



Starting school at Warbstow Primary Academy



Warbstow Primary Academy
Warbstow
Launceston
Cornwall
PL15 8UP
Telephone: 01566 781388
Email: hello@warbstow.org.uk
Website: www.warbstow.org.uk



Contents

Welcome to Warbstow School.....	3
What is the Early Years Foundation Stage?.....	5
The Staff	7
The Uniform.....	8
The Early Years Foundation Stage Profile	9
Learning Journey	9
A Typical Day	10
Lunch.....	13
After School Clubs	13
Partnerships with Parents and Carers.....	13
Getting Involved	14
Getting Ready for School	15
Preparing for More Formal Learning	16
Other Useful Information	19

Welcome to Warbstow School

Warbstow is a lovely village situated between Launceston, Bude and Camelford. It is surrounded by rolling countryside and is part of a thriving farming community. The village school nestles on the hillside below Warbstow Bury, an ancient fort dating back 5,000 years.

The older school building itself dates from the 1800s and contains up to 2 classes, (at present Class 2 & 4) toilets, the school office, staff room, library, resources room and Head Teacher's Office.



At present class 1 & 3 are situated in their new classroom behind the main school building. Both classes have their own play areas, and their own garden area too.



Behind the school we are lucky enough to have the use of a large playing field which is for our sole use during school hours. Beside the playing field is our Environmental Area containing woodland, a pond (covered) and areas for Wild Tribe activities such as building dens and lighting bonfires.



Finally, the school also has use of the Community Hall, situated just beyond the school. The school eat their lunch in the large sports hall and the building is also used for school performances and at present Warbstow Pre-School is situated here.



This booklet is intended to help you get to know more about the school.

For each child the step-up from home to school is a very important one. We want your child to settle quickly into a happy, productive school life. We hope this booklet offers you an insight into what we do and how you can support your child's learning through that vital home school partnership.

Further information can be found on our school website – www.whitstone.cornwall.sch.uk/

You and your family are very welcome and we hope that this is the start of a good relationship that lasts for many years.

What is the Early Years Foundation Stage?

The Early Years Foundation Stage (EYFS) is the National provision for two to five year old children. It starts with Pre-schools or Nurseries and finishes in the Reception Year of the Primary School.

As Warbstow is a small rural school, the Foundation Stage children learn alongside our Key Stage 1 pupils. The advantages of this are that we can supplement or extend learning levels as needed across the early years phase.

The following is taken from the new *Statutory Framework for the Early Years Foundation Stage*. This framework is mandatory for all early years' providers (from 1st September 2012).

The EYFS learning and development requirements comprise:

- the seven areas of learning and development and the educational programmes;
- 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; and
- the assessment requirements (when and how practitioners must assess children's achievements, and when and how they should discuss children's progress with parents and/or carers).

There are seven areas of learning and development that must shape educational programmes in early year's settings. All areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

These prime areas are:

- communication and language;
- physical development; and
- personal, social and emotional development.

Providers must also support children in four specific areas, through which the three prime areas are strengthened and applied. The specific areas are literacy; mathematics; understanding the world; and expressive arts and design.

Educational programmes must involve activities and experiences for children, as follows:

- **Communication and language** development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.
- **Physical development** involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.

- **Personal, social and emotional development** involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.
- **Literacy** development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.
- **Mathematics** involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.
- **Understanding the world** involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.
- **Expressive arts and design** involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

The Importance of Play

Each area of learning and development must be implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity. Play is essential 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. As children grow older, and as their development allows, it is expected that the balance will gradually shift towards more activities led by adults, to help children prepare for more formal learning, ready for Year 1.

The Staff



Perdi Sobey- Class teacher,
Wednesday, Thursday, Friday.

Perdi has been with the school for over 20 years specialising in Physical Education, Early Years and Key Stage 1. Mrs Sobey worked with Cornwall Learning as part of a team looking at outstanding practice in mixed age classes. Mrs Sobey is also our PE Co-ordinator. She regularly coaches all the children and we are particularly proud of our sporting achievements.



Mrs Harvey - Class teacher
Monday & Tuesday in class 1, and Thursday & Friday in KS2

Mrs Harvey has worked at Warbstow for three years, she is a science specialist and teaches across all ages. Mrs Harvey has a wealth of knowledge that she brings to school having taught all age groups over her career. Mrs Harvey has a passion for woodland school and outdoor learning.



