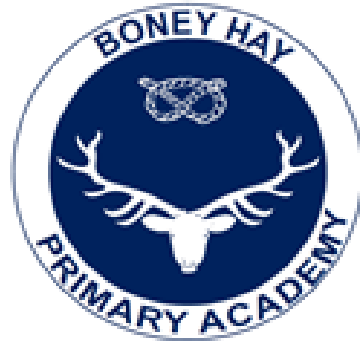


Reception Information Session



November 2025





In this presentation:

- Key Individuals
- Culture & Ethos
- Reception Provision
- Curriculum
- Wider Opportunities
- Behaviour Approaches
- Wider Support
- Communication & Relationships



Hopefully this presentation will give you a clear picture of what our school can offer your child.

Other Key Staff

Our Leadership Team – September 2025



Mrs Gaut
Deputy
Headteacher



Mrs Paddock
Senior Leader



Ms Willington
Headteacher



Mrs Andrews
Acting Deputy
Headteacher

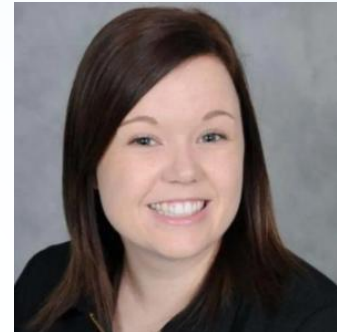


Mr Potter
Senior Leader

Other Key individuals



Mrs Clayton
Reception Class
Teacher



Mrs Langston
SENDCO

Our SENDCO is here to co-ordinate additional support for pupils with Special Educational Needs and/or Disabilities and to liaise with their parents, teachers and other professionals who are involved with them.

Our Pastoral Care Lead is here to support our children and their families with any social or emotional needs.



Mrs Rogers
Pastoral Care
Lead

Other Key Staff

Our Office Team



Mrs Cooper
Office Manager



Mrs Capewell
Office Assistant



Mrs Potter
Office Assistant

Our Office Staff can help with any queries you may have about lunches, Parent Pay or Class Dojo.

Culture & Ethos

This is a place of learning
where:
'The child is the centre'

- Thank you for considering Boney Hay Primary Academy as the place for your child's education.
- Boney Hay Primary Academy is a happy caring place with a dedicated and enthusiastic staff
- The school is situated next to the open area of Gentleshaw Common and is very close to Cannock Chase, an area of outstanding natural beauty.
- As a former Middle School building, we have a spacious environment, with excellent facilities.
- We are part of the Staffordshire University Academy Trust and we are very proud of our links with the university and the enhanced opportunities this brings to our children.
- We raise expectation, support aspirations and allow the children the chance to be whoever they want to be.
- We promote active lifestyles and we encourage active travel to and from school, with on-site storage for bikes and scooters.
- We believe that the comparatively small size of the school is a great asset with much to commend it.
- There is a strong family atmosphere within the Academy.
- Parents are very much part of the school and they have quick and easy access to their child's teacher.
- We work hard for the individual and it is what the individual achieves that matters to us.

What will my child do?

Our Academy Values

Our values are the principles that guide behaviour, conduct and character development at Boney Hay

► These four core values are:



At Boney Hay, we encourage the children to 'live the values' in all aspects of their lives both in school and out.

Our HART Values



- ▶ Honesty – we value the importance of honesty, to ourselves and to others



- ▶ Adventure – we value new experiences, taking on challenges and the importance of safely managing risk



- ▶ Resilience – we value hard work, perseverance and commitment

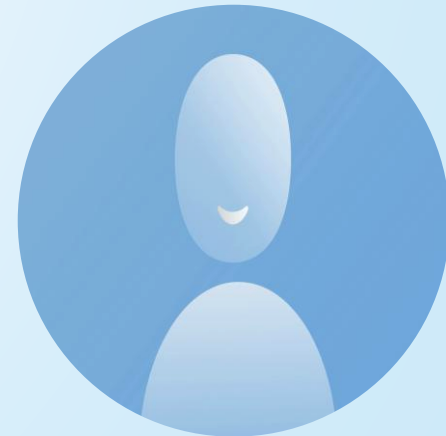


- ▶ Teamwork – we value each other's contributions and we know that together we can achieve even more

Chosen by
staff, governors,
parents and
pupils!

