

Welcome to Cherry Class

Meet the team...

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Cherry Class is taught by Mrs Sterling and Mrs Fensome
Mrs Sterling (Monday, Tuesday, Thursday, Friday)
Mrs Fensome (Wednesday)



Mrs Sterling



Mrs Fensome



Mrs Dunn (PPA cover)

We are supported in class by
Mrs Brenton (Monday, Tuesday, Wednesday)
Mrs Jordan (Wednesday, Thursday, Friday)
Miss Russell (Monday, Wednesday, Friday mornings)



Mrs Jordan



Mrs Brenton



Miss Russell



Our School Rules



Be ready

Come to school on time.

Look at and listen to the person talking using whole body listening.

Follow instructions the first time.

Start work straight away.

Wear the correct uniform.



Line up promptly.

Come to school with the correct equipment.

Be respectful

Greet adults when we arrive each morning.

Say goodbye to the adults that we work with at the end of the day.

Pick up after ourselves and others.

Be kind to others because it feels good.

Work hard in lessons.

Notice when others have done something nice.

Hold doors open.

Win gracefully.

Use people's names.



Be safe

Move calmly around the school and outside using Legendary Line Ups, Fantastic Walking and Silent Corridors.

Use play equipment properly.

Kind hands and feet.

Tell an adult if something is wrong.

Play only in the places allowed.

Use technology responsibly.

Wash hands regularly.



Be Successful!

Rewards:



Monster points are awarded

Telling parents in person on the playground or via a positive note home or good news text

Sending the child to other staff to celebrate their success.

A school value postcard.

