



# Howletch Lane Primary School

Learning Together, Achieving Together

## STARTING SCHOOL RECEPTION 2020-21



Howletch Lane Primary School

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[www.howletchlane.co.uk](http://www.howletchlane.co.uk)

Head Teacher – Mrs H. L. Adair



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## A Welcome Message from the Head Teacher

On behalf of the staff, governors and all of the children, I would like to welcome you to Howletch Lane Primary School.

We hope you will find this prospectus helpful. It is intended to provide some useful information to parents about our school, its aims, organisation and the education being offered to your child. You will find more detailed information on the school's website at [www.howletchlane.co.uk](http://www.howletchlane.co.uk)

The primary years in children's education are vitally important. At Howletch Lane Primary School, we aim to ensure that children have a happy and successful start to their education - developing academically, socially, emotionally, physically and creatively - within a caring and stimulating environment.

As parents, you have already played a crucial part in your child's early learning and will continue to do so. We hope that school and home can work together to develop the strong links necessary to provide the best possible start in education for your child.

Each term we offer opportunities to discuss your child's progress. However, staff are always happy to meet with you should any issues arise.

We look forward to working with you to ensure that, through our partnership, we give your child the first class education they deserve.

**Mrs. H. L. Adair**

**Head Teacher**





## Information for Parents of Reception Children

Your child is now ready to enter into full time education. It is both an important and exciting time for you and your child and the staff at Howletch Lane Primary School will endeavour to make the transition from nursery to school a smooth and happy one.

### Reception Staff Team



Mrs. M Armstrong  
Teacher (EYFS Leader)



Mrs. D Brady  
Teaching Assistant



Mr. R Winn  
Teacher



Mrs. T Scollins  
Teaching Assistant



Mrs. J Boudari  
Teaching Assistant



Miss. D Hartley  
Teaching Assistant



Mrs. S Emerson  
Teaching Assistant

From time to time there are changes of staffing due to illness, maternity or changes made to support those pupils with Special Educational Needs. If changes do occur you can be assured we have the best interests of all pupils in our care in mind.

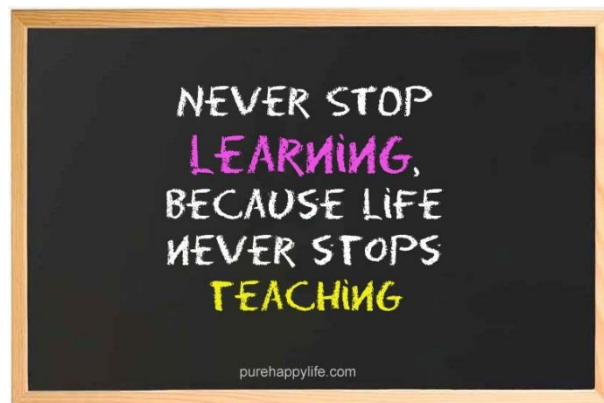


## Aims of Howletch Lane Primary School

Howletch Lane Primary School is committed to the development of each individual as a caring, concerned and contributing member of the community.

The school aims to provide a happy, caring environment in which pupils feel secure and valued; where pupils will find satisfaction and pleasure in their work and play, thus motivating them to learn. The aim of the school is to provide a broad and balanced curriculum, to extend each child to his/her full potential and to increase their knowledge, experience and understanding of the world in which they live. The school will also promote the spiritual, moral, social, cultural, physical and creative development of each individual.

The school and its Governors believe that the involvement of parents in their children's education is vitally important and we encourage parents to take an active interest, and, whenever possible, participate in school activities.



## Settling In

When school is informed of a child's admission to Howletch Lane Primary School, both parents and pupils are invited into school to meet their new class teachers. Our main aim is to ensure your child settles in as quickly as possible and feels wanted and secure. In order to do this the following preparations are arranged:

- \* Children are given opportunities to visit their new reception class and meet the teacher.
- \* Parents are invited to attend a meeting with the Head Teacher where school organisation and procedures are explained and parents have the opportunity to ask questions and express any concerns or anxieties they may have.
- \* A staggered entry and shortened day in the first two weeks of school is organised to reduce anxiety. The times are usually **9.15 am until 1.30 pm**, which gives children the opportunity to stay at school during lunch-time. (Please see the section about arrangements for school meals).

