Reception

Information Booklet







OAKLANDS PRIMARY ACADEMY



Headteacher's Welcome

I am the very proud Headteacher of Oaklands Primary Academy, Biggin hill. The staff here at Oaklands are truly amazing: their passion for learning and their drive to always ensure the children achieve their best is inspirational. Oaklands Primary Academy is proud to be part of Chancery Education Trust. This is a multi academy, educational trust with high aspirations and a collaborative approach to ensuring all children receive the best possible education.

One of the core principles guiding my leadership is the belief that every child deserves to feel welcomed and supported at school. My goal is for every student at Oaklands Primary Academy to leave Year 6 feeling like they have reached their full potential. This involves not only academic excellence, but also developing critical life skills, creativity and sparking a lifelong love of learning.

Community engagement and open communication are central to my approach. I am committed to playing a major part in our local community and ensuring that Oaklands Primary Academy remains a place where all students feel valued, encouraged and motivated to achieve their best. I believe that a strong partnership between the school and parents is crucial for student success. I maintain transparent and regular communication with all parents and encourage their involvement in school activities. Their insights and feedback are invaluable as we strive to create the best possible educational experience for all our students.

I look forward to welcoming you all in person to Oaklands but in the mean time please look around our website and social media and if you would like a tour please contact the school office and we will be happy to accommodate.

Many thanks
James Robinson



Oaklands Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Our Ethos and Values

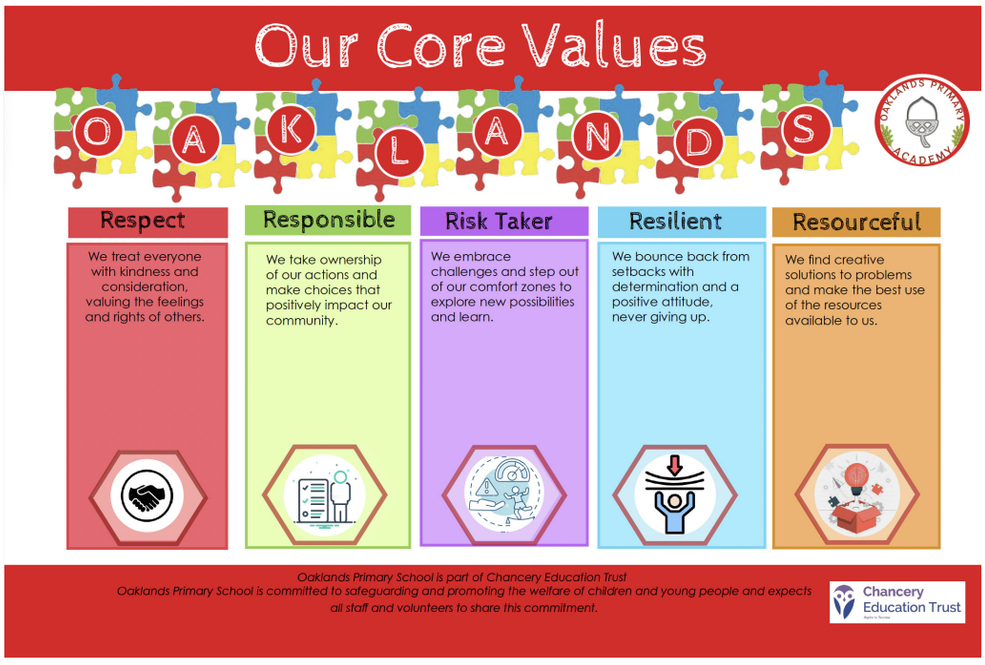
At Oaklands Primary Academy, we take great pride in inspiring all learners to achieve their very best within a happy, nurturing, and inclusive community. We believe that every child has unique potential, and our role is to provide the environment, encouragement, and opportunities for that potential to flourish.

Our school is built on strong foundations of mutual respect, kindness, and tolerance for oneself, for others, and for the wider world. These values are not just taught but lived out every day in classrooms, corridors, playgrounds, and beyond. Whether it's learning how to take turns, celebrating differences, or supporting a friend, children are constantly developing the social and emotional skills they need to become confident, compassionate individuals.

We are proud to be a community of children and adults learning together. Staff model curiosity, resilience, and a love of learning qualities we aim to nurture in every pupil. Our classrooms are vibrant and engaging spaces where exploration, questioning, and creativity are encouraged.

Above all, we believe that learning should be joyful. From exciting lessons and creative projects to enrichment activities, trips, and themed days, we work hard to make every child's experience memorable and meaningful. We celebrate both effort and achievement, ensuring that all children feel valued and motivated to succeed.

At Oaklands, we don't just prepare children for the next stage of their education, we prepare them for life.