Our
celebration
assemblies
on Fridays
are known as
HART
Assemblies.

Reception Provision



The Reception Curriculum

Prime Areas:

Communication and language

Physical development

Personal, social and emotional development

Specific Areas:

Literacy

Mathematics

Understanding the world

Expressive arts and design



A typical day in Reception

Children will have access to a variety of activities and resources which will allow them to:

- explore
- build
- create
- develop mathematical skills
- write for a purpose

They will be taught letter sounds using the phonic program 'Read Write Inc'



Communication and Language



Talking about
what to build



Playing games

Creating roles
during role play



Personal, Social and Emotional Development



Working as a team



Be confident to try new activities and show resilience and perseverance

Physical Development



Outdoor area area
to develop gross
and fine motor



Playdough area to
develop fine motor



Weekly PE lessons to
develop gross motor



Understanding the World

Activities to
celebrate festivals



Understanding the World

Explore the natural world around them



Expressive Arts and Design

Accessing the
Art Attack area



Creating using
loose parts



Art lessons

Maths

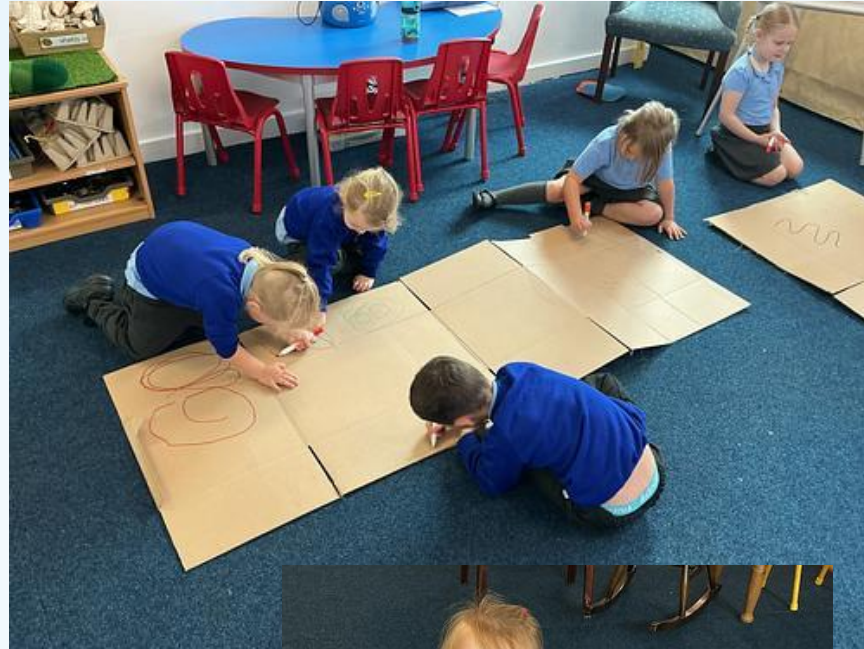
Lots of practical
maths



Literacy

Mark making

Literacy inside and
outside



Writing
independently

The Curriculum – Mathematics

- ▶ We value Mathematics and we want our children to understand that Maths is essential to everyday life.
- ▶ We want children to grow up with a deep understanding of Mathematics and we recognise that Maths teaches us how to make sense of the world around us
- ▶ Maths helps us to develop problem solving and reasoning skills that allow us to solve a variety of problems
- ▶ From Reception to Year 6, we follow the White Rose Mathematics scheme
- ▶ In addition to our daily Maths lessons, each class from Reception to Year 6 hold a daily maths meeting in which they work on securing number facts



The Curriculum – English

- We recognise the importance of early language development in creating opportunities later in life
- We believe in creating vocabulary-rich learning environments and unlocking new words through quality texts and life experiences
- We love reading and want every child to discover their own love of reading before they leave our school
- We have several library areas around our school which pupils spend time in each week and choose books to take home from
- we use Read Write Inc. Phonics (RWI) to give your child the best possible start with their Literacy development
- After successfully completing the RWI Phonics programme, children move on to daily English Lessons
- In our English lessons and daily story times, we choose engaging, high quality books that allow the children to see and understand the world through different lenses.
- We create opportunities for children to develop spoken language through debate, drama and discussion about the issues raised in the texts.
- We foster an enthusiasm for writing by providing meaningful writing opportunities that allow pupils to write for different purposes and audiences



Wider Curriculum – The ‘Bee Curriculum’



We have designed our own long term curriculum from Y1-Y6, which we call the ‘Bee Curriculum’. This curriculum is:

- For every child.
- Well-balanced, exciting, purposeful and inspiring
- Provides our pupils with progressive skills and knowledge that widen their life experiences
- Delivered within a caring and supportive environment where community links are actively sought to improve pupils’ understanding of the world around them
- Encourages our pupils to be honest, adventurous, resilient and to question and to think for themselves within the context of teamwork
- Supports our pupils to feel empowered, be adaptable and equipped to meet the world.

