



BRENTSIDE PRIMARY ACADEMY

“PUTTING CHILDREN FIRST”



INTRODUCTION TO
EARLY YEARS
2025–2026



MESSAGE FROM THE HEADTEACHER

Hello and welcome to Brentside Primary Academy. I am Caroline Crosdale, Head Teacher. I have been the Head Teacher for almost 5 years now, have been at the school for over 20 years, and know the families of BPA and the school community very well.

I have a young family myself; with primary aged children, so I understand the importance and anxieties that parents feel when they first send their children to school.

We understand that families have had a difficult time over the last few years due to Covid-19 restrictions, and not being able to access nursery provision, and that settling into school may be harder for some.

This is why we have worked hard to ensure that you have as much information about the school as possible via documentation sent to you in the post, provided on the school website, and given to you face to face. It is great that this year we are able to offer a parents' meeting and a stay and play session prior to your child starting in September. We very much look forward to meeting you and your children in person in September, if not before.

Please rest assured that we always work hard to ensure that your child gets the best start to their school journey with us and goes on to thrive; both academically, and socially and emotionally.

Mrs. Crosdale

SCHOOL VISION & VALUES

Brentside Primary Academy will work with everyone to create a happy, safe and stimulating setting where children are motivated to learn together.

We encourage a curiosity about the world around us and strive to ensure that our children will contribute positively to it, both now and in the future.

Academic achievement is only part of the vision for this school. We provide many opportunities for pupils to take part in the performing and visual arts, and develop their speaking and listening skills

An important and distinctive feature of the school is the very positive relationships enjoyed by pupils, staff and parents.

A central aim of BPA is to provide a rich, supportive and child-centered learning environment, which is age appropriate for the needs of all pupils. In this, the school recognises that some pupils experience very heavy burdens and are vulnerable.

We believe that by maintaining high expectations of ourselves and each other, our children will be equipped to encounter opportunities and challenges with resilience and determination.

We make it our mission to support pupils by providing them with emotional support, as well as ensuring the curriculum is based on consistent, child-centered quality teaching and learning throughout the school.

OUR SCHOOL VALUES

KINDNESS

RESILIENCE

LEARNING

RESPONSIBILITY

RESPECT

CREATIVITY

Every child deserves the best possible start in life and support to fulfil their potential. A child's experience in the Early Years has a major impact on their future life chances. A secure, safe and happy childhood is important in its own right and it provides the foundation for children to make the most of their abilities and talents as they grow up.' (Early Years Foundation Stage Profile - Department for Children, Schools and Families 2012)

Early Years Vision Statement

Early childhood is the foundation on which children build the rest of their lives. At Brentside Primary Academy we greatly value the importance that the EYFS plays in laying secure foundations for future learning, development, and a love of coming to school.

Curiosity and enquiry based learning is at the forefront of the EYFS curriculum and leads into the whole school teaching and learning vision. The school is characterised by its varied, creative and challenging curriculum- based on real, enquiry-based learning. Children are taught to be leaders of their own learning and to develop the confidence and skills to become independent thinkers and learners – this starts in the EYFS.

The school offers pupils opportunities to develop learning and life skills that they may not have experience of in the home environment. Opportunities for imaginative, messy, and exploratory learning are on offer, linked closely to developing good language skills so that children are able to describe and question their own learning and play. Teaching, learning, and experiencing regular phonics and early reading is a priority within the EYFS, forming firm foundations with which to develop life-long readers.

A well planned and exciting thematic curriculum is reflected in the environment and activities on offer, with pupils experiencing curiosity, awe, and wonder on a regular basis, resulting in children being active and engaged learners with a love to learn attitude.

WELCOME TO EARLY YEARS



Reception Entrance

Welcome to Early Years at Brentside Primary Academy!

We hope that your child will enjoy many exciting experiences next year and make lots of new friends.

In this booklet we have tried to include important information about starting Nursery or Reception at Brentside.