Our aim is to ensure that every child has the opportunity to fulfil their potential in the very best and safest environment at school and home in order to maximise each child's life chances.

Safeguarding

At Oaklands Primary Academy, the safety and wellbeing of every child is our highest priority. We are committed to creating and maintaining a safe, secure, and nurturing environment where all children feel protected, respected, and able to thrive.

We follow strict safeguarding procedures and have clear, robust policies in place that are reviewed regularly in line with local authority guidance and statutory requirements. All staff and volunteers are thoroughly vetted and must hold an enhanced Disclosure and Barring Service (DBS) check before working with our pupils.

Our safeguarding approach is proactive, preventative, and child centred. We aim to ensure that children are not only safe but also empowered to speak up and seek help if they feel at risk or unsure about something.

All staff receive regular safeguarding training and are fully aware of their responsibilities in identifying signs of harm, neglect, or abuse. Staff know how to report concerns promptly and appropriately, ensuring swift action and support for the child involved.

Designated Safeguarding Leads (DSLs)
We have a dedicated and trained safeguarding team who lead on all child protection matters in the school. If you have any concerns about the safety or wellbeing of a child, please speak to one of the following staff members:

- Mr J. Robinson – Designated Safeguarding Lead (DSL)
- Miss Greenhill – Designated Safeguarding Lead (DSL)
- Miss Brotherhood – Deputy Designated Safeguarding Lead (DDSL)
- Ms Burdett – Deputy Designated Safeguarding Lead (DDSL)

These trained professionals are responsible for overseeing safeguarding and child protection across the school, managing concerns, and working closely with external agencies such as children's services and the police where necessary.

Our Policies
We encourage all parents, carers, and visitors to familiarise themselves with our safeguarding policies. These include (but are not limited to):

- Child Protection Policy
- Safer Recruitment Policy
- Online Safety Policy
- Behaviour and Anti-Bullying Policy
- Attendance Policy

All our policies are available on the school website: www.oaklandsprimary.com

Working Together
Safeguarding is everyone's responsibility. We value our partnership with parents and carers and encourage open communication. If you ever have a concern, no matter how small it may seem, please don't hesitate to reach out or email safeguarding@oaklands.cetrust.com. Together, we can ensure that Oaklands remains a place where children feel safe, supported, and ready to learn.

A Positive Start to School Life

The first few weeks at school can be a big adjustment for young children. Even those who have previously attended nursery or playgroup may find the early days both exciting and tiring. To help your child settle in happily and confidently, we recommend a consistent bedtime routine, ensuring they get at least 12 hours of sleep each night.

A well-rested child is more focused, emotionally settled, and ready to enjoy school. A healthy breakfast each morning is also essential, it's the fuel they need for a successful day of learning and play.

To ease the transition into school life, we operate a staggered start during the first week of term.

- First day of school: All children to start at 8:30am and stay until 11:30am. Parent and child face to face 'Meet the Teacher' meetings will be held in the afternoon at school on a sign-up basis.
- Second day of school: All children to start at 8:30am and stay until 11:30am. Parent and child face to face 'Meet the Teacher' meetings will be held in the afternoon at school on a sign-up basis.
- Third and Forth day of school: All children to stay for lunch and be collected at 1:00pm. Parent and child face to face 'Meet the Teacher' meetings will be held in the afternoon at school on a sign-up basis. Children can have school dinners or alternatively, please provide a packed lunch.

The second week of school all children will start full time.

The School Day

Morning Drop-Off
The playground gate on Norheads Lane opens at 8:30am.

- Reception children: children are dropped off at the hall through the KS2 playground.
- Key Stage 1 (KS1) children should be dropped off at the KS1 (upper) playground.
- Key Stage 2 (KS2) children should be dropped off at the inner KS2 gates.
- Nursery children should be taken directly to their classroom doors.
- The gates close promptly at 8:50am, and children arriving after this time will need to enter via the school office and be signed in as late.

Afternoon
The school day ends at 3:15pm . Please note, we will not let your child go with anyone else but you or another adult that is named as 'adults allowed to collect.' Older siblings must be over the age of 16 to collect and again we need your written permission to release your child into their care.

If someone else is collecting your child, please make sure you contact the school office and let them know. Please note, we will not let your child go with anyone else unless you have notified us.

'Our learning community respects, nurtures and inspires.'



Learning in the Early Years Foundation Principles

At Oaklands Primary Academy, we believe that the early years are a vital foundation for future learning, and we are committed to providing a nurturing, stimulating, and inclusive environment where every child can thrive.

