



Welcome to
**Western House
Academy**

Reception
25-26





Our Vision

By embedding our values-based, high expectation approach to learning and behaviour, we believe in developing the whole-child. What do they need today? What do they need tomorrow?

We strive to give children the knowledge and skills to achieve their full potential and be successful lifelong learners who value their emotional health and wellbeing. WHA is a place where no time is wasted and where 'every opportunity shapes a life'.





Our Values

WHA values are at the core of everything we do. They underpin our teaching and learning, and provide an environment which prepares our pupils as confident, happy citizens.

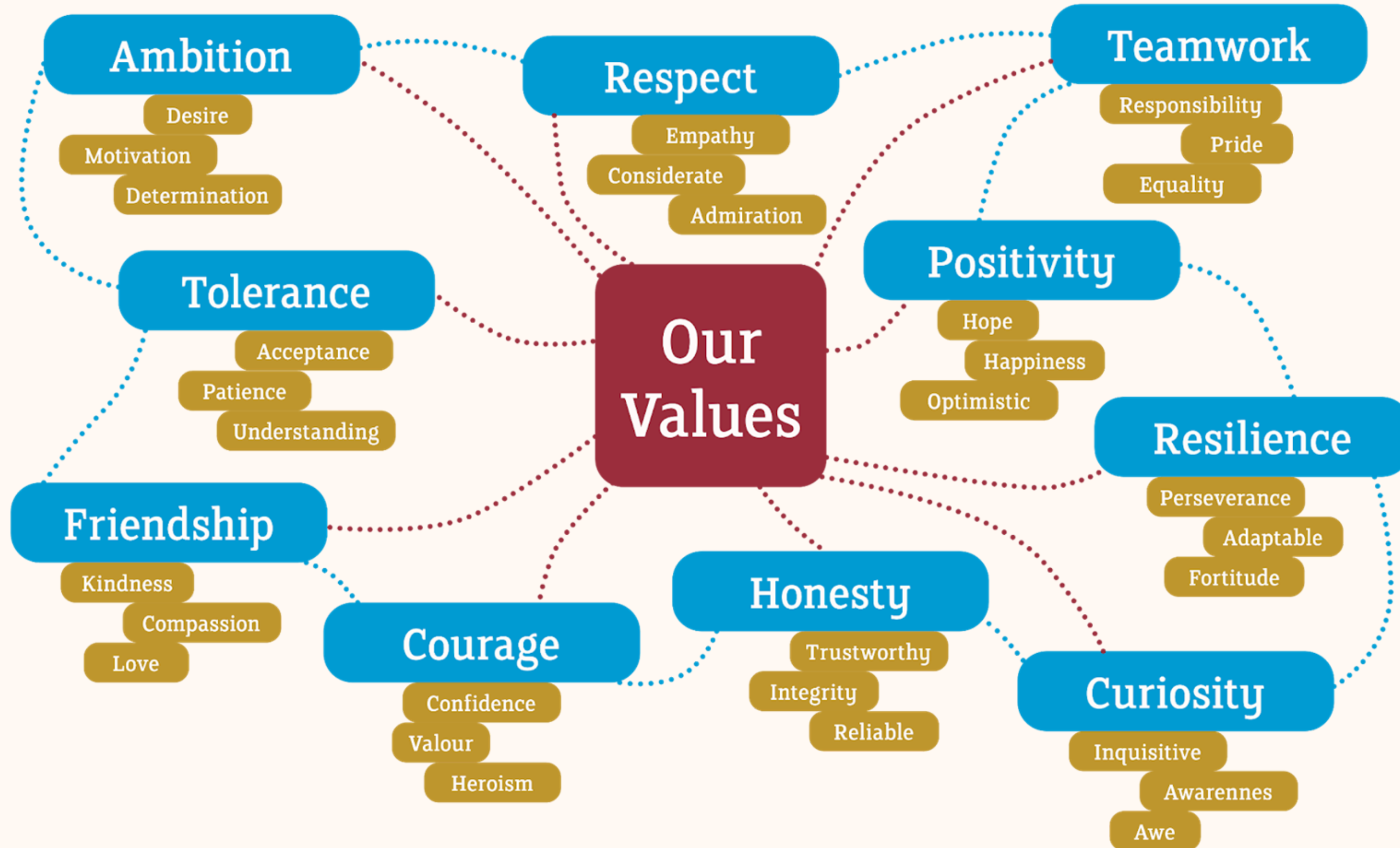
At WHA we believe values are stronger than rules. We see values as a child's moral compass for life; a life skill they can use anywhere.

We promote 10 core values: respect, teamwork, ambition, courage, resilience, honesty, curiosity, friendship, positivity and tolerance. Every month under each core value, we explore further values giving the children a deeper understanding.