		Year 1					
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English		RWI Programme					
Maths		Place Value (within 10) Addition and Subtraction Shape		Place Value (within 20) Addition and subtraction Place Value (within 50) Length and height Mass and volume		Multiplication and Division Fractions Position and Direction Place Value (within 100) Money Time	
Science		Forces and Space: Seasonal Changes	Materials: Everyday Materials	Animal: Sensitive Bodies	Animals: Comparing Animals	Plants: Introduction to Plants	Making Connections
History	Geography	G - What is it like to live in Shanghai?	H - How am I making history?	G - What is the weather like in the UK?	H - How have toys changed?	G - What is it like here?	H - How have explorers changed the world?
PE		Ball Skills Team Building	Target Games Yoga	Net & Wall Gymnastics	Sending & Receiving Dance	Invasion Striking & Fielding	Athletics Fitness
Music		Timbre & Rhythmic Patterns	Pulse and Rhythm		Pitch & Tempo	Musical Vocabulary	
A&D	D&T	AD – Art & Design Skills	DT - Food: Fruit and Vegetable	DT - Textiles: Puppets	AD – Formal Elements of Art	DT - Structures: Constructing Windmills	AD – Landscapes Using Different Media
Computing		Programming 1: Algorithms Unplugged	Data Handling: Introduction to Data	Online Safety: Y1		Computer Systems & Networks: Using a computer	Programming 2: Bee-bot
RE		How did the world begin?	What do some people believe God looks like?	What is God's job?	Why should we care for the world?	How do we know that new babies are special?	Why should we care for others?
PSHE		Families & Relationships	Health & Wellbeing	Safety & the Changing Body	Citizenship	Economic Wellbeing	
Commando Joe	Forest School		Forest School		Simba		Steve Backshall

Floor Books – Bee Curriculum



Pupil Voice – The ‘Bee’ Curriculum



I love the
interesting
games in PE.
Ayva Y4

I love learning about the
past and experiencing
what it was like in the
war by looking at
artefacts.
Mila Y4

Jaxon has really enjoyed
every subject he's learned
about this year. He's taken
everything in and come
home with it too. We
continue to discuss all that
he's enjoyed at school and
he always uploads any work
he's done at home to class
dojo as he gets so excited
to tell me all about it and
share with Mrs Paddock.
From inventors to fires he is
engrossed in all the new
information from pictures
and texts in school.

Mrs Pember
Y2 Parent

I liked making
cushions. It was
fun!
Poppy Y3

I feel like we are a
lot more free to do
stuff.
Annabelle Y5

I liked learning
about Isaac Newton
- and making a
telescope
Libby Y2

We've been learning about
different religions - we
drew rangoli patterns on
the playground with chalk!
Riley Y1



Trips & Visits

- Children have the opportunity to take part in a visit every term – two local visits and an enhanced visit further afield
- Visits chosen enhance the curriculum and provide
- Children have the opportunity to take part in a residential visit in Y4 and Y6





Forest School

- The outdoors environment is the perfect setting to develop resilient, confident, independent, creative learners whilst also improving their health and well-being.
- Weekly sessions in all weathers fosters resilience and creativity.
- Children learn how to adapt and change the way in which they tackle activities in different weather conditions.
- Children are encouraged to take risks and work in an area and undertake tasks out of their comfort zone.
- Many children have never climbed a tree before or even been allowed to get muddy! This can be a huge step forward for some children. Their confidence grows physically and emotionally.
- The benefits of Forest School have been noticeable in and out of the classroom.
- Forest School sessions are implemented throughout the school from Rec to Year 6, with each year group having a weekly session over a half term period