- We ensure that all children feel safe, secure, comfortable, and happy in school. We celebrate each child's background and experiences, and we value their unique contributions to our school day.
- Our approach builds on what children already know and have experienced in their home and preschool environments, helping them to make meaningful connections and move forward in their learning.
- Play is central to how our children explore, discover, and understand the world around them. Through well-planned, purposeful play, children develop curiosity, problem-solving skills, and a love of learning.
- We are committed to developing the whole child—academically, socially, emotionally, and physically.
- Our goal is to ensure every child reaches their full potential, both in their learning and in their personal development.
- We see parents as Partners in Learning, recognising and respecting their role as their child's first and most important educator. We actively seek to build strong, collaborative relationships with families.
- Children are encouraged to become independent and self-organised from the outset. These early experiences of autonomy build the confidence they need to embrace new challenges, take responsibility, and develop empathy by supporting others.

By providing a secure, caring, and enriching early years environment, we lay the groundwork for a lifelong love of learning and equip children with the skills they need to succeed both in school and beyond.

'In Early Years, I learn through play, exploration and curiosity, helping me grow in confidence every day!'

Early Years
Foundation Stage Curriculum

Learning Through Play and Independence in the Early Years
At Oaklands Primary Academy, we are committed to nurturing independent, confident, and curious learners. Each child is supported and encouraged to make choices from a wide range of thoughtfully planned experiences and resources. Our approach is firmly rooted in child-centred, play-based learning, enabling children to explore, imagine, and grow through meaningful, hands-on experiences.

Characteristics of Effective Teaching and Learning: We help children become powerful and resilient learners by developing three key characteristics:

- Playing and Exploring – "I investigate, try things out, and have a go."
- Active Learning – "I concentrate and persevere, even when things are difficult. I feel proud when I succeed."
- Creating and Thinking Critically – "I develop my own ideas, make links, and plan ways to solve problems."

These characteristics are woven through every aspect of our curriculum, supporting children to think deeply, act independently, and engage enthusiastically with their learning.

Learning Through First-Hand Experience: Young children learn best through first-hand, purposeful play. We value each child's right to explore their environment at their own pace, individually, in pairs, or in small groups with skilled adults on hand to support, observe, and extend their learning. Children have daily access to both indoor and outdoor learning environments, where all seven areas of the Early Years Foundation Stage curriculum are available. We create spaces that are rich in language, creativity, physical movement, and investigation.

Observing and Planning for Progress: Our staff carefully observe and document each child's interests, development, and strengths, enabling us to plan the next steps in their individual learning journey. Throughout the year, we offer dedicated times for parent-teacher meetings to discuss your child's progress. We also welcome ongoing feedback and dialogue from parents, as we believe that true progress is made through strong home-school partnerships.

Nurturing Individual Needs: We recognise that each child settles into school in their own way. In the early days, it's perfectly normal for children to seek comfort in a familiar adult or activity. Some children may need time to explore gradually, while others may dive right in. We are here to support each child on their journey to becoming an independent, happy, and confident individual.

The Importance of Language and Communication: Language development is at the heart of all learning. We provide opportunities every day for children to talk, listen, think, and make sense of new experiences. Staff actively listen to children, encourage them to express their ideas, and guide them in solving problems independently and creatively.

Building Relationships and Core Skills: Through play, children build friendships, learn to collaborate, and develop an understanding of how to manage emotions and resolve conflicts. They also gain confidence in navigating new environments and taking manageable risks in a safe and supportive setting. Alongside child-initiated learning, we also deliver short, focused sessions throughout the week where children are taught key concepts in phonics, early reading, writing, and mathematics, ensuring a balanced approach to foundational skill-building.

Early Years
Foundation Stage Curriculum

Reception follows the curriculum outlined in the 2023 DfE EYFS Development Matters documents. There are seven areas of learning and development in EYFS.

Prime Areas

The three prime areas are crucial for igniting children's curiosity and enthusiasm for learning.

Specific Areas

The three prime areas are strengthened and applied through the four specific areas.

Personal, Social and Emotional Development

- Self-regulation
- Managing self
- Building relationships

Communication and Language

- Listening & understanding
- Speaking

Physical Development

- Gross motor skills
- Fine motorskills

Literacy

- Comprehension
- Word reading

Mathematics

- Number
- Numerical patterns

Understanding the World

- Past and present
- People, culture & communities
- The natural world

Expressive Arts and Design

- Creating with materials
- Being imaginative & expressive



Personal, Social and Emotional Development

In Reception I will:

- be proud of myself and know I am important as an individual person.
- play fairly and cooperate with my friends.
- know how to listen to others and be kind and caring.
- express my feelings and be aware of other people's feelings.
- keep on going with something even when I find it challenging (positive growth mindset).
- recognise and talk about how I am feeling.
- know ways to help myself feel calm.
- think about how other people feel in different situations.
- manage my own personal hygiene.
- know and can talk about the importance of regular physical activity, healthy eating, teeth brushing, sensible amounts of 'screen' time, having a good sleep routine and being a safe pedestrian.