Our Values





Introductions: SLT



Mrs Snowden
Principal



Mrs Kearney
Deputy Principal



Mr Overton
Director of
Early Years



Mrs Parmley
Vice Principal



Miss Poynter
Vice Principal



Mrs Costelloe
Vice Principal
Inclusion and
Safeguarding



Our Safeguarding Team

We are here to help

If you are worried about anything, at home or in school, or have any safeguarding concerns please speak to a member of the safeguarding team.

DSL



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Vice Principal
Inclusion
and Safeguarding



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Deputy Principal



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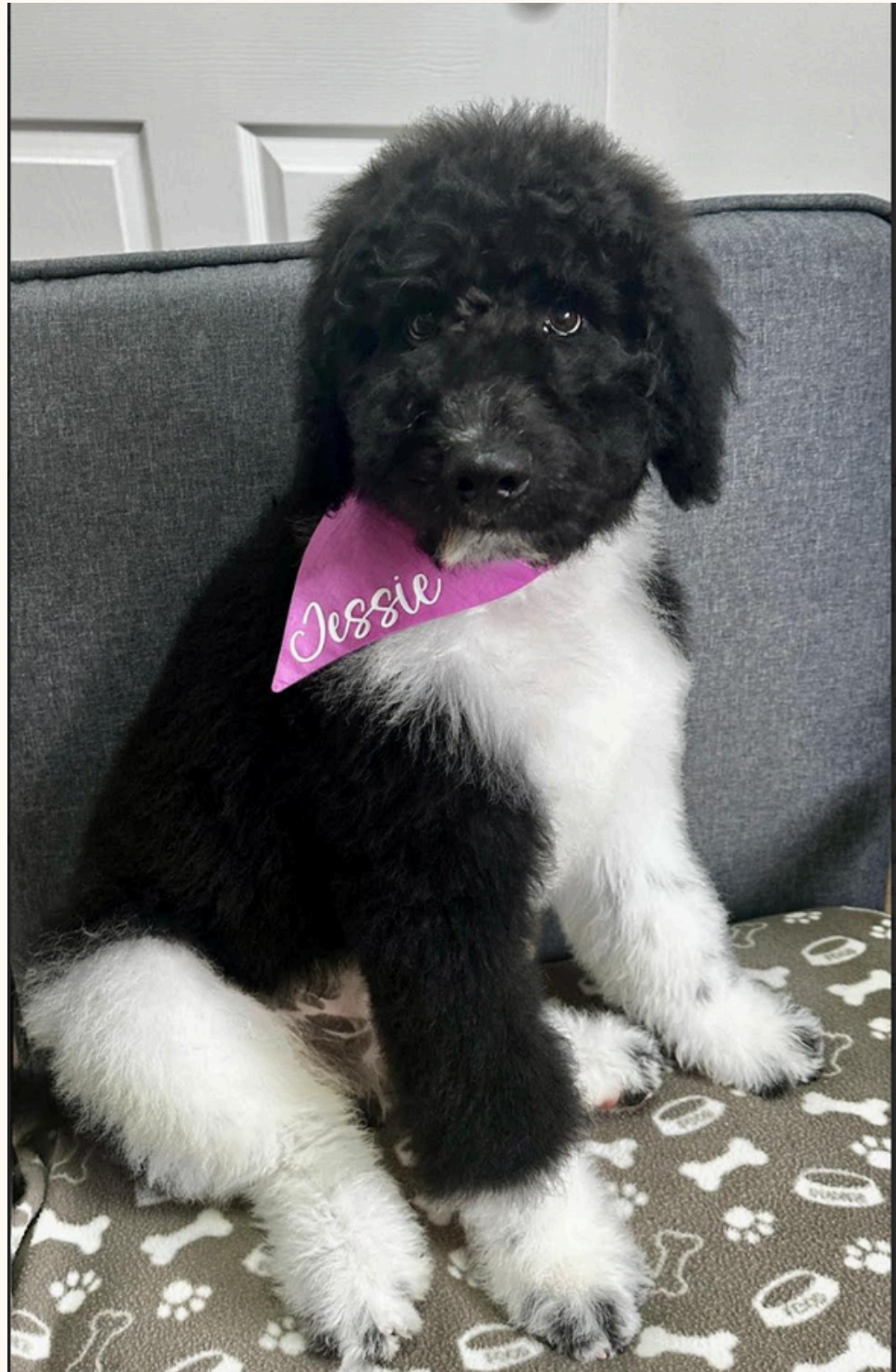


