A Successful Start at Belmont Academy

BELMONT ACADEMY

Schedule

9:30	Welcome and staff introductions
9:40	Children meet their teacher and visit class/provision
9:45	Overview and key information about Belmont and Reception
10:10	Harrison's School Meals
	Cherry Tree Wraparound Provision
	Casey's School Wear
	Belmont PTA
10:30	Transition and Preparing for September
10:40	Close
10:50	Q&A & Refreshments

Leadership Team

:

Lucy Childs
Head Teacher

Thomas Lynch
Deputy Head
Teacher

Kate Law
Assistant
Head/Inclusion

Francesca Watson
Early Years Lead

Belmont Academy

- Two-form entry with a Resource Provision for pupils with physical disability/medical need including visual impairment.
- Part of the London South East Academies Trust (LSEAT) which comprises of 13 schools across the South East of London and England.
- Home to Bexley Music Service

Matisse Class

Miss Watson

Class Teacher

& EYFS Lead

Carle Class

Miss Clark

Class Teacher

Matisse Class

Miss Jarvis
Teaching Assistant

Carle Class

Miss Hogan
Teaching Assistant

Miss Jarvis and Miss Hogan are the general class TA's for Reception. There will be additional TA's within the provision to meet the needs of pupils with EHCP's.

Our Vision

- The school's motto *'Better Together, Together Achieving'* encapsulates our vision.
- As a fully inclusive school our community works together towards achieving our shared goal of individual and collective excellence.
- We have a shared responsibility for success.
- The purpose of our school is to provide an excellent educational experience for every child, enabling them to understand the world and their place in it.
- Our aim is to provide every pupil with the opportunity to reach their full potential and develop a sense of achievement and accomplishment.
- Teach our pupils that making a positive contribution to the world and being successful is *not just about ability*.

Our Values

- A value is a principle that guides our thinking and our behaviour.
- Values are intended to support the personal, social and spiritual development of every pupil throughout school.
- Staff, parents, pupils, Governors, Trust staff and visitors are involved in promoting our values and they have been selected as being important without our school community and through

