

Clayton-le-Woods CE Primary School EYFS (Pre-School and Reception)



Induction Booklet 2026-2027

Dear Parents/Carers,

We are really pleased to welcome you to Clayton-le-Woods Church of England Primary School and our Early Years Foundation Stage classes.

In order to make the move from home to school as smooth as possible for both you and your child we need to work together to ensure that your child is happy, confident and secure about joining us.

Please ensure that you have provided school with the completed, essential paperwork/online permission forms to give us the best chance of supporting your child's transition into school. If you have any questions or queries, there are a list of contacts in the booklet who will be happy to help.

We are looking forward to sharing with you in this exciting stage of your child's development. We really do want to make these 'the best years of their lives'.

Yours sincerely,

Everyone at Clayton-le-Woods Church of England
Primary School

Our Vision Statement -

Together, we inspire one another to live life to its fullness, rooted and built up in Christ, so that every member of our school community can learn, develop and flourish, to live in the world as the unique individuals God created us to be.



With God we Grow

Contents

1. Start of the school day
2. End of the school day
3. Pre-School sessions
4. Illness
5. Attendance
6. Payments to school
7. Milk and fruit
8. School dinners
9. Childcare club
10. School Uniform (including jewellery and haircuts)
11. Toileting
12. Home/school links
13. Homework
14. PTFA
15. EYFS structure
16. EYFS curriculum
17. Outdoor area
18. Preparing your child for school

19. Key contacts

1. Start of the school day.

Doors open at 8.40am and close at 8.50am, ready for school to start. The school day finishes at 3.15pm. Getting to school on time is very important for your child as morning activities start as soon as your child arrives.

We encourage all children to put all of their belongings away, ready for the day ahead, including their water bottle, lunch box, coat, and any bags they have. We ask you to remind your child about any letters for school in their bags and encourage them to hand them in to an adult.

Any children who arrive after 8.50am must be taken to the school office in the junior building to be registered as late. Lateness is monitored by the school and can have a negative impact on children's learning and attainment.

If your child is upset or worried when coming into class...do not worry! It is usually only a matter of minutes after you have left before they are playing happily with other children. Our experience has shown that firmness and encouragement work best. The staff in EYFS are used to supporting children when settling into school.

2. End of the school day.

Early Years classes finish at 3.15pm. Children leave by their own classroom door. They will not be allowed to leave until we see a parent or one of your chosen adults for them to go home with. *Please notify us if someone different is collecting your child.* We will ask them for the password you have chosen if we have not seen this adult before. If you are delayed for any reason, please telephone the school to keep us informed.

Parents often mention that children don't share much about what they have done at school, particularly at the start of the year. At the end of

a busy day, often children are not willing to relate the day's activities in great detail. If you ask the question 'what did you do at school today?' you will probably get the reply 'nothing' or 'played'. In reality, the school day will have been filled with much learning! Seesaw is updated regularly to show you what learning opportunities we have been experiencing in our class. EYFS newsletters are sent home every half term updating you on current topics and important information too.

3. Pre-School sessions

If your Pre-School child is attending a half-day, the morning session runs from 8:40am-11:30am. Drop off at **8:40am** is in the EYFS outdoor area and pick up at **11:30am** is from the school hall (top building).

The afternoon session runs from **12:30-3:15pm**. If your child is attending an afternoon session, please drop off at the yellow gate - a member of the EYFS team will be there to greet you. The full day is 8:40am - 3:15pm.

4. Illness

Please inform school *before 8.30am* if your child is ill or going to be absent for any other reason.

School can be informed by:

- a. Phone - call 01772 335030 - leave a message on the absence line.
- b. Email - email your child's name, class and reason for absence to bursar@clayton-le-woods.lancs.sch.uk.

For safeguarding reasons, school will ring home to check on your child's whereabouts if we have not been informed.

It is important that we have up to date emergency telephone numbers available in case your child is taken ill at school. Please complete the data collection sheet (including telephone numbers and medical conditions) and return it to school as soon as possible.