Wider Sporting Opportunities

- We are passionate about physical education and sport
- Children develop skills and learn to play a wide variety of sport during their time here
- We also offer a wide range of sporting opportunities to enhance our PE lessons, including
 - After-school sporting Clubs
 - Outdoor & Adventurous Residential Trips
 - Bikeability courses
 - Swimming
 - Annual Sports Day
 - Visits from pro-athletes
 - Partnership with Walsall Football Club
 - Pop Up Pool



Wider Opportunities

- Pupils experience a wide range of other opportunities during their time at Boney Hay
- These include:
 - Music tuition from Rock Steady*
 - Discos
 - Winter Markets
 - Christmas activities (pantomimes/Santa visits)
 - Parties
 - Snow Days
 - Performances, including Class Assemblies, Christmas Performances and Leaver's Plays
 - As well as a whole host of 'Theme Days', including World Book Day, Science & Technology Week, Number Day...to name but a few



HART Weeks

- Every year, the whole school comes together to celebrate HART Week
- During this week, a key HART Value is chosen as the focus for all lessons
- Previous HART Weeks:
 - A Common Adventure (Adventure)
 - The Queen's Jubilee (Teamwork)
 - Hart of the Circus (Resilience)
 - Olympics (Honesty)



Responsible Citizens

- ▶ We aim to develop responsible citizens
- ▶ Children have the opportunity to hold a range of responsibilities, including various monitor roles, Play Leaders, Eco-Reps and School Council Reps
- ▶ Children actively get involved in charity fundraising events
- ▶ Charities we have supported include:
 - ▶ Comic/Sports Relief
 - ▶ Children in Need
 - ▶ MacMillan Cancer Support
 - ▶ Brain Tumour Awareness
 - ▶ St Giles
 - ▶ Our Local Food Bank



Behaviour Approaches

- ▶ We believe that all children deserve to feel happy and safe
- ▶ We seek to form positive relationships with children, built on respect and trust

Behaviour Regulation Policy

October 2022



Our Values:



Purpose

This policy sets out the framework for a clear and consistent approach to promoting positive relationships and engage pupils to support their skills and understanding and engagement with school.

Aims

At Boney Hay Primary Academy, it is expected that every member of the school community feels valued and respected, and that each person is treated fairly. The Academy's Behaviour Regulation Policy is designed to support the way in which all members of the school can work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure.

The Behaviour Regulation Policy is a means of promoting relationships where we understand each other, enabling everyone to work together with the common purpose of helping all pupils to achieve their best.

Pupils should be treated impartially and with the Behaviour Regulation Policy being applied in a consistent and attuned way.

It aims to help pupils to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of our school and the wider community. It is designed to recognise, encourage, and promote positive behaviour. In part, through the ongoing development of pupil emotion regulation.

Behaviour Approaches

- ▶ We have consistent rules and expectations which children take ownership for from their very first days in school, creating class rules together to complement school expectations

Promoting Pupil Engagement and Self-Regulation

Whole School Expectations

All pupils are expected to:

- Try their best
- Follow safety rules
- Follow instructions
- Use proper manners
- Use appropriate language
- Respect school equipment
- Respect personal space
- Share equipment as needed
- Respect the efforts and contributions of others
- Line up quietly outside learning spaces
- Move quietly and calmly around the building
- Wait their turn
- Help keep the school clean/free of litter
- Practise good sportsmanship
- Applaud when appropriate

Behaviour Approaches

- We use positive behaviour approaches, including a range of rewards
 - Verbal praise
 - Class Rewards
 - Sharing work
 - Messages to parents
 - Summer Madness Tokens
 - HART Certificates

Rewarding positive behaviour – Class Dojo



Actions and rewards Procedures and Guidance for Staff 				
1 Class Dojo Point awarded	2 Class Dojo Point awarded	3 Class Dojo Point awarded	4 Class Dojo Point awarded	5 Class Dojo Point awarded
Everyday positive actions: Being polite or kind Holding doors open Good manners Positively completing tasks Additional reading over the 3 reads expected each week ...Other positive acts of this nature.	Specific behaviours or actions identified within the child's class: These are negotiated with the children and are specific to each class as per their class code - for example, a class may award 2 Dojo Points for children who present their work beautifully or tidy the reading corner without being asked.	Positive actions greater than those which are awarded 1 Dojo point. These may involve: - outstanding contributions to school life Outstanding pieces of work Positively representing the school Circle-time Superstar Being a positive role model	Demonstrating one of the school's core values: Honesty Adventure Resilience Teamwork	Completing Family Learning Projects at home. Five Dojo points may also be rewarded for positive behaviour in exceptional circumstances.
Other Positive Rewards				
Verbal Praise – specific to behaviours	Sharing work with other adults in school	Messages to parents on Class Dojo	HART Assembly Certificates	Additional Rewards decided before hand by Class Teachers, i.e. 'Summer Madness tokens'

