



# Welcome to our Parents' meeting

September 2022



# Meet the team



Mr Kimberley



Miss Postings



Miss Edmonds



# Purpose and aims

- To meet your child's new teacher and to answer any questions you may have
- Provide the expectations for the end of the year in terms of the curriculum
- Explain the purpose of planners
- Clarify information about the school – based on parent questionnaire feedback

# Attendance



Above 97%: Less than 6 days absence a year – Less than 30 Hours of Learning Lost

Excellent attendance! These young people will almost certainly get the best levels/grades they can, leading to better prospects for the future. Pupils will also get into a habit of attending school which will help in the future.

95%: 10 days absence a year – 50 Hours of Learning Lost

These pupils are less likely to achieve their target levels/grades and will start to find it difficult to maintain a habit of attending school regularly. Pupils who take a 2-week holiday every year can only achieve 95% attendance.

90%: 19 days absence a year – 95 Hours of Learning Lost

The Government classes pupils in this group as “Persistent Absentees”, and it will be almost impossible to keep up with work and achieve their target levels/grades.

Parents of young people in this group could also face the possibility of legal action being taken by Dudley Council, including the issuing of Penalty Notices and Fines.

# School Life





# School Life

- ▶ School life is a free app that we use to communicate all letters, newsletters and notices through. Please ensure you have downloaded it and enabled notifications.
- ▶ If you have not received your personal log in, please contact the school office ASAP.
- ▶ Engagement with this app is important to keep up to date with all current information.

# A typical school day



Reception Timetable Autumn Term



	8.50 - 9.00	9.00 - 9.15	9.15 - 10.00	10.00 - 10.30	10.30 - 11.20	11.20 - 11.45	11.45 - 12.45	12.45 - 3.00	3.00 - 3.20
<u>Monday</u>	Register/ Name Writing skills	Assembly	Phonics/ Phonics Jobs	Snack and Outdoors	Maths and outdoor access	Story Time & Wash hands	Lunch	Free flow continuous provision based around topic and story	Story and prep for home

# Expectations of the academic year

- The Statutory Framework for Early Years was updated in September 2020
- By the end of the year children in reception are expected to achieve the Early Learning Goal (ELG)
- ELGs- Statutory framework for the early years foundation stage ([publishing.service.gov.uk](https://publishing.service.gov.uk))

The 7 areas of learning are:

**Prime areas of learning particularly important in the first 3 years**

**Personal, Social and Emotional Development**

**Physical Development**

**Communication and Language**

**Specific areas of learning**

**Literacy**

**Mathematics**

**Understanding the World**

**Expressive Arts and Design**



# Early Learning Goals

## Communication and Language

### Listening, Attention and Understanding

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

### Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

## Understanding the World

### Past and Present

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

### People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

### The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

## Personal, Social and Emotional Development

### Self-Regulation

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

### Managing Self

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

### Building Relationships

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

## Expressive Arts and Design

### Creating with Materials

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.

### Being Imaginative and Expressive

- Invent, adapt and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

## Mathematics

### Number

- Have a deep understanding of number to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

### Numerical Patterns

- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

## Physical Development

### Gross Motor Skills

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

### Fine Motor Skills

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.

## Literacy

### Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate (where appropriate) key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

### Word Reading

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

### Writing

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

# Tapestry



- Tapestry is how we as staff record your child's progress and learning in reception, it is a safe and secure platform that we pay into.
- You will be able to see what your child has been learning and you as parents can also post things onto Tapestry to show what your child has learnt at home.
- As we move further into the year we will focus on posting your child's wow moments in their learning as evidence of the ELCs.

# P.E Kits



**RLK PE on a  
Wednesday**

**RNP on a  
Friday**



# Homework

- ▶ Homework will be set weekly on a WEDNESDAY, this should be completed by the following TUESDAY.