Serena Reeves- Teaching Assistant- Class 1

Serena joined class 1 in January 2018 as their full-time teaching assistant. Serena was our deputy Pre-School manager /manager for 10 years and has a wealth of experience working in childcare for 30 years. She holds an NNEB in childcare and is our staff well-being champion as well as a qualified Trauma Informed Schools practitioner.



Mr Stuart Ellis – Head of School

Mr Ellis has taught at Warbstow for over 16 years and has been Head of School since January 2018. He has a wide experience of teaching from Nursery to Year 6 (and even in Adult education too) He is committed to providing children with an outstanding teaching and learning environment, supported by excellent staff and a happy safe setting.

There are also a number of volunteers who regularly work in Class One including parents and students. If you think you would like to help in class please come and see Miss Hicks in the office or talk to Mrs Sobey.



The Uniform

Our school uniform comprises of a yellow polo shirt and navy-blue sweatshirt, both printed with the school's logo. Boys are requested to wear these with either black or dark grey trousers or shorts and black shoes (not trainers). Girls can either wear black or dark grey skirts, trousers or pinafore dresses, again with black shoes or boots (below knee high). Please could all uniform be labelled with your child's full name as it often gets mixed up. Girls are permitted to wear blue gingham summer dresses with navy cardigans in the summer if they prefer.

School uniform is ordered through PMG Schoolwear. A link is available on our website under the Parents section.

Our Parent Association, FOWS, provides a free school book bag for each new pupil. Additional bags can be purchased through the website.

Please make sure that your child is sent in to school with a warm and/or waterproof coat. Our children spend as much time as possible outside, so it is extremely important that they always have outdoor clothes with them. We do keep a selection of wet weather coats and trousers in school, along with a selection of wellingtons. We have hundreds of wellingtons so please do not worry about sending your child in with some.

General appearance

Hair styles

From time to time all schools seem to have the recurring problem of head-lice. Children with long hair must have it suitably drawn back. Long flowing hair falling over eyes is not good for children's sight and it is not conducive to neat work. Please ensure hair is neat and clean, some new hair-cuts may be fashionable, but can sometimes cause unnecessary ridicule in the playground. Tram-lines, Mohawks, dyed hair and braids are not considered suitable by our school.

Make up

The wearing of make up, including nail varnish, by children is not permitted, except in exceptional circumstances where agreed in writing, in advance, by the school.

Jewellery

Children may wear small, plain, stud earrings, and a watch. Children remain responsible for these items and the school will not be held liable for any loss.

The Early Years Foundation Stage Profile Learning Journey

As soon as we meet your child, we begin to make informal assessments. Whilst they are learning with us we make further, more specific observations about their abilities, skills and progress.

These are recorded through photographs and statements and uploaded online to Tapestry. This is called the Early Years Foundation Stage Profile (Learning Journey).

We hold three individual meetings with you (towards the end of each term) to discuss your child's 'Early Years Foundation Stage Profile' (Learning Journey) as well as their overall progress.

We know that as parents you have already played a crucially important role in your child's development. You have a wealth of knowledge and understanding about your child and we aim to build on this as your child continues their learning journey. Please look at the observations and add comments on Tapestry Online.

These notes could be something like 'rode a bike without stabilisers' or a quote which shows your child has absorbed new information and is using this outside of school, for example 'look, there are 5 circles on the car, 4 are the wheels and one is the steering wheel'.

End of Year Report

At the end of the Reception year the completed 'Early Years Foundation Stage Profile' will be used to report your child's progress. We will discuss this with you and talk to you about the different areas of development that your child is currently working on.

A Typical Day

Class 1 will be a mixture of Foundation Stage (often called Reception) Year 1 and Year 2 children. Planning and teaching is shared between the teachers and the teaching assistants, which ensures a familiar face and stability throughout the week.

In the mornings, all the children enter the school via the side gate which is opened at **8.45am**. Parents of EYFS/Reception children are welcome to bring them into the Class 1, for a settling period in the Autumn term. Children can come into the classroom to put their book bags and packed lunches away and hang their coats on their named pegs in the cloakroom. There are always staff available in the classroom for a quick chat should you wish to talk to anyone. Please let us know if there are any problems or notable situations at home as this often helps us to deal with your child with better understanding at such times.

At 8.50 am the bell is sounded, this is the final signal for all the children to line up in the playground. The outside gates are also locked at this time – if you arrive after this time please press the buzzer on the front door for access. This is to ensure that your child does not arrive in school without being signed in on the Register.