'I need to learn all these skills to grow into a happy, healthy person and be able to take responsibility for myself'



Communication and Language

In Reception I will:

- understand how to listen carefully and know why listening is important.
- learn lots of new words and use new words that I have learned.
- ask questions to find out more about something I am interested in.
- use clear, well-formed sentences to talk about my ideas.
- talk about an idea and make a connection to another idea.
- talk about things that I have experienced in detail.
- talk about how to solve problems and give explanations about how things work and what might happen.
- use and respond to social phrases.
- retell familiar stories, remember, and repeat phrases from these.
- talk about stories in my own words.
- enjoy listening carefully to rhymes and songs and pay attention to the different sounds and enjoy learning rhymes, poems, and songs.
- show interest in using books that give me information.
- listen to information books and can talk about what I have learned.
- enjoy listening and responding to stories at story time.
- talk about my favourite and familiar stories.

'Communication helps me share my ideas, learn from others and grow in confidence every day!'

Physical Development

In Reception I will:

- improve my rolling, crawling, walking, jumping, running, skipping, hopping, climbing.
- use a range of movements with ease.
- respond quickly to changes in speed and direction.
- move with increasing control and grace.
- have the strength, coordination, and balance to engage in future PE and physical disciplines.
- use a range of tools such as pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoons.
- have good posture when sitting at a table or sitting on the floor.
- be confident using a range of large and small equipment safely indoors and outdoors.
- develop confidence, precision, and accuracy in throwing, catching, kicking, passing, batting and aiming balls.
- develop a handwriting style which is fast, accurate and efficient.
- learn special skills I need to manage my day at school successfully.



'Physical development helps me grow stronger, more confident and ready to try new things every day!'



Literacy, Reading & Writing

In Reception I will:

- read individual letters by saying the sounds for them (phonics).
- blend sounds into words. This helps me to read short words made up of known letter -sound correspondences. Such as ‘h-a-t’.
- learn to read some letter groups such as ‘th’, ‘sh’, ‘ee’ and say the sounds for them. read some common exception words such as ‘do’ and ‘said’.
- read simple phrases and sentences that are made up of words with familiar letter-sound correspondences.
- read and re-read books at home and in school.
- build up my confidence in word reading and my fluency.
- form lower-case and capital letters correctly.
- spell words by identifying the sounds.
- spell common exception words.
- write the letter to correspond to the sound.
- write short sentences with words when I know the sound letter correspondences. use a capital letter and a full stop.
- write simple captions and sentences independently.
- re-read what I have written to check that it makes sense.

'Please remember - I learn at my own rate, and this maybe faster or slower than others children. I may not learn all of these things before I am five.'

Mathematics

In Reception I will:

- count objects, actions, and sounds.
- quickly recognise a group of up to five objects without counting.
- match the correct numeral (number symbol) to the right amount.
- verbally count beyond 20.
- compare numbers of items.
- learn odd and even numbers and doubles facts.
- understand the 'one more than/one less than' relationship between consecutive numbers.
- learn about how numbers are made up of other numbers up to 10.
- know and can say number bonds for numbers 0-5 and some to 10.
- select and rotate shapes; this helps me to learn spatial reasoning skills.
- learn about how shapes can be combined to make new shapes.
- continue, copy and create repeating patterns.
- compare length, weight and capacity.



"Maths helps me challenge my brain and feel proud when I solve something tricky!"



Understanding the World

In Reception I will:

- talk about my family and community.
- name and describe people that I have come across within my community.
- talk about images of familiar situations that happened in the past.
- learn about the past and present by comparing and contrasting characters from stories.
- draw information from a simple map.
- learn that some places are special to members of my community.
- learn that people have different beliefs and celebrate special times in different ways.
- learn that there are similarities and differences between life in this country and life in other countries.
- enjoy exploring the natural world.
- describe what I see, hear, and feel when I am outdoors.
- know that the local area I live in is different to other environments.
- learn that the seasons change and have an effect on the natural world.

'Understanding the world helps me explore, discover and learn about the people, places and nature around me!'