Miss Gregory
Child and Family
Support Officer

Deputy DSL Team



Meet Jessie



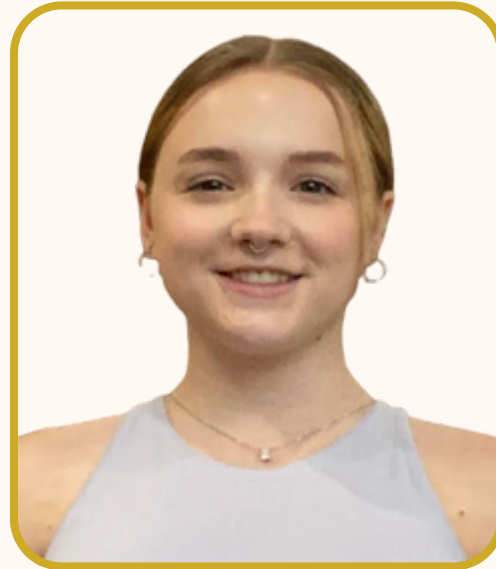
- Jessie is a cross between a St Bernard and a Poodle and lives with Mrs Snowden and her family
- Very calm temperament and hypoallergenic
- Jessie is currently in training to be our school therapy dog and her training will take up to 12-18 months. Her three handlers and Jessie will undergo the training with PAWs Therapy Dog Training Programme
- She will always be on a lead around the school and the children will know not to approach her when she is on her lead or wearing her training vest
- No child will work directly with her without permission from parents



Introductions: EYFS Team



Mrs Janes
Class Teacher



Miss Callaghan
Class Teacher



Miss Collins
Class Teacher



Miss Porter
Keyworker



Mrs Sandhu
Keyworker



Mrs Ahmed
Keyworker



Mrs Harjai
EYP

Miss Raja
Keyworker



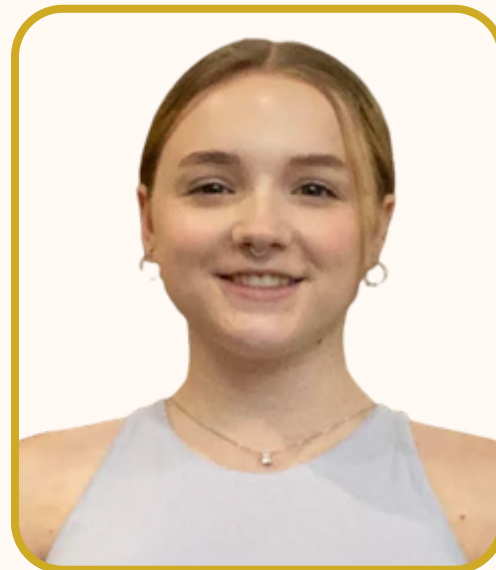


The Classes

- Across WHA, each year group has a theme based on 'British values'
- Reception classes are named after British Chefs



