
- ✓ Have a disco dance at home or move around the house pretending to be different things - animals, people, robots and toys. Be heavy, tall, small, strong, gentle, fast and slow.
- ✓ Play silly faces, make faces in the mirror and describe them.
- ✓ Sing songs and move to them.
- ✓ Let your child help with washing up, filling and emptying various plastic containers.
- ✓ Jump in and out of spaces, play catch, football and bat and ball games.
- ✓ Talk about healthy foods and activities.

Literacy - Reading

Attitudes to encourage:

- Confidence and enjoyment
- An interest in and love of books
- Concentration
- A view of oneself as a reader
- Enjoyment of stories read and told
- Exploration, enquiry and experimentation



Skills which help a child to:

- Handle and use books
- Behave as a reader
- Retell stories
- Predict what may happen
- Recognise letters and words and know the sounds letters make
- Listen to stories read and told



Knowledge and Understanding of:

- The elements of stories
- How to handle books
- The fact print conveys meaning
- The variety of media including books, ICT and print in the environment e.g. signs and newspapers
- The variety of books available including, information, poems and stories...



How to Help at Home

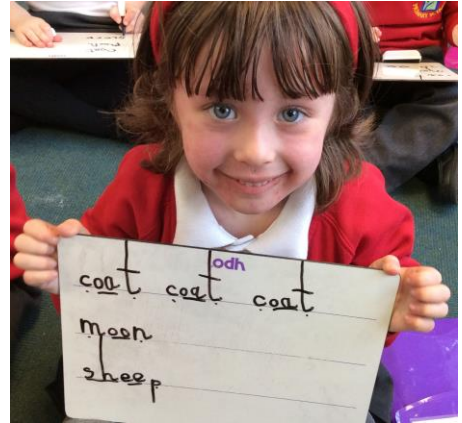
- ✓ Read to your child as often as possible.
- ✓ Encourage your child to handle books carefully, hold them correctly and turn the pages in the correct order.
- ✓ Talk about and read books, signs, labels, maps, newspapers and magazines with your child.
- ✓ Read stories with your child and talk about characters, events, what will happen next, what the characters might say or do, what they are thinking and how they are feeling.
- ✓ Encourage your child to point to the words as they read.
- ✓ Allow your child to look at the pictures in books and use them to help tell a story or guess a word they are stuck on.
- ✓ Encourage your child to learn the sounds, find items that start with sounds around the home, in the car, at the park or on the way to school.
- ✓ Encourage your child to sound out words they get stuck on when reading.
- ✓ When your child has a home reading book share their book with them for a few minutes every day.

Literacy - Writing

Attitudes to encourage:

Confidence and enjoyment

- Respect for own and other's representations
- A view of oneself as a writer
- The difference between writing and drawing
- Writing for different purposes
- Direction of print
- Upper and lower case letters and the sounds they represent
- Words and the use of spaces



Skills which help a child to:

- Manipulate tools
- Make marks
- Communicate ideas through drawing
- Form letters
- Concentrate



Knowledge and understanding of:

- Different ways of making marks
- Representing speech and thought in the written form

How to Help at Home

- ✓ Write with your child, talking about what you are doing and why and continually re-reading what you have written e.g. shopping lists, stories, postcards, posters, menus.
- ✓ Always encourage children to have a go rather than worrying too much about how to spell words.
- ✓ Play letter sound games with your child e.g. alphabet match, bingo, I spy, when shopping talk about what sounds the items begin with.
- ✓ Provide your child with paper and pens to use for writing in their play e.g. schools, shops, cafes and doctors.
- ✓ Practise the correct formation of letters.
- ✓ When your child is ready practise writing their name using a capital for the first letter followed by lower case letters.