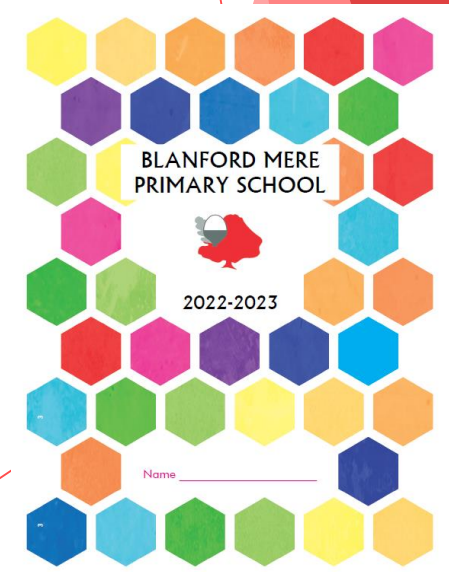
# Online homework



- Mathletics
- Numbots.



- Log ins for the above are put in the inside cover of the planner.



# Planners



BLANFORD MERE  
PRIMARY SCHOOL

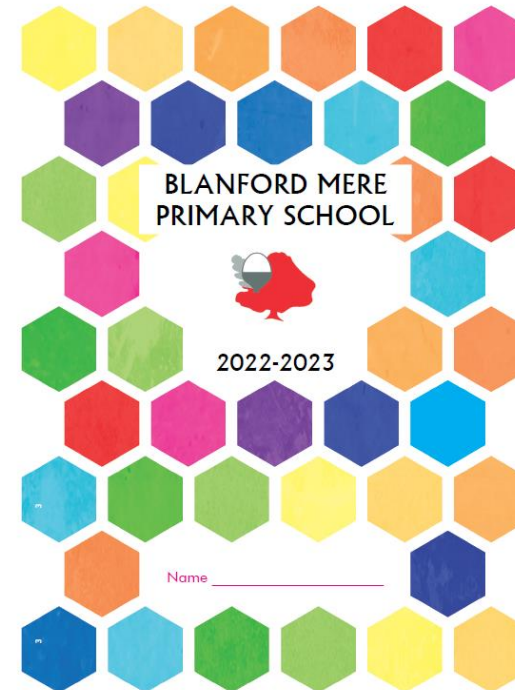


2022-2023

Name \_\_\_\_\_

# Planner content

- English glossary of terms – helpful for grown ups as well as children!
- Writing – Alan Peat Sentences
- Maths Visual Calculation Policy
- School's assessment policy
- Home/school agreement
- Year group specific spellings
- Reading Bingo/VIPERS



# Planners

► Please sign the Home/School agreement on page 4.

## Home/School Agreement

### School aims to:

- Achieve high standards of work and behaviour, encouraging children to do their best at all times.
- Contact parents if there is a problem with attendance, punctuality or equipment.
- Let parents know about any concerns or problems that affect their child's work or behaviour.
- Keep parents informed about school activities through regular letters home, newsletters and notices about special events.
- Welcome you into school at mutually appropriate times, to discuss your child's progress and send you an annual report detailing your child's achievements.
- Send weekly homework tasks to support classroom learning, appropriate to the age and ability of your child.

We are trying to encourage our children to take responsibility for their learning and to become more independent.

We ask all children to keep to our Code of Conduct.

### I will try to:

- Listen when one person is talking and behave appropriately.
- Be sharing, caring and kind.
- Always do my best.
- Display good manners
- Follow The Rights Respecting Charter.

### Together we will:

- Tackle any areas of concern.
- Encourage the children to keep the school's Code of Conduct.
- Support children's learning to help them achieve their best.

### Home aims to:

- See that my child goes to School regularly, on time and properly equipped.
- Let the school know about any concerns or problems that might affect my child's work or behaviour.
- Support the School's policies and guidelines for behaviour.
- Support my child in homework and other opportunities for home learning.
- Attend parents' evenings and discussions about my child's progress.
- Let the school know, as soon as possible, reasons for absence.

Parent's signature: ..... Date: .....

Child's signature: ..... Date: .....

Teacher's signature: ..... Date: .....