Once children are settled into school, they will join in with the normal routines of our school day.



## The Structure of the School Day

### Start of the School Day

The school day begins at 9:00 am. Children can enter the building at the main entrance from the KS1 playground from 8:50 am. A member of staff will be on duty to answer any queries. The school has a Breakfast Club – please see section with other information for more details.

### Snack Time

Children will have rolling access to a piece of fresh fruit (provided free) or snack of your choice. If you provide your own snack please ensure it is a **healthy** one. Chocolate, sweets and crisps are not permitted. A free water bottle is given to every child on starting school, it should be taken home each day and thoroughly washed. Replacement bottles are available at a cost of £1.00 each. Water dispensers are situated in the cloakroom areas of the school.

### Lunchtime

Reception pupils have lunch a little later than the other children at 12:30 pm as it has been found to be beneficial for pupils who may feel a little daunted by a large group of children going into lunch together. There is a choice of lunch and dessert for the children.

Children in Reception and Key Stage 1 are entitled to a free school meal as part of the Universal Free School Meal initiative.. From Y3 parents must pay for school lunches (£2.10 per day) or apply for a free meal if in receipt of qualifying benefits – please ask for more information at the office. If your child has an allergy or intolerance to any food, please ask at the office for a request for special diet form. You will also need written confirmation from a consultant or dietician.

If parents prefer, children can bring a packed lunch to school. As we are a nut free school please ensure there are no nut products in your child's packed lunch. A packed lunch should be a balanced meal and contain fruit/yoghurt rather than sugary snacks. Please do not send fizzy drinks.

If your child wishes to change from school meals to packed lunches or vice versa please ask at the office for a change in meal pattern form. A change can only be made if you inform the office in advance.

Supervisory assistants are employed to help children during the lunchtime period, both in the dining hall and outside on the school yard.

### Afternoon

After lunch, the children continue to play and learn until the end of the school day with no break mid-afternoon.

### Home time

The end of the day is 3.20 pm for KS1 children. Reception classes are brought out onto the yard by their class teacher just before Year 1 & 2 for parents to collect so please be on the yard by **3.10pm**. Please stand in the designated area and the children will be brought to you. If a child is not collected they will be taken back into school and we will attempt to contact the parent or an alternative relative/carer. **Please ensure we have up to date contact numbers** and inform the school if you know there will be a change to the adult who is collecting your child.

We offer an after school care service until 5.30 pm. Children are escorted to the Children's Centre and can be collected from there – please see further information section.





## Other Information

### School Uniform

The school encourages children to wear a school uniform. This consists of:-

- \* Sky blue or white Polo shirt or shirt
- \* Royal blue jumper or sweatshirt
- \* Grey skirt or trousers
- \* Black shoes (or black trainers with no logos)

Sweatshirts, cardigans and coats with the school logo can be purchased online at [www.totstoteams.com/school](http://www.totstoteams.com/school). Items can be delivered to school free of charge, there is a charge for home deliveries. Samples are available in school to check sizes.

Please ensure all items of clothing and footwear are **clearly marked** with your child's name.

Jewellery can be dangerous when children are playing – please leave it at home.

### P.E. Kit

When taking part in PE, safety is of paramount importance so pupils must not wear earrings or jewellery while participating in PE or games.

A school PE kit includes:

- Plain white t-shirt
- Blue or black shorts
- Black gym shoes/trainers

Please do **not** provide children with designer items or named football strips as this can lead to children competing with one another.

### Lost Property

Please encourage your child to look after his/her own property. It is helpful if **ALL** clothing is **clearly marked** with your child's name. A lost property box is located in the KS1 Entrance.

### Breakfast Club

Breakfast club begins at 7.45am until 8.50am at a cost of £3.00 per day. Booking forms are available from the office and our website– please book in advance. The Breakfast Club is very popular and places are limited. Payment must be made through your parent pay account. You must also inform the office of any cancellations or you will still be charged for the session.