Further information about Early Years is available on our website:

<https://www.brentsideprimaryacademy.co.uk/starting-nursery-reception-september/>

EARLY YEARS FOUNDATION STAGE

Nursery and Reception are known as the Early Years Foundation Stage (EYFS).

The EYFS is a very important stage in a child's life as it helps prepare for school 'readiness' as well as preparing them for their future learning and successes.

Children's Early Years experience should be happy, active, exciting, fun and secure; and support their development, care and learning needs.

Every child deserves the best possible start in life and the support that enables them to fulfil their potential.

Reception role play area



Nursery Entrance

Children develop quickly in the Early Years and a child's experiences before the age of five will have a major impact on their future life chances.

During the first week of school, it is crucial that your child settles securely. Some children settle quicker than others, but all children are very different so please do not worry if your child takes a little longer to settle.

It is not unusual for a child to get upset when you leave them; they will make secure bonds with staff and other children, this just takes time. Staff are on hand to offer support, comfort and reassurance to children who may be upset.

Please be reassured that if your child continues to be upset and we are not able to settle them, we will contact you, so do ensure you are available for the first week of settling in.

EARLY YEARS FOUNDATION STAGE FRAMEWORK

PLAYING & LEARNING

Both the Nursery and Reception follow the 'Early Years Foundation Stage Framework' (EYFS) which starts from birth and continues through their time at Nursery and Reception.

All of these activities are delivered through a balance of child initiated and adult led activities.

The Early Years Foundation Stage is based upon four principles:

- 1) A Unique Child
- 2) Positive Relationships
- 3) Enabling Environments
- 4) Learning & Development

1) A UNIQUE CHILD

At BPA we recognise that all children are unique and all develop at different rates, however we believe that all children are competent learners who can be resilient, capable and confident when they have positive attitudes.

2) POSITIVE RELATIONSHIPS

Children learn to be strong and independent from secure relationships. During your child's time in Early Years we hope to develop caring relationships with the children and their families and encourage positive relationships between the children and their peers.

3) ENABLING ENVIRONMENTS

At BPA we recognise that the environment plays a key role in supporting children's learning and development. Both early years environments are designed to allow the children to explore and learn safely.

The environments support the children to become independent and children can choose to move between the indoor and outdoor activities freely.

4) LEARNING AND DEVELOPMENT

At BPA we understand that children develop in different ways and different rates.

The Early Years Foundation Stage has seven areas of learning. All of the areas of learning are equally important and are all interconnected.

The EYFS framework explains how and what children will be learning to support their healthy development and provide the foundation children need to make the most of their abilities and talents as they grow up.

PRIME AND SPECIFIC AREAS OF LEARNING

PRIME & SPECIFIC AREAS

Children will learn skills, acquire new knowledge and demonstrate their understanding through **7 areas of learning and development**.

PRIME AREAS

Children should mostly develop the '**3 prime areas**' first. These are:

- Communication and language
- Physical development
- Personal, social & emotional development

SPECIFIC AREAS

As children grow, the prime areas will help them to develop skills in **4 specific areas**:

- Mathematics
- Literacy
- Understanding the world
- Expressive arts and design

All 7 areas of learning are used to plan children's learning and activities. The professionals teaching and supporting your child at BPA will make sure that the activities are suited to your child's unique needs.

This kind of curriculum is suitable for very young children, and is designed to be really flexible so that staff can follow your child's unique needs and interests.

MEET THE EARLY YEARS TEAM



MRS. DAHIR

Hello, I am Mrs. Dahir! I have been at Brentside since 2016. Fun fact: I was also a pupil at the school!

I love teaching children how to read and enjoy watching them explore different learning environments. I love hearing all of their interesting stories and getting to know all their different big personalities.

My favourite part of being a Reception teacher is watching children grow and being part of their introduction to school life.

When I'm not at school, I am a mummy to a 2 year old and we enjoy trips to the library and days out to the park.

