



Welcome to Red Hill C of E Primary School

At Red Hill C of E Primary School, we look to Jesus as our example in our aspirations for Excellence and Enjoyment in all that we do. We believe that Everyone is unique and Everything is celebrated.

God created you to be amazing (Ephesians 2:10)



Our vision and values

At Red Hill C of E Primary School, we look to Jesus as our example in our aspirations for excellence and enjoyment in all that we do. We believe that everyone is unique and everything is celebrated.

We want to provide opportunities which enable our children to flourish and know that; 'God created you to be amazing' Ephesians 2:10.

As a church school, our vision and Bible statement are deeply rooted in theological understanding from Genesis 1:27; 'God made the heavens and the earth, and it was good. God made mankind in his image and saw that it was good'. We aspire for all our children to be the best version of themselves in all that they do and, as a result, we celebrate all achievements no matter how big or small.

Woven within this vision lie our 6 core Christian values which, we believe work hand in hand with our aspirations here at Red Hill;

Friendship

Love

Respect

Responsibility

Perseverance

Hope

Meet our Senior Leadership team...



Headteacher:
Ms Jolanda Simmonds



Deputy Headteacher:
Mrs Sarah Price



School Business Manager:
Mr Daniel Sparkes

Meet the Reception team...



Mrs Sandra Saunders (RSS)
Class Teacher
Deputy Designated
Safeguarding Lead



Mrs Sarah Butcher (RSB)
Class Teacher



Miss Iona Wright
Teaching Assistant
Forest School leader



Mrs Rebecca Roberts
Teaching Assistant

SEND & FSW

If your child has an additional need, or think they might do, please contact Lucy Jones who is our SENDCo.

Her details are:

sen@redhill.worcs.sch.uk



We are also lucky enough to have Miss Kelly Gledhill our Children and Family Support worker 3 days per week



Bailey our school dog

We are lucky enough to have our very own school dog called Bailey.

Bailey is a sprocker spaniel who belongs to Ms Simmonds. Bailey has been coming into schools since he was just 8 weeks old. He happily works with children across the school, whether he is going for walks, having cuddles or visiting classes. He always has a wag in his tail and is always incredibly happy!



Bailey loves running around fields and chasing his ball!

Nursery/Pre-school handovers

- ▶ Ms Simmonds has been out to visit/received hand over information for most feeder placements
- ▶ Miss Jones has also visited for any known SEND needs
- ▶ All information has been passed on and shared with classteachers; friendship groups, behaviours, SEND needs, safeguarding information etc



The first few weeks

The first week of school your child will only be in school for half a day as follows;

Tues 2nd Sept 9am - 12pm

Weds 3rd Sept 9am - 12pm

Thurs 4th Sept 9am - 1pm (staying for lunch time)

Frid 5th Sept 9am - 1pm (staying for lunch time)

From the second week of school children will be in school full time 8.50am-3.25pm.

During this week we will complete the formal NFER baseline assessments.

Teaching and learning will begin from your child's first day in school including phonics.

Ongoing informal baseline assessments will continue for a couple of weeks to gauge where the children's starting points in learning are.



Lunch

All children in EYFS and KS1 are offered a **FREE** school meal, this does however need to be ordered via Black Pepper Lunches. Menu details and to order food for your child can be found on the school website.

Please can you send time with your child looking at meal options in advance.

Fruit and milk

In Reception we have 'snack and chat' daily where the children sit together and have fruit and milk/water.

Children who are 4 years old will have milk provided for free, children who are 5 years old and above will have to pay a small fee for milk. You need to order milk for your child whether they are receiving it for free or not. Further information about milk is in your pack.

Children will also have free fruit available daily until the end of KS1.

Please send your child to school with their own snack if needed - healthy options and nut free

Uniform



Trousers and shorts - grey or black
Skirts/pinafores/dresses - navy blue (blue gingham summer dresses)
Socks/tights - grey, black or white
Shoes - black shoes suitable for school

Non-branded uniform can also be purchased!