Literacy - Phonics

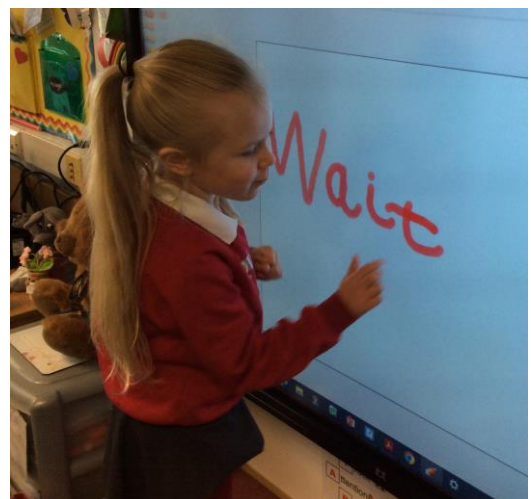
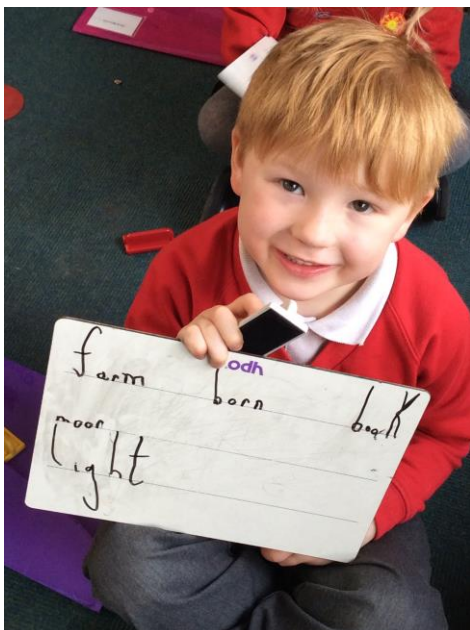


We use a programme of teaching called 'Little Wandle' which aims to build children's speaking and listening skills and prepare them for learning to read by developing their phonic knowledge and skills. It sets out a detailed and systematic programme for teaching phonic skills with the aim of them becoming fluent readers.

The programme is structured into Phases, beginning in Nursery.

In early September we offer a Phonics Workshop for parents where we explain in more detail how we teach this important area of your child's development.

- ✓ Your child will have a Phonics home activity book in which we send home everything we have learnt that week. This is accompanied by a short activity and some words for your child to learn with you. Your support with these home activities is vital.
- ✓ It is important to remember that every child will develop at a different rate.
- ✓ Play games like 'I-spy' to develop an understanding of initial sounds.
- ✓ Share books together encouraging your child to identify letters and words they know.
- ✓ Encourage your child to 'have a go' at writing words using their phonic knowledge. Some words will be spelt correctly, others will be phonetically plausible. Celebrate both and then sensitively correct the mistake.
- ✓ Play with magnetic letters building words.



Mathematics

Attitudes to encourage:

- Confidence
- Curiosity
- Questioning
- Perseverance
- A view of oneself as a mathematician



Skills which help a child to:

- Use mathematical language in real life situations
- Apply mathematical knowledge to solve problems
- Sort and match
- Compare, order and sequence
- Predict, estimate and count
- Recognise and write numerals
- Recognise and recreate patterns
- Measure
- Classify and describe



Knowledge and understanding of:

- Number
- One to one correspondence
- Measures – e.g. length, capacity, money and time
- Shape, space and position
- Sets and sorting
- Pattern
- Mathematical vocabulary



How to Help at Home

- ✓ Sing number rhymes with your child, pause for them to say which number comes next.
- ✓ Read counting stories.
- ✓ Count objects as part of everyday routines, how many oranges? How many plates for tea?
- ✓ Model estimating large numbers of objects. How many grapes are in the bag?
- ✓ On the way to school talk about the shape of objects e.g. round tyres, square windows, count the corners and sides.
- ✓ Talk about the size of items, who wears the biggest socks? Who has the smallest cup?
- ✓ Play counting games – snakes and ladders, dominoes.
- ✓ Talk about number problems, if we have five sausages for tea how many do we each get? If I give you ten sweets and you give two to your brother how many will you have left?