I can't wait to meet you all in September!



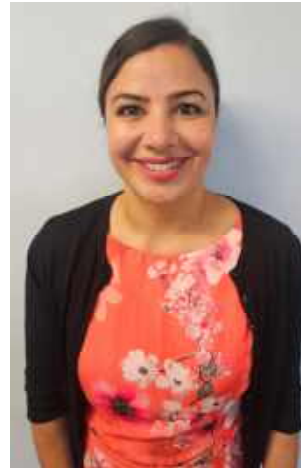
MRS. MURPHY

My name is Mrs Murphy; I have been teaching at Brentside since 2019 and am the school's music teacher, teaching music to all classes. Last year, I was also a Year 3 class teacher.

I am Irish and have been living in Ealing, London for 16 years. My favourite hobbies are going to music concerts, going to the cinema, travelling, hiking, and playing music with my friends.

I really enjoy reading and I am very excited to share my favourite books with you.

I am really looking forward to teaching Reception in September and I just know that we are going to have a great time learning and playing together!



MRS. SANGHA

My name is Mrs. Sangha, I have been working in schools and nurseries for over 20 years and have been at Brentside since 2021.

I am passionate about working with young children and I love my job, as it puts a smile on my face. I love teaching all subjects in the curriculum and can't wait to share them with you.

Outside of school I love cooking and baking and love finding and trying new recipes– maybe we'll do some baking and decorating cakes together this year!

I also enjoy long walks and look forward to going on nature walks with you all this year too.



MRS. FERYNSKA

My name is Mrs Ferynska, I am the class teacher in Nursery and I have been working at Brentside since 2011.

I can speak two languages; Polish and English. My favourite thing about teaching is watching children make progress and helping children learn.

I have two children, aged 16 and 11, and together we love cooking, baking and gardening. We read lots of books together and our favourite book is The Gruffalo. I also love to dance and I go to Zumba classes.

I'm so excited to get to know you all in September and for our year ahead in Nursery!

EXPECTATIONS & RESPONSIBILITIES

OUR EXPECTATIONS

- Pupils should have developed some independence before coming to school.
- We encourage parents to prepare their children to be able to go to the toilet independently (Nursery and Reception children).
- Pupils must behave appropriately towards other pupils and staff in line with the 'Home School Agreement'.
- Parents must work together with staff to address any problems or concerns. (See 'Home School Agreement'.)
- Pupils in Reception are required to wear school uniform and to have a bookbag. Please ensure all items of clothing are labelled with your child's name.
- Parents/guardians should attend parent meetings as required.
- Support your child, where possible, by attending assemblies and whole school events.
- Collection arrangements: As you are aware, safeguarding children is extremely important to us. We can only release children into the care of identified adults on our system. Please do not be offended if we ask you to wait whilst we check details or contact parents if you are not known to us. If another adult is going to collect your child, please inform staff in the morning.

DAILY ROUTINES & RESPONSIBILITIES

- It is your statutory duty to make sure your child arrives and is picked up on time.
- Encourage them to come into school in a quiet, calm way.
- Make sure they have appropriate clothing (Nursery) or school uniform (Reception).
- Make sure they have suitable footwear and outer garments for outdoor play, whatever the weather.
- Keep curriculum maps and objectives so that you can talk about current topics with your child.
- Make sure your child's own toys are left at home, unless they are being used for 'Show and Tell'.
- Check book bags for letters and information that will be brought home for you to read.
- If you are unsure or concerned about anything, make an appointment at the school office to speak to your child's teacher at a convenient time.
- If you wish, you can provide your child with a water bottle. Please ensure this is labelled with your child's name.

SUPPORT

HOW BPA WILL SUPPORT YOUR CHILD

We phase the entry into Nursery and Reception to ensure all pupils get the best start and personalised learning in the early stages of their schooling by:

- Ensuring that your child feels happy and safe whilst learning.
- Addressing any emotional, social and academic needs with sensitivity.
- Offering a child-centred approach, meeting their individual needs.
- Ensuring your child makes progress.
- Encouraging pupils to have a positive view of school.
- Teaching pupils how to make friends and have positive relationships with others.
- Setting clear boundaries and expectations of pupils' behaviour.