At 9.00am the children have some choosing time to help settle them into class. This is also the time that individual reading takes place. This will be followed by Phonics Teaching. In Reception this is taught through an exciting and highly successful programme called Read, Write, Inc. The morning session is mainly taken up with literacy and numeracy tasks that are enriched with various practical child-initiated activities that support the foundation curriculum.

The Reception children also meet weekly with the Pre-School children and visit the woods for woodland school activities and hot chocolate, they also join together for Leap into Life session.



During the morning there is a playtime – 10.15-10.30 am. We belong to the 'Free Fruits and Vegetables' scheme. Therefore, you do not need to send a snack into school, as they are given a free piece of either fruit or vegetable to eat every morning. Please do not send them to school with fizzy drinks or juice, and sweet items if you do decide to send in anything. As part of our healthy school's status each child also has their own water bottle from home to ensure they drink adequate amounts of water during the day.

At 12.00pm we break for lunch - you can choose whether to give them a packed lunch or to buy a school dinner. All children in Key Stage 1 (Reception, Year 1 and Year 2) will be provided with a free hot meal and we hope that most or all of the children will take advantage of this offer. We send a menu home at the beginning of the term so that you can talk to your child about what they would like to eat. There are always two choices which include a vegetarian option, or a jacket potato with a selection of fillings. After lunch there is an extended playtime when the children can play. Children are supported at lunch and the food is excellent.

The playground is divided into two areas, one for football for the older children and one area where the younger children are encouraged to run about. The children are also offered the front playground, which now houses our new climbing frame. During the Summer months we also use the playing field. At break times there are least two adults outside with them and the school employs two midday supervisors for the lunch-hour.



Afternoons start at 1.00pm with more practical subjects such as Art, Science, Humanities, Music and Physical Education. Foundation Stage children will often have free choice play activities during some of this time. Sometimes we take a short playtime. The day frequently ends with a story or rhymes and songs.



We teach two sets of PE lessons per week, and offer sessions of Leap Into Life. Swimming takes place in the Spring at The Phoenix Leisure Centre in Launceston. We do ask for a contribution of £2.50 per week towards the cost of the coach, the pool, lifeguards and qualified swimming coaches. (Please ensure your child has a PE kit in school at all times as times may vary.)



At 3.15pm Class 1 are ready to go home. Please walk around to collect your child. A child is only released when we see the adult who is going to collect them, thus making sure they get to the appropriate person safely. We take great care to dismiss children only to their parents or other regular carers, so if someone different will be collecting your child it is important to let us know. You can tell us at the beginning of the day verbally, send in a note or telephone if your arrangements change at short notice.

Book bags contain reading books, a reading diary and occasionally messages such as newsletters and ideas for activities to do at home. Please check and de-clutter bags regularly. Your child will be regularly heard to read at school either individually or in groups. Initially we will be sending picture books home, these are books to share and talk about pictures. Your child will be learning a new sound each day, so when books with words start to come home they may not be able to read all or any of the words in the book. Look out for sounds they recognise and talk about the story together.

PE bag (clearly labelled with your child's name) is kept at school all the time and hangs on his/her peg. Inside there should be a pair of black or navy blue shorts or leggings, a yellow school PE t-shirt (or plain t-shirt) and a pair of trainers, could we also ask for a pair of spare socks. It is very important that all clothing is labelled. PE kits are sent home each half term so they can be washed. Young children's feet grow extremely quickly so please check whether their trainers fit when the kit is sent home.

Lunch

We are very proud of our delicious home cooked lunches which are cooked on site by our own cooks. The menu will normally include two options, normally one meat-based and one vegetarian and varies from pasta, stir-fry and roast, to fish and chips on a Friday. Children can also choose to have a jacket potato instead if they wish. The children receive a main meal with vegetables, salad, bread and a dessert normally with fruit. The children really enjoy choosing what they would like to eat from the salad bar which offers a host of exciting choices.

Thanks to government legislation, children in Reception, Year 1 and Year 2 receive free school meals.

If your child does not want a school lunch they can bring in a packed lunch and these are also eaten in the Community Hall. Class 1 children will bring home their rubbish in their lunch boxes to allow parents to assess what has been eaten. If you could ensure that children are sent with things like spoons for their yoghurt, or their fruit cut up if that's how they like it, this would really help us during the busy lunch service.