PE kit:

- White t-shirt or Red Hill polo
- Navy or black shorts or joggers - No named branded wear
- White socks
- Trainers for outdoor PE

Uniform can be purchased at:
Monkhouse
14-16 Pump Street
Worcester

Tel: (01905) 679938
<https://www.monkhouse.com/school/red-hill-primary-school-urn-116859>

For more Red Hill uniform information/expectations:
<https://www.redhillprimaryschool.co.uk/page/?title=Uniform+Information&pid=27>



RAP club (Rest & Play)

RAP is our before and after school club for childcare support.

RAP club is open from 7:40am for drop off before school.

RAP club runs until 5:30pm Monday-Thursday.

We also have our free breakfast slots from 8.20am-8.40am

RAP club will not be available for new Reception children while they are in the induction period of half days.

Reception children can join RAP club when they are in school full time. **Bookings can be made from today via parent pay**

EYFS

The EYFS is the stage of education for children from birth to the end of the Reception Year.

It is based on the recognition that children learn best through play and active learning and is based upon four themes and principles:

- The unique child
- Positive relationships
- Enabling environments
- Learning and development



EYFS

Throughout the EYFS, learning experiences are planned to enable children to work towards the Early Learning Goals and prepare them for the National Curriculum when they reach Year 1.

It is important that children are moved on in their learning when they are ready.

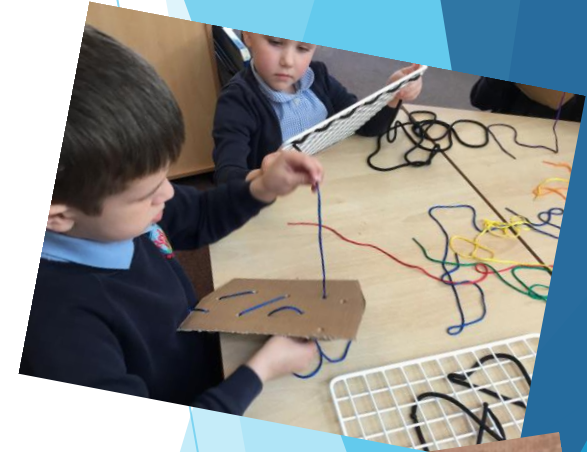
We share progress and achievement throughout the year at Parents' Evenings and more frequently on an informal basis as needed.



The Prime Areas of Learning

These are crucial areas of learning and development for children's curiosity and enthusiasm, laying the foundations of learning.

- Personal, social and emotional development - self regulation, managing self, building relationships
- Communication and language -listening, attention and understanding, speaking
- Physical development - gross motor skills, fine motor skills



The Specific Areas of Learning

These are the areas that provide the children with a range of opportunities and experiences to broaden their knowledge.

- Literacy - comprehension, word reading and writing
- Maths - number and numerical patterns
- Understanding the World -past and present, people, culture and communities, the natural world
- Expressive Art and Design - creating with materials, being imaginative and expressive



Characteristics of Effective Teaching and Learning

Playing and Exploring

Children investigate and experience things and 'have a go'.

I can recognise that my actions have an effect on the world, so I like to repeat them.

I can make independent choices.

I can guide my own thinking and actions by talking to myself as I play.

I can plan and think ahead about how I will play with objects.

I can bring my own interests and fascinations into early years settings.

I can respond to new experiences when they are brought to my attention.

Characteristics of Effective Teaching and Learning

Active Learning

Children concentrate and keep on trying if they encounter difficulties and enjoy achievements.

I can keep on trying when things are difficult.

I can begin to predict sequences because I know routines.

I can participate in routines.

I can begin to correct my mistakes.

I can show goal-directed behaviour.

Characteristics of Effective Teaching and Learning

Creating and Thinking Critically

Children have and develop their own ideas, make links between ideas and develop strategies for doing things.

I can take part in simple pretend play.

I can solve real problem.

I can concentrate on achieving something that is important to me.

I can review my progress as I try to achieve a goal and check how well I am doing.