HOW YOU CAN SUPPORT YOUR CHILD

- Encourage your child to have a positive view and attitude towards school.
- Discuss their day and ask what they have done.
- Pass on any relevant information about your child to staff, e.g. medical requirements, dietary requirements, any other changes that may affect your child's learning.
- Support your child with homework tasks they may have.

HOW YOU CAN HELP YOUR CHILD AT HOME

PERSONAL, SOCIAL, EMOTIONAL DEVELOPMENT

- Encourage your child to say please and thank you
- Encourage your child to take his/her own coat on and off
- When playing with your child, support them in sharing toys
- Allow them to choose some toys themselves and reflect on opinions about these toys; e.g. this is my favourite doll/car
- Play simple games that focus on turn taking
- Encourage your child to talk about their feelings

PHYSICAL DEVELOPMENT

- Take your child to the park and watch how they navigate and use apparatus
- Allow your child to use scissors, with supervision, to cut out pictures
- Play 'catch' outside with a large ball
- Encourage independent toileting, hygiene, and dressing
- Play games such as follow the leader and change actions to develop motor skills and coordination
- Discuss changes to their bodies after exercise, e.g. heart beating faster, feeling hot etc.

LITERACY

- Encourage your child to notice signs in the environment e.g. letters from their name
- Read a story at bedtime
- Encourage your child to 'read' what is happening in the pictures. Prompt them to tell you a sentence about what is happening
- Say a word and encourage your child to find words that rhyme— house/mouse, etc.
- When starting phonics, encourage them to find objects around the house that start with the same sound, identify the odd one out of a selection of objects
- Make shapes of letters out of playdough; write them in the sand, write their own name in the air etc.

MATHEMATICS

- Point out numbers in the environment, such as car registration numbers, prices in shops, remote controls
- Encourage them to count various objects at home, e.g. how many knives and forks do we need? How many steps as we go up the stairs?
- Encourage them to recognise and notice when amounts are more or less

COMMUNICATION & LANGUAGE

- Read traditional tales at home, encouraging your child to join in
- Ask questions about characters in the story, what they think might happen next etc.
- Encourage use of preposition language, such as 'under', 'on', 'above' and use of 'how' & 'why'
- Encourage your child to talk about things they like and dislike and why

EXPRESSIVE ART & DESIGN

- Buy a simple rhyming song CD and play it in the car on the way to school
- Let your child make collages and pictures with dried items and materials around the house
- Together with your child act out a scene from a familiar story
- Explore different media; paint, pencils, etc.
- Using scissors and glue; encourage cutting and sticking activities
- Dance to songs and make up actions to complement; e.g. Wheels on the Bus

UNDERSTANDING THE WORLD

- Talk to your child about special times; birthdays, baptism and other key events in their lives and the lives of others they know
- Spend time outside exploring!
- Encourage your child to observe changes in the environment e.g. leaves changing colour, changes in temperature

KEY INFORMATION

SCHOOL UNIFORM

The wearing of uniform is an essential part of being a pupil at BPA. We want pupils to understand the importance of wearing appropriate clothing and taking pride in their appearance, whilst developing a sense of belonging to our school.

Where possible, we encourage Nursery pupils to wear uniform, however it is optional. All pupils in Nursery MUST have a bookbag.