Mrs Janes
Class Teacher
R Harriott Class



Miss Callaghan
Class Teacher
R Oliver Class



Miss Collins
Class Teacher
R Hussain Class



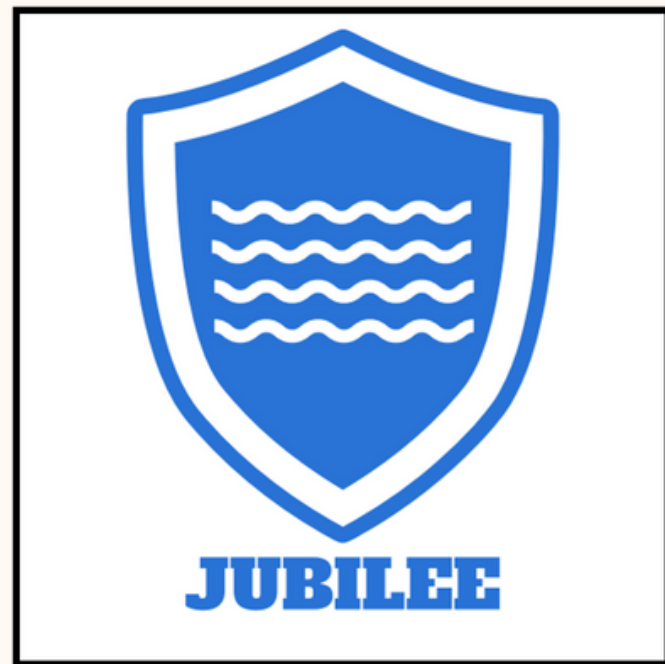


Positive Behaviour

- Hot Chocolate Fridays
- House Points
- Dojo Points
- Half-termly value badges



ClassDojo



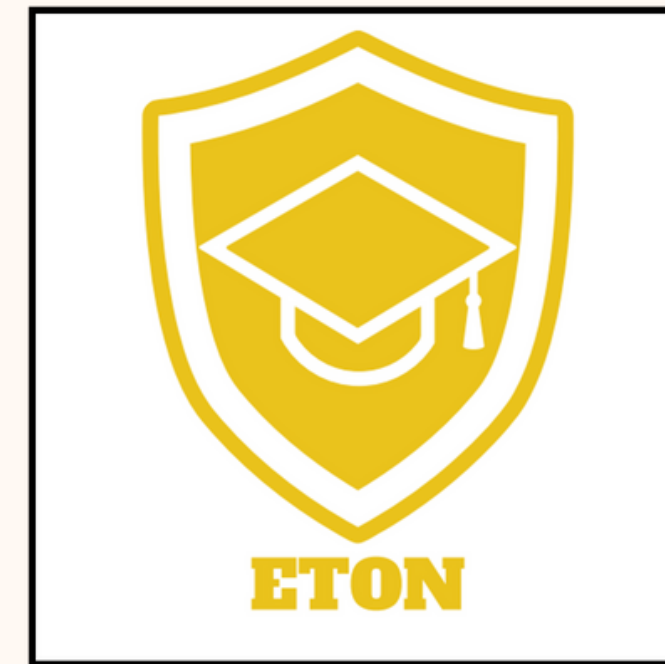
A-F



G-L



M-R













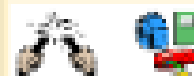






S-Z



Poor Behaviour Choices

- 1-5 tiered approach
- Consequences
- Den
- Report Card
- Behaviour Chart

1. We expect the following behaviours for learning in our classroom to include:				
 Engaged and listening to adults or peers who are talking	 Use your indoor voice	 Sitting smartly on the carpet and desk	 Follow all instructions swiftly	If we don't see this: 1. Verbal warning 2. Last chance if given a second verbal warning 3. Miss up to 5 minutes of break or lunch 4. Reflection log completed if continued
2. We expect that all instructions are followed.				
 Defiance or not following instructions	 Shouting out in the classroom	 Disrupting or distracting other children	 No returning to classroom after break or lunch	If we see this: 1. Immediate loss of all break time or half of lunchtime 2. Parents/Carers informed 3. If repeated three times in a week, report card issued with YTL
3. We expect RESPECT.				
 Lack of respect: extreme impoliteness, leaving desks, 'dropping and bullying', arguing back or shouting, harmful language	 Breach of online safety policy (unkind messaging to or about other children)	 Lack of respect towards peers (swearing, spreading rumours, showing aggression/threatening behaviour e.g. pushing and shoving)	If we see this: 1. Immediate loss of all break time plus lunchtime and a call home to parents. Reflection form to be completed and sent home. 2. If repeated, meeting arranged with parents and class teacher to work to support improvement of behaviour 3. If repeated, further meetings arranged with parent and YTL. Tailored behaviour chart issued with daily reporting to YTL for a week.	
4. We expect that we always treat everyone kindly: speak kindly, have kind hands, kind actions and how care to our school environment.				
 Extreme rudeness/insulting towards staff and/or peers	 Damaging school property (shoving or throwing furniture, vandalism)	 Not keeping safe (climbing fences, hiding, running around school)	If we see this: 1. Internal suspension from class or playground. Work to be given and completed in another year group or den. 2. No social interaction with current year group 3. Reflection form completed and given to parents 4. Parents to meet with YTL and Vice Principal 5. Teacher and child to hold resolution meeting before returning to class	
5. We expect everyone to be in control of their behaviour and manage feeling positively and show positive treatment to each other and our environment.				
 Extreme breach of online safety policy (sharing imagery, bullying, threatening behaviour, talking about or viewing inappropriate material)	 Violence towards peers and adults such as fighting, Sexual Harassment.	 Sustained bullying behaviours	All level 5 behaviours will be considered on a case-by-case basis by the Principal and GLT. The consequence considered will be: 1. Internal suspension 2. Fixed term suspension 3. Permanent exclusion	



Lunches



- Pabulum Catering
- Complete dietary form
- Universal free school lunches
- Weekly menus on website
- Must order before 8am on that day
- Can provide a packed lunch
- No nuts, chocolate, sweets, fizzy drinks or hot food
- Small chokeable food (eg grapes) to be cut





Zones of Regulation

ZONES OF REGULATION

Choose your **zone**. How are you feeling?

Blue	Green	Yellow	Red
			
Sad Sick Tired Bored Moving slowly	Happy Calm Good to go Focused Ready to learn	Frustrated Worried Silly Anxious I need some help	Mad Angry Yelling / Hitting Out of control I need time and space



EYFS Curriculum

3 Prime Areas:

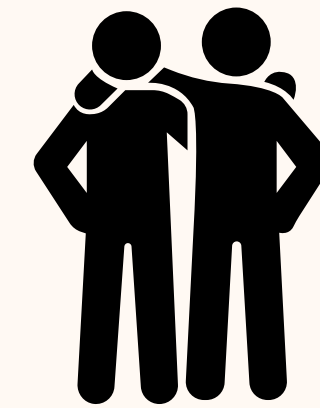
Communication and Language:

- Listening, attention and understanding
- Speaking



Personal, Social and Emotional Development

- Building relationships
- Managing self
- Self regulation



Physical development

- Gross motor skills
- Fine motor skills





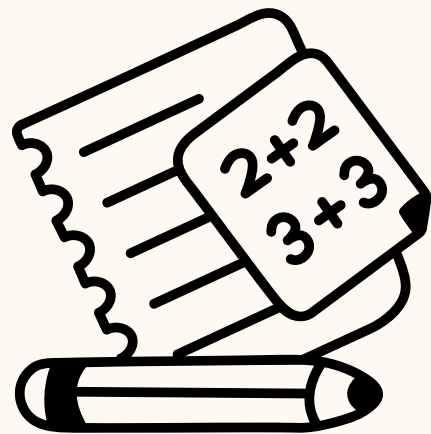
EYFS Curriculum

4 Specific Areas



Literacy

- Comprehension
- Word reading
- Writing



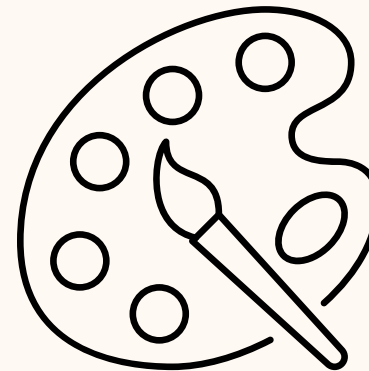
Mathematics

- Number
- Numerical patterns



Understanding of the world

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



Expressive arts and design

- Creating with materials
- Being imaginative



Our Curriculum



At WHA values are stronger than rules and we are proud of our Enhanced Values Based Education Award. We see values as a child's moral compass for life; a life skill they can use anywhere.

We promote 10 core values:

- Respect
- Friendship
- Honesty
- Teamwork
- Courage
- Curiosity
- Ambition
- Resilience
- Tolerance
- Positivity

Each core value will have linked values that the children will also explore.



We believe progress is knowing and remembering knowledge and being able to use it in different contexts.

Therefore, we build on knowledge right from the Early Years through to Year 6.

Whole school concepts span year groups so that they show how knowledge and understanding extends within a concept.

We also use a hybrid learning environment to build the digital literacy our children will need in future life.



We define equality as being about fairness and ensuring that we give all our children the best possible chance to succeed in life, whatever their background or identity.

Our school promotes equality of opportunity and we value and celebrate the diversity of all children and families. Our curriculum is representative, inclusive, diverse and anti-racist.

We include all elements of the acronym 'GRADES' in our learning to provide an inclusive curriculum to our pupils.

- G = Gender
- R = Religion
- A = Age
- D = Disability
- E = Ethnicity
- S = Sexuality (KS2)



Experiential learning is woven throughout a child's learning journey at WHA. It is carefully designed to bring children into contact with events and places they might not ordinarily encounter, providing crucial context and meaning - we do not need to go far, much of this is on our doorstep.

Beyond the classroom there is a 'hidden curriculum' where pupils are expected to assume a level of responsibility for maintaining societal values in their community, through pupil roles that contribute to the running of the school and in their everyday behaviours.

This is where they have the space to grow confidence, resilience and moral and physical courage.



Early Learning Goals

Communication and Language

Listening, Attention and Understanding

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Understanding the World

Past and Present

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Personal, Social and Emotional Development

Self-Regulation

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationships

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

Expressive Arts and Design

Creating with Materials

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.

Being Imaginative and Expressive

- Invent, adapt and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

Mathematics

Number

- Have a deep understanding of number to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Numerical Patterns

- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Physical Development

Gross Motor Skills

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor Skills

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.

Literacy

Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate (where appropriate) key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

Word Reading

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Writing

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.



Timings of the day

8:30am- Soft Start (Drop at metal gates, children can walk in)

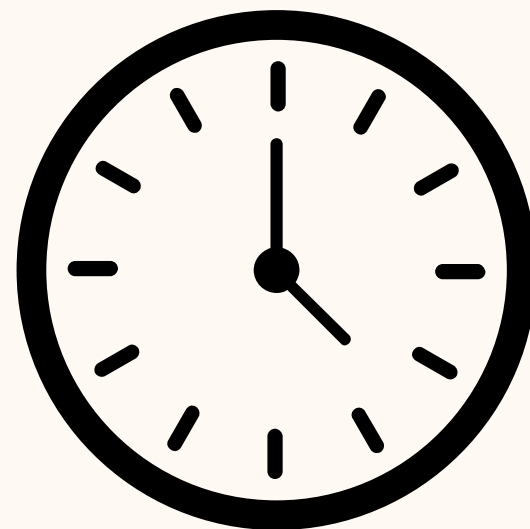
8:45am- Day starts/register

3:15pm End of School Day

Parents to wait outside classroom doors but not on the astroturf

If you would like to speak to the teacher, please wait to one side and wait until all children have been dismissed