# Anti-bullying

S - Several

T - Times

O - On

P - Purpose





# Behaviour

- ▶ We try to promote good behaviour amongst the children – children are rewarded with stickers, certificates, post cards home, head/deputy awards to name a few.
- ▶ In Reception, all children will begin on green, which is explained to the children that 'green is good' and that's where we strive to be everyday.
- ▶ Orange - If after two chances behaviour is still not up to school standard then we will move your child down to orange.
- ▶ If a child has been moved down to orange, they do have the opportunity to earn their way back to green by showing improved behaviour.
- ▶ Silver is for the children who work above and beyond our expectations.





What will happen?	Examples of behaviour:
<p><b>GOLD is great!</b></p> <ul style="list-style-type: none"><li>• Gold sticker to wear ☺</li><li>• Gold sticker in planner ☺</li><li>• Gold/date on chart ☺</li><li>• After 5 times on GOLD, you will get a certificate from Mrs Crook in assembly.</li></ul>	<p>GOLD is awarded for consistently maintaining the standards in SILVER and is given when silver has been achieved 5x in a term.</p>
<p><b>SILVER is super!</b></p> <ul style="list-style-type: none"><li>• Silver sticker to wear ☺</li><li>• Silver sticker in planner ☺</li><li>• Silver/date on chart ☺</li><li>• After 5 times on SILVER, you will get a GOLD.</li></ul>	<p>'Above and beyond' your usual standard of individual behaviour, achievement and attitude to learning.</p>
<p><b>GREEN is good!</b> EVERYONE STARTS on green every morning.</p>	<ul style="list-style-type: none"><li>- Respectful</li><li>- Effort (doing your best)</li><li>- Polite</li><li>- Kind</li><li>- Listening well</li><li>- Sitting properly</li><li>- Producing a good standard of work</li><li>- Ready to learn (planner, pencil, reading book, PE kit)</li><li>- Correct uniform</li><li>- Lining up sensibly</li><li>- The right attitude to school life</li></ul>



## ORANGE = 1st

### WARNING

- Teacher will date chart
- 5 oranges on separate days = 1 red (5 mins Golden Time lost).

- Not ready to learn. e.g. no planner, no pencil, no P.E. kit etc.
- Disrespect: rolling eyes, shrugging shoulders, mumbling back, sighing, pulling faces, arguing back
- Rudeness

- Being unkind
- Moving when you shouldn't
- Poor listening skills
- Lack of effort/ focus
- Incorrect uniform (not tucking shirt in, trainers, no tie)
- Not lining up sensibly
- A poor attitude to school life

## RED = 2nd orange

### WARNING (in 1 day)

- Teacher will date chart (& fill in behaviour log on computer)
- RED sticker in planner
- 5 mins golden time lost
- 5 mins time out in another class
- 5 mins make up the lost time at break/ lunch time.

- Not ready to learn. e.g. no planner, no pencil, no P.E. kit etc.
- Disrespect: rolling eyes, shrugging shoulders, mumbling back, sighing, pulling faces, arguing back
- Rudeness
- Moving when you shouldn't
- Being unkind
- Poor listening skills
- Lack of effort/ focus
- A poor attitude to school life

Each RED warning = RED sticker in your planner for parents to sign.

1<sup>st</sup> = RED sticker in your planner for parents to sign.

2<sup>nd</sup> = RED sticker in your planner for parents to sign.

3<sup>rd</sup> = RED sticker in your planner for parents to sign. You will be sent to your Key Stage Leader. Your teacher will speak to your parent.

4<sup>th</sup> = RED sticker in your planner for parents to sign. You will be sent to your Key Stage Leader. Your teacher will speak to your parent with your Key Stage Leader.

5<sup>th</sup> = RED sticker in your planner for parents to sign. You will be sent to the Deputy Head. Your teacher will speak to your parent with Miss Stanton. Your play / lunch times will be limited. You will lose the end of term treat.

6<sup>th</sup> = a RED sticker will be put in the planner for parents to sign. NM to call parents in for a meeting.

