The Pines School

A vibrant school where everyone is challenged to be their BEST.

Key Staff

Head Teacher: Mrs Kate Davies

Deputy Headteacher: Miss Nicole Phillpotts

Phase Leaders: Mrs Emma Whitehouse (KS2) and Mrs Rebecca Taylor (EYFS and KS1)

Reception Teacher: Mrs Claire Laye and Mrs Sara Liddell

Reception Teaching Assistants: Mrs Wendy Molloy, Mr Kian Edwards, Mrs Rina Aripin

Special Educational Needs Coordinator: Mrs Claire Chandler

Family Support Advisor: Mrs Tracy Williams

School Business Manager:

Office Staff: Mrs Marianne Salmon and Mrs Nicola Champion













Our Vision and Values



Here at the Pines we strive to be the BEST version of ourselves.

Believe: We are a community who inspire all to believe in themselves and hold courageous aspirations.

Excellence: Through a fun and engaging curriculum we develop the skills to excel as lifelong learners.

Safe: We take responsibility for the safety of ourselves, others and the environment.

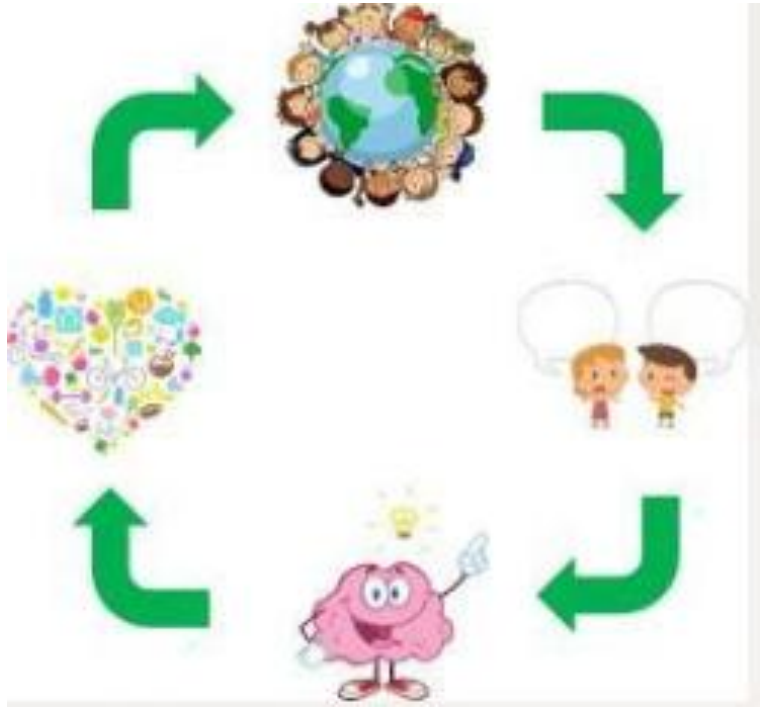
Team: We nurture a culture of respect, kindness and collaboration so that we can be the best team.

Our 'BEST' values are at the heart of all that we do at The Pines and we believe that every child can succeed. We want all members of our school community to have high aspirations and to feel confident about the future, looking forward to the opportunities it will bring.

Our Curriculum

Curriculum drivers underpin all aspects of teaching and learning at The Pines. They relate to the needs of our school, our pupils and our community.

- Our four Curriculum Drivers are:
- Our Place In Our World
- Language & Oracy
- Learning Skills
- Healthy Body, Healthy Mind



Underpinning all learning in school is a relentless focus on the acquisition of the basic skills of reading, writing and using numbers. Without these abilities, children will not be able to access other forms of learning and therefore they are crucial to enabling every child to reach their potential.

School Set Up

EYFS:

Nursery

Reception

KS1:

Year 1

Year 2

LKS2:

Year 3

Year 4

UKS2:

Year 5

Year 6

Early Years Foundation Stage



The Foundation Stage begins when a child is born and continues through to the end of Reception.