### After School Care

After school care is available until 5.30 pm Monday – Thursday and until 5.15 pm on Friday. For a charge of £5.00 per session, children can take part in a range of activities and are provided with a light tea. Terms and conditions are the same as for the Breakfast Club.

### Parent Pay

We are a cashless school. Payment for school meals, breakfast club, after school care, school trips and donations to school fund must be made through the ParentPay portal - please ask at the school office for log in details. You need to activate your account to receive communication from school.





## Attendance

The Government expects all children to achieve 96% and children whose attendance is less than 90% are considered to be persistent absentees. If your child is unwell and unable to attend, you must contact school as soon as possible. You can telephone and leave a message **0191 5862765** otherwise we will contact you asking for a reason for absence. Failure to provide one will result in an unauthorised absence and you will be contacted by our Attendance Officer, Mrs Reay. We would prefer all medical appointments to be made for out of school hours. If you need to take your child out of school for an appointment, please show proof to a member of office staff. Please see copy of school's Attendance Policy.

## Leave of Absence in Term Time

Government legislation requires us to ask parents **NOT** to take holidays during term time. Holidays taken during term time are treated as UNAUTHORISED ABSENCES and as such may incur a fine by the local authority. For more information please contact the school.

Here is a list of holidays and dates when the school is closed this academic year.

School Closures 2020/21	Closing Date	Re-open for Teaching Purposes
Summer 2020	Friday 17 July	Thursday 3 September
Autumn Half-Term	Friday 23 October	Monday 2 November
	Friday 18 December	Tuesday 5 January 2021
Spring Half-Term 2021	Friday 12 February	Monday 22 February
Easter 2021	Friday 26 March	Monday 12 April
May Day Holiday	Friday 30 April	Tuesday 4 May
Summer Half-Term 2021	Friday 28 May	Monday 7 June
Summer 2019	Tuesday 20 July	Wednesday 1 September *

**Staff training days 2020/2021: 1 & 2 September, 4 January, 19 & 20 July**

***\*to be confirmed***

## School/Parent Communication

It is very important that you keep us updated with any change to phone numbers and email addresses and other contacts' details in order to be able to contact you in an emergency. We strive to keep parents informed of any changes, upcoming events etc by email, text and via the school app. A monthly newsletter is sent by email and is also available on our website. Paper copies are available on request.

Please be aware that in order to receive regular emails, you must activate your ParentPay account.

Please check our website for information, forms etc. <http://howletchlane.co.uk>

## Drop-in Sessions

Mrs Boudari and Karen Harrison, our Parent Support Advisor, hold a drop in session for parents of children in EYFS every Wednesday at 9:00 am to discuss any concerns you may have about your child or other school matters. Our school nurse, Wendy Goodrum also attends the first Wednesday of the month.



## Accidents/Illness at School

In the event of sickness or injury at school we contact parents on the chosen contact number(s). Minor injuries will be treated in school, but in more serious cases children will be taken to a nurse, doctor or local hospital and the parents contacted immediately.

## Medicines at School

Parents are discouraged from bringing medicines into school. If pupils are unwell it must be questioned whether they should be in school at all. If a pupil is well enough to attend school and is prescribed medication, please see the following section.

## Medication Form to be Completed by Parent

Parents must complete an official form stating clearly the name of the medicine, the dosage and time to be taken. This must be a medicine prescribed by a doctor, clearly showing the prescription label with the child's name – **not** an over-the-counter medication and need to be administered **3** or more times per day. Parents must come into school to collect the medicine at the end of the day. It will not be given to a child to transport.

Pupils within our EMP base will have an individual care plan which will outline any medication to be administered

## Asthma

If your child needs an inhaler for asthma during school hours please complete an Asthma form giving detailed information about your child's condition, type of inhaler and frequency of taking. All medication must be clearly marked with the child's name.

## Health Checks

The health and safety of your child is one of our prime considerations and checks on hearing, sight, teeth and general health are made throughout the school year by the local health authority. You will be notified in advance of their visits.

## Educational Visits

Throughout the year we arrange a variety of educational visits and activities which greatly enhance the education of children. We ask parents to make a voluntary donation towards the cost of such visits. Without your support the visits would be few and infrequent. Insufficient funds could result in the visit/event being cancelled so please support us when we ask for donations.