UNIFORM

- Blue jumper or cardigan
- Grey or Black trousers/shorts or skirt
- White polo shirt
- Black shoes
- Blue checked dress for summer

PE KIT

- Dark Shorts / jogging trousers
- Brentside PE shirt & Brentside PE hoodie
- Plimsolls

ITEMS AVAILABLE TO PURCHASE FROM THE SCHOOL DIRECTLY

- | | |
|---------------------------|--------|
| • School jumper | £11.50 |
| • School cardigan | £12.50 |
| • Polo shirts (with logo) | £9.50 |
| • Book bag | £6.00 |
| • Iron on Logo | £3.00 |
| • PE T-Shirt | £9.00 |
| • PE Hoodie | £15.50 |



School uniform options



PE Kit options

SCHOOL MEALS

Reception

ISS offers a lunchtime meal service for our pupils. Under Universal Free School Meals, pupils from Reception to Y2 are entitled to a free hot meal. For Autumn and Spring terms Reception pupils eat their lunches in their own dining area. In the summer term, once they have settled, they eat lunch in the main dining hall. This helps with their transition to Year 1.

Nursery

Nursery pupils accessing full-time (30 hours) have the option to either bring a packed lunch or pay for a hot meal by setting up an account through ISS Catering and paying in advance for school meals.

Reception lunch room

KEY INFORMATION

SCHOOL TIMES

NURSERY

Monday-Friday: 8.45am-3.15pm (For those eligible for 'Extended Entitlement')

OR

Monday-Friday: 8.45am-11.45am
('Universal Entitlement')

RECEPTION

Monday-Thursday: 8.45am-3.30pm

Friday: 8.45am-2.30pm

Lunchtime: 12.00pm-1.15pm

We want to ensure that your child has maximum learning and development opportunities, so do be aware that the latest time of arrival for the morning session is 9am.

SCHOOL TRIPS & WORKSHOPS

Throughout the year pupils and parents/guardians in Early Years will have the opportunity to take part in workshops and trips.

LOCAL VISITS

Both nursery and Reception pupils will take part in local visits such as:

- Nature walks
- Visits to local shops
- Walk to post box

SCHOOL TRIPS

Reception pupils will be offered visits to:

- Forest school
- Odds Farm

SCHOOL VISITS AND WORKSHOPS

- Parent stay and play
- Denist workshop
- Fire Brigade workshop

OUT OF HOURS PROVISION

BREAKFAST & AFTER SCHOOL CLUB - WRAPAROUND CARE

BPA provide on-site wraparound childcare for parents, run by school staff.

BREAKFAST CLUB

Location: Brentside Primary Academy

Time: 7.45am – 8.45am

Cost: £4.00

Activities: Healthy, nutritional breakfast
Get Up Fit

AFTER SCHOOL CLUB

Location: Brentside Primary Academy

Time: Mon – Thurs 15.25pm- 18.00pm.

Fridays 14.30pm – 18.00pm

Cost: Mon- Thurs £6.00 until 16.30pm or
£10.50 for the whole session
Fridays £8.50 until 16.30pm or £13.50
for the whole session

Activities: A healthy snack and drink is provided.
Organised games, sports (indoor
and outdoor), arts and crafts, visits
to the park in good weather, baking

(Tax credits & childcare vouchers accepted)

CLASSROOM & OUTDOOR LEARNING ENVIRONMENT

Environments are inviting, stimulating, and encourage learning and creativity.

Our learning environment facilitates child-initiated play and provides children with carefully planned opportunities which allow children to explore, create, and learn through exciting, stimulating, interactive and accessible resources.

READING CORNER

We have a separate calm space for children to do independent reading or reading with a teacher. We use this space for small group sessions and also 1:1 support groups



Reception reading corner

ROLE PLAY AREA

Role play areas are set up in both Nursery and Reception. They are changed regularly throughout the year, in line with curriculum themes.



Reception classroom



Nursery classroom



Nursery role play area

OUTDOOR LEARNING

Both Nursery and Reception have their own dedicated outdoor areas which contain a covered space so outdoor learning can take place all year round.



Nursery outdoor learning



Reception outdoor learning

OUTDOOR ENVIRONMENT

PLAYGROUNDS

NURSERY

The Nursery playground is an enclosed quad that is accessible only from inside the building. It is a secured space that is only used by Nursery pupils. The playground contains age appropriate play equipment and allows free flow from inside to outside for outdoor activities and play times.

