



# Welcome to The Oaktree School Family

Working together in partnership to ensure your child  
has an amazing learning journey.



## The School Community

- The EYFS Team
- HOPA
- Governors
- Parent Helpers

## Learning Journey

- The School Curriculum
- Learning at school
- Home learning

## The School Day

- The start of the day
- Communication
- The end of the day
- Helping hands
- Uniform
- Keeping safe





## The Reception Team

Robin Class

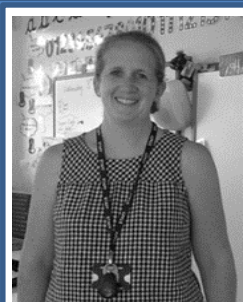


Mrs Santos-Lewis  
EYFS Lead  
Class Teacher



Mrs Vickers  
Teaching Assistant

Hedgehog Class



Mrs Curtis  
Class Teacher



Mrs Noble  
Teaching Assistant

Squirrel Class



Miss Whittingham  
Class Teacher



Miss Funnell  
Teaching Assistant



# SWAN Trust and Governors

- Who are they?
- What do they do?
- How do you become a governor?





# Hermitage and Oaktree Parents Association

## Who we are...

HOPA is made possible through a group of enthusiastic volunteers with a mix of different skills, united in our commitment to building a caring community and providing our schools with additional funds to enhance the learning environment for our children.

Together, we organise events and explore ways to raise much needed funds which go directly back into your schools and benefit all of our children. We fund those 'extras' not covered by basic school budgets, which make learning more interesting and exciting.

## Where the funds go...

In recent years HOPA funds have paid for many things, including computer equipment, visualisers, iPads, design and technology equipment and new books. We part-funded the construction of a new classroom at The Oaktree School and helped to refurbish the library. We bought lockers and built an external amphitheatre for outside work and performances at The Hermitage school. We also funded a Wildlife Learning Garden and improved the outdoor learning areas for both schools, including canopies for those wetter days!

# How you can get involved

The success of HOPA and our fundraising efforts is all down to the support from all parents and helpers.

As a parent or carer of a child attending The Oaktree and/or Hermitage Schools you automatically become a member, so we welcome you to join the team, and get involved in your child's life in school, in any way that you can.

Find out more, ask any questions, share your ideas and get involved at: [hopahelp@gmail.com](mailto:hopahelp@gmail.com)

Join us on Facebook...

For the HOPA Community: **HOPA - Hermitage and Oaktree Parents Association**

Look out for volunteer requests: **#TEAMHOPA**

**We look forward to welcoming you to The Oaktree School!**





# Parent Helpers

- We would appreciate all offers of a helping hand
- We welcome Parent Helpers for Reception from the beginning of the Spring Term (in order to allow the children to settle).
- To become a Parent Helper, you first need to contact the office to find out how to:
  - Complete a DBS check online
  - Attend a health & safety briefing