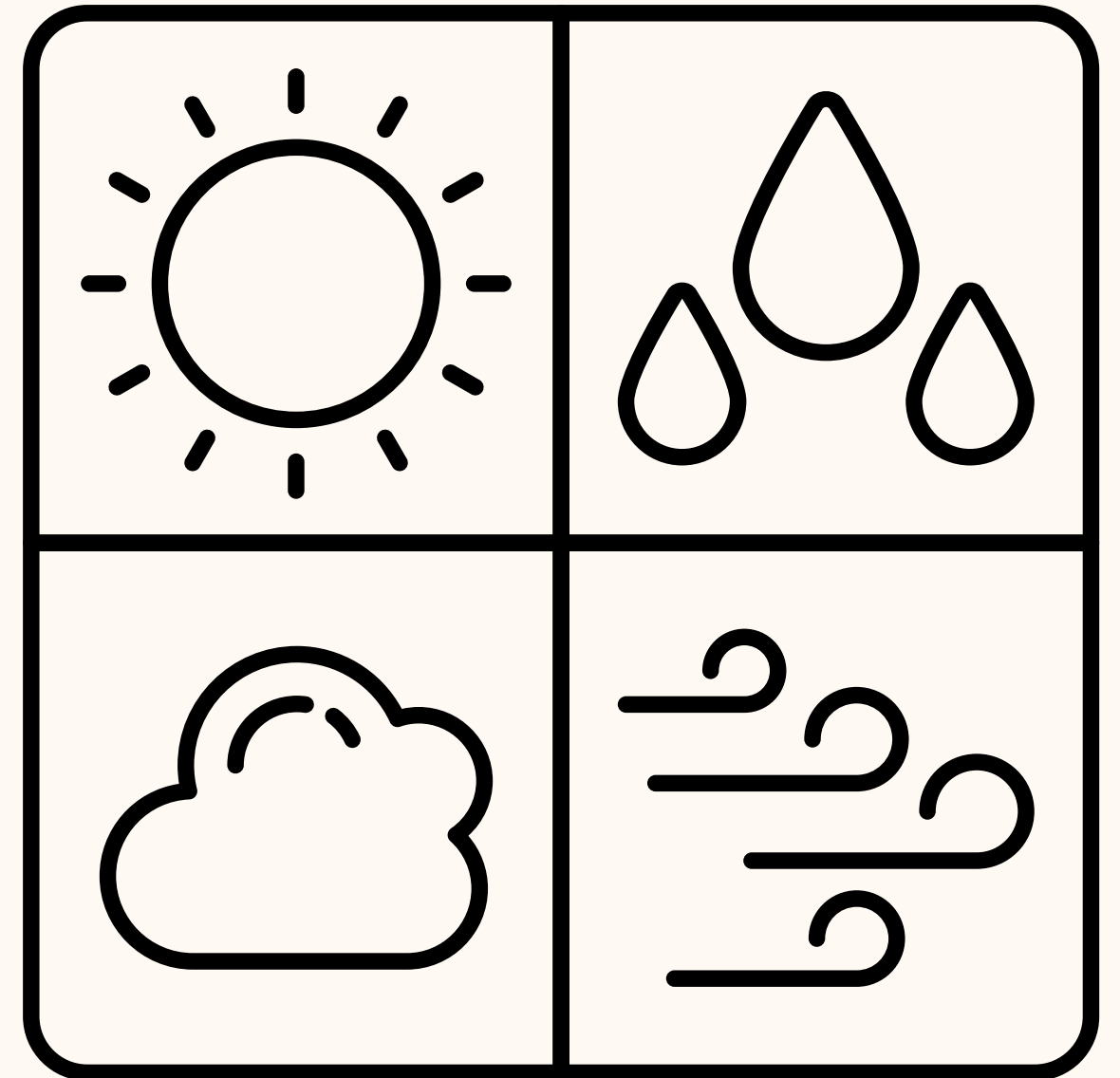
If pick up is later than 3:25pm, this will result in a late fee charge





Weather

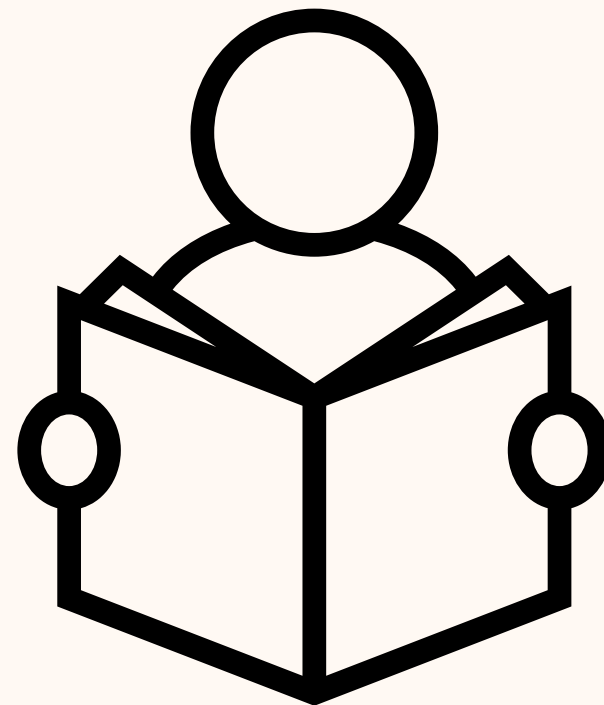
- Unpredictable
- Continuous Provision
- Weather is not a factor, great learning opportunities
- Named raincoats
- Named wellies
- Named umbrellas
- Named scarves and gloves
- Sun cream (before school)
- Names hats and sunglasses