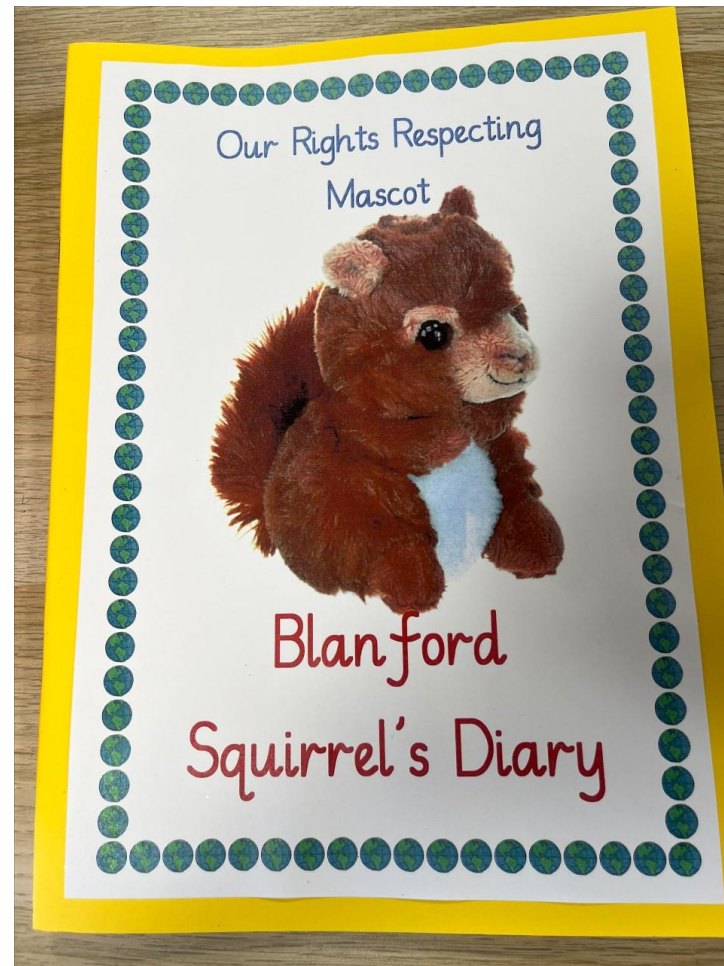


# GREY

- You will be sent to Mrs Crook or Miss Stanton
- Your play / lunch times will be limited
- GREY sticker in planner
- Teacher will date chart & fill in behaviour log
- Key Stage Leader / Deputy / Head teacher will see your parent at the end of the day.
- Dependent on the scenario, you could lose several intervals of 5 minute slots of golden time and get red warnings. E.g. you could lose 2x intervals of 5 mins and get 2 red warning stickers. It could be 3.

- refusal to do what an adult asks,
- physical violence,
- backchat,
- inappropriate language directed at people.

# Blanford the Squirrel



What will  
Blanford get up  
to at the  
weekend?


















# Online Safety

- ▶ Talking about online safety
- ▶ <https://www.nspcc.org.uk/keeping-children-safe/online-safety/talking-child-online-safety/>
- ▶ Setting up parental controls
- ▶ <https://www.nspcc.org.uk/keeping-children-safe/online-safety/parental-controls/>



# Online Safety – Social Media

## APPS AND THEIR AGE RATINGS

13+		16+	
 Facebook	 Snapchat	 WhatsApp	
 Instagram	 Twitter		
 TikTok	 Kik	 Sarahah	 MeetMe
 YouNow	 Yubo	 YOLO	 LiveMe
 House Party	 Monkey		

# Online Safety

- <https://nationalonlinesafety.com/guides>

## What Parents & Carers Need to Know about YOUTUBE KIDS

YouTube Kids is a child-friendly version of YouTube which offers a colourful and easy-to-navigate environment that's suitable for young children. This app is easily accessible and available for mobile devices, which can be downloaded without needing the YouTube app on the device. Despite YouTube Kids seeming like a very child-friendly platform, it has raised concerns over its advertising and inappropriate content seeping through the curation process.

### SETTING UP

- 1 Download the YouTube Kids app and connect your own YouTube channel.
- 2 Input your child's name, age and birth month.
- 3 Select the types of videos you'd like to include for your child based on their age and your own personal choice.
- 4 If you decide to approve the content yourself, the app will present you with simple videos for you to accept and reject.
- 5 Once you've made your choice, you're ready to use the app!