A green card

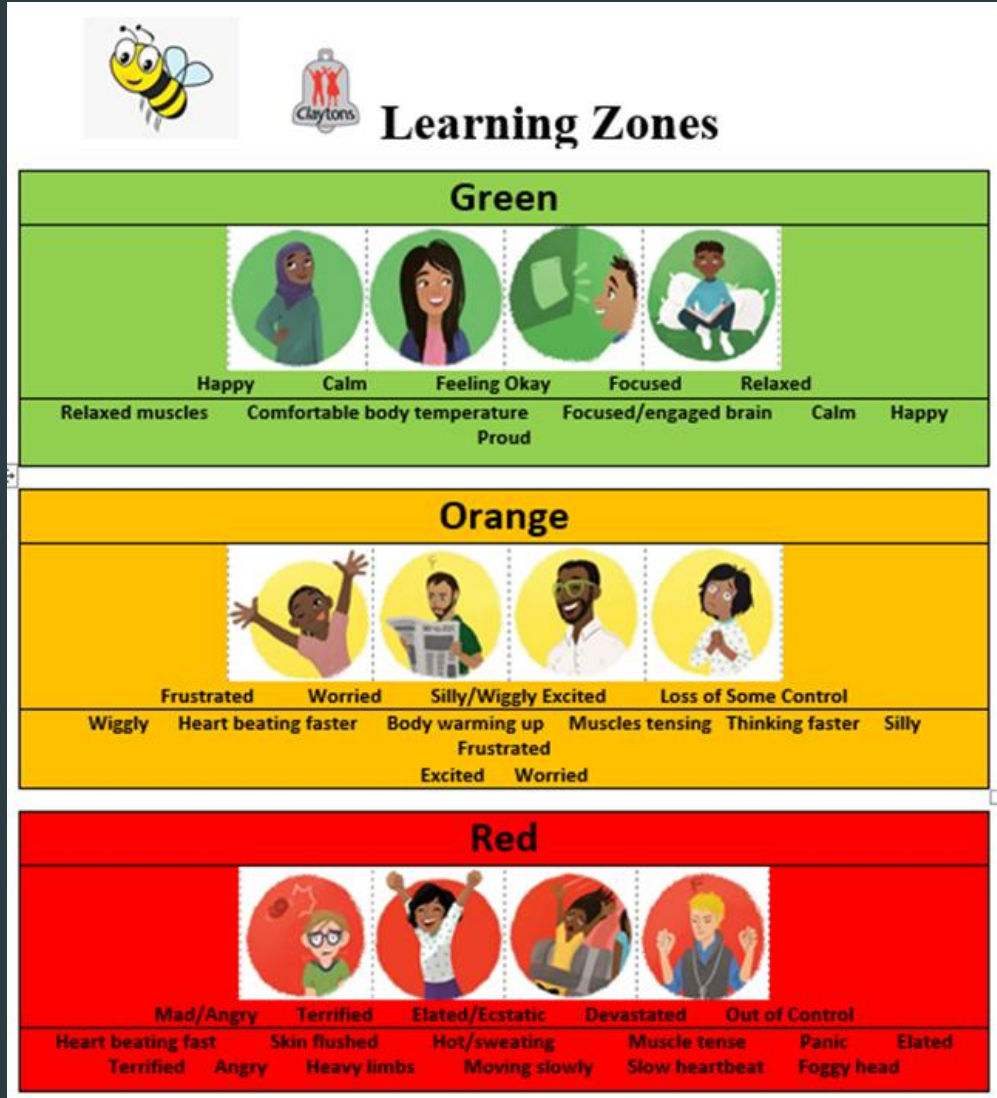
Milestone Claytons' Badges

Special responsibilities/privileges

Year 6 pupils can become 'school ambassadors

End of term trophies and awards

Learning Zones



The Hive

Our offer of wellbeing and behaviour support is exemplary. We take great pride in the way we support children at Claytons.

Some children may struggle with emotional resilience and anxiety, some may struggle to follow the school rules, some may have additional needs that need interventions, some may just have an off day and need some 'time.' The hive is essential to provide this support, we also have quiet spaces within classrooms and all staff are aware of the importance of connecting with children to provide support. No child chooses to find these things difficult and many need support at some point in their time in education.

The strategies we use helps all children reach their full potential in their learning.

Attendance

Face-to-face education is important in helping children to fulfil their potential. During school time we believe children should be in class with their teachers and peers and enjoying all the benefits that brings. Parents or carers of a child have a legal responsibility to ensure their child receives a suitable education. This is usually achieved through regular attendance at school.

We promote attendance in our school and aim for all children to attend above 96% consistently throughout the academic year. This is 96+% instead of 100% as we know some illness is to be expected. Children will be rewarded for Attendance of over 96%.

One day off per school year means that a child has about 99.5% attendance.

Ten days off per school year means that a child has about 94.7% attendance.

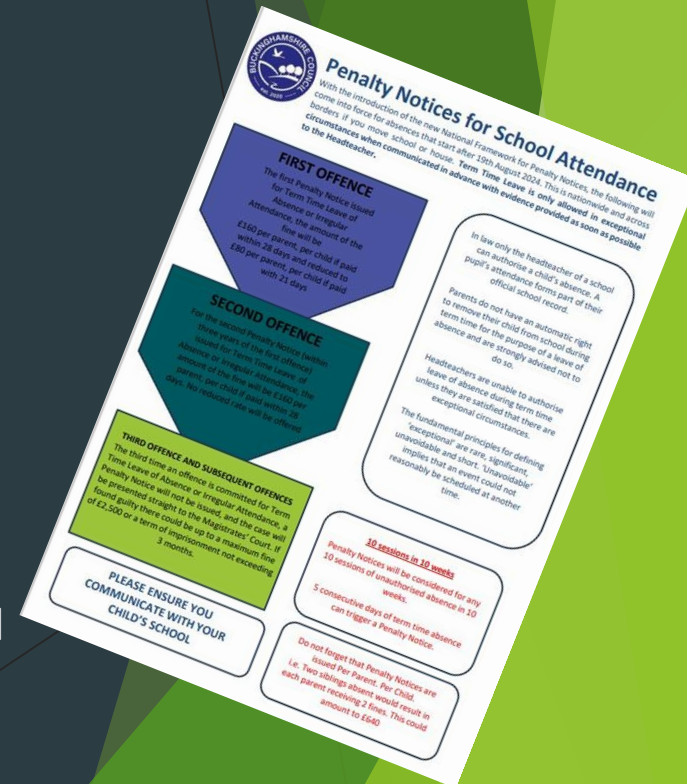
Twenty days off per school year means that a child has about 90% attendance

90% attendance means 4 whole weeks off school

We follow the government guidance on referring concerns to the local authority for fining for non-attendance/holidays.