The EYFS is broken down into seven areas of learning:

3 Prime Areas

- Personal, Social and Emotional
- Communication and Language
- Physical





4 Specific Areas

- Literacy
- Numeracy
- Understanding of the World
- Expressive arts and design

We help the children to learn through playing, exploring and being active. This means children will take part in a range of fun, practical activities; some of which are adult directed, some guided by adults and some will be child-initiated.

A Day in Reception



Characteristics of Effective Learning:

- **playing and exploring** - children investigate and experience things, and 'have a go'



- **active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements

- **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things

A Day in Reception

Days in Reception rarely look the same but there are a few things which will always happen:

- Timetable
- Free flow time – time for children to play, follow their interests, plan and execute their ideas and explore using all of their senses.
- Key Group Time
- Phonics
- Maths
- Story time

Other things that might happen:

- Assembly
- PE
- Library
- Visitors
- Trips
- Handwriting
- Adult-led activities
- Writing
- Cooking
- Gardening
- Whole school events
- Singing time



What your child will learn

There is so much learning that takes place in the Reception year and the learning in Autumn 1 looks very different from the learning in Summer 2.

Autumn Term: Focus on independence, following rules, developing friendships and collaborative skills. There is also a focus on starting to learn phonics. This will be introduced in short chunks, working up to 20-30 minute lessons.

Spring Term: Focus on collaborative skills, developing concentration for whole class lessons in maths and phonics, developing empathy, exploring the world, cultures and communities.

Summer Term: Focus on knowing some number facts, writing sentences and stories with growing independence, negotiating and resolving conflicts with growing independence, preparing for routines and expectations in Y1 (eg whole school assembly).

Getting Messy

At The Pines, we love providing the children with hands on, messy learning experiences. Some of our messier activities include:

- free painting
- sand play
- water play
- creating delicious meals in our mud kitchen
- playing in gloop/slime/jelly
- colour mixing
- exploring the seasons
- jumping in puddles
- making dough
- junk modelling
- gardening
- printing



In our Reception unit, no weather is ‘bad weather’! We know that during messy learning experiences, the children are developing their independence, creativity, interpersonal, physical and language skills.

Please send in a puddle suit and wellies for our messier days!

School Times and Other Details

- School gates open at 8:40.
- Children will come in through the door next to the fenced outdoor area for nursery.
- School ends at 3:10. Please be patient with the Reception team as we learn your faces on the playground. We will only send a child home once we are happy there is a known adult to collect them.
- Lunchtime: 11:45-12:45
- Breakfast and after-school club runs before and after school (details in your information booklet).

Eating at School

Children all eat in the hall together; adults from the Reception team supervise children and often eat their lunch with the children.



Hot School Dinners

- Hot school dinners are provided by Harrisons who operate a three week rolling menu.
- There is a choice of a meat/fish option, vegetarian option or a jacket potato.
- Children can also help themselves to salad from the salad cart.



Packed Lunches

- Please provide your child with healthy options (no chocolate bars, sweets or fizzy drinks).
- NUT FREE

Snack Time

- All children in Reception are provided with a drink of milk and piece of fruit each day
- Please also send in a named bottle of water each day – reusable bottles are best for this

Please inform the school of any dietary requirements or allergies your child has

Free School Meals



Free School Meals

All children in Reception and KS1 are entitled to a free school meal.

As children go into KS2, families can apply for free school meals.

HOWEVER

Please don't wait until KS2.

Children in Reception and KS1 who qualify for free school meals should apply even though they will receive meals without doing this.



Applying for free school meals, releases pupil premium funding to the school which can be used in many ways to support your child's education during their time at The Pines.

Please see Mrs Salmon or Mrs Williams to apply for this.

Please inform the school of any dietary requirements or allergies your child has

Uniform

We have recently updated our uniform policy in line with guidance from the Active Uniform Alliance. Children can wear either formal uniform or Always Active Uniform.