### Advice for Parents & Carers

#### REMOVE ADVERTISEMENTS

YouTube Kids offers an ad-free experience if you decide you don't want your child being exposed to ads. This means you'll be using YouTube Premium which will remove adverts on YouTube Kids.

#### BE WARY OF UNSUITABLE CONTENT

YouTube Kids has a filter to block out any content that's deemed inappropriate. However, it's important to keep your child's device safe from any inappropriate content. Doing this will also help you have more control over what your child is watching. It's also worth noting that setting up your child's device to be safe from inappropriate content is not enough to protect your child from inappropriate content.

#### DISABLE SEARCH OPTION

YouTube Kids also allows you to disable the search feature, which may limit your child's ability to find content they're interested in. This is a good idea to help you have more control over what your child is watching. It's also worth noting that setting up your child's device to be safe from inappropriate content is not enough to protect your child from inappropriate content.

#### RESTRICT VIEWING TIME

The YouTube Kids app provides you with the option of setting up a timer to restrict and limit your child's viewing time. This means you can automatically stop the app when the timer runs out. It's also worth noting that setting up a timer to restrict your child's viewing time is not enough to protect your child from inappropriate content.

#### MONITOR WATCH HISTORY

YouTube Kids has also made it possible for you to monitor your child's watch history. This means you can see what your child has watched and how long they've spent watching. It's also worth noting that monitoring your child's watch history is not enough to protect your child from inappropriate content.

#### WATCH TOGETHER

It's important to make YouTube Kids a fun and positive experience for your child. This means you should spend time watching with your child and discussing what they've watched. It's also worth noting that watching with your child is not enough to protect your child from inappropriate content.

**Meet Our Expert**  
 Claire Bennett is a former teacher and now works in the gaming industry. She has a passion for helping parents and carers understand the risks of online gaming and how to keep their children safe. She is the author of 'Gaming Safety' and 'Gaming Safety for Parents and Carers'.

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 #WakeUpWednesday

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## What Parents & Carers Need to Know about WHATSAPP

WhatsApp is the world's most popular messaging service, with around two billion users exchanging texts, photos, videos and documents. It's used by most people and is available on almost all mobile devices. However, it's not just a messaging app - it's also a social network. This means it can be used to share photos, videos and documents with friends and family. It's also a good way to stay in touch with friends and family who live overseas.

### WHAT ARE THE RISKS?

WhatsApp is a popular messaging app, but it's not just a messaging app - it's also a social network. This means it can be used to share photos, videos and documents with friends and family. It's also a good way to stay in touch with friends and family who live overseas.

### SCAMS

Scammers occasionally send WhatsApp messages pretending to be someone you know. They might ask you to click on a link to win a prize or to help them with a problem. If you click on the link, you might be asked to provide your personal information. This information can be used to steal your identity and access your bank account.

### POTENTIAL CYBERBULLYING

Group chat and video calls are popular features on WhatsApp. However, they can also be used for cyberbullying. Someone might send you a message or a video that is abusive or threatening. They might also try to trick you into giving them your personal information.

### CONTACT FROM STRANGERS

To start a WhatsApp chat, you need to add someone to your contact list. However, you can also be contacted by someone who is not in your contact list. This is because WhatsApp has a feature that allows you to be contacted by someone who is not in your contact list.

### LOCATION SHARING

The 'live location' feature lets users share their location with someone else. This is a useful feature, but it can also be used to track someone's location. If someone shares their location with you, you can see where they are at any time.

### ENABLING FAKE NEWS

WhatsApp has unfortunately been linked to the spread of fake news. This is because it's easy to share messages with a large number of people. This means that fake news can spread quickly through WhatsApp.

### Advice for Parents & Carers

#### CREATE A SAFE PROFILE

Even though someone would need a child's phone number to be able to contact them, it's still worth making your child's profile safe. This means you should make your child's profile private and not share their contact information.