If you change your address or telephone number, please ensure that school has the correct information immediately.

5. Attendance

We aim for 100% attendance for every child. Attendance is monitored by the school and poor attendance can have a negative impact on children's learning and attainment. Parents will be informed if their child's attendance drops below 95%, this is the government's threshold of persistent absence.

6. Payments to School

We use School Comms Gateway to manage our school communication and payment systems. Once your child starts in September, you will be emailed instructions on how to download the School Comms app. School still accepts Child Care vouchers. Please contact the school office for further information (01772 335030).

7. Milk and fruit in Schools

Children in EYFS have milk or water every day. School offers free milk to under-fives. The milk is subsidised by the European Union School Milk Scheme. Milk for children under five is also funded by the Department of Health.

To ensure that your child receives school milk after turning 5 it is important that you register and pay at www.coolmilk.com

The Government provides a piece of fruit, free of charge, for each infant child every day.

8. School Meals

Lunch is from 11.30am to 12.30pm. All infant children* are entitled to a free school meal and choices of meals are given to children each day. Menus are available from the school office. Once you have registered with School Comms, you can select your child's lunch on a daily basis.

We encourage all parents to do this so that we can maximise learning time during the school day.

Alternatively, your child can bring in their own packed lunch. **Please do not bring any food that contains nuts, as we have children with nut allergies in school.** We are keen to promote healthy eating therefore no chocolate bars or sweets.

*Please note this does not include Pre-School. You can purchase a hot dinner for your child in Pre-School through School Comms for a cost of £3.00

9. Child Care Club

Care Club provides out of school childcare before and after each school day*. Parents will be able to pay and book for Care Club online, through School Comms. Places in Care Club should be booked and paid for in advance. If you have any problems, contact the Care Club managers Mr Molloy and Miss Bolton by emailing careclub@clayton-le-woods.lancs.sch.uk.

Please note, you will only receive instructions on how to register your child once they have started school or Pre School.

It is important to mention that Pre-School and Reception Class children will mix with older children.

Hours open: 7.50am - 8.20am each weekday morning - Paid for by parents
8.20am - 8.50am each weekday morning - Government funded
free breakfast

3.30pm - 5.30pm Monday to Thursday After School Club

3.30pm to 5pm Friday only After School Club


Fees: £14.00 per session

***After School** Care Club is not held on the last day of each half term and on the last day before Christmas/ Easter/ Summer holidays. School does not operate a holiday club during school holidays.

10. School Uniform

The school uniform is listed below:

Boys: Grey/Black trousers
White shirt or white polo shirt
Red sweatshirt
Black shoes

Girls: Grey skirt or pinafore
Grey/Black trousers
White blouse or white polo shirt
Red sweatshirt or red cardigan
Red and white gingham dress for summer use 
Black shoes

Outdoor wear only

Named Red reversible fleece jacket or waterproof coat

Named wellingtons

Named Waterproof suit or trousers and jacket (we access our learning environment in all weathers).

PE Kit

Indoor and Outdoor:

Named White, round necked T shirt

Named Black shorts or jogging bottoms

Named Black pumps

Named Red hoodie (optional for outdoor activities)

Uniform Suppliers

The school uniform suppliers are:

'Monkhouse Sports and Schoolwear' www.monkhouse.com

Address: Fishergate Shopping Centre, 49 Fishergate, Preston PR1 8HJ

Phone: 01772 259586
Email: general@monkhouse.com

Optional red school PE hoodies can be purchased through school. Order forms will be sent out when an order to be placed, usually in the Autumn term.

All uniform bearing the school logo is available from Monkhouse Sports and Schoolwear.

Other items of uniform are also available from Monkhouse Sports and Schoolwear and local supermarkets.

Reading bags and PE bags are available to buy from the school office.

All items of clothing, reading bags and spare clothes should be clearly marked with your child's name.

