



Welcome to Westdale Infant School

**A happy community where
magical things happen...**



We feel safe

Each of us is different, but we all belong

Smiles and kindness are everywhere!

Taking risks and loving mistakes are a big part of our learning

Discovering, celebrating and caring for our world is so important

All of us 'reach for the stars'

Learning is for life

Everyone counts

Westdale Sprites



Meet our Team





Meet our Governors

You can find details on our notice website





Our Office Team

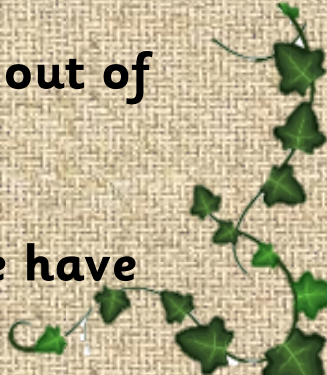


Please make sure the office know of any changes in contact numbers. Ensure childminders are on your contact list for collections

**If your child is absent, please report this on Arbor.
Report infectious illnesses IMMEDIATELY.**

Medicines prescribed by a doctor must be signed in and out of the office.

If your child needs support with toileting, please ensure have completed and signed an intimate care plan.





Communication- Arbor

All letters are sent out via Arbor. The office will send out details of how to sign up in due course.

Additional news items and updates are also sent out this way.





Attendance

Punctuality and attendance are high priority at our school.

Every day and every minute matters.

The classroom doors close at 8:45. Please try to be prompt.

Our **attendance policy** can be found on the school website. We do not authorise term time holidays.



Uniform



Our uniform is:

A red jumper or cardigan with the school logo on.

Dark trousers or skirt

Red shirt

Children should be able to put on and take their clothes off independently.

Please ensure all clothing is named.

**Our clothes may get mucky,
But it means we are **LEARNING!****



Foundation Stage Teachers

We have two Foundation classes here at Westdale.



Mrs Suzy Sawford
Robins class



Miss Hannah Fenton
Wrens class

We have some fantastic teaching assistants who work alongside the teachers.

Our Westdale Promise



**Our hearts are
caring and
respectful.**



**Our hands are
safe and
helpful.**



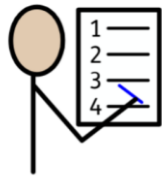
**Our voices are
kind and
positive.**



**Our minds are
open and
resilient.**

A typical day in Foundation

Here is what a typical day in Foundation looks like.



Register



Phonics



Inside/ Outside
play



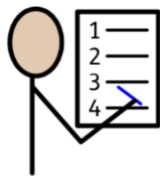
Milk and fruit



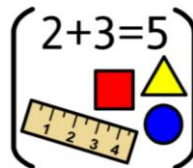
Carpet time



Lunchtime



Register



Maths



Inside/ Outside
play



Handwriting



Story time



Home time

Our Topic Trails and key texts:

Autumn



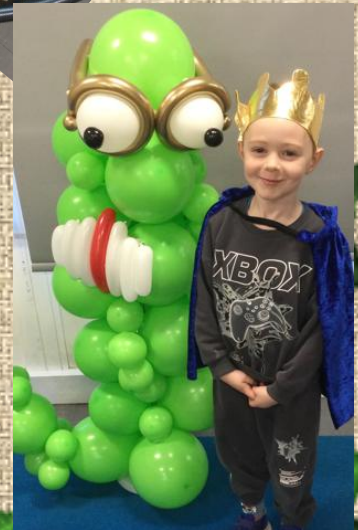
Spring



Summer



WOW moments and topic highlights:





Learning Environment



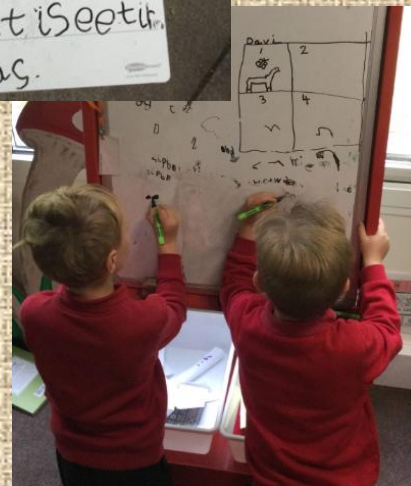
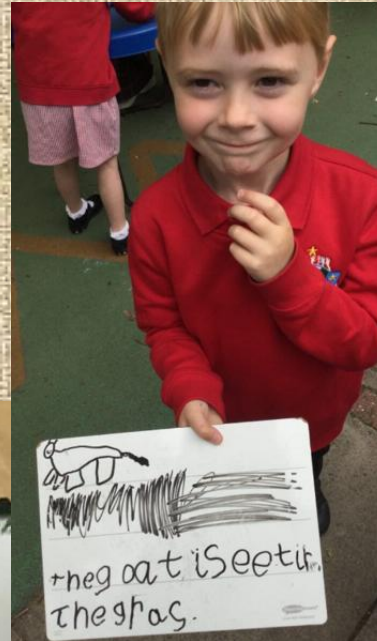
Outdoor learning environment



Independent learning time...



Independent learning time...



Phonics

SUPERSONIC Phonic Friends



We will be hosting a parent workshop in the Autumn term to inform you more about our Supersonic Phonic Friends teaching.

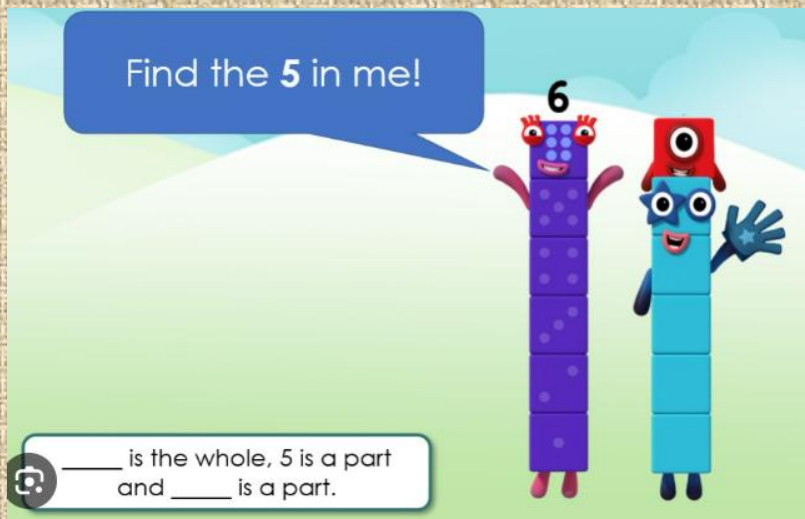
More information to follow

Maths

Children follow the Mastering Number programme written by the National Centre for Excellence in the Teaching of Mathematics (NCETM).

The programme is aimed at strengthening the understanding of number and fluency with number facts.

- *Class work together on the same topic
- *Intervention to prevent gaps
- *Challenge provided through deeper learning not acceleration
- *Focused, rigorous and thorough teaching
- *More time on teaching topics- depth and practice



Restorative and Relationship Based Behaviour Policy

At the heart of achieving good behaviour at Westdale Infants we:

- * Develop nurturing, caring and respectful relationships between adults and children.
- * We have high expectations and clear explicit boundaries.

We believe behaviour is communication. Behaviour is:

1. Unmet needs- behaviour communicates unmet needs. Therefore, to change the behaviour we must connect and respond to the unmet need.
2. Individual influences- a child's behaviour cannot be understood in isolation without considering their individual influences and contexts.





We use the principles of Emotion Coaching to support our relationships, teaching and learning...

We use the model below to structure our conversations with children who need help regulating, understanding and labelling their emotions.

Recognise the child's feelings and empathise with them

- Recognising, empathising, soothing to calm
- e.g. 'I can see you are upset; I'm here'.

Labelling feelings and validating them

- e.g. 'Sounds like you might be feeling angry about that'. I might be feeling angry too if that had happened to me.'

Setting limits on behaviour

- If needed
- e.g. 'We can't always get what we want'.

Problem-Solving

- With the young person
- e.g. 'We can sort this out'.

This is also supported by Zones of Regulation...



What this means in practice...

1

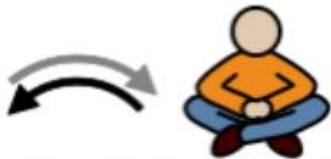
Reminder

2

Reminder

Low level behaviour- reminder.