Late children

Please remember that missing the start of the school day is very unsettling to a child and they may miss something important.



Benedict's Law: Mandatory Allergy Safety Guidance in Schools

We have very good procedures in place already that meet the requirements of this new law. However, we do need to be very careful on items brought into school.

From September...

- Monitor where there are home baked items brought into school
- We have made the decision to stop the children sending in Birthday treats, we have children in school who have severe allergies, sending in Birthday treats poses too much of a risk. As a school we must make sensible decisions to keep children safe and to take in to account children who have allergies.

Hot lunches

- ▶ Please can you ensure that you have booked a hot lunch for your child the night before, or they will need a packed lunch in school. We have enough food delivered for the lunch bookings that were made online and there is not enough for children that have not got a lunch booked.

Birthday celebrations

- ▶ When the children started school they all decorated a birthday card and make a birthday crown. When it is someone's birthday they can wear their birthday crown that they made and they are given a birthday card made by one of their friends. We all sing happy birthday to them and clap out how old they are.

School Uniform

School uniform	PE uniform
- White Polo Shirt (option with school logo) - Red 'V' Sweat Shirt (option with school logo) - Red Cardigan (option with school logo) - Pinafore Dress or Skirt – Grey - Short or Long Trousers – Grey - Striped or Check Dress – Red and White Footwear - Grey, White, Red or Black Socks or Tights - Black Shoes (NB No trainers or opened toe or high heeled shoes or big boots)	¼ zip sports top (black with red stripe) with school logo or plain black sweatshirt - Red plain red t-shirt - Black jogging bottoms with red stripe or plain black jogging bottoms* - Black leggings with red stripe or plain black leggings* - Black shorts with red stripe or plain black shorts* - Black skort with red stripe or plain black skort* - Grey, black or white plain socks - PE Bag
Plain black items must not contain any logos *Trainers are only to be worn on PE days* *Hairbands should be neutral colours or red* Items with our Logo and additional PE items can be purchased from: http://www.pmgsschoolwear.co.uk/ From Year 1 upwards PE kits can be worn to school on PE days	
 White Polo Shirt Red 'V' Sweatshirt Red Cardigan	 Claytons Quarter Zip Top Plain red t-shirt Black joggers with red trim Black/red shorts
Let's all be ... #proudtobeclautons Looking smart in our uniforms 😊	

Home Learning

- ▶ Listen to your child read
- ▶ Practise their phonics homework with them
- ▶ Read lots of books to them
- ▶ Sing nursery rhymes and play rhyming games
- ▶ Cooking together
- ▶ Play board games such as ludo and snakes and ladders

Tapestry

Learning Journey

We use an **online Learning Journey called 'Tapestry'**. You will have had the permission forms to complete in your introduction pack. (If you have not yet returned it please can you return it to the office).

This online system enables us to directly **upload our observations of your child** throughout the year, allowing you to access it at home. You will also be able to send us pictures of your child at home which will help support our planning and assessments, as well as enabling us to get a more holistic view of each child.

The children will still have a **paper Learning Journey** in school, but this will be kept in school for adult led tasks such as writing.

If you are experiencing any issues accessing at home please come and speak to us and we will help.

Our Timetable (& things to note)

Cherry Timetable – September 2026- July 2027

	8.50 - 9.00	9.00 – 9.30	9.30 – 10.00	10.00 – 10.15	10.15 – 11.30	11.30 – 11.45	11.45 - 12.45	12.45-1.00	1.00 – 3.00	3.00 – 3.20
Monday	Registration	Phonics	Small group work / independent choosing	Story time and snack	Small group work / independent choosing	Tidy up and story time	L	Story time	Handwriting groups Small group work / independent choosing	Tidy up / story
Tuesday Mrs Fensome – PPA am	Registration	Phonics	Small group work / independent choosing	Story time and snack	Small group work / independent choosing Music	Tidy up and story time	U	Story time	Handwriting groups Small group work / independent choosing	Tidy up / story
Wednesday Mrs Fensome Mrs Dunn – PPA cover 2pm	Registration	Phonics	Small group work / independent choosing	Story time and snack	PE	Tidy up and story time	N	Story time	Small group work / independent choosing	Tidy up / story
Thursday	Registration	Phonics	Small group work / independent choosing	Story time and snack	Small group work / independent choosing	Tidy up and story time	C	Story time	Handwriting groups Small group work / independent choosing	Tidy up / story
Friday	Registration	Phonics	Small group work / independent choosing	Story time and snack	Small group work / independent choosing	Library	H	Story time	Handwriting groups Small group work / independent choosing	Tidy up / story