Lunchtimes are supervised by at least 2 Lunchtime Supervisors as well as the Servery Assistant, who monitor behaviour in the lunch hall, help the smaller children with their trays, cut up their food and walk the children over from the Hall to the Playground when a group of them have finished their lunch.

School Clubs

We run a number of After School Clubs for the children and a morning sports club for all ages in the hall. A lot of the after school clubs are for Key Stage 2 children onwards (Year 3 +) but we also make sure there are some clubs for the younger children such as Woodland School, Art Club, games etc.. Some of the After School Clubs are run by volunteers, so if you think you could help to run one please come in and see us.

Partnerships with Parents and Carers

During the day, all the external doors and gates cannot be opened from the outside. This is to ensure that the children are safe and that all visitors to the school have to report to the school office and sign in. If you need to enter the school for any reason please come to the main entrance and ring the buzzer, and someone will let you in. If you need to see your child's teacher or the head for any reason please don't hesitate to arrange to come in and see us.

We value our relationship with parents and carers highly and will do our best to include you in your child's exciting journey of education. You, as parents/carers, are children's first and most important educators and you will continue to play an enormous part over the next twelve years at least. The interest you take in your child's education and the value you place upon it are vital to your child's success.

There are regular opportunities throughout the year for parents to come into the school and talk with teachers and other staff but our day-to-day contact with

parents is our most important means of communication. Please talk to us immediately if you have any concerns. We are happy to speak to parents about any issues however large or small you think it might be. We are usually available for quick chats before school but have more time after school. If necessary, we can arrange a convenient time for you to come in for a more formal meeting. You can also phone Mr Ellis or email him at head@warbstow.org.uk. Mr Ellis will aim to get back to you as soon as possible. For more general enquiries you can also email our School Secretary, Gemma Hicks, on secretary@warbstow.org.uk, or call on 01566 781388.

Homework is less formal in Class 1 particularly during the Foundation Stage as the school day can be physically, mentally and emotionally exhausting. There are things you can do at home that are very helpful especially in the early stages.

- Read, read & read!
- You can support and encourage by talking about school and reinforcing the positives of behaviour and learning. You can share and promote enthusiasm for learning by making it fun rather than a chore.
- You can increase your child's confidence and self-esteem by working on a range of independence skills, preferably before they formally start school. (Suggestions listed below.)
- Look for opportunities to apply and consolidate simple skills such as observing, counting, pointing out labels and words as communicators of meaning, sharing books and pictures and talking and listening with your child.

Getting Involved

Many parents help out at the school and this is one of the best ways of being involved in your child's education. One of the most helpful ways that parents can help in class is to come in and listen to the children reading. Parents who cannot help in school because they have younger children or because they work, may like to help in other ways. If you have any particular talent that you feel would benefit the children, we would love to hear from you!

You can make a contribution to the school and the children by getting involved in our parent's association called FOWS (Friends of Warbstow School). This group has a social and fundraising role and organises lots of fun events during the term including Beetle Drives, Duck Races, Bingo, Egg Rolling, Quizzes and Shopping Evenings to name but a few. You are already a member but if you want to help or get involved more please get in contact with FOWS Chairperson, Jayne Parsons, via the school.

Getting Ready for School

All children in England are entitled to a full time place in Primary School in the school year that they turn 5. So, for example, if your child was born between 5th September 2014 and the end of July 2015 your child will have been allocated a place starting in Reception in September 2019.

Some parents may feel that their child may benefit from starting school on a part-time basis (mornings only) for a period of time, particularly if they have a summer birthday. This can be discussed with Mr Ellis.

Legally, your child has to be attending school full-time from the term following their 5th birthday.

Starting school is a big step for your child and we hope to make this transition as smooth and problem free as we can. As parents you can help by encouraging the following independence skills:



Children need to be able to:

- Be able to express their needs appropriately
- Use the toilet independently and wash and dry hands
- Blow their nose
- Sit up at a table
- Use a knife, fork and spoon correctly
- Eat their packed lunch properly
- Dress and undress themselves
- Dry themselves after swimming
- Sit quietly
- Listen to a story or a piece of music
- Wait patiently
- Share a book
- Share and take turns
- Tidy up things they have used
- Say goodbye with a smile when left by parent
- Pronounce commonly used words correctly