Library



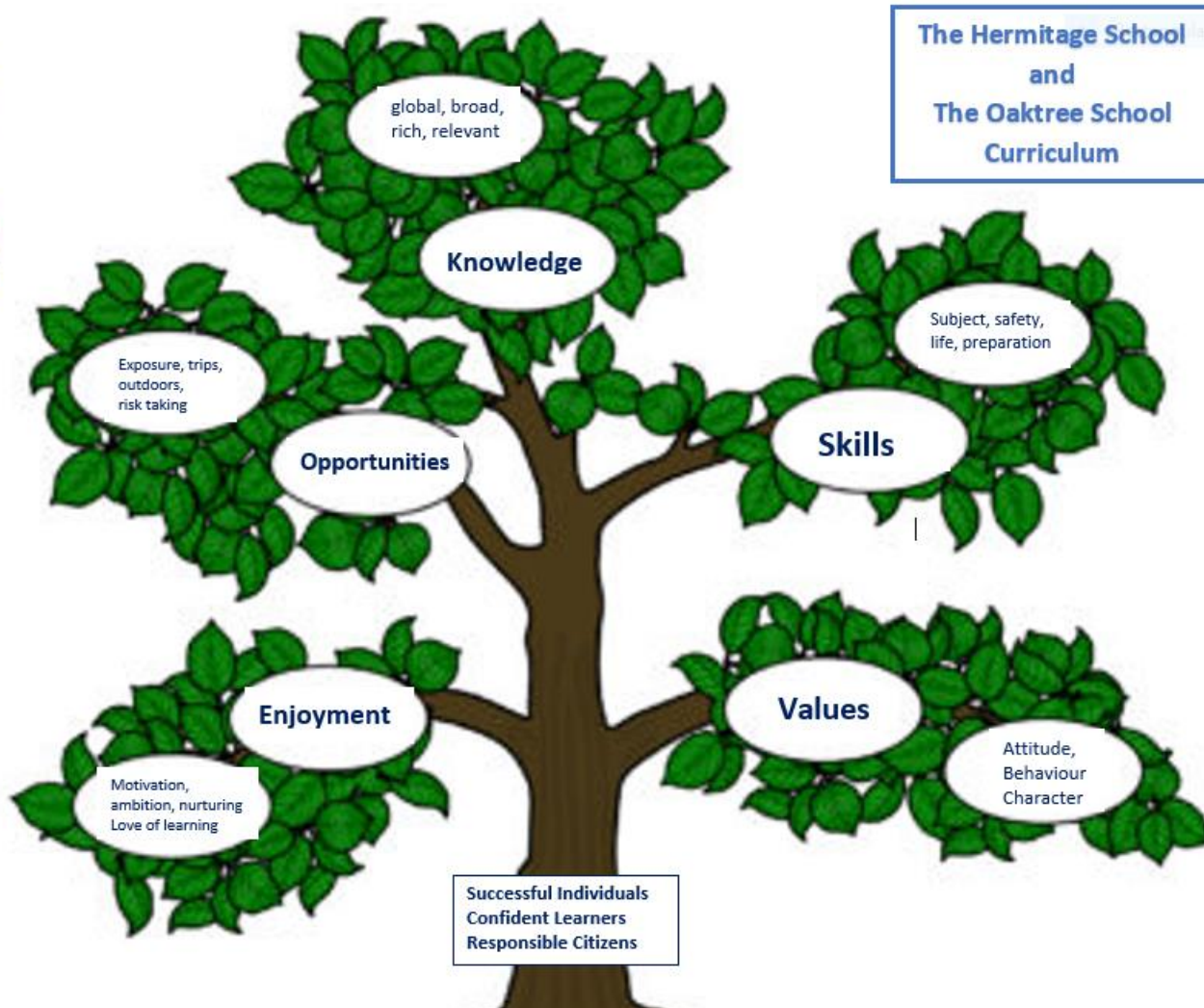
Gardening

Taking home  
Jobs





# Our School Curriculum



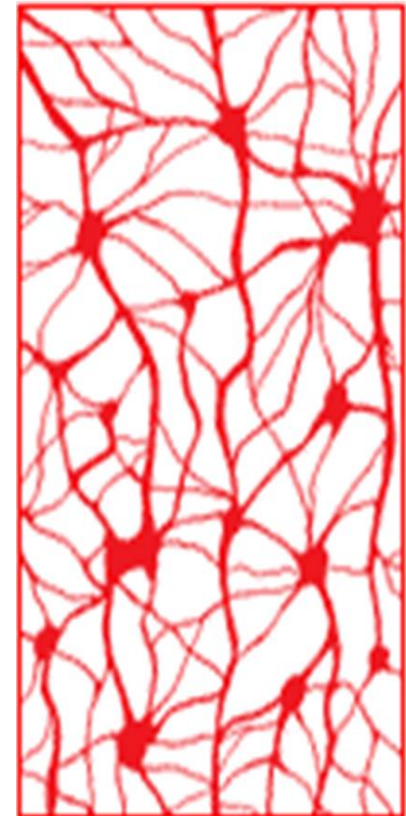
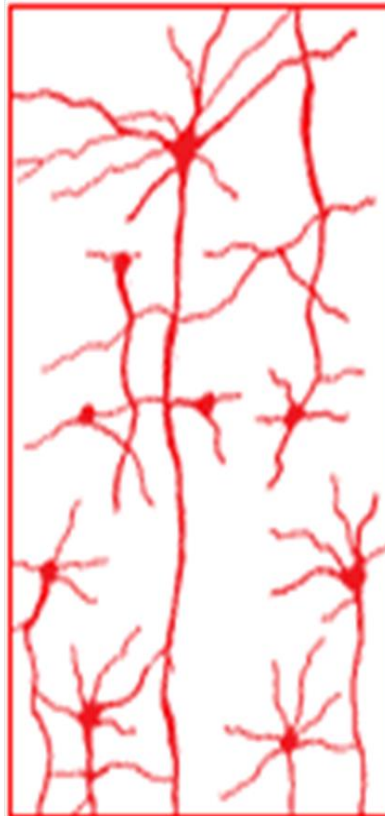