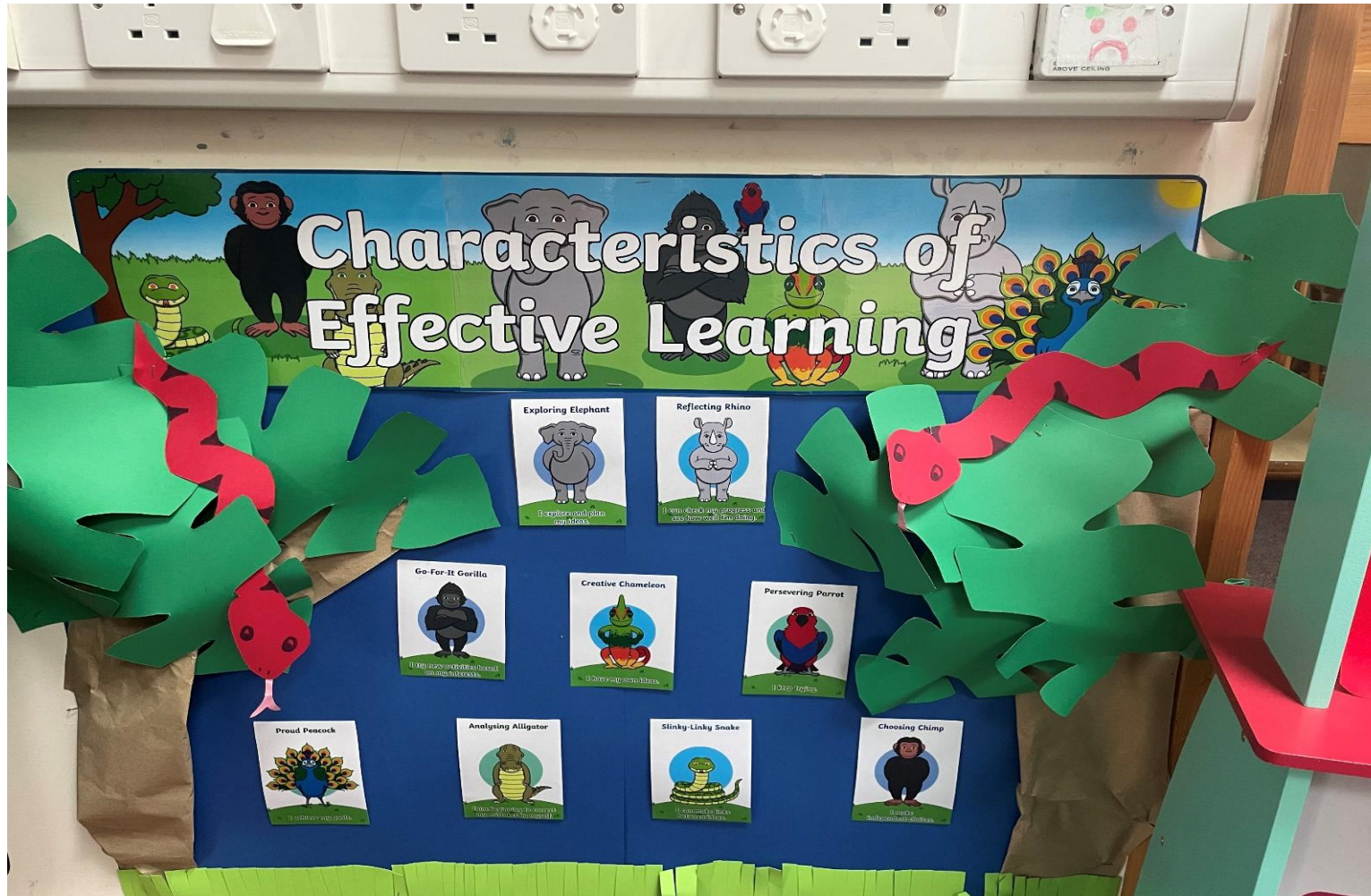
I can feel confident about coming up with my own ideas.

I can make more links between my ideas.

I can sort materials.

I can use pretend play to think beyond 'here and now' and to understand another perspective.

Characteristics of effective learning at Red Hill



Exploring Elephant
Reflecting Rhino
Go-For-it Gorilla
Creative Chameleon
Persevering Parrot
Proud Peacock
Analysing Alligator
Slinky-Linky Snake
Choosing Chimp

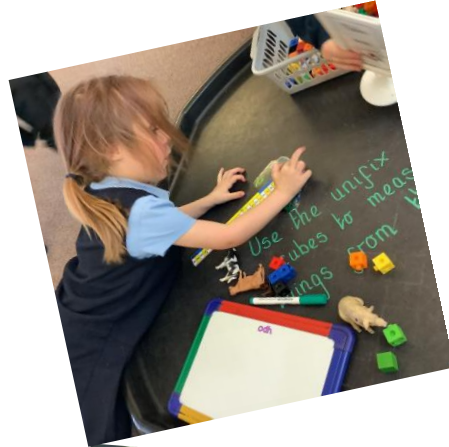
What did you do in school today?