Uniform	**Always Active Uniform**
Green Pines jumper or cardigan with school logo	Green Pines jumper or cardigan with school logo
Black/grey shorts/trousers	Black/navy joggers/leggings without slogans
Skirt/pinafore (grey or black) sitting just above the knee and no higher	Black/navy PE shorts for the Summer
White or green (Pines green) polo shirt	White or green (Pines green) polo shirt
Green checked summer dress	
Tights (grey or black)	
Socks (grey, black or white)	
Sturdy dark coloured trainers	
Sun hat for the summer	
Book Bag	

Please make sure all items are clearly labelled with your child's name or initials.

Uniform

We have recently updated our uniform policy in line with guidance from the Active Uniform Alliance

PE Kit

- Plain black/navy P E shorts
- School green T-shirt with a logo or a plain white or green t-shirt
- Plain black/navy jogging bottoms without slogans
- School jumper or a black/grey sweatshirt without slogans
- Black plimsolls for inside

If children are wearing always active uniform, they do not require a separate PE kit, although they will need to bring in black plimsolls for PE in the gym.

Additional suggested items for Reception children (to be kept in school)

- Wellington Boots
- Puddle Suit
- No jewellery is to be worn (unless for religious reasons).
- Long hair should be tied up at all times.
- We would advise that children keep a spare set of school clothes in school in case of emergencies.

Please make sure all items are clearly labelled with your child's name or initials.

OPAL stands for Outdoor Play and Learning and it is project we have been working on this year.

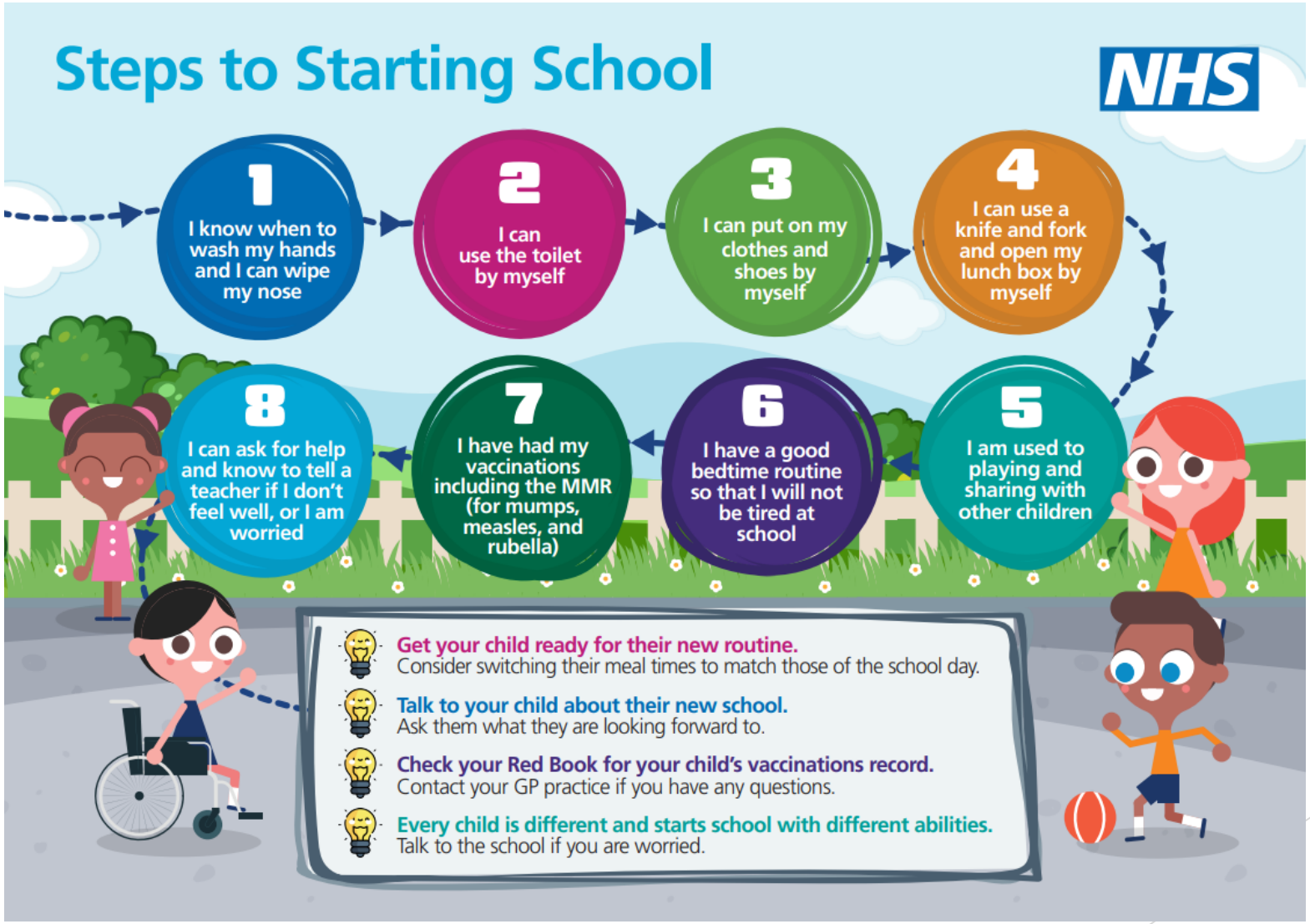
This means that children's playtimes are full of rich and varied play experiences, including dressing up, imaginary play, Lego building, dancing and more.