RECEPTION

The Reception playground is attached to the back of the Reception block. It is only used by Reception pupils.

The Reception playground contains age appropriate play equipment and play boards all along the wall for the children's entertainment.



Nursery Playground

Forest School



Reception Playground

FOREST SCHOOL

During the year Reception children will visit Blue Fox Forest School in Liden Nature Reserve in Greenford.

The Forest School provides opportunities to learn through experience in a woodland or outdoor setting.

In a natural setting, children learn to play, use their imaginations, look after themselves and look after others. Through a wide range of activities they will be empowered to make decisions and problem solve whilst gaining confidence, independence, creativity, practical skills and knowledge of the world they live in.

Children will travel to and from the Forest School by public bus; this is a single bus journey of around 15 minutes and children will be fully supervised by several members of school staff and helpers at all times.

It is advisable for the children to wear clothes which are not new, and that you do not mind getting dirty; i.e. tracksuit joggers/leggings, t-shirts and jumpers, and trainers or wellington boots. Pupils should also bring a waterproof coat.

I.C.T IN EARLY YEARS

PURPLE MASH

Purple Mash is a comprehensive suite of online learning tools and content, designed to be used by Primary aged children in the classroom and at home.

Find out more here:

<https://2simple.com/parents>

How can you get more involved?

As a parent, you can find out about your child's learning on Purple Mash and support them beyond the classroom by registering with Parent Portal.

Parent Portal allows you to easily see the learning your child has been doing on Purple Mash, including any comments on work from teachers, homework (2Dos), rewards and so much more. You will never miss out on being informed of your child's learning as Parent Portal sends all registered users a weekly digest email.



USE OF TECHNOLOGY

In both Reception and Nursery, each class has an interactive whiteboard and touchscreen computer.

Interactive whiteboard

USE OF iPADS

iPads with EYFS apps are also used in both Reception and Nursery

Reception iPad

Touchscreen computer

USEFUL WEBSITES FOR EYFS

- www.phonicsplay.co.uk
- www.starfall.com
- www.topmarks.co.uk
- www.supersimple.com/
- www.letters-and-sounds.com
- www.ictgames.com/literacy.html
- www.oxfordowl.co.uk/home
- www.monsterphonics.com/

USEFUL APPS FOR EYFS

- Phonics vowels
- Phonics island
- TwinklLTE
- CBeebies playtime
- Phonics Match
- Maths age 3-5
- Math!
- Hairy letters

INCLUSIONS



Play Therapy Room

Brentside Primary Academy is intent on ensuring that all pupils reach their potential in a culture of success.

BPA provides a challenging, inclusive and engaging curriculum to meet the needs of all our pupils.

BPA has strong Special Educational Needs procedures: based on swift identification of additional needs, robust assessment procedures, and pupils receiving individualised support appropriate to their particular needs by trained professionals.

PUPIL PREMIUM

At BPA we understand that some of our pupils may come from disadvantaged backgrounds and have additional needs, which BPA has strategies in place to meet.

SPECIAL EDUCATIONAL NEEDS & DISABILITIES (SEND)

We work closely with the Ealing Local Authority as well as commissioning our own services to support those with additional needs.

This includes providing assessments, reviews and programmes of support.

We commission the services of:-

- An Independent Speech and Language Therapist in addition to working alongside Ealing Speech and Language Service.
- An Independent Occupational Therapist, in addition to working alongside Ealing Occupational Therapy Service.
- An Independent Play Therapist to support pupils with a range of needs.
- Ealing Educational Psychology Services.

Our aim is to identify a child's additional needs early, make an assessment of these needs, and swiftly put support in place to ensure that the child makes progress towards achievable targets.

We have a named Special Educational Needs & Disabilities Coordinator (SENDCo) as well as an Administrator dedicated to supporting SEND pupils.

