



## SCHOOL NEWS



We have had a fantastic start to the Spring term. We have been so proud of all the children; our new children have been very brave coming into a new setting/new room whilst our children who were there in the Autumn term have really stepped up to help our new arrivals.

## MESSAGE FROM FEDERATION LEADERS

A big thanks for your feedback on the Autumn Term survey monkey. Please find attached to this email the results of the survey and the feedback. Senior leaders spent time considering the survey results and your comments. You will see that there are clear actions that are underway as a result. We really do value your thoughts so thank you once again for taking the time to share them with us

## FEDERATION IMPROVEMENT PRIORITY



Each term we will be working towards a target to improve outcomes for children. This target will always be shared with you as we believe that if we work together towards a shared goal we can have a real impact. Our Federation Improvement Priority (FIP) this term is:



"To ensure that children learn to consolidate and develop taught skills beyond adult led sessions!"

This term we will be upskilling staff by further developing interactions during 'Discover and Do' time. We will do this through



- staff training-we had our first training session 'The Role of the adult' last Thursday
- staff coaching-senior teachers will work alongside colleagues to model a variety of interactions
- sharing with you how you can use interactions at home to enrich and support learning

## SIGN OF THE WEEK

At the Nursery we teach all children to sign. This supports communication and ensures the communication of all children is valued. We have produced a booklet with the most frequent 10 signs we use in school. Many of these were taught over the Autumn term-we will continue to go over these signs. This booklet will be sent out to you next week so that you are familiar with the signs and can support your child with their knowledge of them. Ask any staff member to show you if you are unsure.



Signing Booklet



# PARENT INFORMATION

## Labelling Clothes/packed lunch boxes/lunch bottles/coats...

- Please ensure that you label EVERYTHING. It is so much easier to find the original owner when there is a clear label on items. We have a number of children with very similar coats/hats/lunch boxes. Please ensure you put a name (or at the very least initials) on as much as you can.

## Packed Lunches

- Please cut small food items into quarters such as Grapes, blueberries and cherry tomatoes will always require cutting up to minimise the risk of choking as well as sausages. Cutting lengthways is recommended.

## Hats, scarves and gloves

- Please, please, please label as many items as you can with either your child's name or initials. If you are planning on buying gloves or mittens soon bear in mind that mittens are much easier for children to put on themselves.
- We could have in excess of 60 children in session. This equates to 120 gloves/mittens! Please do not buy an expensive pair as it is really hard to keep track of all of these gloves/mittens.
- We will always put the hat, scarf and glove box in the outside area at collection time. These boxes are used for children to store their items when not in use. Children can then collect them when needed or at the end of the session. Items not collected will remain in the box for you to collect. This then speeds up collection.

## Bookbags

- Please ensure that you give any clothing for your child's peg bag directly to staff rather than put into their bookbags. The clothes can then be put straight into their bag ready for swift access in the event of a required change.

## And Finally...

Do not be surprised if your child's behaviour changes over the next few weeks; settled children may become unsettled, children usually quiet at home might become upset more often. They have had a long break and the new term starting might leave them tired whilst they build up their resilience to the school day. Speak to us if you need support with this.



**Roots Federation**  
EDUCATIONAL EXCELLENCE FOR EARLY YEARS



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