Expressive Arts & Design

In Reception I will:

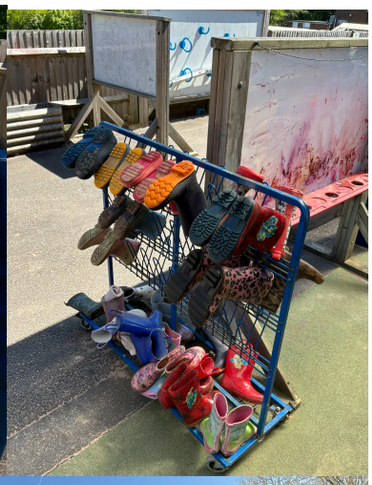
- explore, use and refine a variety of artistic effects to express my ideas and feelings.
- return to and build on my previous learning, by refining my ideas and developing ways to represent them.
- create collaboratively with others. I will share my ideas, resources, and skills.
- listen attentively to, move to and talk about music, expressing my feelings and responses.
- sing in a group or on my own.
- enjoy creating storylines in my pretend play.
- explore in making music and dancing.
- perform by myself or in a group.

'Expressive arts helps me use my imagination, be creative and share my ideas in different ways!'

Outdoor Area & School Grounds

All Reception children have the opportunity to learn in the outdoor area on a daily basis. This is a vital part of our children's learning through play. Please make sure your children come into school suitably dressed for the weather. When they go out to play, children really need to be able to put on and do up their own coats.









'Outdoor learning helps me explore, be active and discover new things while having fun in nature'

Inclusion

We are an inclusive school and offer a range of provisions of support that respects, nurtures and inspires children whatever their educational needs. We support children with their:

- cognition and learning
- communication and interaction
- social, emotional and mental health
- sensory and/or physical needs

Working in partnership with our parents by having an open-door policy, information sessions, meetings, and parent consultations.
We have a dedicated inclusion team and work closely with multiple agencies.
Please see our SEND policy and Local Offer for further information on SEN via the school website.

Baseline Assessment

Assessment plays a vital role in helping us understand where each child is in their learning journey, allowing us to plan effectively to support their progress and success.

One of the first assessments your child will take part in is the Reception Baseline Assessment (RBA). This is a short, interactive, and practical assessment carried out by the class teacher within the first six weeks of your child starting Reception. Children will not be aware that they are being assessed it feels like part of their usual classroom experience. They may be asked to respond verbally, point to pictures, or move objects to demonstrate their understanding.

The Reception team use the information gathered from the RBA to inform planning and tailor the curriculum to meet the individual needs of every child, ensuring we provide the best possible start to their education.

Early Learning Goals

The Early Learning Goals (ELGs) are a set of national expectations that children work towards throughout their reception year. These goals cover key areas of learning and development and are used to assess a child's progress by the end of the Early Years Foundation Stage (EYFS).

Reception teachers use the ELGs to make a holistic, best-fit judgement about each child's development and their readiness for Year 1. This assessment takes into account a wide range of evidence, including observations, conversations, and examples of the child's learning over time.

You will receive a summary of your child's progress through the Early Years Foundation Stage Profile (EYFSP), which will be shared with you during the final term of the school year. This profile offers valuable insight into your child's strengths, areas for development, and the next steps in their learning journey.

Attendance & Illness

At Oaklands Primary Academy, we are committed to ensuring every child has the best opportunity to succeed. We believe that regular and punctual attendance is essential for effective learning, building positive relationships, and helping children feel confident and secure in their school routine.

Daily Attendance
Children are expected to attend school every day, unless they are too unwell to do so. If your child becomes ill during the school day, we will contact you immediately so that arrangements can be made for them to be collected and cared for at home.

Reporting an Absence
If your child is unwell and unable to attend school, please notify the school office before 9:00am on the first day of absence via one of the following methods:

- Phone: 01959 573963
- Email: absence@oaklands.cetrust.com

It is important that we are kept informed daily during any ongoing absence and that we are updated with any changes to your contact details or medical information to ensure we can reach you quickly in case of an emergency.

If we do not receive a message regarding your child's absence, we will contact you directly. This is part of our safeguarding procedures to ensure the safety and wellbeing of every pupil.

Illness Guidance
If your child has suffered from sickness or diarrhoea, they must remain at home for 48 hours after the last episode, in line with NHS and public health guidance. This helps to prevent the spread of infection to other pupils and staff.

Punctuality Matters
Arriving at school on time is just as important as daily attendance. It ensures that your child makes a calm and settled start to their learning and does not miss out on valuable teaching time. Being regularly late can disrupt not only your child's learning but also the learning of others.

Together, by promoting consistent attendance and good timekeeping, we can help every child reach their full potential. If you need support with your child's attendance or punctuality, please speak with a member of our pastoral or office team.

