



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

Meet the Reception team...



Mrs Charlie Reason
EYFS Phase Leader
(maternity leave from
September)



Mrs Sarah Butcher
Maternity cover teacher



Mr Kieran Rea
Maternity cover teacher



Miss Lucy Jones
Teacher (maternity leave)

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

Uniform does not have to be branded with the Red Hill logo.

PE kit:

- White t-shirt or Red Hill polo
- Navy or black shorts or joggers
- White socks
- Trainers for outdoor PE, black pumps for indoor PE



Uniform can be purchased at:

Monkhouse
31 New Street
Worcester
WR1 2DP

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>

Uniform



If it can be taken
off ... name it!



Lunch

All children in EYFS and KS1 are offered a **FREE** school meal, this does however need to be ordered via Bowlfuls. Menu details and to order food for your child please visit <https://bowlfuls.co.uk/our-menus/>. Lunch will need to be ordered for your child from Monday 11th September.

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.

RAP club

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 and 4:30pm on a Friday (from September).

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 from Monday 11th September when they are in school full time.

If you apply for a place in RAP club, the school office will be in touch before September informing you whether your child has a place to attend.

Further RAP information is provided in your paperwork pack.



SEND

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

Her details are:

bmeredith@redhill.worcs.sch.uk



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.

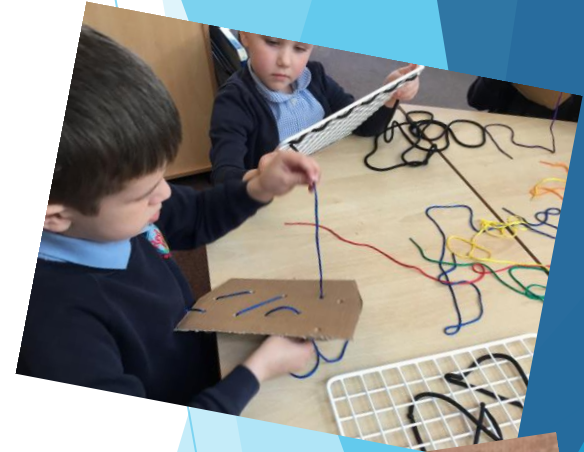
We share progress and achievement throughout the year at Parents' Evenings and more frequently on an informal basis as needed.



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.

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.

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 that the children will have ownership of.





Daily routine

8:50 - registration

9:00 - collective worship

9:15 - phonics

9:40 - guided reading

10:00 - English and continuous provision

10:30 - snack and chat

10:45 - English continued and continuous provision

11:30 - story/song, review of learning and get ready for lunch

12:00 - lunch and lunchtime play

13:00 - maths and continuous provision

14:00 - 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

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



The first few weeks

The first week of school (Wednesday 6th - Friday 8th September) your child will only be in school for half a day, either attending for morning or afternoon slots. This information will be emailed to you when you are informed of your child's class teacher in July.

From the second week of school (Monday 11th September) your child will be in school full time. During this week we will complete the formal NFER baseline assessments.

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

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



Transition into Reception

In the background the EYFS team are busy receiving transition information about your child from their preschool and nursery settings. This information is taken into consideration when organising the two class groups.

We have a stay and play session for you and your child to attend on Monday 3rd July.

We will require you to complete the data collection sheet before you leave today. All other paperwork can be returned at the stay and play session, through the post or by dropping it to our school office before your child starts in September.

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

Messy play!

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.



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!



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...



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!!

You can help us...

- ▶ Recognise and write their name independently
- ▶ Correct pencil grip
- ▶ Letter formation
- ▶ Count reliably to 5/10/20
- ▶ Independence

Contact information

EYFS Lead - Charlie Reason
creason@redhill.worcs.sch.uk

Office manager - Sarah Moore-Childe
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!