



St. Joseph's Open Morning Reception 2022

Tuesday 2nd November 2021



Our School Mission Statement



In following the Gospel values of Jesus, we are called to love, to learn and to respect one another.

Staff Information

- Mr Carry – Principal
- Mrs McCole – Vice Principal
- Mr Coyne – Chair of St Joseph's Local Governing Body
- Mr Lodge – Vice Chair of St. Joseph's Local Governing Body
- Mrs Piercy and Mrs Dodd – Reception Class teachers
- Mrs Riley – Key Stage 1 and EYFS lead
- Mrs McCole – SENCo
- Mrs Faux-Conduit – School Administrator
- Mrs Parveen – Extra Club Manager
- Mrs Hayley – Dudley Catering Cook
- Mr Lawson - Chair of St. Joseph's PTA

About St Joseph's

- Currently 206 pupils on roll
- One form entry (one class per year group)
- 94% of pupils are Catholic
- Converted to a Multi Academy Company on 1st October 2014
- Our MAC expanded on 1st February 2021 to form Emmaus Catholic Multi Academy Company. This includes four other Catholic primary schools from the Sandwell Borough
- Everything we do is underpinned by the Gospel values and Catholic virtues which are rooted from The Beatitudes – Christ-centred approach and development of the whole child.

Catholic Schools Pupil Profile

- Since September 2015 all Catholic schools across the Archdiocese of Birmingham have followed the 'Catholic Schools Pupil Profile'
- This has been adapted from the Jesuit Institute Virtues formulated originally by Fr. Adrian Porter
- This consists of a series of 'Character Virtues' (16 in total) which will help to develop every child to live a happy and virtuous life providing them with skills for living and skills for learning
- Each half term focuses on two virtues. This cycle will then continue so that the same virtues are not associated with a particular time of the year. Currently we are exploring the virtues of being 'Learned' and 'Wise'
- Catholic school clusters met together to discuss ideas on ways in which these virtues can be incorporated into Collective Worship, the Catholic Life of the School and within RE lessons
- These virtues form the basis of all teaching within the school and inform parents how we intend to develop the whole-child

Catholic Schools Pupil Profile

- Grateful and Generous
- Attentive and Discerning
- Compassionate and Loving
- Faith-filled and Hopeful
- Eloquent and Truthful
- Learned and Wise
- Curious and Active
- Intentional and Prophetic

loving
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Leadership and Management

- St Joseph's Senior Leadership Team includes: Principal, Vice Principal and Two Key Stage Leads
- St Joseph's Local Governing Body: 10 members – one staff and two parent governors, an advisor and six foundation members including the Principal
- Emmaus Multi Academy Company (MAC) Board of Directors: 14 members – two staff and two parent directors plus eight foundation directors
- The Catholic Senior Executive Lead (CSEL) works with the Directors, Governors and Principals on the strategic development of the schools across the MAC.

What is a MAC?



- A Multi Academy Company (MAC) is a family of Catholic schools who are committed to working together
- All MACs in our Diocese work under the 'umbrella' of the Dominic Barberi Trust
- All schools in our MAC retain their own distinctive Catholic identity.

Why be in a MAC?

- To ensure the continuation of Catholic education
- To work together to create the best possible learning environments for all our children
- To share expertise, ideas and skills
- To create diverse opportunities for our children.



Merger with St. Nicholas Owen and St. Catherine of Sienna Multi Academy Companies



- The merger between the two academy companies took place on 1st February 2021 to form the Emmaus CMAC
- This is an exciting opportunity for all involved as the growth of the MAC develops.

Being a Catholic School

- Assist the Church, support parents and the community
- Daily acts of Collective Worship – class, key stage, whole-school, meditation etc.
- Catholic Life – Masses (class, key stage, whole-school) held at school and at Our Lady and All Saints Church, implementation of the Gospel values and virtues
- Charitable outreach – Father Hudson’s Society, CAFOD, UNICEF etc.
- Strong links between the School and Parish
- Sacramental programme – Year 3 (Reconciliation and First Holy Communion) and Year 6 (Confirmation)
- Religious Education – follow Diocesan programme – ‘Learning and Growing as People of God’

Reception Overarching Principles

- On entry to reception, the teachers and the support staff will aim to ensure the children become familiar with the daily routines. It is important that the children enjoy coming into school each day, feeling confident and relaxed.
- There are four guiding principles which shape practice in Reception as follows:
- Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured
- Children learn to be strong and independent through **positive relationships**
- Children learn and develop well in **enabling environments with teaching and support from adults**, who respond to their individual needs and help them to build their learning over time
- The importance of **learning and development**. Children develop and learn at different rates.