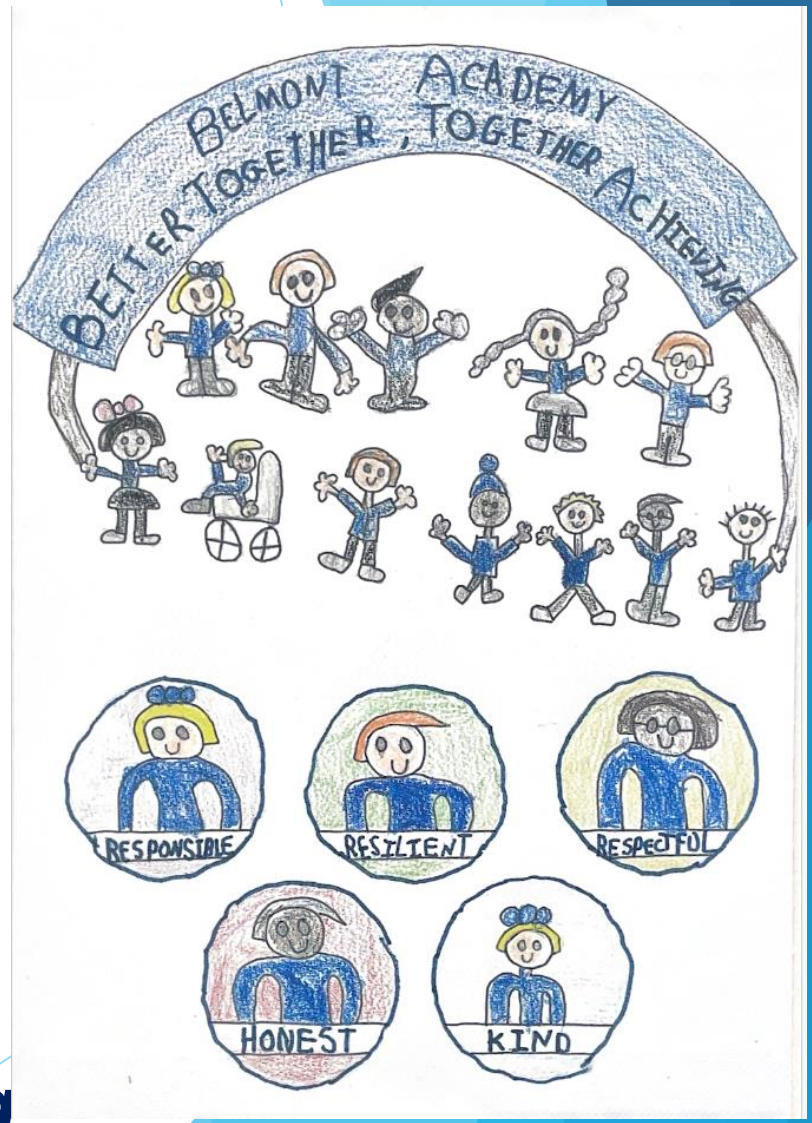
Respectful

Resilient

Honest

Kind

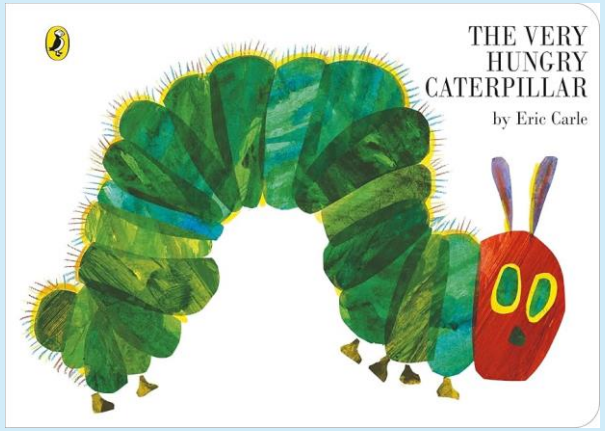
Responsible



'Better Together, Together Achieving

Our Reception Classes:

All of our classes are named after artists which children will study as part of our curriculum offer. In Reception, our classes are:

Matisse	Carle
Henri Matisse French visual artist 	Eric Carle Illustrator, Designer & Author 

The Early Years Curriculum

Three Prime Areas:

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

Specific Areas:

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

17 Early Learning Goals (ELGs)

Literacy:
- Comprehension
- Word reading
- Writing

Communication & Language:
- Listening, attention & understanding
- Speaking

Mathematics:
- Number
- Numerical patterns

Personal, Social & Emotional Development:
- Self-regulation
- Managing self
- Building relationships

Expressive Arts & Design:
- Creating with materials
- Being imaginative and expressive

Physical Development:
- Gross motor skills
- Fine motor skills

Understanding the World:
- Past and present
- People, culture and communities
- The natural world

The Early Years Curriculum

- Curriculum map devised, matched against the statutory educational programme of study for EYFS. This will be shared on our website in September for viewing.
- Sets out the progressive knowledge and skills pupils will develop during their time in Reception.
- Topic focused, to secure high engagement and enjoyment for learning.
- Heavy focus on texts – stories, tales, rhymes, songs, non-fiction - material to promote a love of reading, comprehension skills, models of rich language and scaffolds for writing.

The Early Years Curriculum

Characteristics of Effective Learning

Topics of Learning include:

Marvellous Me

Pirates & Mermaids

Superheroes

All Around the World

Into the Garden

Traditional Tales

A Typical Day

- Children start at 8:45am, lunchtime is from 11:45am to 1:00pm and the day ends at 3:05pm. Collection and drop off will be via the EYFS gate which will allow you to drop off/collect your child from their classroom door.
- Daily teacher directed inputs e.g. maths, phonics, English, understanding the world.
- Child initiated learning.
- Adult directed tasks.
- Free flow between both Reception classrooms, the shared area and outside learning environment.

Start and End of the Day

- Start of the Day
  - Children will be dropped off at the door.
  - They will come into class, hang up their bags and coats and come to the carpet.
  - The Class Teacher will be an adult on the door to greet the children.
  - Ask you to keep interactions with teachers brief to ensure they can focus on welcoming and settling the children.