Although on your child's PE day, they will come dressed in their PE kit, it is helpful if your child can make a good attempt at dressing and undressing themselves to develop their independence and self-help skills. Please show your child how to fasten and unfasten buttons, zips and shoes. Whilst shoes with laces do look lovely and children often feel grown up having them, shoes with other fastenings are often more suitable for children at this stage of school as they can often struggle to tie their own laces.

Please ensure that all your child's clothes and footwear are **named** either with a permanent marker pen or sew in labels. This will prevent any upset caused by mislaid items. We do try to support children in looking after their belongings, but it can be difficult to locate items across school if they are not named.

Jewellery

The wearing of jewellery such as earrings, rings, bracelets, necklaces etc. is **NOT** permitted in school. Children will be asked to remove such items.

Hair Styles

Extreme haircuts are not suitable for school. Longer hair needs to always be tied back.

11. Toileting

It is important that children can use the toilet properly and wash and dry their hands by themselves. School has electric automatic hand dryers which can be noisy. Please encourage your child when out to dry their hands with the electric automatic hand dryers to get them use to using them. All children have access to the toilet when needed, however, young children don't always get to the toilet on time, especially when they are engrossed in a new activity. Please keep a spare change of uniform in your child's bag in case it is needed (2x underwear, 2x t-shirt, 2x dress/trousers/skirt, 2x jumper, 2x socks). We have some spare clothing in school for accidents. Please return any such clothing as soon as possible washed and ready for wear. If your child has an accident, an adult will support them in cleaning and changing themselves. *Please sign the intimate care agreement to allow us to do this.* Please ensure that if your child's bag does come home due to an accident, that there is spare change of uniform is replenished as soon as possible in case of future accidents.

12. Home / School links

We recognise the valuable contribution you make to your child's learning. We believe that interaction between home and school encourages positive attitudes and commitment in all areas of school life.

Every Friday school sends out a whole school newsletter. You can request this by going on to the school website and entering your email into the section 'Newsletter subscription'. The newsletter celebrates school events, gives information of upcoming events and important dates. This can be done anytime from now.

The school website has a lot of information on. Below is some information on how to download the school jotter app, which will keep you updated on any additions to the school website.

Your school has the School Jotter app! Check it out!

Why should I download the app?

This innovative app keeps parents engaged by sending all the essential information straight to your phone. You will have access to regularly updated information:



News

Keep up to date with the very latest items

Calendar

Term dates, important events and parents evenings

Newsletter

Get newsletters from your school instantly

Galleries

Access photos shared by school

Notices

Push notifications for urgent messages and reminders

Contacts

See who to contact and how

Maps

List of useful locations of sports events or school trips

Everything in one app!

How do I download the app?

Android users

Go to Google Play, search for **School Jotter** or scan the QR code.



iOS users

Go to App Store and search for **School Jotter** or scan the QR code.



We ask Parents to download the app. The app is free of charge.

Gateway to free of

School sends communications in the following ways:

- Letters – usually if we require permission for a trip or event
- E-mail – this is used for most communications and is free to the school
- Text messages – we use texts to communicate emergency messages

Please keep school up to date with all telephone numbers and emails in case we need to contact you in an emergency.

Every half term, an EYFS newsletter is sent out, detailing our new topic and learning, how this can be supported at home and other key

dates/messages that are important. This information is specific to Reception (Ash) and Pre-School (Willow) classes and will be uploaded to Seesaw class pages.

We also send home WOW Moments regularly to be completed at home. These are small sheets that can be used to record children's achievements at home and can be sent in to be displayed in the classroom.

We regularly invite parents into class for celebrations, opportunities to learn alongside children and share learning opportunities.

The school website has information about each class, photographs of events and links to other useful websites. Have a look at www.clayton-le-woods.lancs.sch.uk .