If this behaviour continues-
reminder 2.



better learning space

Continued behaviour- move to
a better learning space. Any
missed learning is made up at
another point in the day.



rebuild

Some behaviours may need
restoration- restorative chat
with those involved supported
by staff member.



Communication- Dojo

Communication between home and school is via
Class Dojo.

This is an app that can be downloaded onto your
phone.

This can be used to:

Send private messages about your child.

Send photos of your child's learning at home.

View our weekly round ups.



ClassDojo





To send a general short message that doesn't need a response from the teacher
e.g. Bobby's P.E pumps are in his bag, I have forgotten the water bottle– please can you provide a drink today?

To share a photo from home that your child would like to share with the class
e.g. a swimming certificate, a day out etc.

To request some support from the teacher via a phone call or a meeting face to face.



To send a message about absence from school, medical appointments, dinner enquiries or pick up arrangements. These messages come via the school office.

To enquire about your child's progress– a telephone call or face to face meeting is more appropriate for these matters.

To make a complaint. Any complaints should be put in writing and sent to the school office for the attention of the class teacher in the first instance.

**All communications with teachers, especially via text message where both tone and meaning is open to interpretation must be respectful and considerate.
Your support and cooperation is appreciated.**



Boom Reader

We use an app which we as an online reading diary

You can log every time your child reads and read teacher notifications

Reading Book

Log reading History Settings

Reading Date & Time
Just Now 

 1 to

Comments

Any Problem Words/Sounds?
Type in words or sounds. Use a comma or press enter to separate different words or sounds.

Book is completed? ☐

Last read:	This week	This year
 11 hours ago 17 Jun 26	2	30
 5 hours ago 17 Jun 26	11	175
 --	0	0

Recent Problem Words:

tone of voice - can you express your voice in a less robotic way 08-06-2026

[View all](#)

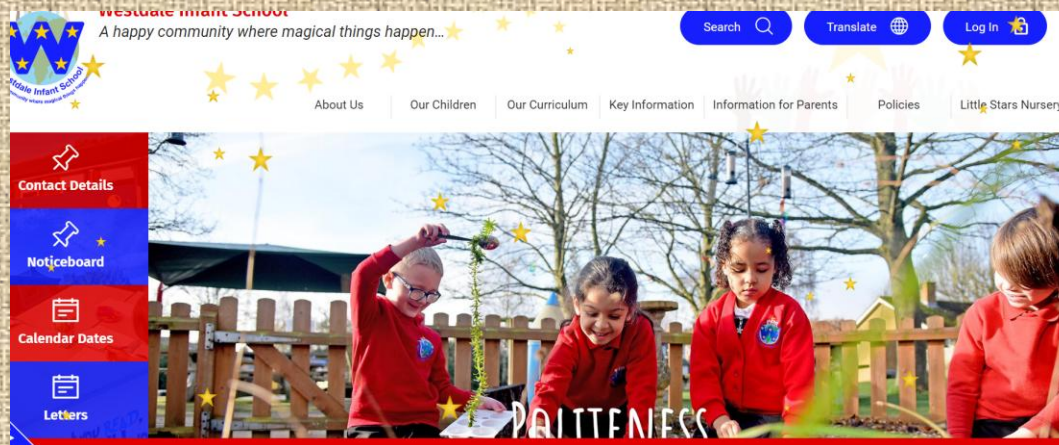
Books read:	This week	This year
 168	1	168

 Available gems: **34** (Total earned: 304)

 Targets:   

School Website

A great source of information to find out things about school!



Wraparound Team

WESTDALE INFANT SCHOOL



WESTDALE WRAP AROUND CARE

**BREAKFAST &
AFTER SCHOOL
CLUB**

Breakfast Club

7.30am to 9am

After School Club

3.25pm to 5.30pm

Extended Session

5.30pm - 6pm

Please enquire about bookings using
the details below

WWW.WESTDALEINFANTS.COM

EMAIL: OFFICE@WESTDALEINFANTS.SCH.UK

01159 531606



Mrs Burgin
Wrap-around
Supervisor



Miss Thompson
Wrap-around
Play worker



Mrs Afzal
Wrap-around
Play worker



Mrs Khan
Wrap-around
Play worker



What to practice over Summer

Going to the toilet independently

Getting dressed/ undressed/ putting coats on
independently

Using a knife and fork

Washing their hands for 20 seconds and drying
them.