- End of the Day
  - Teacher will come to the classroom door. We ask parents/carers to create a queue/line, children will be sent individually to each parent/carer.

Carpet Session

- Whole class session with a focus on one or more of the Areas of Learning and Development.
- Follow-up task (Adult-led or independent)
- Built around a theme/topic.
- Child-led learning.

Free Flow

- Children access 'Continuous Provision' throughout Reception.

  'Continuous Provision' → Constant Environment that is safe for children to explore whilst challenging their learning.

  - Explore the environment
  - Develop independence
  - Return to explorations
  - Make learning choices

- Characteristics of effective learning

- Learning through play

- Adult guided small group sessions during this time.

Playing and Exploring

Active Learning

Creating and Thinking Critically

Our Learning Environments
(inside and outside)

There are different areas of the classroom both inside and out, where the children can engage in different play based learning. Among others, these include;

- Mathematics Area
- Mark making/Writing Area
- Creative Area
- Role Play Area
- Small World
- Construction
- Reading Area

How do we teach phonics?

- Phonics is the key to teaching children how to read/spell.
- We follow the Little Wandle phonic scheme.
- Formal teaching of phonics begins as soon the children start.
- To help prepare your child, encourage an interest in letters/words/signs, play eye-spy, encourage them to listen for the first sound in words.

Grapheme chart

Phase 2 and 3

s s ss	t t tt	p p pp	n n nn	m m mm	d d dd	g g gg	c c k ck cc	r r rr	h h	b b bb	f f ff	l l ll	j j	v v vv
w w	x x	y y	z z zz s	qu qu	ch ch	sh sh	th th	ng ng	nk nk	a a	e e	i i	o o	u u
 ai	 ee	 igh	 oa	 oo	 **oo**	 ar	 or	 ur	 er	 ow	 oi	 ear	 air

Little Wandle Letters and Sounds Revised is a complete systematic synthetic phonics programme (SSP) and it is the programme that we adopt at Belmont. We prioritise the teaching of phonics; we teach phonics daily in Year R and Year 1. It is vitally important that children review and revisit Grapheme Phoneme Correspondences (GPCs) and words, daily, weekly and across terms and years, in order to move this knowledge into the children's long term memory. Our consistent approach to phonics ensures that children are given the best possible foundation for reading, writing and language skills.