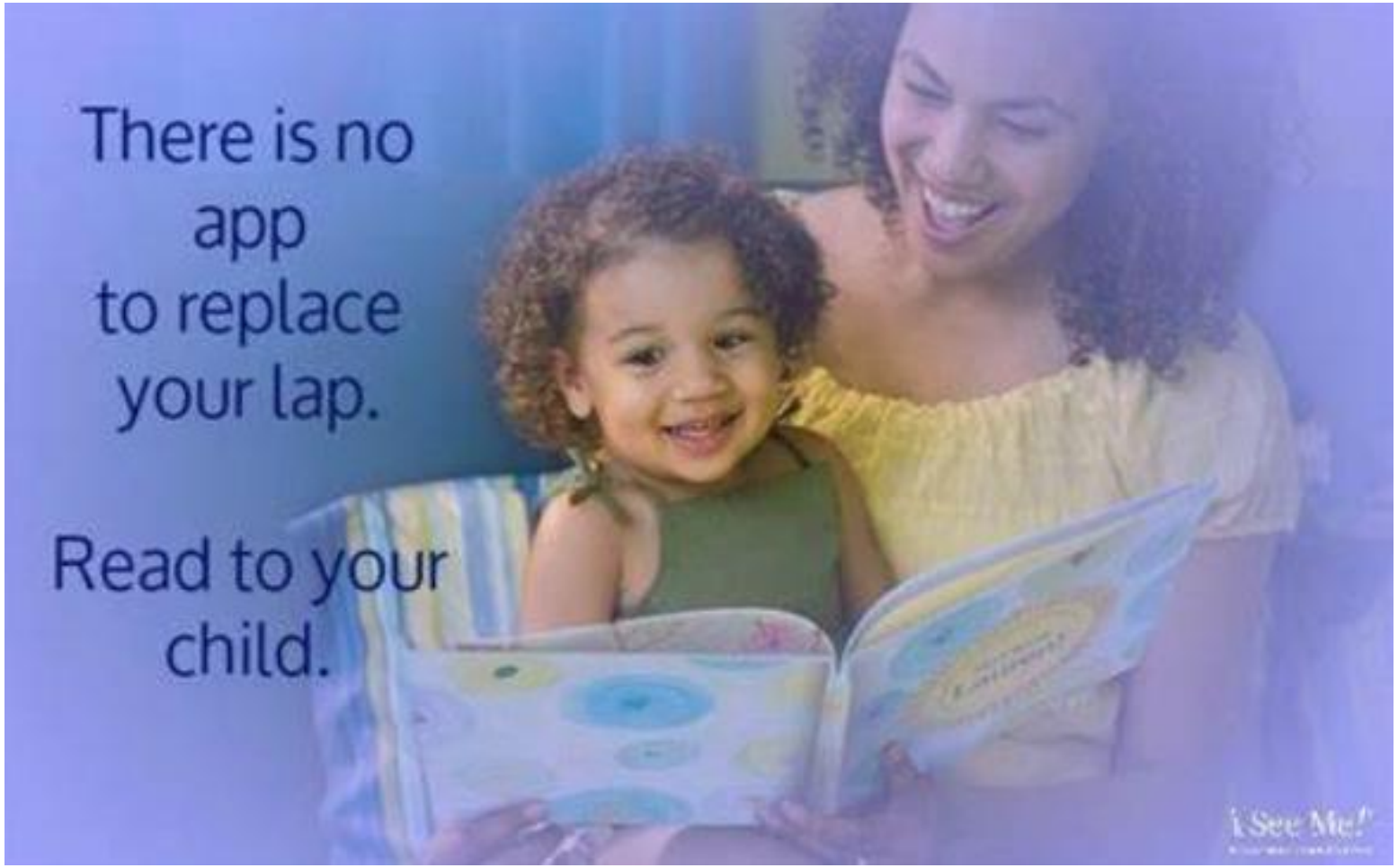






Getting Involved




There is no
app
to replace
your lap.
Read to your
child.
I See Me!

Getting Involved

Communication

- What We Are Learning Letters
- Schoolcomms
- website
- Twitter
- Newsletter

Volunteers in School

- Gardening
- Cooking
- Reading
- Art projects
- Trips
- Religious or cultural celebrations

At Home

- What We Are Learning Letters – activities to try at home
- Daily reading – phonic books and story times
- Talk-talk-talk
- Independent skills
- Workshops to find out more about specific subjects
- Make the most of every opportunity

Communication

Key contacts:

Admin@thepinesschool.org.uk

Fsa@thepinesschool.org.uk

Senco@thepinesschool.org.uk

Aggressive behaviour towards staff will not be tolerated, this includes on the door and via emails. If you have concerns that need to be raised these can be done through appropriate channels.