#### EXPLAIN ABOUT BLOCKING

If your child receives spam or offensive messages, they should block the sender. This means they won't be able to contact your child again. It's also worth noting that blocking someone does not remove their messages from your child's phone.

#### REPORT POTENTIAL SCAMS

Young people shouldn't engage with anyone who asks them for personal information. This is because scammers often use WhatsApp to contact young people. If your child receives a message from someone who is asking for their personal information, they should report it to WhatsApp.

#### LEAVE A GROUP

If your child is in a group chat that is not theirs, they should leave the group. This means they won't be able to see the messages in the group. It's also worth noting that leaving a group chat does not remove your child's name from the group.

#### THINK ABOUT LOCATION

If your child needs to use the 'live location' feature, they should think about whether they want to share their location. This is because someone can see where your child is at any time. It's also worth noting that sharing your location does not mean you are giving someone access to your location.

#### DELETE ACCIDENTAL MESSAGES

If your child posts a message they don't want to share, they should delete it. This means the message will be removed from their phone. It's also worth noting that deleting a message does not remove it from the other people's phones.

#### CHECK THE FACTS

You can now fact-check messages on WhatsApp. This means you can see if a message is true or false. It's also worth noting that fact-checking a message does not remove it from WhatsApp.

**Meet Our Expert**  
 Emma is a former teacher and now works in the gaming industry. She has a passion for helping parents and carers understand the risks of online gaming and how to keep their children safe. She is the author of 'Gaming Safety' and 'Gaming Safety for Parents and Carers'.

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## What Parents & Carers Need to Know about MINECRAFT

Minecraft is a beloved classic of modern gaming. First released in 2011, this open-ended 'sandbox' game of building and exploration still has over 140 million players who happily return to play it at least once every month. Minecraft has also been used for much more than just entertainment: it's sometimes used in schools to teach children coding, and it's also employed as a tool for computer-aided design, which is another valuable skill. Encouraging creativity and problem solving, Minecraft has plenty to offer gamers of all ages, and it's available on almost all video game platforms.

### WHAT ARE THE RISKS?

Joining a public network (called a 'server') lets your child potentially interact with strangers through text chat. Some servers focus on building, while others are dedicated to role-playing - encouraging direct player interaction. Anyone can join public servers and connecting to one (and therefore a server's IP address) can reveal a player's location, so be wary to find with search engines.

### PUBLIC SERVERS

Joining a public network (called a 'server') lets your child potentially interact with strangers through text chat. Some servers focus on building, while others are dedicated to role-playing - encouraging direct player interaction. Anyone can join public servers and connecting to one (and therefore a server's IP address) can reveal a player's location, so be wary to find with search engines.

### SCARY ELEMENTS

The visual design and gameplay of Minecraft is pure fun. However, there's nothing too unworldly in the game. However, some of the features that can be encountered might prove a little too scary for very young players. In the game, certain enemies come out at night and are accompanied by audio - such as zombie moans and skeleton bone rattles - that may unsettle young ones.

### ADDITIONAL PURCHASES

After initially buying the game, players can make optional extra purchases for cosmetic items and other features. Minecraft Realms is an optional online subscription (requiring regular payments) that lets users run a multiplayer server to play with their friends. Most games consoles do not need an active subscription to enable online play - so online gaming can quickly become quite expensive.

### GRIEFING

Some people in Minecraft delight in purposefully damaging or destroying another player's creation. This is called 'griefing' and is a form of bullying. It's often intentional and spoils someone else's experience in the game by deleting hours of their work and forcing them to start from scratch. Many public servers treat griefing as a severe offence and frequently ban offenders.

### ADDICTIVENESS

Minecraft's gameplay is relatively simple, and the outcome (when a child has built something new, or witnessed someone else's creation) is extremely gratifying. This can make the game highly addictive. It's easy to lose track of time while playing Minecraft, so parents should encourage young players to forget about other activities like homework or enjoying family time.