Information for Parents...

#READYFORSCHOOL

HAPPY TALK

Good communication is essential for learning. As well as being the foundation for reading and writing, it's also vital for children's social and emotional development. Most early years teachers agree that, for a child starting school, being able to talk about what they think and explain how they feel are more important than any academic skills.

Good communication has a positive impact on behaviour too. Children who can't communicate their wishes, feelings and concerns are more likely to become disruptive or withdrawn in the classroom.

GET STARTED

MAKING DECISIONS
Give your child lots of opportunities to make decisions. Give opinions and discuss their feelings. Would they prefer cereal or toast for breakfast? Which toy would be the best present for their friend? What are they most looking forward to about starting school?

READING TOGETHER
Research shows that children who are read to daily do better in all areas of learning. Don't limit reading to bedtime stories – read together at any time. Share and discuss all the words, pictures, websites, catalogues, signs and recipes all provide opportunities for reading and discussion all day long.

ROLE-PLAY
Encourage role-play. Whether it's fantasy dressing up, acting out real-life roles such as doctor or teacher, or small-world play with little figures, role-play helps children develop their language and social skills, empathy and cultural awareness.

PLAYING WITH FRIENDS
Playing with other children is also important, especially as they get closer to school age. Spending time with their peers teaches children about cooperation, collaboration and negotiation – all vital skills if they are to become good communicators.




STARTING SCHOOL TOGETHER

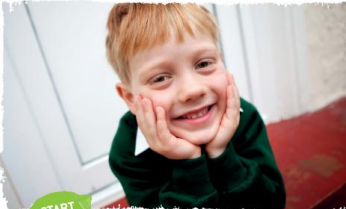
PREPARING YOUR CHILD FOR STARTING SCHOOL

Starting school is an exciting time for young children and their parents. It can be a daunting time, too. But with a little preparation and encouragement, most children will settle in easily at school.

PACEY childcare professionals have a great deal of experience in helping children to cope with times of transition. Here are some top tips, put together by some of our most experienced members, to help you prepare your child for starting school.

We hope they help you both start school with a smile!

START SCHOOL WITH A SMILE



#READYFORSCHOOL

MAKE A MARK, MAKE A START

Before letters, numbers or pictures come simple marks are how children learn to express themselves and have some fun along the way. Use hands, fingers and feet. Squishing dough, swirling colours together to experiment with marks.

Encouraging your child to experiment with confidence will mean they are well on their way to being prepared for when those marks start to form into letters and numbers when they start school.

GET STARTED

OUTDOOR MARK-MAKING

- Use brushes or sponges to 'paint' with water on a patio, fence or wall.
- Draw with sticks in damp sand or mud.
- Roll clay into long, thin tubes and shape them into letters or numbers.
- Stretch with chunky chalks on tarmac.

INDOOR MARK-MAKING

- Use bubble with glitter in the lid of a biscuit tin.
- Draw with fingers in a tray of fine, shaggy foam or 'dough' (cornflour and water).
- Trace different colours of string onto fairy cakes.
- Let children decorate themselves, each other or toys with temporary or body paint.

MESS-FREE MARK-MAKING

- Try magnetic drawing boards and water-drawing mats.
- If you have a tablet, there are lots of free children's art apps available such as PaintSparkles or Paint Dots.



#READYFORSCHOOL

THE NUMBERS GAME

Every day your child is facing challenges involving problem-solving, thinking and reflection skills that make them a more confident mathematician. Maths is young children's natural language and will make changes in amounts of objects.

Help your child to prepare for learning maths at school with these simple games, rhymes and everyday activities. Maths teaching in primary schools has undergone a revolution in recent years – find fun ways of exploring maths at home, and then use how the fun continues as your child starts school.

GET STARTED

KNOWING NUMBERS

- Play 'Spot the number' – focus on the numbers 0 to 9, and challenge your child to find them everywhere – on front doors, clocks, car registrations, birthday cards and more.
- How many times can your child spot their age number in a day?
- Look how the figures 0-9 are used on phones, calculators and remote controls.
- Have some number role-play fun – at the market, bungee ball or cafe at the school fair.