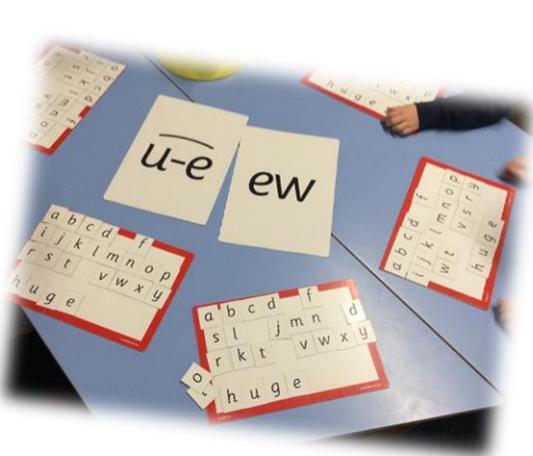
You could also practise these activities at home to improve your child's coordination:



- Holding a pencil correctly
- Colouring in accurately
- Using scissors
- Using glue and paint carefully
- Hopping, skipping, balancing, running, jumping, kicking a ball
- Catching and throwing a ball
- Tying shoe laces
- Peeling fruit
- Drawing straight and curvy lines
- Playing board and matching games
- Completing jigsaws
- Playing 'I Spy'
- Playing 'spot the difference and snap

Preparing for More Formal Learning

As your child moves through the final months of the Foundation Stage they may be ready to take part in more formal learning activities. Research has shown that starting too early can damage future progress. Children are ready at different ages. We aim to catch the right moment for your child.



LITERACY

Speaking and Listening

Children need to be able to speak clearly and listen carefully to appreciate words and therefore read and finally write. Encourage your child to complete sentences, avoiding baby talk. If your child is having pronunciation problems or receiving speech therapy, please let the teacher know as soon as possible.

Encourage your child to listen and respond to simple instructions. Get them to identify the sounds around them. Help them distinguish between similar sounds and words. Let them appreciate silence.

Learning to recognise letter by shape and sound

Warbstow have recently introduced the Read, Write, Inc programme. The children are taught the 44 sounds systematically using three sets of Speed Sounds Cards in lively fast paced lessons. Letter-sound pictures are used to help children learn the sounds quickly. More information about the programme can be found here - <https://global.oup.com/education/content/primary/series/rwi/parents/?region=uk>



Reading

Children love having stories read to them. To help your child foster a love of books, take time to enjoy stories together. Why not introduce your child to the public library?

Once a child has mastered some good speaking and listening skills, they will start matching sounds to written letters and words. Phonics is the art of recognising the individual sounds that make up words. Sounds may consist of one or more letters. These are called phonemes. Graphemes are the written letters that make the sounds. Letters have a name as heard in the alphabet but letters can make more than one sound. We will be introducing the different sounds through our phonics programme.

Early recognition of words is mainly through breaking them up into sounds. In the English language there are a number of words that have to be sight read because they do not follow the rules of phonics. Your child will be introduced to high frequency sight words that will help their reading. Children can often decipher words by using clues from the pictures in their books or the context of the story. All these strategies build up their reading skills. With early reading do encourage your child to follow words with their finger as they say them. This helps them to match the word shapes with the spoken word. Look for words within words. Encourage them to have a go at decoding words they are stuck on.

Draw attention to any of the 'tricky words' or high frequency sight words they may be working on (these will be sent home once your child starts phonic sessions). Many books are written with repetitive text to promote confidence. Watch out for children with good memories who read the words 'parrot fashion' rather than matching individual words and sounds. Ask questions about the text and pictures to make sure your child understands what they are reading.

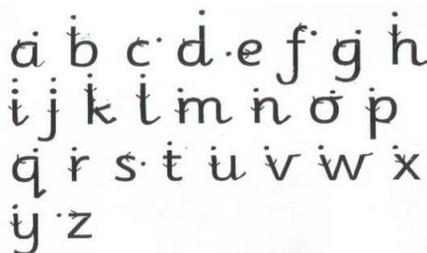
Not all children learn to read at the same time. We value your help in hearing your child read at home every night. Your child will bring home a book together with a Home/School reading booklet inviting parent's comments and his/her own comments. Please take time to write in the booklet so we know how your child is getting on with his/her reading at home.

Writing

Gradually children start to make marks, often through their play activities, which, as they mature, will develop through emergent writing stages to accurate writing of words, then sentences and finally full pieces of text. Good quality reading and listening experiences lead to imaginative, interesting and detailed writing. Good writing depends on both technical and creative skills. Children are more willing to write if they are inspired or if they see a purpose.