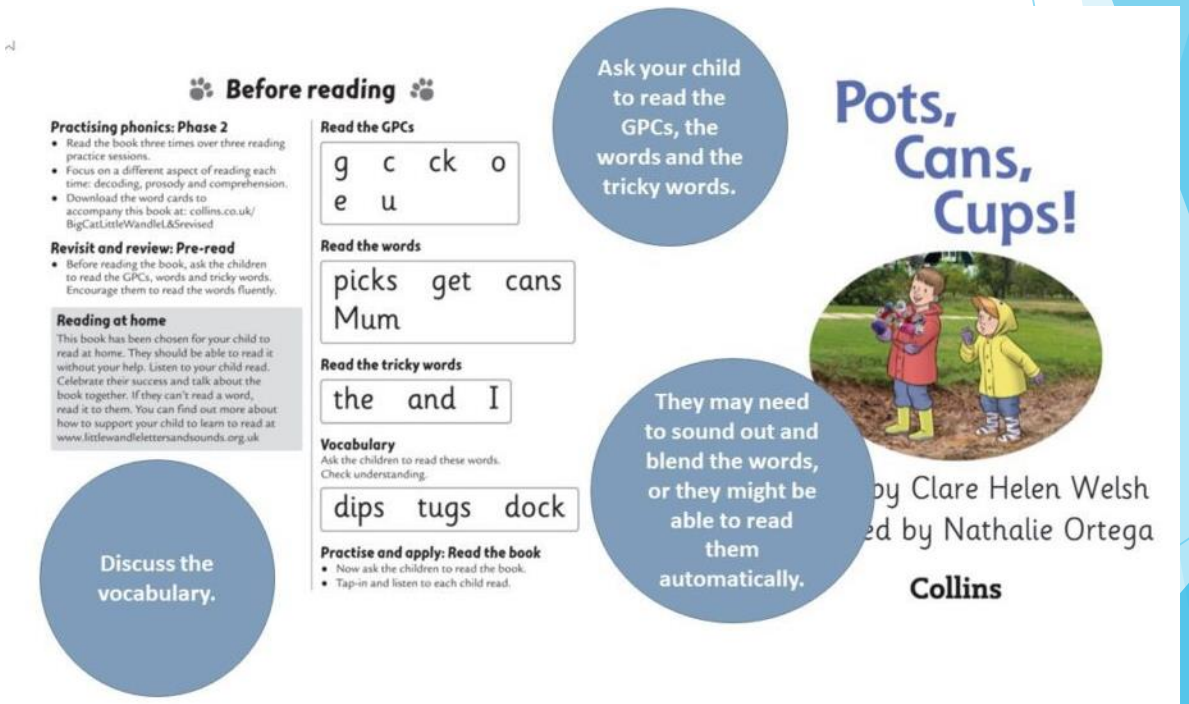
Tracking Learning and Progress

- During the first few weeks the teaching staff really get to know your child and help them to settle.
- Baseline assessments take place as a starting point for each child, e.g. what numbers/shapes/letters do they know? Can they write their name? How do they interact with others?
- Progress is then measured against your child's starting point.
- New statutory Reception Baseline Assessment for 2025 issued by DfE will be completed when your child starts.
- Maths and Writing books record learning throughout the year.
- Staff observations against the Early Learning Goals (ELG's) take place frequently.
- Ongoing assessments – staff are continually assessing pupils learning and progress. Half-termly maths and phonics assessments will be sent home for you to keep track of your child's' progress.

Reading Books

- Reading books will begin to be sent home once the children are ready and have been taught the first few sounds in phonics.
- Reading books will match their phonic ability & knowledge.
- Contact books are used for you to record when your child has read at home. Daily home reading is essential in supporting overall reading progression.
- Reading books will be changed once you have signed the contact book to show that your child has read at home and once they've read in school.
- Word wallets will also be sent home, containing sounds and tricky words taught that week, for you to help your child practise.
- Reading is a core part of our learning offer, staff will read to children across the week to foster a love of reading and texts.

Reading Books



Before reading

Practising phonics: Phase 2

- Read the book three times over three reading practice sessions.
- Focus on a different aspect of reading each time: decoding, prosody and comprehension.
- Download the word cards to accompany this book at: collins.co.uk/BigCatLittleWandleL&Srevised

Revisit and review: Pre-read

- Before reading the book, ask the children to read the GPCs, words and tricky words. Encourage them to read the words fluently.

Reading at home

This book has been chosen for your child to read at home. They should be able to read it without your help. Listen to your child read. Celebrate their success and talk about the book together. If they can't read a word, read it to them. You can find out more about how to support your child to learn to read at www.littlewandlelettersandsounds.org.uk

Read the GPCs

g c ck o
e u

Read the words

picks get cans
Mum

Read the tricky words

the and I

Vocabulary

Ask the children to read these words. Check understanding.

dips tugs dock

Practise and apply: Read the book

- Now ask the children to read the book.
- Tap-in and listen to each child read.

Ask your child to read the GPCs, the words and the tricky words.

They may need to sound out and blend the words, or they might be able to read them automatically.

Discuss the vocabulary.

Pots, Cans, Cups!

by Clare Helen Welsh
ed by Nathalie Ortega

Collins

Behaviour Expectations

- Behaviour policy – whole school policy is available via the website.
- Positive praise and reinforcement are promoted – verbal praise is key.
- Restorative approach – developing the children's understanding - the impact of their actions - PSED.
- Some utilisation of sanctions e.g. 5-10 of 'time-out' or missed outdoor time if verbal prompts have not had an impact and it is deemed necessary.
- Collaborative approach between home/school where needed.
- Real focus on motivating learning and positive behaviour.
- Promotion of our values and encouraging children to share and turn take.