A **Consent and Indemnity** form ( EV4) must be completed by all parents when their child starts school to allow them to attend visits/events. This form lasts for the duration of their stay at our school.



Creativity is  
INVENTING,  
experimenting,  
GROWING,  
taking risks,  
BREAKING RULES,  
making mistakes,  
and having fun.  
— Mary Lou Cook

Together  
MAY WE GIVE  
our children  
the roots  
to grow  
AND THE  
wings  
to fly





## Teaching and Learning in the Reception Classes

Your child is about to start school in their **Reception** year, this is the final year of the **Early Years Foundation Stage** (EYFS) Curriculum. This curriculum consists of 17 Early Learning Goals (targets) across 7 areas of learning. These areas of learning are the same your child worked within at their previous nursery setting, therefore Reception is viewed as the final stage of your child's Early Learning journey. The Early Learning Goals help to prepare your child for the next stage – The National Curriculum which begins in Year 1.

### Our Early Years Ethos

Our Early Years team acknowledge the role that the EYFS plays in laying the secure foundations for future learning and development of life skills. We create a safe and happy environment in which everyone is included, respected and valued thereby allowing them to grow in self-esteem. We offer a wealth of exciting and motivating experiences linked to individual interests that enable children to become more confident and independent. Our aim is to encourage children to become life-long learners, with the enthusiasm to accept challenge and embrace new opportunities. We endeavor to develop natural curiosity, so children enjoy learning and have the motivation and resilience to reach their full potential. Our environment includes communication friendly spaces enhanced with many loose parts and open ended materials which allows the flow of creativity. In short, we want school to be a happy, safe and secure place where your child can achieve their full potential.



## EYFS Curriculum

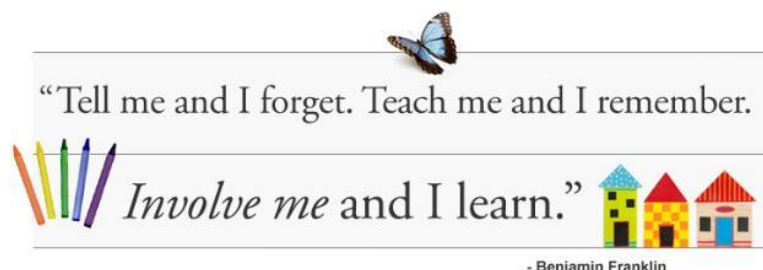
Below is a table showing the Characteristics of Effective Learning and the Prime and Specific Areas of Learning and Development within the Early Years Foundation Stage.

The ways in which the child engages with other people and their environment – playing and exploring, active learning, and creating and thinking critically – underpin learning and development across all areas and support the child to remain an effective and motivated learner.

The prime areas begin to develop quickly in response to relationships and experiences, and run through and support learning in all other areas. The prime areas continue to be fundamental throughout the EYFS.

The specific areas include essential skills and knowledge. They grow out of the prime areas, and provide important contexts for learning.

Characteristics of Effective Learning	Area of Learning and Development	Aspect
<p><b>Playing and exploring – engagement</b></p> <p>Finding out and exploring Playing with what they know Being willing to 'have a go'</p>	<b>Prime Areas</b>	
	Personal, Social and Emotional Development	Making relationships Self-confidence and self-awareness Managing feelings and behaviour
	Physical Development	Moving and handling Health and self-care
<p><b>Active learning – motivation</b></p> <p>Being involved and concentrating Keeping trying Enjoying achieving what they set out to do</p>	Communication and Language	Listening and attention Understanding Speaking
<p><b>Creating and thinking critically – thinking</b></p> <p>Having their own ideas Making links Choosing ways to do things</p>	<b>Specific areas</b>	
	Literacy	Reading Writing
	Mathematics	Numbers Shape, space and measure
	Understanding the World	People and communities The world Technology
	Expressive Arts and Design	Exploring and using media and materials Being imaginative





## Prime Areas – Early Learning Goals

### Communication and Language

ELG 01

**Listening and attention:** Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

ELG 02

**Understanding:** Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

ELG 03

**Speaking:** Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

### Physical Development

ELG 04

**Moving and handling:** Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

ELG 05

**Health and self-care:** Children know the importance for good health of physical exercise and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

### Personal, Social and Emotional Development

ELG 06

**Self-confidence and self-awareness:** Children are confident to try new activities, and to say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

ELG 07

**Managing feelings and behaviour:** Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

ELG 08

**Making relationships:** Children play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.



## Specific Areas – Early Learning Goals

### **Literacy**

**ELG 09 Reading:** Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate an understanding when talking with others about what they have read.