There are many other opportunities for you to come into school:

- Nativity
- Reading mornings
- Stay and play sessions
- School trips and trips to Cuerden Valley
- Sports Day
- PTFA Meetings and events
- Parent helpers

13. Homework

For homework in Reception, an activity is set every Friday via Seesaw. You will receive log in information and instructions on how to access Seesaw during home visits in September. The activities range from cloud gazing to junk modelling and looking at family photographs to creating fruit and vegetable faces. All activities have been chosen specifically to link to children's learning during Reception and contribute to them achieving the Early Learning Goals at the end of the year. Activities set have information that detail why the activity is important to your child's learning, how to complete the activity and how to alter the activity if your child needs extra support or challenge. Photographs, videos, voice notes and physical creations of your child

completing their homework can then be uploaded by the following Thursday onto Seesaw, and will be shared during our weekly homework celebrations, which take place every Thursday afternoon.

14. PTFA

We have an active, enthusiastic and friendly PTFA. They hold regular social and money raising events throughout the year. Everyone is very welcome to become a member when their child starts school. Please come along and join in, we are always looking for new ideas. Helpers and new members are always welcome.

15. EYFS Structure

At Clayton-le-Woods, we are lucky enough to have an EYFS unit (Pre-School and Reception) who work together to provide the best opportunities for the children in both classes. The children will stay in their classrooms to complete some sessions e.g., Phonics, Maths and RE but when accessing continuous provision, they can move between the classrooms and a shared outdoor classroom. The children across both Pre-School and Reception classes form lovely relationships and support each other in their learning.

Toys

We kindly ask that children do not bring toys from home into school. These can often get broken, lost or cause disagreements in class and we cannot take responsibility for these items. Even items that are left in bags can still appear during the day and can distract children from their learning. On occasions we would give permission for items from home to be brought to school (e.g. teddy bears picnic, show and tell session etc) we will inform parents via the newsletter or by text/email.

16. The Early Years Foundation Stage Curriculum

There are seven areas of learning and development for children in the Early Years Foundation Stage. These areas are all important and are inter-connected. There are three prime areas:

- Communication and Language

- Physical Development
- Personal, Social and Emotional Development

There are four specific areas through which the prime areas are strengthened and applied:

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

The children's development is assessed against the Early Learning Goals which summarise the knowledge, skills and understanding that all young children should have gained by the end of the Reception Year.

Play is of vital importance for children's development, building their confidence as they learn to explore, to think about problems and relate to others. Children learn by leading their own play and by taking part in play which is guided by adults, therefore the environment, activities and opportunities we plan are geared towards play and challenge.

We try to work outside in all weathers and children should have outdoor clothing suitable (wellies and full waterproofs) for the weather conditions on the day.

COMMUNICATION AND LANGUAGE



The development of children's spoken language underpins all seven areas of learning and development. Children's back-and forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures

PHYSICAL DEVELOPMENT



Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and

social and emotional well-being. Fine motor control and precision helps with hand-eye coordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT



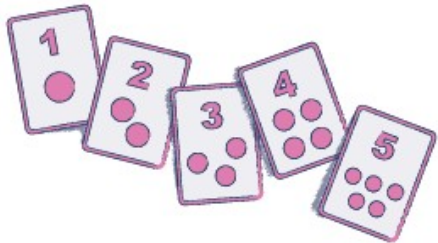
Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive 9 relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

LITERACY



It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. The teaching of Phonics underpins the progression of reading and writing skills. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

MATHEMATICS



Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go',

talk to adults and peers about what they notice and not be afraid to make mistakes.

UNDERSTANDING THE WORLD



Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

EXPRESSIVE ARTS AND DESIGN

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

17. Outdoor Classroom

The Early Years Curriculum emphasises the need for children to access the outdoors as an extension of their learning environment. We access our EYFS outdoor classroom in all weathers.

Please ensure your child has wellies and waterproof clothing in school in order to keep children and dry and allow them to access the area to learn successfully. Clothing and footwear should be named and will be kept near the door in our classroom for easy access.

The outdoor classroom will be set up by staff during the school day and packed away before the end of the day. Please can we ask that children and siblings do not use our outdoor area or its resources at the start and end of the school day. It is an extension of our learning environment and should only be used during the school day.