Phonics/Early Reading

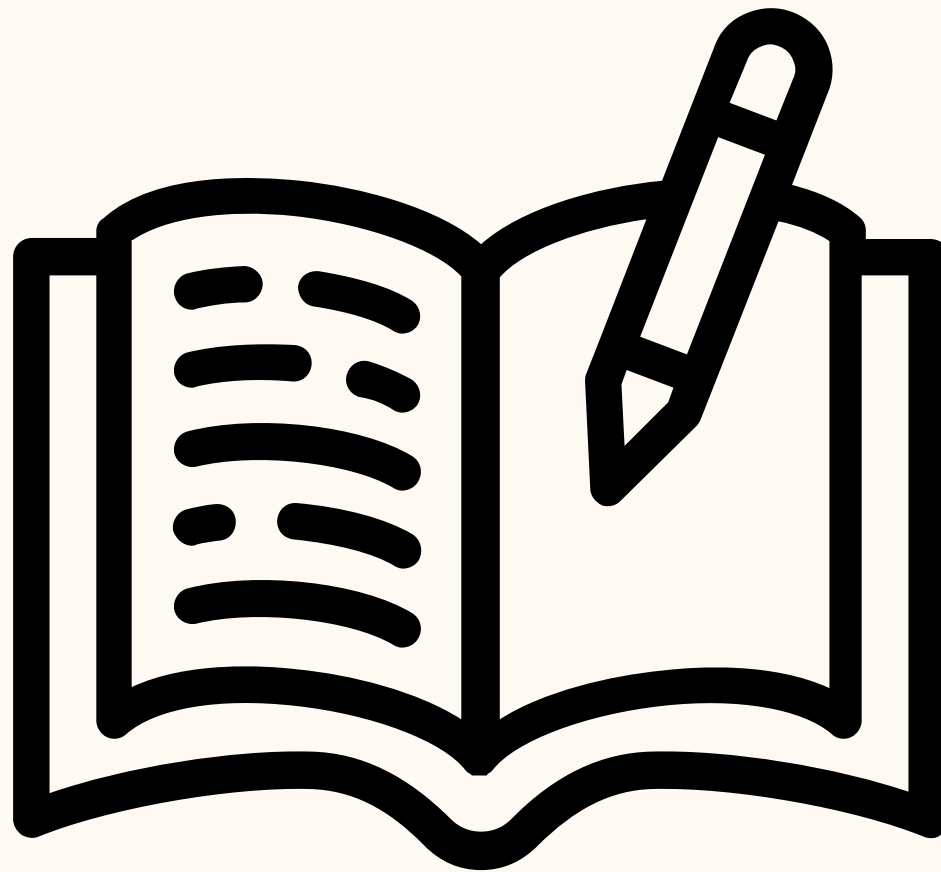
- We follow the ELS (Essential Letters and Sounds) programme via Oxford Owl.
- Children have daily lessons and activities
- we ask that you read the decodable text provided by the school at least four times across the week.
- Spending 10 minutes every day reading with your child will hugely support them on their journey to becoming an independent reader.
- Children will receive a new decodable book every Friday based on their reading ability.