Understanding of the World

Attitudes to encourage:

- Curiosity
- Inventiveness
- Creativity
- Perseverance
- Concentration
- Care for living things
- Care for the environment
- Critical reflection
- Confidence



Skills which help a child to:

Observe and describe

- Experiment and question
- Investigate, explore, hypothesize and predict
- Compare
- Design and Make
- Build and Construct
- Use tools and materials appropriately
- Record
- Disassemble and assemble
- Identify and solve problems
- Plan
- Interpret, test and evaluate
- Communicate their ideas
- Use their senses
- Use ICT



Knowledge and Understanding of:

- Living things and their environment
- Materials and their properties
- The process of change
- The passage of time in their life
- The lives and people in their environment
- Tools and their uses
- Culture and beliefs
- Similarities, differences, patterns and change
- Technology



Expressive Arts and Design

Attitudes to encourage:

- Confidence to experiment without an end project
- Creativity
- Imagination
- Appreciation
- Enjoyment
- Response to stimuli
- Enthusiasm
- Exploration



Skills which help a child to:

- Observe
- Experiment and explore
- Use their senses
- Be Creative
- Use tools
- Listen to music
- Use musical instruments
- Explore
- Respond
- Be expressive
- Interpret



Knowledge and understanding of:

- Colour, shape, pattern, texture, form and space
- A variety of materials
- The range and appropriate use of tools and instruments
- The variety of ways to represent and express feelings through:
Music, stories, dance, 2D and 3D work imaginative and role play.



How to Help at Home

- ✓ Provide your child with paint, crayons, and pencils and felt tip pens to use at home.
- ✓ Paint/draw pictures with your child and talk about colours, shapes, sizes and textures in their paintings.
- ✓ Encourage your child to talk about things using descriptive vocabulary for example: smooth, shiny, rough, hard, patterned, bumpy, soft, lighter, darker, thinner and thicker.
- ✓ Listen to music and talk about it. Is it loud, quiet, fast, slow, faster, high or low?
- ✓ Talk about the instruments they can hear in music and how they are played, e.g. a drum is hit, beaten.
- ✓ Play imaginative games with your child, e.g. hospitals, post offices, shops, policemen, schools, travel agents.
- ✓ Read stories and act them out with your child.

Assessment and Feedback

We operate an 'Open Door Policy', which means that parents and carers are actively welcomed into the unit.

Foundation Stage Profile

During the year our observations feed into a profile of your child. We then assess your child's progress against a set of statements called Early Learning Goals which cover the areas of learning.

- ❖ When children enter Reception, the staff carry out initial observations to see what each child likes to do and how they play and what they can do. This is used to assess any areas of strength, any areas of concern that require support and also helps the teacher to plan suitable activities to support development.
- ❖ Parents will receive information on how their child has settled into school and the progress they are making during the Stay & Play sessions each term and in their Annual School Report at the end of the year.
- ❖ Observations take place on a daily basis to ensure children are making progress, developing their knowledge and skills and to measure attainment. During children's Reception year we are required to assess children against the Early Learning Goals.
- ❖ A two-way flow of information is extremely important. Teachers will request additional meetings with parents if necessary, or informally report back to you at different times across the School year. We would like you to do the same. Please keep us informed of any problems, successes, and changes concerning your child's learning and behaviour or circumstances at home.
- ❖ If children are assessed as having any difficulties with their learning or a Special Educational Need, parents/carers will be invited in to talk to the class teacher and/or the School's Special Educational Needs Co-ordinator, Miss Rose to plan support.
- ❖ During your child's time with us we build up a 'Learning Journey' which is a collection of observations, photographs and pieces of work. These folders are freely available for the children to look at and you as parents can share them at anytime. They are a shared folder so parents are actively encouraged to add to these folders. The 'Learning Journeys' build into a fantastic record of your child's time with us which we send home at the end of the Reception year.

Reception Baseline

The Reception Baseline Assessment (RBA) is a short, task-based assessment of your child's early literacy, communication, language and mathematics skills when they begin school.