Common Illness & Infections within the School



RED – Please DO NOT send your child into school
AMBER – Your child may come to school providing you have followed the correct protocol
GREEN – Your child is ok to come to school

The following recommendations are taken from the Public Health Agency

🔴	Sickness and Diarrhea	Children must not come to school for 48 hours from last episode
🔴	Flu	Children must stay at home until they are well enough to return to school
🟡	Chickenpox	Children must stay at home until ALL spots have crusted over
🟡	Scarlet Fever	Child can return 24 hours after commencing appropriate antibiotic treatment
🟡	Slapped Cheek	Children can attend school once rash has developed
🟡	Impetigo	Children can return to school when all lesions are crusted and healed, or 48 hours after commencing antibiotic treatment
🟡	Ringworm	Treatment is required
🟢	Warts and verrucae	Area should be covered
🟢	Conjunctiviti s	Area should be kept clean, and treatment may be required please consult a pharmacist
🟢	Head lice	Treatment is recommended only in cases where live lice have been seen
🟢	Hand, foot and mouth	No treatment required
🟢	Common cold (runny nose, cough, sneezing, sore throat)	No treatment required

Legal Requirements

The Law requires that children attend school every day that it is open. Parents have a legal responsibility to ensure their child is in school every day it is open. The 'Attendance Register' should, therefore, only show children as being absent due to unavoidable circumstances. Absence without good reason is against the law and the parent/guardian who allows their child to be absent without good reason may be fined/ prosecuted. All absences from school (this includes half-day absences) must be classified by the school (not the parents) as being either authorised or unauthorised. In assessing the absence as being authorised or unauthorised, it is therefore necessary to have information as to the reason(s) for the non-attendance.

Only the school can authorise an absence, not the parent.

Authorised Absences are mornings and/or afternoons away from school with good reasons which make non-attendance unavoidable, for example:

- Illness (absence for longer than a week may require as Doctor's letter)
- Religious observance

Hospital or special clinic appointments - for those operating during school hours only.

- Therapy sessions e.g. speech & language, physio, occupational etc where appointments cannot be made outside school hours.
- Dental appointments for emergencies only (not check-ups) All such appointments must be requested in writing, in advance, to the Headteacher.

Children must be "signed out" of school and "signed in" by school staff, on return from appointments with the time of arrival/departure logged. Unauthorised absences are those which the school does not consider reasonable, and no leave of absence has been given.

Examples of this are:

- keeping children off school for trivial reasons such as birthdays, outings as treats, shopping trips, tiredness after parties or holidays etc.
- because it's raining, too hot, and too cold.
- absences which have never been explained
- children who arrive too late to get a mark in the register (after the register closes at 9.30), except in exceptional circumstances.
- holidays
- truancy

Uniform

The school is proud of the excellent standard of appearance of the children, and the uniform is kept as simple and practical as possible. The school colors are grey, red and white. Uniform with logos can be bought from Graduates in Orpington.

- A grey pinafore dress, grey skirt, shorts or trousers
- White blouse, polo shirt or shirt
- Red sweatshirt or cardigan
- Black shoes (no sandals, boots or laces)
- Summer dress: red/white in checks.








P.E.

Children really enjoy P.E. when they start school; it offers them the freedom to be active in a large open space. They love to express themselves through dance, movement, and games. Children need a plain t-shirt in the colour of their 'house', a pair of black shorts, jogging bottoms or leggings and a black jumper and trainers. Children come to school in their P.E. kit. They will not change at school.





Fruit & Drinks



Throughout the day we encourage the children to drink water (this helps with children's concentration and learning). To do this we would like them to bring a small, plastic bottle filled with water, complete with their name on the side. Children can refill their water bottles during the day at the Water Stations which are situated around the school.

National Fruit Scheme

Fruit is available, as part of the National Fruit Scheme, free of charge to all Infant School children which they have as a mid-morning snack. If you wish your child to bring in their own fruit or vegetable snack, it must be clearly named in a small container. Grapes must be cut in half to avoid choking. No items such as biscuits, bars, or breadsticks please.



Milk Scheme

We provide a milk scheme that is available for all of our students. School milk is free for under 5s and for over 5's is available subsidised for a price of 28p a day. Each child that registers with Cool Milk (https://www.coolmilk.com) will receive a 189ml portion of semi- skimmed milk every day, delivered fresh and chilled to the classroom.

Lunchtime

Reception children eat their lunch in the dining hall with their friends. If your child has a packed lunch, please make sure they have a lunch box with their name on it. We encourage healthy lunches and request that packed lunches do not contain unhealthy options such as chocolate or sweets. Please note that there are children in school who suffer from severe allergies therefore the school is a NUT FREE zone.

All children in Infant schools are entitled to a free school dinner under the Governments Universal Free School Meal programme. Our school caterers provide excellent nutritionally balanced meals for those children who have a school dinner. They provide a hot meal with a vegetarian option.

In addition, there are baguettes, salad and fresh fruit available every day. A termly menu for school dinners is available so you can prepare your child in advance for the lunchtime choices. The caterers will also provide meals for children who have particular allergies or specialised dietary requirements.