Home Learning

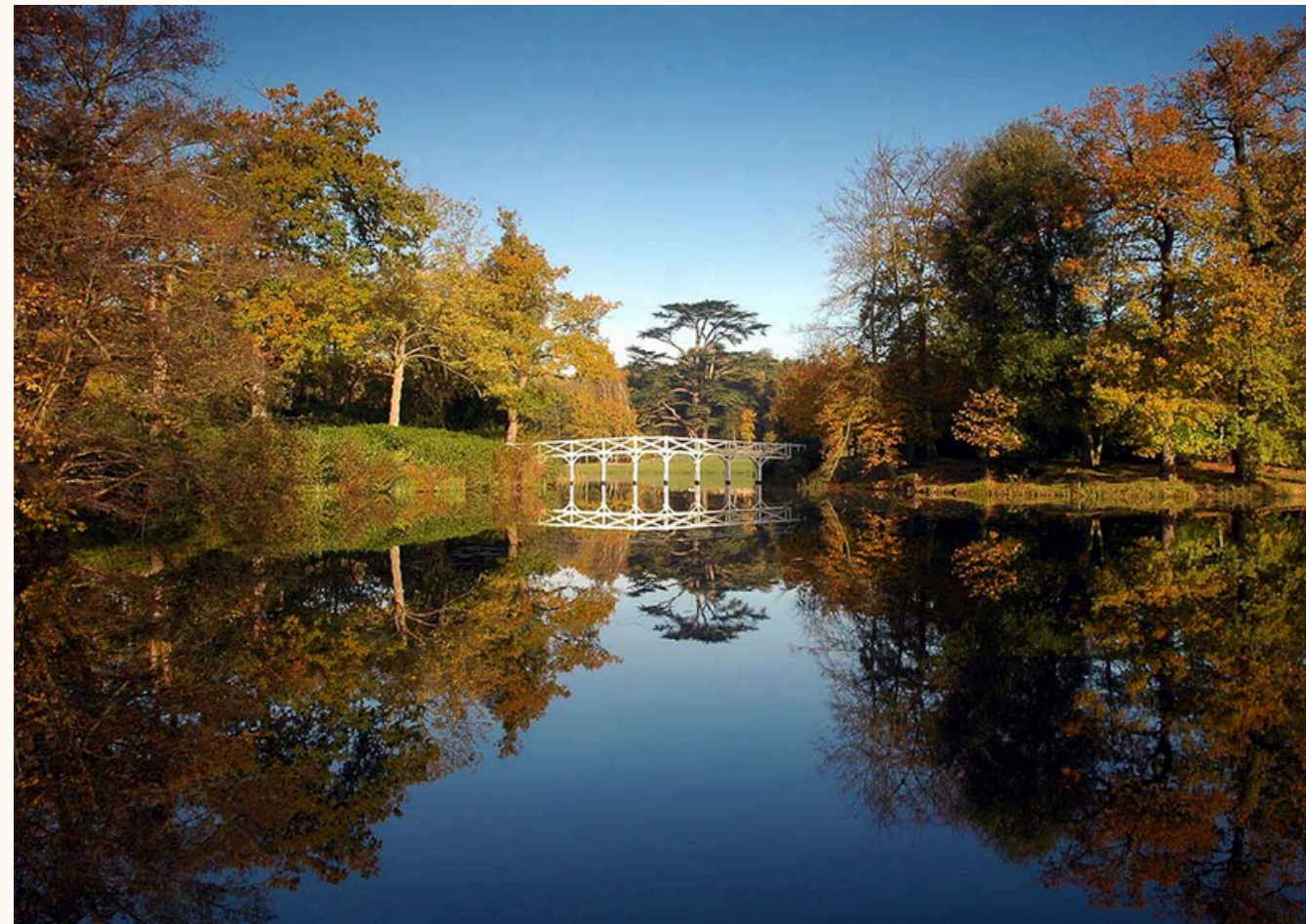
- Reading for 10 minutes at least 4 times a week
- Magma Maths- online
- Specific Phonics activities
- Where applicable





Trips

Painshill Park
Summer Term



Norden Farm
Christmas Show
Autumn Term

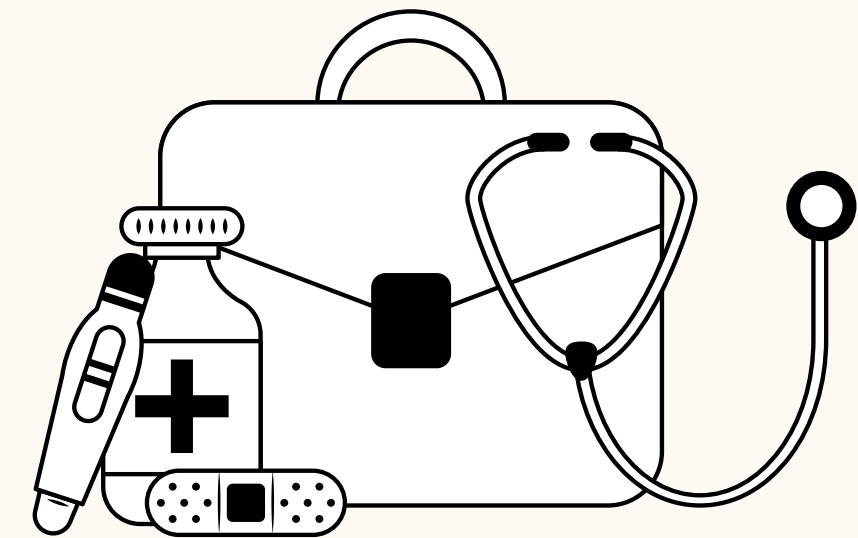




Important information

Medical Needs

- Please share
- Medicine taken in school to be prescribed by a doctor
- Child's name must be written on the medicine
- Arrange a meeting with our Welfare Officer



Allergies and Dietary Requirements

- Please share information with us
- No nut school

Birthday's

- No sweets, chocolate or food to share
- Shared reading book
- Birthday sash and hat