The assessment will take place at any point in the first 6 weeks of your child starting Reception. The assessment will form the start of a new measure looking at how pupils progress between Reception and Year 6. Your child does not need to prepare and there is no pass mark or score. As a school we intend to carry these assessment tasks out in a relaxed, informal way once the children are happily settled. Your child will not even realise they're doing an assessment!

School Uniform

The Governors wish to encourage children to wear clothes that are appropriate for a place of learning. The Governing Board therefore decided that the wearing of School Uniform is compulsory for all children in Reception to Year 6.

By having a compulsory School Uniform the Governing Board intends to help promote an orderly learning environment. School Uniform helps to maintain general standards and the positive image of the School.

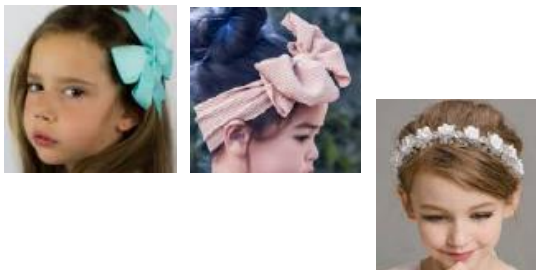


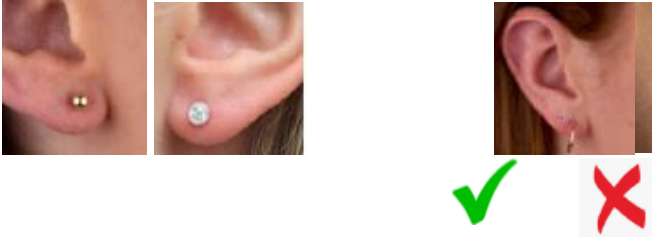
Reception

Main Uniform			Summer Option (Summer Term only)
Shirt	♦ White polo shirt		Red and White Summer dress (This must be entirely red and white gingham with short or capped sleeves not sleeveless. It must be a dress with a skirt and not a playsuit style outfit with shorts). Please note dresses must be at least knee length.
Cardigan	♦ Red V-necked long-sleeved sweatshirt or cardigan with school badge		
Skirt	♦ Grey skirt (must be at least knee length) or pinafore	Not culottes	
Trousers	♦ Grey Trousers		Tailored Grey shorts
Socks	♦ Plain matching white, grey or black socks	No logos	
Tights	♦ Plain white, grey, black or red tights		
Shoes	♦ Plain Black shoes – ideally with Velcro fastening (no trainers, boots or high-heeled shoes)       	Not trainers, or sports branded shoes with sporting logos or names, sandals, boots or high-heeled shoes, no canvas shoes, such as converse, no flashing lights	

	PE		
Shirt	♦ House Team T-shirt		
Shorts	♦ Plain black shorts		
Shoes	♦ Plain black pumps/plimsolls		

Appearance and Personal Property

All Year Groups		
Hairstyles	Discreet hair bands, grips or small bows are allowed. These should not cause a distraction to learning.    	Hairstyles should not be extreme in cut or design or cause distraction within the classroom. ♦ No shaved patterns ♦ No full artificial colouring ♦ No fake hair accessories such as buns or extensions. ♦ Where hair is braided coloured beads or strings must not be worn    
Make-up	None	Make-up and Nail Varnish - Children are not allowed to wear make-up or nail varnish in school. If children do have nail varnish on for a holiday or special event it should be removed before they return to school.