**ELG 10 Writing:** Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

### **Mathematics**

**ELG 11 Numbers:** Children count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.

**ELG 12 Shape, space and measures:** Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

### **Understanding of the World**

**ELG 13 People and communities:** Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

**ELG 14 The world:** Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one to another. They make observations of animals and plants and explain why some things occur, and talk about changes.

**ELG 15 Technology:** Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

### **Expressive Arts and Design**

**ELG 16 Exploring and using media and materials:** Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

**ELG 17 Being imaginative:** Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

## Opportunities to Learn



Literacy lessons

Play is the  
highest form  
of research

Albert Einstein



Daily Phonics – Following  
DfES Letters and Sounds



Access to Continuous  
Provision – ‘Plan to Play’



Outdoor Play



Daily Maths lesson – Magic  
Maths



Child-initiated Play



PLAY GIVES  
CHILDREN  
A CHANCE  
TO PRACTICE WHAT  
THEY ARE  
LEARNING.  
-MR. ROGERS





## Assessment

At the beginning of Reception your child will be assessed against age related expectations through observation. This will form a baseline assessment. All of the staff who are part of the Reception team will continually assess your child throughout the year by carrying out ongoing observations during play and adult directed learning time. On a termly basis, teachers will assess children against the 'age statements' which will be used to track progress across the year.

You can find out more information on the age related expectations and statements online by accessing a document called '**Development Matters in the Early Years Foundation Stage (EYFS)**'.

Your child's learning journey will be recorded through both written and photographic observational evidence, which you may access on a regular basis. You are also invited to share news/photos/wow moments from out of school and add them to your child's learning journey.

## Pupil Progress and Special Needs

Progress records are kept on each child and parents will be given the opportunity to see their child's report at the end of the academic year.

Progress is assessed and monitored and parents are invited to discuss their child's progress at Parent's Days, or sooner if there are any concerns. A member of staff is always available.

We aim to inform and involve parents whenever possible when a child is experiencing learning difficulties. Once a problem has been identified, the teacher will plan tasks to match the individual child's ability. Whenever possible, parents are invited into school to discuss how to support their child at school and at home.

Sometimes it is necessary to provide support from outside agencies such as speech therapist, school nurse or doctor, educational psychologist or audiometician. If you are concerned about your child's progress staff will be pleased to discuss your concerns with you – don't hesitate to contact us.

A policy document about children with special needs is available in school.





## Early Years Learning Environment

Our Reception setting consists of two indoor classroom and an outdoor classroom with a sheltered canopied area. Your child will access all of these areas as part of their curriculum provision. The environment is calm and natural with a cosy ambience. The resources used in Reception are carefully chosen for their potential to enhance learning and discovery.

In our Early Years environment you will find an array of loose parts for use in play. Loose parts are resources that can be moved, carried, combined, redesigned, lined up, and taken apart and put back together in multiple ways. They are resources with no specific set of directions that can be used alone or combined with other materials. You will find lots of logs, tyres, pipes, blocks, stones, sand, fabric, twigs, wood, pallets, crates, boxes and shells in our environment. A material that when left alone, does nothing in particular but comes to life in the hands of a child. Materials that require the child to use their imagination or their experiences.

If you find yourself throwing away any of the items we have mentioned, we would be grateful if you donated them to school.