Attendance



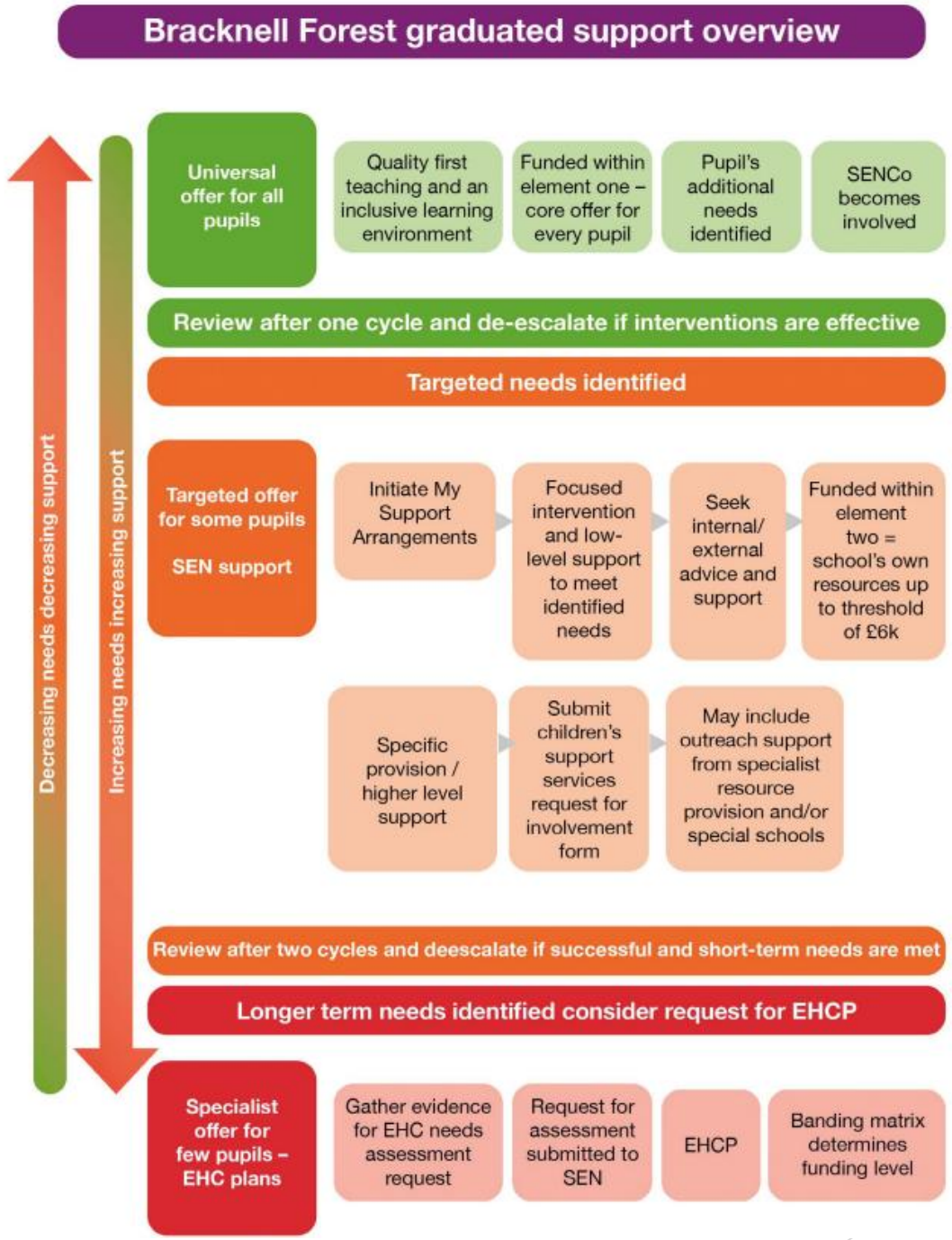
- Attendance is really important. Even if your child is not statutory school age, they still need to be in school every day.
- We have seen a huge increase in people taking children on holiday in term time and whilst I appreciate that the cost of holidays is astronomical and much cheaper in term time, we need to start their school life working together and on the right foot.
- Everyday in Reception is a learning day. Whether it is phonics, maths or learning through play and exploration. If they miss a week of phonics, this means they have lost out on key learning and will always be catching up.

SEND (Special Educational Needs and Disabilities)

- Your child has spent a significant amount of their life in some sort of lockdown.
- They are not going to have the same skillset as their older siblings had.
- The world has changed and they may have had more time on a screen.
- In Reception they will get lots of opportunities to play and explore and talk. If your child is starting to show signs that they may need extra support, we will work with you and our SENCO to work out what is best.
- However, please give your child time to settle in. We know that it can be scary handing your child over to other people but please trust us that we have your child's best interests at heart.



SEND


Bracknell Forest graduated support overview
Decreasing needs decreasing support
Increasing needs increasing support
Universal offer for all pupils
Quality first teaching and an inclusive learning environment
Funded within element one – core offer for every pupil
Pupil's additional needs identified
SENCo becomes involved
Review after one cycle and de-escalate if interventions are effective
Targeted needs identified
Targeted offer for some pupils
SEN support
Initiate My Support Arrangements
Focused intervention and low-level support to meet identified needs
Seek internal/ external advice and support
Funded within element two = school's own resources up to threshold of £6k
Specific provision / higher level support
Submit children's support services request for involvement form
May include outreach support from specialist resource provision and/or special schools
Review after two cycles and deescalate if successful and short-term needs are met
Longer term needs identified consider request for EHCP
Specialist offer for few pupils – EHC plans
Gather evidence for EHC needs assessment request
Request for assessment submitted to SEN
EHCP
Banding matrix determines funding level