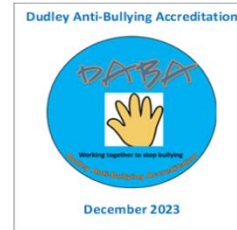




ST JOSEPH'S CATHOLIC PRIMARY SCHOOL



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



[My Hands Are Yours - YouTube](#)



ST JOSEPH'S
CATHOLIC PRIMARY SCHOOL

Mr Wilkes –Executive Principal

Mrs Mitchell –Head of School

Mrs Taylor Round - SENDCo

Mr Price – Chair of St Joseph's Local
Governing Body

Mrs Dodd and Mrs Standish –
Reception Class teachers

Mrs Bailey and Miss Biniek (teaching
assistants)

Mrs Riley – Key Stage 1 and EYFS lead

Mrs Faux-Conduit – School Business
Partner

Mrs Bradley – Office Administrator

Mrs Parveen – Extra Club Manager

4. Expectations for school uniform

4.1 Our school's uniform

- › Royal Blue Polo Shirt (with logo if possible)
- › Royal Blue Jumper (with logo if possible)
- › Royal Blue Cardigan (with logo if possible)
- › Grey trousers or grey shorts
- › Grey Skirt, Pinafore or trousers
- › Sensible Black Shoes
- › Blue and White Check Dress (Summer only)
- › Grey Tights or grey/white socks

P.E. Uniform

- › Royal Blue Shorts
- › White T-Shirt (with logo if possible)
- › Black Pumps/Trainers
- › Plain (no logos/brands) Navy Blue or Grey Tracksuit bottoms (or leggings for girls)/warm tops needed for outdoor games in winter
- › In Reception, Year 1 and Year 2, children are required to bring their PE kit in a royal blue pump bag and leave this in school. They will get changed in school on their PE days. In KS2, (Years 3-6) the children are permitted to wear their PE kit to school on their designated PE days.

The only jewellery pupils are permitted to wear on school premises are small simple analogue or digital watches (not smart watches that are able to send/receive calls/messages or take photographs) and plain silver or gold stud earrings, including on non-uniform days. To ensure the safety of the children, jewellery is not permitted in PE lessons. Therefore, it is recommended that on PE days pupils do not wear jewellery. If they do they must remove them for the lesson: staff will not remove earrings for children. Children may not tape up earrings for PE lessons.

Footwear and Outerwear

Children are required to wear black, sensible, flat shoes for school and trainers for outdoor P.E. (black pumps for indoor P.E.). During colder months, children should bring a warm, waterproof coat to school which is clearly named. Children may also wish to bring a warm hat/scarf/gloves for colder weather and will need sunhats for hotter months. Children are permitted to bring a bag to school, but due to limited space, this must be no larger than a normal school-book bag.

All children are required to have a 'spare' pair of trainers within school to be able to access the trim trail and for KS2 to change into at break and lunchtimes.

School bags

In Reception, Year 1 and Year 2, pupils should only bring a blue book bag with them. Book bags with the school logo can be purchased from the school office.

In KS2 (Years 3-6), the children are permitted to bring a larger school bag, however this should be of a sensible size due to the space constraints within the cloakroom areas.

Water bottles

All children should bring a water bottle with them each day. This should only contain water. Only 'sports top' or 'leak proof' style water bottles of a sensible size (no more than 650ml) are permitted in school to avoid spillages and due to limited desk space. An example of the permitted size and style water bottle permitted in school can be seen below:



Free school meals

What is changing?

From the start of the 2026–2027 academic year, all pupils from households receiving Universal Credit will be eligible for a free school meal, provided a successful application is made.

Understanding the two FSM categories

Targeted FSM

Pupils from households receiving Universal Credit with annual household earnings of £7,400 or less, alongside other eligible groups set out in DfE guidance.

Provides:

- Free school meals
- Access to additional funding (e.g. pupil premium, Ever 6 FSM)

Expanded FSM

Pupils from households receiving Universal Credit who do not meet the Targeted FSM threshold.

Provides:

Free school meals only

Although children in Reception, Year 1 and Year 2 already receive universal infant free meals. It is still important for eligible families to apply. As schools may receive additional funding (if eligible for Targeted FSM), also it ensures pupils are correctly recorded for future entitlement.