Many children start quite early with writing their own name. This should be in lower case letters except the starting capital. When children are learning the graphemes to match a sound we also look at how we write the letters so that later on they can move easily to cursive (joined) writing. We introduce children to both capital and lower case forms. We start with print and introduce the four main joins by the time they move into Year 3. Although knowing the alphabet is useful we start by looking at letter sounds and formation rather than order. We also introduce spelling of high frequency words in a usage-graded order. Punctuation and early grammar is introduced informally by example from shared texts. Specific teaching comes in Years 1 and 2. We do encourage full stops in the Foundation Stage when a child is ready to write. We often model sentences for younger children.

Helping your child to write letters – use the dot as a starting point and follow the arrow. We use the same letter formation for left and right handed children.



NUMERACY

Children eventually recognise that numbers and shapes can help them to discuss situations and solve simple problems. There are many ways you can reinforce numeracy skills at home through shopping, cooking, counting, ordering, drawing, looking at things around you, playing games, sharing things into halves & quarters, matching, using scales, estimating, playing with water containers, comparing and number spotting etc. Here are some of the skills your child will be working on throughout their reception year and into key stage one:

- **Counting and Numbers**

Counting to ten, then twenty, recognising numerals, putting numbers in the correct order. Matching numbers with objects, counting one more and one less. Beginning to use the language and idea of adding and taking away.

- **Shape & Measure**

Beginning to recognise basic shapes and simple features. Beginning to measure with non-standard units. Using the language of comparing. Beginning to use the language of location and direction. Recognising and continuing simple patterns.

Helping your child to write numbers – use the dot as a starting point and follow the arrow.



Other Useful Information

Asthma

It is important that children who suffer from asthma have access to their own inhalers at any time and we arrange with each child where they will be kept. Please talk to us about your child's particular needs. We also have an Emergency Inhaler kept in school. If you are happy for us to administer this to your child in an emergency please ask for a permission form.

Health

When your child starts school, you will find that he or she is quite tired at the end of their day. This is quite natural and to be expected.

Please do not let your child make the decision about attendance. Adults **must** take that responsibility. At home with Mum or Dad is the best place for a child who does not feel well. Some children will protest to return to school, but you know your child and will be able to judge the best course of action to take. Here are some guidelines to help you:

- No child should attend with a temperature.
- Gastric upsets need at least 48 hours for recovery after the last bout of diarrhoea or sickness. If children return to school too early they bring the infection with them and their resistance is low.
- Conjunctivitis is extremely contagious and should be treated before the child returns to school.

- Children on antibiotics should really be at home unless the doctor advises otherwise. In some cases, medicines prescribed by your GP can be administered at school, but we have to follow strict procedures for this. Forms MUST be completed to give permission and medicines handed to Miss Hicks with the correct form. Medicines will be locked in a medical cabinet in the School Office.
- The school should be notified of any infectious illness so that other parents can be warned.
- If you find your child has head lice, please report the case to school and keep the child at home until you have treated the whole family.
- It is school policy to contact parents if a child is unwell at school or has an injury that may require medical attention. It is very important therefore to let us know of any changes to your contact details and if possible offer us 2 or 3 contact numbers so that we can get hold of you should this be necessary.
- If your child is not well enough to attend school, we would be grateful if you could inform us by telephone between 8.30 and 9.00 am.

Holidays

Due to government changes we are no longer allowed to authorise holidays during the school term, unless there are exceptional circumstances.

Newsletters and correspondence.

Whole school newsletters are published regularly. These keep you informed about what is going on and tell you about ways you can help. You will be issued with your log on details for your child in September in order for you to be able to access Arbor, the platform that we use to communicate with our parents. Please ensure you download this app in order to not miss out on any important information. There is also a parents' notice board that is put out in the mornings by the side gate. Our school website also contains lots of important information, including the latest newsletters.

www.warbstow.org.uk

ParentPay

As a school we are trying to become cash free. We have an online facility which enables you to pay us for lunches, uniform, swimming, school trips etc.... Again, you will be issued your log on details for this in September. (if your child is already in Pre-School you will continue to use the same log on details). Miss Hicks is also able to accept cash and cheques in the office.

Toys

We do not encourage children to bring in toys from home. However, during the day we have an opportunity for children to bring something in from home to Show and Tell the other children. This can be a toy, although the item is stored safely away until the appropriate moment, and not played with during school time.

Finally, although this document is full of useful information, it does not shine a light on every facet of school life. Please talk to other parents, engage within the school, and if you think we can improve on arrangement- please let us know.



Morwellham Quay



PhotoGrid