Behaviour Approaches

- We believe that all children want to behave well...but some children need additional support and guidance to be able to do so
- We teach emotional literacy, to empower children to label their emotions and to know how to cope when they are experiencing strong emotions
- We see behaviour as communication and seek to understand underlying causes for behaviours
- We use Emotion Coaching to help pupils to understand, regulate and reflect on their behaviour

Steps of Emotion Coaching

Step 1

- Recognising the child's feelings and empathising with them.

Step 2

- Label the feelings and validating them

(validating = let the child know why they might be feeling like this and that this is okay)

Step 3

- Set limits on the behaviour (if needed)

Step 4

- Problem-solve with the child

Behaviour Approaches

- Our classrooms have safe spaces for children to access, individually and with support
- We call these Calm Corners, or Regulation Stations as children move up through the school



The **ZONES** of Regulation®

BLUE ZONE	GREEN ZONE	YELLOW ZONE	RED ZONE
Sad Sick Tired Bored Moving Slowly	Happy Calm Feeling Okay Focused Ready to Learn	Frustrated Worried Silly/Wiggly Excited Loss of Some Control	Mad/Angry Terrified Yelling/Hitting Elated Out of Control



Behaviour Approaches

- There are consequences and sanctions for poor behaviours
- These range from gentle sanctions for low level behaviours to extreme sanctions for serious breaches of the school's behaviour policy

Managing poor behaviour



Actions and consequences Procedures and Guidance for Staff

Stage 1 - Gentle	Actions including: - fidgeting - swinging on chairs - distracting others - shouting out - talking at the wrong time - bickering - silly behaviour	Give teacher look Use Proximity Use non-verbal hand signals/visuals Ask the pupil a question to engage them Comment on other students who are on task Say students name Point to class rules State class rules out loud to the entire class Verbal redirect (stop inappropriate behaviour or redirect to appropriate behaviour)
Stage 2 - Mild	Actions including: - repeated incidents identified at Stage 1 - unkind remarks/ telling lies - pushing - not looking after equipment	Private conversation Befuddle (drink of water, etc) Temporary seat change TA Task/Special Delivery Brief time out (regulation station/bench outside) Name written on the board – indicates a loss of free time should behaviour continue
Stage 3 - Moderate	Actions including: - repeated incidents identified at Stage 2 - fighting - refusal to cooperate - stealing - being disrespectful to staff - bullying behaviour - inappropriate language - physical or verbal threats - racist or homophobic remarks	Loss of break time/ Reflection time Rehearsal of expected behaviour – teach/model expected behaviours Privileges temporarily revoked Write letter of apology Permanent seat change Time out in another location with work to complete (consider carefully) Parents informed Phase Leader made aware and will follow up with pupil Red behaviours – Headteacher must be informed
Stage 4 - Extreme	Actions including: - repeated incidents identified at Stage 3 - intentionally damaging property - serious assault - leaving the school grounds without permission - repeated bullying	Referral to Pastoral Care Lead/SENDCo Internal Exclusion Suspension Meeting with parents – behaviour contract Exclusion



Behaviour Approaches

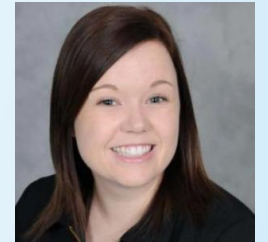
- ▶ We believe that when pupils feel happy and safe, are surrounded by adults they trust and have work that is appropriately challenging they are more likely to behave positively
- ▶ We also recognise the huge importance of the role that parents play

The Role of Parents and Families

The expectations are that parents support the actions of the Academy. Parents are able to address any queries regarding Emotion Coaching, co- and self-regulation and restorative approaches firstly to the class teacher, then to a member of the Senior Leadership Team. We aim to work with parents to achieve a shared approach and consistent messages between home and school to support their child's emotional and behaviour development.