Being a Catholic School

Work closely with the Church, support parents and the community

Daily acts of Collective Worship – prayers, class liturgy, meditation etc.

Gifts from God, Stay and Pray, class Mass (prayer service in Reception), May procession, Whole school Masses in line with Liturgical year

Charitable outreach – Father Hudson's caritas, CAFOD, Project Gambia

Strong links exist between the School and Parish

Sacramental programme – Year 3/4 (Reconciliation and First Holy Communion) and Year 6 (Confirmation)

Religious Education – follow Diocesan programme – 'Discerning Disciples'

loving
hopeful
attentive
faith-filled
generous
eloquent
intentional
learned
prophetic
curious
wise
grateful
discerning
compassionate
truthful
active



What kinds of needs do we support?

We support children across the four main areas of Special Educational Needs: -

Communication and interaction,

Cognition and learning

Social, emotional and mental health

Sensory and/or physical needs

Our Approach:

High-quality, inclusive teaching

Multi-sensory strategies and tailored support –
Including use of visual aids, word banks, coloured overlays, sensory tools and digital support.

If you have concerns: - Talk to your child's class teacher first

Arrange to speak with Mrs Mitchell (SENDCo) if needed

How SEND is identified: - Teacher observations and assessments
Input from parents
Pre-school transition info and external agencies
SENCO and external assessments if necessary

How we support your child:

Differentiated activities and environment from class teachers

- Additional small group or 1:1 support if needed
- Regular review of progress and personalised SMART targets - SENDCo oversees, and coordinates SEND provision

SEND Parent Leaflet available at the school office

Next Steps: - Graduated approach (Assess > Plan > Do > Review)

One Page Profile and SMART targets EHCP may be requested if complex needs are identified

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).

Reception is a play-based environment, we aim to engage the children in activities which will support the prime and specific areas of learning

Initially we focus upon the children's personal, social and emotional development, believing that once children become relaxed and confident within the classroom they will become active learners

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



Routine

The structure of our day will change throughout the year. Initially the environment will be more child-initiated to support the development of the characteristics of effective learning.

However, as children become secure in the underpinning skills, their learning will become more adult-led, particularly in the latter part of the year to ensure children are prepared for their transition into Year 1

Gates will open at 8.45. (Green gates by Reception outdoor area)

Children will enter on their own supported by staff if necessary.

On arrival, children will hang up their coat and put water bottles away. They will then start a morning task (these change as the year progresses).

First thing in the morning there are lessons and learning through play, followed by snack time and then break time.

After break there is more whole class teaching followed by learning through play and focused teaching groups.


Lunchtime is 12.00-12.50 (Please pre order)

During the afternoon there are whole class teaching sessions, opportunities for learning through play and small adult led groups.

School end at 3.15 for Reception children. Please be at the Reception area outdoor gates to collect your child. Please let the school office know if you are running late.

Preparing for Reception:

- All details up to date on Arbor for September
- Label all clothes
- Purchase a book bag
- All stationery will be provided in class
- Send a named water bottle to school each day
- All children will have a free school meal (pre-ordered)
- 'I am starting School' books
- Treasure box
- Self-care

- Wear own clothes on (or around) their birthday
-
- Fruit is provided at snack time.
 - Children will be allocated a House St Carlo Acutis, St Josephine Bakhita, St Elizabeth Hesselblad, St Oscar Romero. Children wear that colour T-shirt for sports day and Saints' day masses.
 - Parents evenings and ongoing progress reports termly
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Key Diary Dates



Mon. 31 Aug.

Bank Holiday



**Tue. 1 Sep and
Wed. 2 Sep**

School (INSET) Days
on Tuesday 1st and
Wednesday 2nd
September – **no
children in school**



Thurs. 3 Sep.

1st half of Reception
class to stay in
school for the
morning and
collected after lunch



Fri. 4 Sep.

2nd half
of Reception class to
stay in school for
the morning and
collected after lunch



Mon. 7 Sep.

All children in school
full time (8:45am
until 3:15pm daily)

Any Questions