Nothing!



What did you do in school today?

Just played!



Assessment

Formal (NFER) and informal baseline assessment take place at the beginning of the reception year. On-going formative assessments based on interactions and observations. This informs next steps in teaching and learning.

Termly summative assessment to look for trends in learning, and to focus any interventions.

Summative assessment takes place in the final term of the reception year. This 'sums up' all the different information from on-going assessments that have been made about the child over the course of the year. This information is added to a record of children's achievement which is related to the Early Years Foundation Stage Profile (EYFSP) - showing the levels different children have achieved in the seven areas of learning and development the EYFS.

At the end of the year your child will either have 'met' or is still 'working towards' the ELG criteria.

We use individual maths, phonics and writing books for children to record learning overtime.

We use floor books to record whole class learning; this is a scrap book of learning.



Daily routine

8:50 - registration

9:00 - collective worship

9:15 - phonics - Little Wandle Sep 2025

10:00 - English/Maths and continuous provision

10:30 - snack and chat

10:45 - English/Maths continued and continuous provision

11:45 - story/song, review of learning and get ready for lunch

12:00 - lunch and lunchtime play

13:00 -topic and continuous provision

14:50 - story, review of learning and get ready for home

15:25 - home time

In addition to this timetable, each week we also teach the following lessons:

PE

PSHE

RE

Forest School

We also have regular handwriting lessons following our school Kinetic Letters scheme.



Transition into Reception

Feeder pre-school visits

This information is taken into consideration when organising the two class groups.

We will require you to complete the data collection sheets which have been sent electronically to you. Please ensure that the office have all completed forms and information.

Communication is key! Please get in touch if you have any questions or concerns.



Messy play and Forest School!

Children DO GET MESSY in Reception!!!

They learn through play and are encouraged to use the outdoors on a daily basis...what ever the weather where possible!! This can involve digging in mud, sand and water play.

Please bring in a NAMED pair of wellies for your child which can be kept in school at all times.

Water proofs/all in ones would also be welcome!

EYFS children will be out in forest school from the 2nd week back in September. They will go out each week!

On their forest school day they will come to school dressed in appropriate clothing - no short sleeves/legs! Staff will let you know when these days are.



Collection information

- ▶ If someone else is picking your child up you must send an email or make phone call to the classteacher/office.

WE WILL NOT JUST HAND YOUR CHILD OVER TO ANYONE!



You can help us...

From now on and over the summer, could you please try and help build your child's independence. Teach them to:

- Use the toilet and wash their hands independently
- Put on their socks and shoes
- Use a knife and fork/spoon

SPARE CLOTHING!!!!

You can help us...

- ▶ Nursery Rhymes!
- ▶ Take the time to learn some and sing along with your child!
- ▶ Importance of rhyming and hearing the rhyme in words.
 - ▶ Happy Singing!!

Please don't worry....



If you are worried about anything please do not hesitate to speak to staff and/or phone the school.

Likewise, if there is a major problem we will always telephone you.

With this in mind, it is important you keep your contact details up to date

please provide an alternative phone number so that we are able to contact you at ANY time

You can help us...

- ▶ Recognise and write their name independently
- ▶ Correct pencil grip
- ▶ Letter formation
- ▶ Count reliably to 5/10/20
- ▶ Independence
- ▶ [Home - Starting Reception](#)

Reception ready

Starting Reception

Your child's journey to school starts at home.



startingreception.co.uk

Introduction

We understand that all children develop at their own pace, and that we're all learning from birth. When it's time to start school, some children will need more help than others.

There are key skills* that schools expect children to be learning before their first day. Practising these will make your child's journey to Reception as positive as possible.

If your child is already at nursery, in pre-school, or with a childminder, those professionals will work with you and your child to help get them ready.

There's lots you can do at home to build your child's confidence and independence, helping them feel emotionally and practically prepared to start school.