Every class has their own Midday Supervisor assigned to them. Their role is to ensure that children are eating their lunch happily and to oversee the safety and well-being of the children at lunchtime.

Website Image Permissions

There are sections of the school and Chancery Education Trust websites where individual classes can show themselves at work and present some of the recent work completed by the children. This may involve a picture of your child being taken while at work in the classroom or outdoor learning/play areas. In order to protect the rights of children over the use of their images the following security procedures have been insisted upon:

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- All photographs are subject to approval by staff before possible publication
- All photographs must conform with DfE guidelines on website security
- All photographs must conform with General Data Protection Regulations (GDPR)
- Any child's photo on the website must be with permission of the parent/carer
- The child's full name will not be displayed

We believe that, by following the above measures, we will have a website that reflects our school at its very best and is of real interest to the children, staff, Governors and friends of our school. Please complete the relevant section of the permission and consent form and return it to indicate whether you give permission for your child to be photographed at school.

Photographs For Use In School

Photographs of children in school are an important tool for teachers, both for ongoing display work and for assessment purposes. The use of images for display could include classroom displays, displays around the school building, or photographs shown on the digital signage screens in the school reception area. If you do not wish your child to feature in photographs used for these purposes, please complete the relevant section of the permission/consent form

Responsible Internet Usage

As part of your child's curriculum and the development of Computing skills, he/she will have supervised access to the Internet. We believe that the effective use of the internet and e-mail is an essential skill for children as they grow up in the modern world. Internet use will be planned appropriately to facilitate research for particular topics and use of on-line education games and resources to enhance learning opportunities. Although there are concerns about pupils having access to undesirable materials, we have taken positive steps to reduce this risk in school. Our school Internet provider operates a strict filtering system that restricts access to inappropriate materials.

Arbor

Welcome to the Arbor Parent App!
Oaklands Primary Academy uses the Arbor Parent App to help parents and carers stay connected with school life and manage important information about their child all in one place.

At Oaklands Primary Academy, we use Arbor as our main school management system. The app helps us improve communication with families and makes everyday school processes quicker, easier and more accessible for parents and carers. The Arbor Parent App is now available for you to download and register.

Using the app, you will be able to:

- View an overview of your child's attendance
- Report your child's absence quickly and easily
- Update personal information, including medical and dietary requirements
- Keep your contact details up to date, including authorised collection contacts
- Book Parents' Evening appointments (Guardians' Consultations)
- View information about school trips, reserve places and make payments where applicable
- View information about clubs, reserve places and make payments where applicable
- Provide consent for photographs, local outings and other permissions

The app gives you instant access to important school information anytime, anywhere. It allows us to communicate more effectively with families and helps ensure we always have the most accurate information for your child.
By using Arbor, you will receive a smoother, more efficient experience when managing school activities, communications and payments.
Once your child starts school, you will be able to download and register for the Arbor Parent App.

Payments
Our school uses Arbor Payments for trips, clubs and school events.

As a cashless school, all payments can be made securely online using a debit or credit card through the Arbor Parent App. Payment details are processed safely and are not stored on the system.
Once your child starts school, you will be sent a link to download and register for the app.

Parent Pay

Oaklands Primary Academy is a cash-free environment. Parent Pay offers you the freedom to make payments whenever and wherever you like, 24 hours a day, 7 days a week - safe in the knowledge that the technology used is of the highest internet security available.

You will have a secure online account, activated using a unique username and password; you will be prompted to change these, and to keep them safe and secure. If you have more than one child at our school, or children at other Parent Pay schools, you can create a single account login for all your children.

Making a payment is straightforward, and Parent Pay holds a payment history for you to view at a later date; no card details are stored in any part of the system. Once you have activated your account you can make online payments straight away.

When can I log in to my account?

- Once you have received your activation letter from school with your activation login details, you will be able to activate your account and start making payments. This letter will be sent to you by your school

Which cards can I use?



- Parent Pay accepts MasterCard, Visa and American Express credit cards, and Maestro, Switch, Delta, Electron, Solo and Visa debit cards.

Holidays

No holidays are authorised during term time. The school has a duty to ensure children are in school regularly, and parents are legally obliged to ensure that their children are in school regularly. A fixed penalty will be considered for parents/carers who take their children out of school for holidays during term time. The penalty will be deemed appropriate by the Governing Board. A referral will be made to the local Authority's Educational Welfare Officer (EWO).

Our School Trips in Locality

Sometimes the children are taken on school trips in the local vicinity. These trips will only involve the local vicinity and risk assessments will be completed beforehand as usual. The necessary adult/pupil ratio will be maintained. Parents will be notified of such trips. To enable the school to take children on local visits and walks without asking for individual permission forms to be filled in each time, please complete the relevant section on the permission/consent form.