Benefits of a Therapy Dog

In summary, academic research has shown that dogs working and helping in the school environment can achieve the following:

1) Improve academic achievement
2) Increase literacy skills
3) Calming behaviours
4) Increase social skills and self-esteem
5) Increase confidence
6) Teach responsibility and respect to all life
7) Help prevent truancy
8) Support reluctant pupils
9) Motivate children who are often less attentive

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Forest School

- An opportunity for children to experience the outdoors and nature first hand.
- Led by Mrs Richardson who is Forest School trained and Mrs Smith our Forest School Assistant.
- Weekly afternoon sessions with 15 children in each group mixed across Reception to promote collaboration.
- Children develop a sense of self and learn through their own interests.
- Children will be going in all weathers so it is essential they have all the appropriate clothing. Please bring in a pair of named wellington boots and waterproof suit to kept in our forest school changing shed.

School Meals

- All primary children are entitled to universal free school meal.
- Children have access to fresh fruit throughout the day
- If you would like your child to have access to milk please fill out and return the ‘cool milk’ form you received in your information pack
- Children do need to bring in a named water bottle each day.
- There is access to fresh water to refill bottles.
- Children are encouraged to be independent at lunchtime when selecting their lunch and using cutlery.
- Promote healthy packed lunch – no fizzy drinks, nuts, sweets or chocolate.

School Meals

Our school meal is provided by Harrison's catering.

- Menu is available on our website.
- Meal offer is nutritious and balanced.
- Flexibility – switching between school meal and packed lunch.

- Harrison's School Meals

Cherry Tree Kids Clubs

Wraparound Provision

- Breakfast club runs from 7:30am
- After school club runs until 6:00pm
- Both are based on site in the dining hall
- Further information is available via the school office

http://www.cherrytreenursery.com/after-school-club/

Uniform

We have high standards and expect all pupils to wear the correct uniform.

Our school uniform is provided by Casey's.

- Children will need a named pair of wellington boots to keep at school.
- Spare clothes in a named bag to be kept on your child's peg.
- The above are essential to enable your child to fully engage in the EYFS curriculum.

Casey's School Wear

Casey's School Wear

246 Blackfen Road
Blackfen
Kent
DA15 8PW

Belmont Parent Teacher Association (PTA)

- Registered charity (no. 1035373)
- Raises vital funds to enhance pupils learning experiences through a range of events and activities for the children and families.
- Solely led by volunteers – parents, carers of Belmont and pupils.
- Regular coffee mornings and annual general meeting.
- All parents of pupils joining Belmont automatically become members of the PTA.

- Belmontpta@hotmail.com

Transition

- All children will start school during the week beginning Monday 8th September, on allocated days.
- Children will stay until 1:15pm for their first few days at school.
- All children will then be in for a full day at school from Friday 12th September.
- Your child's start date is included in your pack.
- A school transition document is also provided, for you to look at with your child over the summer.
- Please contact the office if any clarification is needed on any of the given dates in your pack.

Life Skills

It is really helpful if you could continue to support your child with the following tasks, preparing them for school:

- Dressing and undressing themselves e.g. buttons, zips, shoes, socks.
- Going to the toilet independently.
- Managing their own personal hygiene e.g. blowing their nose and washing hands.
- Encouraging them to use a knife and fork to cut their food.

School Book Bag

Please ensure that your child uses a school book bag only. We will not be allowing any rucksack bags as these are too large for storing in the classrooms.

Just a reminder

- Your child will need their own named water bottle.
- Spare clothes list and information regarding Forest School will be sent out separately. Sessions won't start until October.
- Please return any outstanding documents you have received in your information pack to the school office.
- Bring in original documents, e.g. birth certificate and proof of address to the school office to be photocopied.

Useful Websites

What does 'school readiness' really mean?

How to prepare your child for starting school

Preparing your little one for school will have a positive impact on how well they settle in and interact with other children.

Many of the skills required to be ready for school can be developed through fun activities that you can do together at home or when you're out and about.

So, what can you do to better prepare you and your child for this big step?

School readiness: How to prepare your child for school - BBC Tiny Happy People

Born ready, school ready, Bexley ready