CRACKING COUNTING

- Get into the habit of counting everything with your child, from ducks on the pond to stairs up to bed.
- Counting songs and rhymes teach children numbers and order, as well as rhythm and rhyme. 'One, Two, Bumble up Show', 'Five Little Ducks', 'Ten in the Bed', how many more can you think of?
- Play counting board games such as dominoes, ludo, snakes and ladders or number snap.

ACCENTUATE THE POSITIVE
Even if you didn't enjoy maths at school, avoid saying things like 'I'm rubbish at maths' or 'I always hated maths' as your child matures a positive attitude.

TIP




Am I ready for school?

Tips for parents

When your child starts primary school there are a number of skills that they should ideally have mastered. Use this sheet as a guide to help track their progress.

Self-care

- I know when to wash my hands
- I can wipe my nose
- I can ask for help if I don't feel well

Speaking & literacy

- I am interested in reading stories & looking at picture books
- I am able to talk about myself, my needs & feelings
- I am practising recognising my name when it's written down

Getting dressed & undressed on my own

- I can button & unbutton my clothes
- I can put my own shoes & socks on
- I can put my coat on & use a zip

Interest in the world & new activities

- I enjoy learning about the world around me
- I am interested in exploring new activities or environments
- I like asking questions

Eating

- I can use a knife & fork
- I can open my packed lunch on my own
- I am confident at opening wrappers & packaging

Writing skills

- I like tracing patterns & colouring in
- I enjoy experimenting with different shaped scribbles
- I am practising holding a pencil

Going to the toilet

- I can go to the toilet on my own, wipe myself properly & flush
- I can wash & dry my hands without any help

Independence

- I am happy to be away from my mum, daddy or my main carer
- I am happy to tidy my belongings
- I look after my things

Listening & understanding

- I am able to sit still and listen for a short while
- I can follow instructions
- I understand the need to follow rules

Sharing & turn taking

- I can share toys & take turns
- I can play games with others
- I can interact with other children

Counting skills

- I enjoy practising counting objects
- I like saying number rhymes & playing counting games
- I can recognise some numbers when they are written down

Routines

- I have practised putting on my uniform & getting ready to leave on time
- I have a good bedtime routine so I'm not feeling tired for school
- I'm learning to eat at the times I will eat at school days



#READYFORSCHOOL

LISTEN & LEARN

Great pupils are great listeners. School involves a lot of listening – to their teacher and other adults – so practising good listening skills before your child starts school will help them get off to a great start.

If your child attends a childcare or preschool setting, they're probably already used to listening to and taking instruction from other adults. Other good opportunities include attending a sports or dance class or any activities at your local library.

GET STARTED

GOOD LISTENERS
Encourage listening skills by being a good listener yourself – so give your child plenty of opportunity to talk to you. Chat about their play or their day and ask for their views.

ON THE SAME LEVEL
When you are talking to your child – make eye contact, get down to their level whenever possible.

ATTENTION PLEASE
Minimise distractions by turning off TV and stories and ignoring phones and computers – especially during meals, stories, books and bedtime.

LISTENING SKILLS

DO YOU RECALL?
When you finish reading a book or watching a TV programme together, ask your child if they can recall the storyline.

WHAT HAPPENED NEXT?
Make up a joint story, where you say one sentence, your child gives the next, and you keep alternating.

MEMORY GAMES
Play games such as 'I Spy' or 'I Went to the Shop and I Bought...', to boost memory as well as listening skills.





Useful websites...



[What-to-expect-in-the-EYFS-complete-FINAL-16.09-compressed.pdf](#)

[Home - Starting Reception](#)

Starting Reception

Home About Useful links Contact English ▾



Starting Reception

Your child's journey to school starts at home

[↓ View the definition](#) [Download the PDF](#)

[For instructions on adding your logo and/or branding the PDF, click here.](#)

[Want to post this on your website? Click here for instructions.](#)

Diary Date

Thursday 16th July 2pm

Westdale Family Picnic



Bring along chairs/picnic blanket and your picnic- you will be very welcome, and we hope to see you there!



Diary Date
Friday 17th July
9.30-11.00
Coffee Morning/Stay
and Play at Westdale





**We can't wait for an exciting
year ahead!**