### Advice for Parents & Carers

#### RESEARCH CONTENT CREATORS

There are a lot of Minecraft content creators who release helpful videos about the game on YouTube. It's a good idea to research these content creators' channels yourself first to be sure they're a good fit for your child. This also helps you learn more about the game itself, and how your child plays it.

#### CHOOSE THE RIGHT MODE

Selecting 'creative' or 'peaceful' mode allows children to play Minecraft without having to contend with enemies. It's also a great way for you to get used to playing the game with them, since the difficulty level is lower. This allows you to work together on a long-term project, creating something special without the threat of menacing zombies or creepers damaging your build.

#### HOST A PRIVATE SERVER

The easiest way to find a safe server for your child to play on is to make one yourself. Hosting a server gives you complete control over who can play with your child. This means you can be sure that the server is safe and that you control who's allowed to play with your child. This is the closest equivalent to parental controls in Minecraft.

### ENCOURAGE BREAKS

It's easy for the hours to fly by while your child is playing Minecraft, so reminding them to take regular breaks is essential. This is a useful way for them to learn about time management, which they'll benefit from as they get older. It will also teach them to play more responsibly in moderation - limiting obsessive behaviour and allowing them to manage their day better.

### TALK ABOUT STRANGERS

At some point in their lives, almost everyone needs to have contact with a stranger online. Talking to your child about online safety, therefore, is a normal 'part of growing up' in a place for dealing with any hostile or difficult strangers. Ensure that your child knows never to tell a stranger about themselves online, and that they should come to you straight away if they do encounter a problem.

### Meet Our Expert

Clare Bennett is a former teacher and now works in the gaming industry. She has a passion for helping parents and carers understand the risks of online gaming and how to keep their children safe. She is the author of 'Gaming Safety' and 'Gaming Safety for Parents and Carers'.

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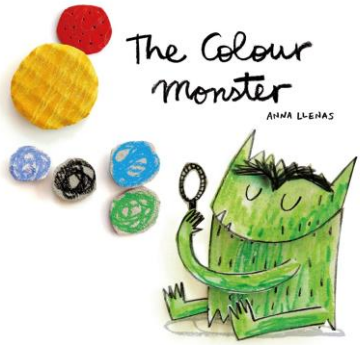
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# Making an appointment

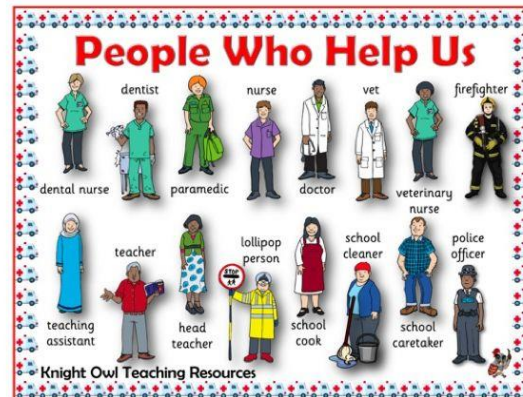
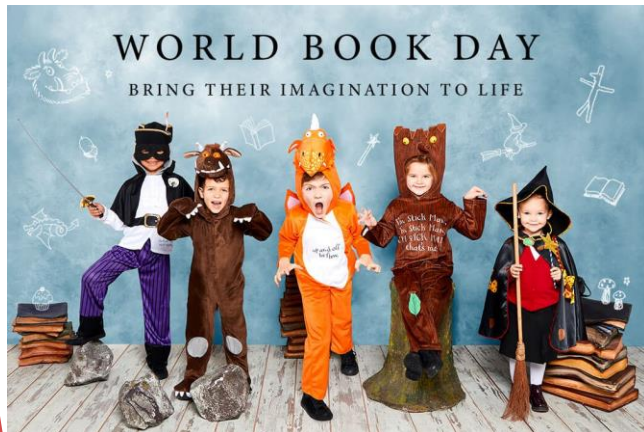




- ▶ We like to work together with parents; teachers may ask to see you at the end of the day to talk with you and your child. This may be to highlight things they've done well, support their learning or to discuss a behavioural issue. We work together to resolve issues.



Some Reception fun to look forward to!



Finally...



Any questions?