# Your Child's Learning Journey

At The Oaktree School, we work with parents to provide the best opportunity for a child's brain to develop the connections they need to be healthy, capable, successful adults. The connections needed for many important, higher-level abilities like motivation, self-regulation, problem solving and communication are formed in a child's early years. It's much harder for these essential brain connections to be formed later in life.

## Brain Cell Development



# The Early Years Foundation Stage (EYFS)



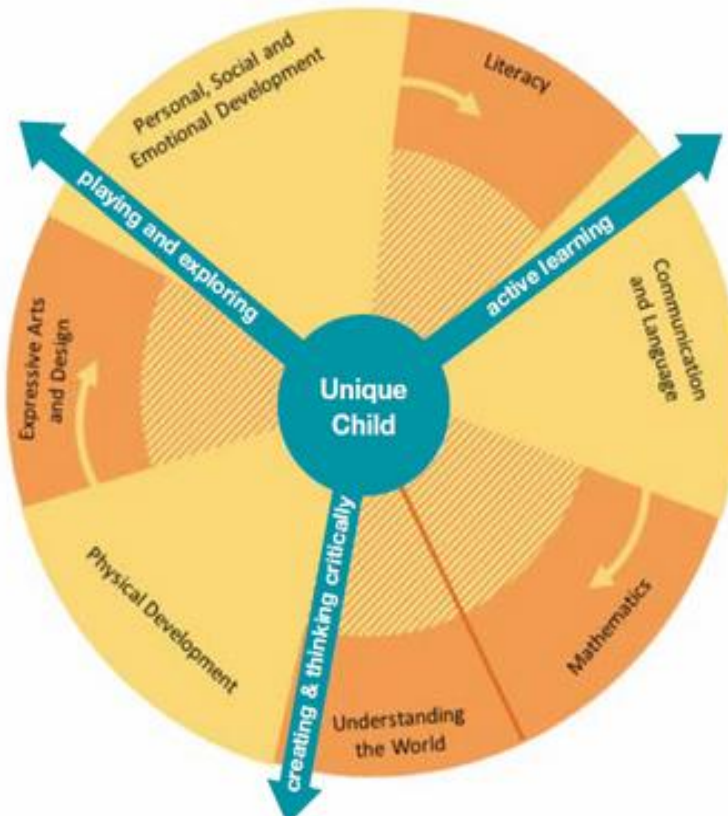
The EYFS sets standards for the learning, development and care of children from birth to 5 years old. Learning takes place through a mixture of child-initiated play, actively supported by adults and focused learning, with adults guiding the learning through playful, rich experiential integrated activities.

The Unique Child reaches out to relate to people and things through the **Characteristics of Effective Learning**, which move through all areas of learning.

- playing and exploring
- active learning
- creating and thinking critically

Children develop in the context of relationships and the environment around them.

This is unique to each family, and reflects individual communities and cultures.



**Prime** areas are fundamental, work together, and are moved through to support development in all other areas.

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

**Specific** areas include essential skills and knowledge for children to participate successfully in society.

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design



# The School day

The Start of the day...



Make your way round  
to the train fence and  
your child's classroom.

Quick goodbyes and  
off into the classrooms.