Assessment

Baseline assessments

As the children first enter Reception we are required to carry out a Baseline Assessment, which forms part of National data. In addition, we do our own baseline assessments which enables us to determine not only what they have already learnt but also how they like to learn and their individual interests. This is done through both observations and activities with adults.

We are part of a Speech and Language system from Bucks Speech and Language team, which requires all Reception children to be assessed on their understanding, listening and attention, and we also carry out speech sound assessments if required.

Assessments

We constantly observe and reflect on how the children are progressing and adapt our planning and the environment to ensure that the children are taking the appropriate next steps in their individual development. We can assess if the children have met the objectives through formative assessment (photographs, observations, discussions with children or parents etc), and we will summarise their progress at the end of the Foundation Stage by assessing them against the Early Learning Goals (ELG). At the end of the school year, the children will be either emerging or expected against each of the goals in the areas of learning. If the children have achieved expected in all the Prime Areas as well as in Literacy and Mathematics then they will have achieved a Good Level of Development (GLD)

In addition to the end of year assessment, the school use an internal assessment system called Insight, which tracks the children's attainment as they work towards the Early Learning Goals. We use the terms 'beginning, developing, secure, exceeding' to track children's attainment and progress through the year.

Phonics and early reading

Phonics and Reading

Little Wandle validated phonics scheme

We use the Systematic Synthetic Phonics programme (SSP) called 'Little Wandle revised Letters and Sounds'. This is a validated Government scheme, which is a complete programme that provides all that is essential to teach SSP to children in Reception and key Stage 1 years of mainstream primary schools, up to or beyond the standards expected by the national curriculum, and provides sufficient support for them to become fluent readers.

The children will have daily phonic sessions and they will be in group reading sessions three times a week with adults fully trained in delivering Little Wandle phonics. They will have a wide range of new books that are linked to their individual development within the phonics phases. They will read this book three times in school before they bring it home to read to you. Alongside this book, they will also bring home a 'Reading for pleasure' book. This will not be a reading scheme book, but will be a book for you to read to them to develop their love of reading. The children will also be taking part in Little Wandle handwriting sessions four times a week, linking in with the Little Wandle phonics.

There is a lot of information on the Little Wandle website, and we have put the link below that you can have a look through and see how best to support your child's reading at home.

<https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>



We also have more information on Reading at Claytons on our website, and the link is below

<https://www.claytonsp.org.uk/Parents/Returning-to-School/>



What your child needs...

- ▶ **Water bottle - named**
- ▶ **Coat** - we will go out in all weathers (it is a good idea to have a pac-a-mac (or similar) they can keep on their peg)
- ▶ **Book bag** - This is for their reading books and diaries and any drawings or crafts they have done in school. A rucksack is useful to have so that they can pack all their belongings at the end of the day.
- ▶ **A healthy playtime snack** - children are provided with a fruit/vegetable snack every day. However, some children prefer to bring their own. If so please make sure it is nut and seed free! We also have milk in school.
- ▶ Children **do not** need to bring a pencil case to school. We find lots of unnecessary items are bought in and this can cause lots of distractions.

The power of connection

The pupils :

- 1) *Let's persevere together* – even when something is tricky, let's stick with it as we know that the more we try or practice the stronger we can become!
- 2) *Let's be kind together* – even when our alarm is kicking off, when we feel wobbly, tired, sick, frustrated, sad or mad, let's get ourselves back into balance so that we can use our words and bodies to communicate kindness.
- 3) *Let's stick together* – even when we seem different to those around us, let's ensure everyone is included. Everyone belongs in our school and everyone can contribute because everyone matters!
- 4) *Let's have fun together* – even when something might seem a bit dull or boring to start with, let's go off and explore together as you never know we might stumble across something that really interests us along the way, making us smile and laugh!

Our class family...