*We are calling this document the 'Starting Reception' definition. Some people/organisations refer to this as 'school readiness'.

How can I help my child get ready?

Your child will have lots of new activities and routines to get used to when they start school. There are some things they'll need to do more independently than they might have before.

Research shows that a child's relationship with their parents is the most important factor in their development, and there's a lot you can do at home.

When your child is at home with you or another caregiver, you can practise as a family with fun activities (we've included links at the end of this resource).

Some of these skills take time to master, so it's good to introduce them gradually in your daily routine.



The definition: skills to practise before starting Reception:

New skills take time to learn. Practising at home will help your child move into school more easily and with confidence.

Growing independence

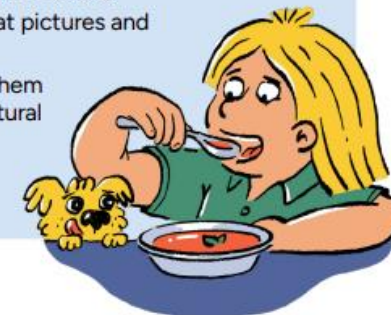


Taking care of themselves

- Putting on/taking off their coat and shoes
- Using the toilet and washing their hands
- Getting dressed with little help, e.g. after using the toilet or doing PE
- Using cutlery (e.g. fork and spoon, chopsticks) and drinking from an open cup
- Spending time away from you, learning they can be looked after by caring adults

Play, creativity and curiosity

- Taking part in imaginative play (e.g. role play)
- Drawing, painting, colouring and sticking
- Sharing story books, looking at pictures and talking about the characters
- Exploring the world around them (e.g. looking closely at the natural world, playing safely with objects at home)



At school your child will be meeting lots of new people and make new friendships. Some things to help them get ready include:

Building relationships and communicating



Being with others

- ✓ Practising sharing and taking turns with toys
- ✓ Talking to them about **how** they are feeling and **why**
- ✓ Looking at story books together and speaking about what characters are feeling is a good way to do this
- ✓ Beginning to recognise what others are feeling, e.g. understanding if a friend is sad
- ✓ Encouraging them to set boundaries for themselves and others (e.g. knowing how to say 'no')

Communication and language

- ✓ Singing along with songs and nursery rhymes
- ✓ Talking happily to others about activities, experiences and the world around them
- ✓ Showing they need help by speaking clearly (in basic English or sign language)
- ✓ Recognising the pattern of their name (so they can find it on their coat peg or jacket)

Listening and engaging

- ✓ Paying attention for short periods of time
- ✓ Listening to and following simple instructions
- ✓ Carrying on with a task even when it's difficult and bouncing back if things go wrong



Physical development

Getting moving for at least three hours a day

- ✓ Walking up and down steps (one foot at a time, using the wall for support)
- ✓ Climbing, running, jumping and playing
- ✓ Catching a large ball (most of the time)
- ✓ Doing simple puzzles and craft activities, strengthening their grip with cutting and sticking



Healthy routines

- ✓ Going to bed around the same time each night, waking up in time to get ready for school
- ✓ Limiting screen time to the recommended daily amounts (see advice)
- ✓ Eating a healthy diet and trying new foods
- ✓ Brushing their teeth with fluoride toothpaste twice a day (you'll need to supervise this until they are at least 7)



supporting your child, including their new Reception teacher.

Resources for families with additional needs

There are many organisations who can support with information and strategies to prepare you, your child and their educational setting, ensuring a smooth transition and setting them up for future success.

These include:

- [Family Lives](#)
- [Speech and Language UK](#)
- [Dingley's Promise](#)
- [KIDS](#)



Find out more

For more information, visit <https://startingreception.co.uk>

Reception ready.

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Play, creativity and curiosity

- Taking part in imaginative play (e.g. role play)
- Drawing, painting, colouring and sticking
- Sharing story books with caregivers, looking at pictures and talking about the characters
- Exploring the world around them (e.g. looking closely at the natural world or playing safely with objects at home)



Contact information

Office staff - Sarah Moore-Child/Ang Green
office@redhill.worcs.sch.uk

Headteacher - Jolanda Simmonds
head@redhill.worcs.sch.uk

Our school website -
www.redhillprimaryschool.co.uk





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Classroom visits!