# The School day

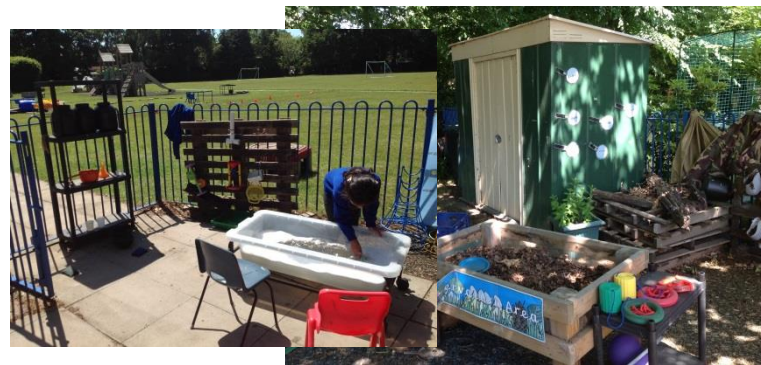
## Outside Learning Zones



## Physical Zone



## Investigation Zone





# The School day

## Inside Learning Zones

### Robin Class



### Hedgehog Class

### Squirrel Class







# The School day

Lunchtime



Hall

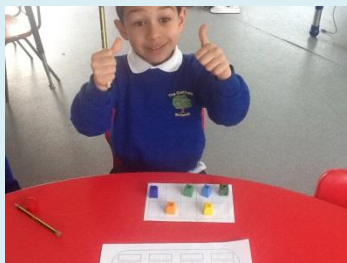
Lunch Club



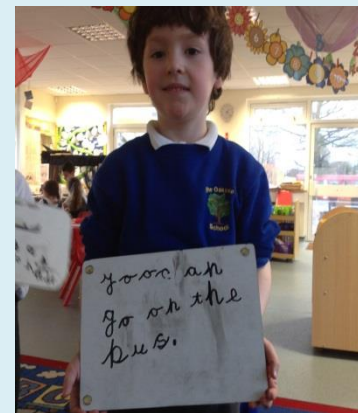


# The School day

## Adult led learning



This is when  
your child's  
learning is  
extended  
within adult  
directed  
tasks.







# The School day

## Child-led Learning time



This learning is when your child can choose what and where they would like to learn. Children learn through play and are able to practise and consolidate their adult-led learning.

Teachers facilitate children's learning during this time through questioning children's understanding and extending their thinking.



# The School day

## Home Time

The children will stay with their teacher until they are told to go to their parents.



We ask parents to please wait away from the classroom doors so that we can safely dismiss the children.



# Communication in School

There are a number of different ways that parents can communicate with the school.

You can:

- Email the office.
- Ring and make an appointment through the school office.
- Write a letter addressed to your child's class teacher.
- Call the ladies in the office.
- Speak to the teachers at the end of the day.



**Message from Parent**

Date \_\_\_\_\_

Name of Child \_\_\_\_\_ Class \_\_\_\_\_

Message \_\_\_\_\_ Sundowners \_\_\_\_\_

Parent's Signature \_\_\_\_\_







# Communication in School

The school communicates in many ways:

- Half termly Newsletter
- Parent mail for all letters
- Notice boards at the school entrance
- Facebook pages
- Seesaw





# Keeping Safe

- Please keep to the path when entering school.
- Please do not let your children play on the school equipment in the morning or after school. This is for safety reasons and as teachers may have set up for the day's learning.
- Never leave your child alone in the playground.
- We request that no mobile phones are used on the school site.
- All medicines are kept in the school office.

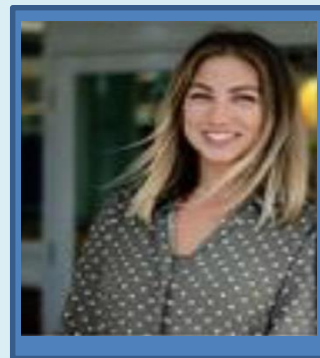


# We are here to help

Mrs Spires  
Headteacher



Mrs Larsen  
Deputy Headteacher



Miss Harrison  
Inclusion Leader  
SENCo





# What you will need...



Please make sure  
everything is clearly  
labelled.