Reception Areas of Learning

- There are seven areas of learning which will shape the educational programme in Reception. All areas of learning and development are important and inter-connected. Children will develop and progress in these areas through adult-led teaching and child-initiated activities which will give them the opportunity to apply and consolidate their learning.
- Communication and language (Prime Area)
- Physical development (Prime Area)
- Personal, social and emotional development (Prime Area)
- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

Reception Baseline Assessment

- The Reception Baseline Assessment (RBA) assesses a child in early mathematics, literacy, communication and language. The purpose of the RBA is to form the starting point for a school's progress measure. Data from the RBA will be compared to the end of Key Stage 2 outcomes (Year 6) 7 years later to form an overall progress measure for a school
- Reception Baseline Assessment will be conducted by teachers within the first six weeks of the children starting school
- At the end of the year the children are assessed whether they have achieved a Good Level of Development (GLD) against the Early Learning Goals (ELGs). Teachers will indicate whether children are meeting the expected levels of development (expected), or if they are not reaching the expected levels (emerging).

Why Have the Changes Been Made?

In 2019, the government proposed changes to the EYFS. These changes have now been made and all early years settings and schools will follow the new EYFS from **September 2021**.

The aim of the changes is to improve the learning for all children and better prepare them for the move into year 1.

To help make the right changes, evidence was looked at to find the best ways children can be supported in developing as they grow.



The changes also hope to give children the **best** start in life and set them up well for their future.

Not all parts of the EYFS have changed, some elements have remained the same or similar.

Some Key Changes

- 1. Reduced the amount of unneeded written recordings and assessment of children by staff.**
 - This means staff do not need to keep a large amount of written evidence that proves children are able to do lots of things.
 - Staff still know the abilities and skills of each child, and know how to support them to develop. However, now they do not need to write this down unnecessarily.
 - This frees up more time for staff to spend directly with the children.
 - By taking away the need for constant recording, it helps to develop more natural play, conversations and interaction between adults and children.

These changes will mean that although you will receive work your children have done throughout the year, it won't be as a formal learning journey.



Some Key Changes

- 2. There is more of an emphasis on the importance of developing communication and language skills.**
 - Children should be supported in building up vocabulary by increasing the amount of words they know and can use.
 - Encourage more conversations between adults and children, but also children and their peers.
 - Good language skills are the basis for all other learning and social interaction, so this is vital to focus on.



Some Key Changes

- 3. There is a focus on how reading stories is important to help children develop in all of Areas of Learning.**
 - Daily reading of stories encourages an enjoyment of reading from a young age.
 - Lots of other learning opportunities happen when looking at books, for example comparisons of culture or the past.
 - Listening to stories develops imagination, ideas and language.
 - Reading is an essential skill and so should be shown to children, as well as practised by them regularly.
 - Children are also encouraged to use story ideas in their play.

Initially, there will be a focus on consolidation of skills learnt in the nursery and pre-school settings. After a few weeks your children will bring home a phonics sound book to practice at home. Once all the sounds have been taught we will start to send home reading books based on the children's phonic ability.



Some Key Changes

- 4. There is a focus on encouraging healthy choices overall and an understanding of oral health.**
 - Required to teach children the importance of brushing teeth.
 - Supervised toothbrushing is not expected in settings and schools.
 - Focus on helping children to understand which choices to make that will help them to be healthy, for example which foods to eat and why.
 - Getting into good routines from a young age is important as these often continue into adult life.

Children will be provided with a healthy snack at breaktime.



School Mentor Dog – Ted



- Ted was introduced to St. Joseph's in March 2021 to support children (and staff) with mental health and well-being after the periods of extended school closure due to national lockdowns

Implementation

- Supported identified children upon entry into school to manage children's anxieties about returning after an extended period of school closure
- Reward system for 'Time with Ted' on a Friday afternoon for children who have been chosen by their teacher for Good Work and Special Mention (showing the Catholic Virtues)
- 'Daily K' was implemented to support with children's physical activity during the school day – to walk with Ted 1km at lunchtime. Children organised into 'bubbles' and supported by handlers and other staff members
- Targeted intervention programme with nurture group – friendships, managing behaviour and anxiety etc.

Impact

- Children who were identified as requiring support upon entry into school no longer need support from Ted
- One child's attendance improved significantly from March to July 2021 – only late on one occasion
- Children have expressed how they enjoy spending time with Ted as a reward for good work
- Staff and parents enjoy seeing and spending time with Ted during the school day.

Key Admission Dates

- Paper-based applications to be completed and returned to the Dudley Admissions by 5pm on 15th January 2022. Online submissions by midnight on the same day
- Decision email circulated by 19th April 2022
- Appeals during June and July 2022
- School term starts Monday 5th September (INSET day for staff)
- Children to start on Tuesday 6th September (TBC)

Any Questions