Jewellery	<u>Ear Studs - For Health and Safety reasons the wearing of all jewellery other than one ear stud per ear and watches is not allowed.</u> <u>Ear studs are limited to a pair of small discreet plain studs, not hoops, not of a brightly coloured or patterned design (only one in each ear lobe) and that no other body piercing is permitted.</u> 	Any parent of a child who must wear some form of jewellery because it is an essential part of a religious or cultural celebration must put this in writing to Mrs Randall.
Badges	Only badges which have been earned as part of the School's Reward System or which designate a role in school such as Ambassador, House Team Captain or Learning Forum member should be worn in school. These should be worn sensibly on the jumper/cardigan. Where a child is celebrating a birthday, they may wear a birthday badge for that day.	
Tattoos	None	Any form of tattoo is not permitted, other than those that are part of a religious or cultural celebration. If this is the case this must be put in writing to Mrs Randall.
Watches	Children may wear a simple analogue or digital watch to enable them to tell the time.	Smartwatches, or watches which have internet connectivity are not allowed
Fitbit Watches/Fitness Trackers	-	Not allowed

Water Bottles	This should be a clear/transparent plastic bottle. House Team water bottles are available via the Parent Mail/Plus Pay system.	Children are only allowed to bring in water for drinking during lesson time. All classes have access to water for refilling. A different bottle may be used for a lunchtime drink, but this should remain on the lunch trolley. <u>No fizzy drinks or energy drinks are allowed</u>
Stationery	Provided by the School	Not allowed
PE Bags	School PE bags can be kept in school throughout the week.	
Bags	Children should not bring bags into school other than the School Reading Book Bag or House Team colour Reading Bag which is provided for all children in Y1 – Y6. Girls who require sanitary products in school may bring in a small purse/zip bag which can be stored centrally and discreetly in their year group area for them to access when needed. (Lunch boxes and water bottles should be brought in separately). If children are required to bring in trainers for a specific lesson or event they can be brought in, in a carrier bag.	All children in Y1 – Y6 will be given a free House Team bag at the beginning of each academic year. Other than this, any replacements, due to damage or loss by a child, will need to be paid for by parents.
Mobile Phones & Hand-held electronic items	-	The Governing Board do not allow children <u>to bring mobile phones onto school premises for any reason.</u> Any parent needing to send an urgent message to their child during the School day should contact the School Office, where a member of staff will relay the message.

		<u>No hand-held electronic devices should be brought into school.</u>
Items which connect to the Internet	-	Not allowed in school at anytime

Guidance Notes

As parents you have the right to choose which school your child attends. Once you have chosen that school you and your child have the responsibility to follow the rules and guidelines of the School.

Rules help ensure that everybody understands their rights and responsibilities. It is the responsibility of parents to ensure that they are aware of the following rules relating to Uniform and Dress Code and that their child adheres to it.

The governors wish to encourage children to wear clothes that are appropriate for a place of learning. The Governing Board therefore decided that the wearing of School Uniform is compulsory for all children in Year R – Year 6. School Uniform helps to maintain general standards and the positive image of the School.

Stockists

Items of School Uniform may be bought from the School Office and a variety of other stockists. Details of stockists for Uniform can be obtained from the School Office. These include:

myclothing.com
Totally Uniform, Park Street, Kingswinford - by appointment only - 01384 270498
Bilston Market

We cannot guarantee the quality of any items bought from suppliers other than through School directly. Parents must make sure that items bought at other suppliers include the School logo, where appropriate.

Guidance

Children who do not have suitable plain black shoes in school for any reason may be given black pumps from the School's Uniform Box to wear during the time they are in school.

Art overalls – it is very useful if children can bring a named art overall or apron (an old shirt will do) to use for Art and Design work otherwise children find it very difficult to keep their uniform clean! Art aprons can be kept in school.

Outdoor Coat - A fleece/outdoor coat may be worn but should not be worn in school as a substitute for a sweatshirt or jumper.

Children are not allowed to wear varied sportswear (including football shirts and shorts) leggings/jeans/jogging bottoms/beachwear/cropped/sleeveless T-shirts.

Naming Items - It is really helpful if you can make sure that all items of clothing are named.