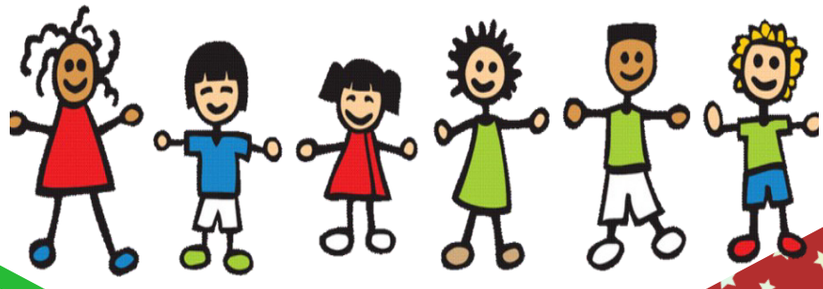
Educational Visits

During the school year, various educational visits are arranged in connection with aspects of the curriculum. Attendance on these visits is voluntary, but naturally, we hope you will allow your child to be included as we value this important curriculum extension.

The cost of these outings can sometimes be high due to coach costs, but we do try hard to find the best value firm without compromising safety. If you are unable to pay the full cost, please make an appointment to speak to the Headteacher in confidence.

No child will be excluded due to financial hardship. As part of the curriculum, we utilise the local environment as it is a valuable resource. Classes sometimes need to collect information, sketch, etc., outside the school in the immediate locality. Proper supervision by class teachers assisted by other responsible adults is always maintained.

All visits are thoroughly researched and risk assessed.



PTA - Parent Teacher Association

Volunteering with our Parent Teacher Association (PTA) is a wonderful way to contribute your time, skills, and enthusiasm to benefit not just your child, but the whole school community.

Research shows that when parents are actively involved in school life, children are more likely to succeed academically and emotionally. By joining the PTA, you're sending a powerful message to your child that education matters—and that you are part of the journey.

Being part of the PTA offers many benefits:

- Stay connected with what's happening in school
- Build relationships with staff and other parents
- Gain a broader perspective on how schools operate
- Make a positive impact on school life through events, fundraising, and support activities
- Be a role model for community involvement

Whether you can give a little time or a lot, your involvement is valued and appreciated.
Interested in getting involved?

We'd love to hear from you! Please get in touch with the school office or email us PTAOaklands@outlook.com to find out more.

Together, we can make a difference.

We are using Monster Phonics which is a Department for Education Validated Phonics Approach.

Reading

At Oaklands Primary Academy, we believe that a strong partnership between school and home is key to developing confident, enthusiastic readers.

Each week, your child will bring home two types of books:
- A reading book carefully selected by their teacher to match their current reading stage.
- A library book to enjoy and share together, helping to foster a love of reading for pleasure.

In addition, you will receive a personal log-in for Monster Phonics, which gives you access to a wide range of online phonics eBooks to support your child's learning at home.

We kindly ask that you read with your child regularly throughout the week, little and often is best. Engaging in short, daily reading sessions and talking about the books together will significantly support your child's early reading development.

Your child will also receive a Boom Reader login, our online reading journal and eLibrary. This platform allows you to record reading progress, explore additional books, and further consolidate reading skills.

Together, let's nurture a love of reading and open the door to lifelong learning.

Weekly Newsletter

Each week the staff will send home a Reception Learning newsletter detailing what the children will be learning during the week and suggestions for ways you can support them at home.

How Can I Help My Child

We are often asked about ways that parents can help their child to 'get ready for school.' These are some questions to ask yourself:

Is your child able to dress and undress? Can they put on a cardigan or jumper and their own coat?
If not, please give them plenty of practice over the next few months. Confidence in their ability to do these things makes them much more independent.

Can they wash their hands thoroughly? Can they use the toilet independently?
It is important that children have an awareness of hygiene procedures and can wash their hands afterwards. If your child is prone to accidents, please let us know and we will give them timely reminders.

Can they use a knife, fork, and spoon easily and cleanly?
Teaching your child basic table manners and the social aspect of eating at a table with others are important. Encourage them to be independent by cutting their own food.

Early Drawing and Writing
Please encourage your child to draw and begin to write their name. Help them to hold a pencil properly. Use a capital letter at the beginning of their names and the rest in lower case letters.

Any problems
If there are any problems occurring at home or school, which are unsettling your child, do let us know as it may account for any changes in behaviour. Please talk to us if you have any questions or problems. Let us work together to make your child's time in the Early Years Foundation Stage a happy and worthwhile experience.

We hope your child will enjoy their time with us at Reception. We look forward to seeing you.

'We Can't Wait To Meet You'

Oaklands Primary Academy is part of Chancery Education Trust. Oaklands Primary Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.