# Uniform

New Uniform

Pre-loved Uniform



Facebook:

Oaktree and Hermitage  
Second hand Uniform

Rachel Lowe:

07835619419





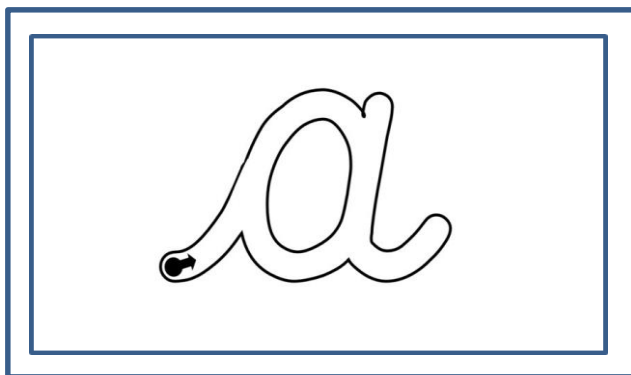
# Home Learning



Home Learning  
Online: Tiny Tracker  
and Seesaw



Reading Diary



Sound Sheet



# Encouraging Independence

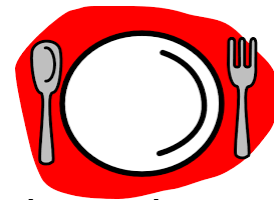


Please ...

- arrive at school on time.
- pick up your child at the same time as everyone else.
- ensure every piece of clothing (including shoes and socks) are labelled clearly with your child's whole name (not initials) so that they can be independent in finding their own belongings.
- teach them to be completely independent when going to the toilet and flushing the toilet.
- support them to learn how to wash and dry their hands.
- support them to know how to use a tissue to catch their sneezes and wipe their runny nose.
- support them to dress and undress with little or no support.



- teach them to do up their coats and put on gloves independently.
- prepare them to say a quick goodbye to Mum/Dad/Carer at the beginning of the day.
- bring their book bag every day containing the home learning journal, reading book and reading diary.
- support them to learn to use a knife and fork confidently.
- stay at home for 48 hours following vomiting or sickness and phone the school to inform them that your child will be absent due to illness.





# Holiday Project



## Chatter Box

Anything can go into your chatter box.  
Think about objects or pictures that your  
child would be happy to talk about.



## Maths tips

- Collect everyday items, like milk bottle tops, which your child can sort into colours or sizes and count.
- Let your child help to pay for things in shops when you're paying with cash.
- Talk about time, such as "How long does it take to get to the park?"
- Let your child help you at home when you're using numbers, such as measuring ingredients for cooking or measuring for DIY.
- Go on a shape hunt and point out all the shapes you see, such as square windows or round wheels.
- Together, look at numbers on cars, houses, buses or road signs.
- Count how many things you see, such as knick-knacks.
- Play games that involve moving counters backwards and forwards while counting, such as snakes and ladders.
- Play card games where you have to match things, like snap.
- Play games such as skittles, where you keep score and count how many are knocked down.
- Use estimates in everyday activities, such as asking "How many cubes will we need if Granny and Grandad come to tea?"
- Hide objects and use clues to help your child to find them, such as "70% on top of the table, next to the remote control".



### What I like

- Using real objects and solving real problems.
- Helping you with everyday jobs.
- Having time to investigate problems and try out new ideas.

### What I can do

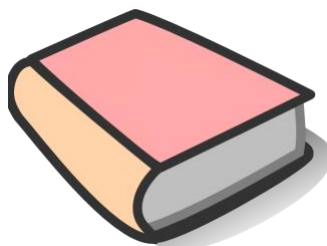
- Talk about shapes.
- Count things like steps, jumps or jumps.
- Use my fingers to show a number.
- See and point out numbers around me.

## Did you know?

Your child is learning when they are watching you using maths and maths language in everyday ways.