PE

For **Indoor PE** children must wear

- ❖ House Team colour T-shirt with the name of the child's House Team, available from the School
- ❖ **Plain** black shorts
- ❖ Footwear - Children should have **black pumps for indoor sports activities** other than Dance and Gymnastics, which will usually be barefoot

For **Outdoor PE** children can wear either

- ❖ House Team T-shirt and plain black shorts

or

- ❖ Optional - School Tracksuit with House Team Logo (available from the School) for use outside when appropriate and/or to wear to extra-curricular sports clubs. (Children may bring their own plain dark blue/black track suit, **but no other sportswear/items will be accepted**. If it is particularly cold, children without a school track suit will be allowed to wear their jumpers under their House Team t-shirt outside).
- ❖ Footwear - Trainers are useful for outdoor sports on the playground and/or field, however black pumps can be used for this if necessary.

PE Guidance Notes

- For Health & Safety reasons long hair should be tied back for all PE activities. This applies to both girls and boys. Parents should ensure that their child's hair is tied back on the days that they have PE or should provide a hair bobble for their child to put their hair into a ponytail before the PE lesson. A small supply of hair bobbles will be kept in school.
- **No Jewellery** is allowed in PE – ear studs should not be worn on PE days – these are Health and Safety regulations issued by the British Association of Lecturers in PE. Any parent of a child who must wear some form of jewellery because it is an essential part of a religious or cultural celebration, which cannot be removed for PE, must put this in writing to Mrs Randall.



It is a Health and Safety directive that no children wearing jewellery may participate in PE, therefore any child wearing an ear stud must either:

- take the ear stud out before coming to school;
- remove it before the start of the lesson; or
- cover it with a plaster, which should be supplied from home.

Otherwise they may not be able to take part in PE lessons.

- It is useful if the PE kit is kept in school in a named PE bag during term time.

If a child does not have their PE Kit in school and we have not received a written medical reason why they should not do PE, they may be given a PE Kit/pumps to wear for the lesson from the spare PE Kit box or they may have to sit out for that lesson. This decision will be made by the class teacher.

Confiscation of Items

Should a child be found to have an item which is banned from school, such as a Smartwatch or mobile phone, this item will be confiscated by an adult.

This item will be logged and then locked in a secure place and will either be returned to the child at the end of the day or will need to be collected by a parent at a specified date and time, usually at the end of that school week or the last day of the following next week.

Any parent needing to send an urgent message to their child during the School day should contact the School Office, where a member of staff will relay the message.

Parents should ensure that children do not bring inappropriate items into school.

Following the School's Policy

All parents of children who choose to send their child to Alder Coppice Primary School are expected to ensure that their child adheres to the School Uniform and Property rules at all times.

Any queries, questions or clarification regarding School Uniform and Personal Property should, in the first instance, be directed to either the class teacher or Mrs Randall, Assistant Headteacher.

A final decision upon the appropriateness of a hairstyle will be made by Mrs Randall, Assistant Headteacher. Where a hairstyle has been deemed to be unsuitable, we will expect it to be rectified.

Parents should not feel that they have to give in to their child's demands to look like their TV, pop or sports idols. There are plenty of ways to express individuality without resorting to fashionable hairstyles. School is not a fashion parade and we do not wish on a day-to-day basis to have the distraction of extreme hairstyles.

If you are unsure about any of the regulations or suitability of items, we offer an open-door policy and are happy to clarify the guidance with you first.

We reserve the right to ask pupils and parents of pupils who do not adhere to the School Uniform and Dress Code to do so. Any appeals regarding Uniform/Dress Code/Property Rules will be referred to the Governing Board, whose determination will be final.

Attendance Matters

Reporting Absences

It is the responsibility of parents to inform the School of their child's unexpected absence as soon as possible. Please could parents' telephone on the first day of absence. If your child is ill, the School should be notified of the nature of the illness and when your child is expected to be able to return to school. If we do not receive information on the reason for absence, then the absence will be classed as unauthorised in the register and on your child's report.

Please note that if we have not been contacted by you, it is part of our school policy for a member of the Admin Team to contact parents on the first day of absence to enquire about your child's absence, which also ensures that your child is safe and has not set out to School and failed to arrive. If we are unable to contact you to verify the whereabouts of your child we may contact Social Services.