*“creativity is  
intelligence  
having **FUN**”*

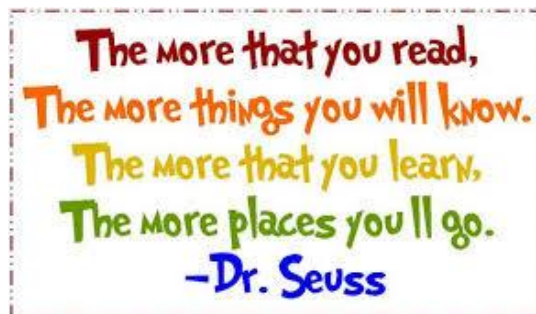


## How you can help at home

### Reading

Reading is one of the most fundamental skills a child needs to learn to succeed in life. Developing good reading habits from an early age is vital to your child's future, not just academically but in everyday life. Children who start reading regularly from an early age are more likely to enjoy reading later in life. This will serve them well throughout their education and beyond. We start teaching daily phonics and literacy and embed early reading strategies from your child's first term in Reception. An adult will listen to your child read on a one-to-one basis at least once per week in school. This is in addition to group reading and games. Here are some ways you can support your child in early reading:

- Show them how to hold a book and turn the pages
- Read a bedtime story every night
- Discuss the title of the book, what is happening and what can be seen in the pictures
- Ask your child to think what might happen next in the story and discuss characters
- Model reading in your everyday life – bus timetables, cereal packets, recipe books etc.
- Show interest in letter sounds and letter names
- Sing nursery rhymes and miss off the last rhyming word or say it incorrectly for your child to find the correct rhyming word
- Play 'I Spy' to encourage children to notice initial sounds in words.



Play and communication are key ways in which you can help your child learn with enjoyment and challenge at home. There are so many opportunities both inside and outside for learning through play. As a parent you can encourage your child by:

- Play with small world toys including Lego, cars, dolls etc.
- Real life experiences will give children a motivation to talk and write – visit a shop, the beach, let them help to cook etc.
- Count things in the environment – lamp posts, trees, etc. Look for numbers on signs and doors
- Go on a stick, stone and leaf hunt. How will you play with them?
- Paint and colour using chalks, crayons, pens and pencils
- Paint walls with water, play with water in the bath, dig in the sand or get dirty playing with mud
- Cook with your child and encourage mathematical language of measures
- Dress up and play – different clothes and costumes, material and fabric
- Use junk boxes, scissors and sellotape to make models
- Play with playdough – to strengthen fingers and grip to support writing development
- Give your child a chance to be 'bored'. This is when their creativity will flow
- Talk, talk and talk some more and encourage your child to explain their thinking
- Above all...laugh and have fun!



## Safety in School

We have secure locks on all external doors and operate a CCTV system at the main entrance. Shortly after school commences the KS1 and KS2 entrances will be locked and access to the buildings will be by the main entrance at reception. You must sign your child in through the INVENTORY console. The school gates will be locked during the period 8.50 am – 9.10 am and again at 3.10 pm – 3.30 pm. Whenever possible please park outside the school grounds or in the car park provided behind the Catholic Club on Grampian Drive.

Parents collecting their children are asked to wait on the playground at the designated spot, thus avoiding congestion on the pathways. This also enables parents to have a clear view of the school door and their children as they leave the premises.

In the interest of both hygiene and safety parents are asked not to bring dogs (except guide dogs for the blind/deaf) into the school grounds. Please also note that we have a **NON-SMOKING** environment and do not tolerate smoking on our school grounds. This also includes electronic smoking devices.

## Road Safety

If you are parking near to the school grounds to drop off or collect your child from school, please take every precaution to ensure the safety of other children in the school. **DRIVE SLOWLY AND WITH CARE and PLEASE only park in designated parking bays.** There is a large car park adjacent to the KS2 yard, behind the Catholic Club on Grampian Drive

## Bikes and Scooters

Children can come travel to and from school by bike or scooter. They will be housed in the pram shelter in the adjacent Children's Centre premises. The shelter will be open from 8.50 – 9.05 am and from 3.10 – 3.30 pm. The caretaker will issue you with a named tag which should be affixed to the handlebar – this will assist in identifying left items and will prevent children taking a bike or scooter similar to their own. There is also a designated area near the Key Stage 2 yard. For health and safety reasons children must not ride their bikes or scooters in the school grounds.