Wider Support

- **There is extra support available for those who need it**
- Mrs Rogers (Pastoral Lead) can support with
 - Attendance
 - Mental Health
 - Low self-esteem
 - Emotion Coaching
 - Bereavement
 - Friendships Issues
 - Support for families, including help to access additional external sources of support
- Miss Langston (SENDCo) supports with:
 - Identification of special educational needs
 - Provision for pupils with special educational needs and disabilities
 - Applications for Educational Health Care Plans
 - Liaising with other professionals, e.g. Autism Inclusion Team, Visual Impairment Team, etc





Communication & Relationships

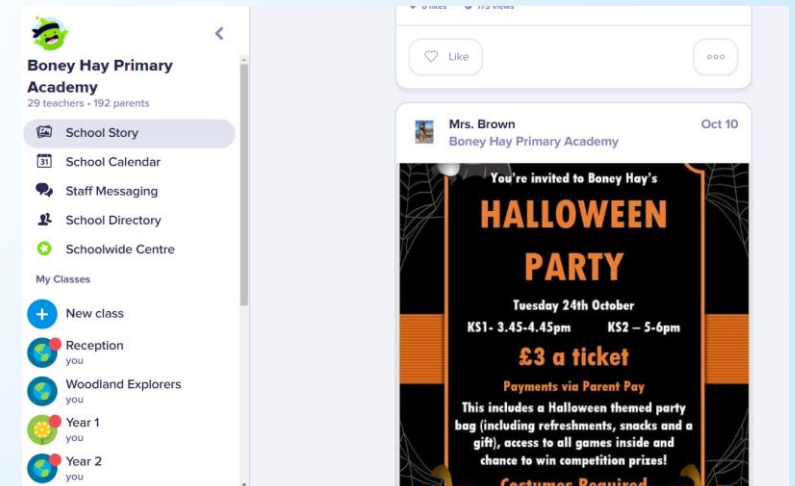
- Much of our ethos is built around positive relationships
 - Between students
 - Between staff and students
 - Between staff and parents
- Staff are accessible and approachable
 - Staff on doors at the start and the end of the day
 - Class Dojo Platform

Class Dojo



Class Dojo

- Class Dojo is a school communication platform that teachers, children, and families use every day to build our sense of community and to ensure effective communication
- Teacher will share special moments on Class Dojo and keep parents updated with upcoming events
- Class Dojo is a quick and safe way for a teacher and a parent to privately communicate with each other



Wraparound Provision

- Available from 7:30am – 5:30pm daily



At Boney Hay Primary Academy and our upcoming Little Deer Nursery, we are excited to announce our brand new Wraparound Service 'Forest Friends' which will be available from September 2025!

Offering both Breakfast and Afterschool sessions, 'Forest Friends' will provide a safe, nurturing space where children can start and end their day with fun, friendship and care.

Available for Nursery – Year 6

Cost per session	Breakfast Club			Afterschool Club			
	From 7.30am	From 8am	From 8.30am	Until 3.15pm	Until 4pm	Until 4.30pm	Until 5.30pm
	Breakfast included		-	-		Snack included	
Nursery	£8	£5.50	£3	£2	£5	£7	£11
Rec - Y6	£7	£4.50	£2	-	£4	£6	£10

From September 2025, all wraparound bookings will need to be made by parents and carers and paid for up upfront. Childcare vouchers, including Tax-Free Childcare will be accepted. Our new booking app will be MCAS and more details will be released shortly.

Honesty Adventure Resilience Teamwork



Parent Voice

My child absolutely loves school and is thriving. I cannot recommend this school enough. Staff are caring, professional and hardworking, always ensuring a great experience for their students.

Latest Parent Survey data:

- 96% - my child is happy at school
- 98% - my child feels safe at school
- 94% - my child does well at school
- 92% - I would recommend this school

I think the school is amazing and the teaching staff are friendly, professional and have a very high standard of teaching. My child goes in and comes out happy every day and always has lots of interesting things to tell me. I love that the school provides a wide range of activities for the children, particularly the after school clubs, homework projects and forest school. I love the atmosphere on a Friday when you come up to the school and all the children are dancing outside with the teachers. It puts a smile on my face and makes me wish my school was like this when I was young.

Fantastic Teachers, supportive and caring towards my child. My concerns have been dealt with quickly by Teachers. My child is happy at Boney Hay Primary School.



Thank you.

Time for questions...