Lateness

It is the responsibility of parents to ensure that children arrive at school on time. Any child arriving after the School's official starting time will be classified on the register as late during registration. Registration for Reception will close 10 minutes after the School start time. Any child arriving after that time will be classified as an unauthorised absence. If your child is persistently late then you may be asked to attend a meeting with the Assistant Headteacher in charge of Attendance, Mrs Randall. At the start of the School day children arriving late must enter the building through the Main Entrance, as the gates will be locked. Children must report to the main Admin Office, so that attendance is noted and a reason for the lateness given.

Term Time Holidays

There is no automatic right or entitlement for parents to take children out of school during term time. It must be emphasised that holidays taken in term time can be disruptive to a child's education. Children are put at a disadvantage by missing days/weeks of what is a carefully structured programme of work. The key message is that good consistent attendance at school is crucial to giving a child the best chance of success and in fulfilling their true potential.

Government changes in 2013 mean that schools may not authorise absences for holiday during Term time. Any holiday/occasional day absences will not be granted unless parents can show that there are **exceptional circumstances** as to why the holiday cannot be taken during the 14 weeks of school holidays.

All requests to remove a child from learning will be sent to Mrs Randall, the Assistant Headteacher responsible for Attendance, who will decide whether there are exceptional circumstances. Requests should be received by School at least 14 days before the event, and a written notification will be sent to you from school notifying you of the outcome of the request. The School Attendance Policy provides you with greater detail. Copies of the Policy are available in the Main Entrance and on the School Website or you may contact Mrs Randall directly.

You have accepted a place at Alder Coppice and therefore we ask that you respect our strong values regarding attendance and punctuality, ensuring that your child attends school every day on time, unless they are ill or there are exceptional circumstances.

SCHOOL TERM AND HOLIDAY DATES 2026 - 2027

Autumn Term 2026

Thursday 3 September

Monday 7 September

Friday 23 October

Monday 26 October – Friday 30 October

Tuesday 3 November

Thursday 17 December

Friday 18 December

Monday 21 December – Friday 1 January

Term starts

Term starts (Reception)

End of half-term

Half-term holiday

School starts

Term ends for Nursery

End of term 1.30pm

Christmas holiday

Spring Term 2027

Monday 4 January

Friday 12 February

Monday 15 February – Friday 19 February

Tuesday 23 February

Wednesday 24 March

Thursday 25 March

Friday 26 March – Friday 9 April

Term starts

End of half-term

Half-term holiday

School starts

Term ends for Nursery

End of term 1.30pm

Easter holiday

Summer Term 2027

Monday 12 April

Monday 3 May

Thursday 6 May

Friday 28 May

Monday 31 May – Friday 4 June

Monday 7 June

Tuesday 20 July

Wednesday 21 July

Term starts

Bank Holiday

School may be closed for Local Elections

End of half-term

Half-term holiday

School starts

Term ends for Nursery

End of term 1.30pm

Staff Training Days *(School closed to pupils)*

- Tuesday 1 September 2026
- Wednesday 2 September 2026
- Monday 2 November 2026
- Friday 27 November 2026
- Monday 22 February 2027

*Notes: Primary/Secondary Liaison Week – w/b Monday 28 June – Friday 2 July 2027 (TBC)
Y6 Tests w/b Monday 10 May 2027 & Y1 Phonics Screening Check w/b Monday 14 June 2027*

Medical Information

For the safety of the children we try to minimise the number of medicines in School. We, therefore, do not usually administer medicines in School. Children taking medicines three times a day should have it before School, after School and at bedtime. Any child requiring more than that dosage should usually be kept at home or a parent may make arrangements with the Admin Team to come into School and administer the required dosage themselves.

Please do not send any medication into school directly with your child – this could pose a health risk to your child and a safety risk to others. Should it be necessary for any medicines or tablets to be kept in School, they will be stored safely by the Admin Team and will usually be administered by one of the support staff.