18. Preparing your child for school

Getting Ready to Start School: Top Tips for Parents/Carers

A child's first day at school, is a big moment for you and for them and it can be both an exciting and nervous time. With so much information and lots to prepare for, being in a routine and helping them to get plenty of sleep will help them. Here are some other ways you can give your child help and encouragement to help them 'be ready for school'.



It will help me if I am able to

- Use words, objects or gestures to help me explain what I need to a grown up.
- Listen and follow instructions.
- Sit and listen for a short while e.g. to a story.
- Tell you when I am hungry, tired or need the toilet.

Ways in which you can help me

- When we go out together e.g. on walks or an adventure - chat to me about what we can see and give me time to chat back to you in a way I am comfortable with.
- Listen to my questions and help me to answer them.
- Talk to me about the things you are doing (to help me learn) and give me time to ask and answer questions.
- Provide opportunities for chatting, playing and interacting together.
- Spend time together reading, telling stories or singing songs together.
- Allow opportunities to play, create imagination and build curiosity.



- Put my coat on, fasten it, take it off and hang it up.
- Wash and dry my hands by myself.
- Go to the toilet by myself.
- Feed myself using a knife and fork.
- Drink from a cup.

- Show and give me simple instructions so that I am able to learn how to do things myself and give me time to learn how to do them safely.
- Encourage me to use the toilet so that I am able to go on my own.
- Check that I am able to undo and do up my clothes. Give me the time to practice this.
- Make it fun, with lots of praise and encouragement.
- Sit down and eat meals with me and encourage me to taste a variety of different healthy foods.

www.lancashire.gov.uk

Lancashire
County Council



Getting Ready to Start School: Top Tips for Parents/Carers

It will help me if I am able to:

- Choose toys I want to play with and make up ideas of things to do and games to play.
- Watch what other children are doing and join in with them.
- Feel comfortable when I am not with my parent or carer.
- Communicate with other grown-ups and children that I know when you are not around.

Ways in which you can help me:

- Play listening games with me e.g. 'Simon Says'.
- Help me to use some of my toys to make up a story.
- Visit groups so that your child is able to meet other children and interact with them; e.g. playgroup, library sessions, nursery.
- Give me time to talk to you, my friends and my family about the things that I know.
- Spend time talking about school together - answer their questions, find out how they are feeling, talk to them about how they are feeling to help put them at ease.

Don't worry if your child is unable to do all of these things. Help is available by speaking to:

- Your Health Visitor by ringing 0300 247 0040.
- Speak to your child's key worker at Nursery.
- Ask questions to Primary Schools when you are applying for your child's school place.

Alternatively visit these websites for more information:

- Find information on the special educational needs and disabilities local offer at: www.lancashire.gov.uk/SEND
- Search for Children Family Well-being Service on Lancashire County Council website to find services and support local to you.
- Getting ready for moving up to school video: www.lancashire.gov.uk/childcare
- <https://hungrylittleminds.campaign.gov.uk/>



19.Key Contacts

Please find the details below of different staff within school who are available to support you and your child within school. You can also contact the school office on 01772 335030.

Miss H. Walmsley – Pre-School Class Teacher
h.walmsley@clayton-le-woods.lancs.sch.uk

Mrs D. Telford – Reception Class Teacher
d.telford@clayton-le-woods.lancs.sch.uk

Mr P. Howard – Acting
Headteacher head@clayton-le-woods.lancs.sch.uk

Mrs K. Howlett – Acting Deputy
Headteacher
k.howlett@clayton-le-woods.lancs.sch.uk

Mrs D. Seers – Bursar
bursar@clayton-le-woods.lancs.sch.uk

Our Vision Statement

Together, we inspire one another to live life to its fullness, rooted and built up in Christ, so that every member of our school community can learn, develop and flourish, to live in the world as the unique individuals God created us to be.

With God We Grow