The booklet is from a series of five, each booklet covers a different age range from birth to five years old. Children develop at their own rates and in their own ways. The signs are suggestions of typical ranges of development. If you have any concerns about your child's development, speak to your GP, health visitor or someone at your local town or Children's Centre. You can find all the booklets and more advice about child development on the Surrey Family Information Service webpage [www.surreycc.gov.uk/earlylearning](http://www.surreycc.gov.uk/earlylearning)



## Why Read?

Your child is starting to read for themselves but they still need your support. By encouraging your child to read to you, being an enthusiastic listener and talking about new words and their meanings, you'll help them to develop their reading skills.

## Reading tips

- Use books in a variety of situations and match them to what your child is doing. This could be a book about insects to read when you go to the park.
- Develop up words for the different characters in a story.
- Read to words and grammar as you read. By pointing out the speech marks, your child will understand when you use a different voice when they appear. Just don't do it all the time and spoil the flow of the story.
- Speak to your child's teacher about how they sound and words and use phrases to encourage children to read single words. And then follow that advice when you're reading with your child.
- Read poetry and stories that rhyme and pause so your child can say the rhyming words.
- Let your child listen to stories on CD. You can borrow reader books from your local library.
- Visit your local library and help your child to find out information about something they're interested in, such as dinosaurs. It's free and easy to go and children can have their own library card. Visit [www.surreycc.gov.uk/libraries](http://www.surreycc.gov.uk/libraries) for more information or pop into your local library.
- Did you know words and phrases on shops and signs when you are out and about. Children can recognise familiar words really quickly.
- Let your child see you reading.

www.surreycc.gov.uk

## Talk with me - Communication tips for parents 4 years plus

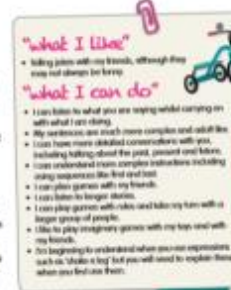
### COMMUNICATION TIPS

- Continue to expand knowledge and vocabulary by talking about new words and their meanings.
- Make sure you give your child time to talk. Your child is trying to express more complex ideas and may need more time to respond to questions while they are getting their words sorted out before they speak.
- Repeat back to your child what they said so they know you've heard them and other than correcting them.
- My games with sounds and rhymes. It's well help with developing reading and writing skills.
- My board games to develop listening, understanding and following rules. They can also be good for showing examples of good social language.
- Make sure you use a good example of social language by using words, such as please and thank you, to get what you want and to show your child how to use them.
- I can help you to understand when you are using expressions such as "pull your socks up", make sure you explain the meaning. This can be fun for children to learn the sign.

### DO YOU KNOW?

Your child develops speaking and listening skills by using the language for literacy and learning. It's important that you encourage your child to use words and to use a wide variety of resources to improve their understanding.

For more information and tips about communicating with your child visit [www.surreycc.gov.uk/earlylearning](http://www.surreycc.gov.uk/earlylearning) or call 0300 000 0000



## Writing tips

- Get a notebook for your child to write or draw in when you're out and about.
- Make a list with your child by taking paper into a concert.
- Make maps of where you're going or where you've been or houses maps.
- Help your child to write the words to go with photos or pictures and make them into a book.
- Do games with your child up to 30 pieces.
- Help your child make marks and dots or they can do dot markers they know.
- Write party invitations together or play cards, your child can write the menu and write down what each person wants to eat.
- Show your child how to use tools such as screwdrivers and spanners.
- Set up simple computer games, such as one from Cbeebies, so that your child can learn to control a mouse.
- Play ball games with your child, throwing and catching or use balls and balls.

## What I like

- To put my name on things.
- Having games on the computer.
- Jumping, hopping, skipping, climbing and being outside.
- Drawing to music.
- Making models.

## What I can do

- Know the difference between writing and drawing and that writing has meaning.
- Tell the difference between letters and words.
- Write my own name.
- Try to spell familiar words.
- Concentrate and sit still for longer.

## Did you know?

Your child is able to write letters with more control and needs to practice the skill by writing for a purpose, such as cards and notes. They will naturally be using their left or right hand more when writing.

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During the Summer Break, parents often meet at the playground area on St Johns Lye on a Tuesday at 2pm.

This is an opportunity to meet up with other families who will be coming to The Oaktree School in September.

This is not an organised event. Just feel free to drop by.