If your child suffers from asthma and requires an inhaler while at School, you must inform us of your child's condition and the required treatment. Children should keep one inhaler with them at all times, as advised by the Asthma Association. This is kept in the class Medical Box. This does not pose a risk to any other child. A spare inhaler should be given in to be kept in the Admin Office.

If you have any queries concerning medicines in school please contact the School Office.

Accidents or Illness in School

It is essential that we have correct and up-to-date details of where to contact parents so if your contact numbers/address change, please let us know straight away.

Members of the teaching and support staff are trained in First Aid and will deal with accidents as far as they are permitted. Parents will be contacted should more serious incidents occur or if a child is unwell.

Should your child appear to be in need of treatment we always try to contact parents first, but in an emergency we would take the child to the appropriate health centre.

Safeguarding and Child Protection

At our school we recognise the shared responsibility we have for keeping your child safe and for their well-being. We wish to work in partnership with you and discuss any concerns that you or we may have. If you are having any problems at home and/or need some extra help/support or a “listening ear” please let us know and we can try and help before things get too difficult. Keeping children safe is our number one priority.

There may also be rare occasions when we have genuine concerns for your child which means that we have to consult other agencies. We will endeavour, wherever appropriate, to contact you in the first instance and share our concerns and where possible, seek your consent for a referral being made to Children’s Social Services. However, this will only be done where we believe that such discussion will not place your child at further or increased risk of significant harm. The welfare of the child will be paramount and will override any other considerations where we consider that to be the case. In cases where the School has reason to be concerned that a child may be subject to ill treatment, neglect or other forms of abuse, staff have no alternative but to follow the Local Authority Child Protection Procedures and inform Children’s Social Services of their concern.

The School has two Designated Leads for Safeguarding who are available to support all of our families.

These are Mrs J Randall and Mrs J Bown.



Alder Coppice Primary School is committed to safeguarding and promoting the welfare of our children.

Behaviour – Respect and Responsibility

We pride ourselves on our levels of good behaviour and believe that positive and consistent behaviour management is crucial to the School's success. Parental support is of the utmost importance in creating an ethos of mutual support for all children.

At Alder Coppice we promote respect – for self, others and property and also emphasise the importance of taking responsibility. This is reinforced with our **Respect & Responsibility Code**, which has 3 core principles.

Our Respect and Responsibility Code

Be Safe

Be Kind

Work Hard

First Time – Every Time

Reward System

Our system encourages and rewards good behaviour, effort and achievement. It is a whole school approach to positive behaviour.

Consistency in approach should:

- ◆ help children to settle quickly into class;
- ◆ support other teachers, coming into the classroom;
- ◆ encourage the development of our whole school ethos.

Reception

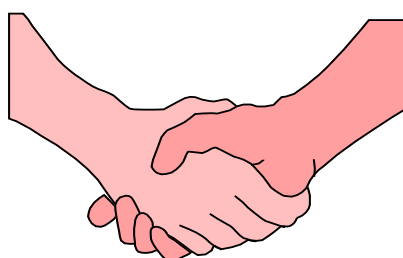
A lot of time is spent setting clear boundaries, expectations and routines which all help promote positive behaviour. Children are rewarded for their positive behaviour and effort in many ways. Staff use positive praise, stickers, certificates and reward positive behaviour with a chance to take home the class toy.

Full details about behaviour, sanctions and rewards can be found in the Behaviour Policy on the School's Website.

ALDER COPPICE PRIMARY SCHOOL

Achievement through Commitment

We very much look forward to welcoming you and your child into Reception and working in partnership with you as your child begins this next important step on their educational journey.



We do hope that you find this information useful and that your child will be very happy at Alder Coppice Primary School.

This Handbook contains information which is accurate at the time of publication (June 2026).

It should not be assumed that there will be no changes made before the start of, or during, the next academic year or in subsequent years.

ALDER COPPICE PRIMARY SCHOOL

Northway ~ Sedgley ~ Dudley ~ DY3 3PS

☎: 01384 816610

✉: admin@alder.dudley.sch.uk

💻: Website: www.alder.dudley.sch.uk