INTERVENTIONS

At Brentside Primary, we offer a range of targeted interventions. When a child is diagnosed with, or identified as having, an additional need, a provision plan will be put in place for that child.

Interventions and additional support that we currently have in place include:

- Phonics groups—letters and sounds
- Reading support
- Writing groups
- TalkBoost speech & language programme
- Lego therapy
- Social skills groups
- Play therapist 1:1 sessions in our therapy room
- Play therapy group sessions in our play therapy room
- Additional teachers and TA's to support in class

The above interventions and additional support are carried out in groups or in 1:1 sessions to support a range of needs. This support is carried out both inside and outside the classroom.

Teachers are regularly trained in delivering quality-first teaching in class.

PARENTAL INVOLVEMENT

“Positive relationships with our parents are important to us, we offer parents a variety of ways that they can become involved in school life, whether it’s helping on trips, offering to volunteer, or joining one of our coffee mornings”

ASSEMBLIES

Parents/guardians are invited to attend all class assemblies as well as the Easter and Christmas assemblies.

They are also invited to attend Sport Days and whole school events such as Dance Afternoon.

PARENT GOVERNORS

There are 3 parent governor places on the BPA Governing Body. Parent governors are elected by parents of children at the school to represent them at governors’ meetings.

There are 4 Governing Body meetings each academic year, with further subcommittee meetings if appointed.

If a parent governor position becomes available, all parents will be informed and nominations will be requested. A vote will take place if more than one nomination is received.

PARENT VOLUNTEERS

We value the support of our parents/guardians, who are invited to volunteer their time and skills at the school.

We will carry out a full enhanced DBS check on any adult helping in the school regularly who may be working with a child or group of children.

A volunteer interest form can be filled out by anyone who wishes to volunteer their time at the school.

PARENT SUGGESTIONS

We welcome suggestions and feedback from parents. We have a suggestions board in the lobby of the school as we are always looking for ways to improve.

We regularly consult with parents about new initiatives, changes to the curriculum, and special events.

COFFEE MORNINGS

We hold regular consultation meetings to ensure that we stay in good communication with the parents/guardians of our pupils.

We have found that coffee mornings are a great way to communicate with parents in an informal setting.

PARENT HELPERS ON TRIPS

In order for school trips to take place, parent helpers are requested.

The number of parent helpers varies on each trip, and we are unable to select all parents who offer due to space restraints on coaches and at venues.

PARENTS’ EVENINGS

Each term there is an opportunity for parents/guardians to make an appointment with their child’s class teacher for an update on progress.

They will have the opportunity on these occasions to look over their child’s school books to see what work they have been producing over the term.

PARENT WORKSHOPS

We run a number of parent workshops in connection to all areas of school life. This is to help parents/guardians to support their children as best they can at school.

Workshops include; Phonics, Maths, supporting pupils during assessments, making an application for high school.

Parenting support is also offered as a workshop, alongside support on healthy living.

COMMUNICATING WITH PARENTS

“Communication and positive relationships with parents and carers is important to us at Brentside Primary. We like parents to be involved in their child's education and school life, supporting their steps to success”

COMMUNICATION METHODS

Our school has a number of ways in which we communicate with parents/carers:-

- SchoolPing messaging App
- Letters and fliers are sent on SchoolPing
- Phone calls made to parents from the Office
- Meetings with teachers or senior managers and parents
- The Brentside Bulletin– Our school newsletter, sent bi-weekly via SchoolPing
- Brentside Primary Academy Facebook Page. You can follow us on Facebook for updates about events at the school,



WEBSITE

Our website is an excellent resource for parents/guardians, as it is regularly updated with the general letters and fliers that are sent home to parents, as well as the school newsletter.

School dates and upcoming events can also be found on the website.

A number of school policies and procedures are on the website for information.

www.brentsideprimaryacademy.co.uk

SCHOOL PING

SchoolPing is a free app which sends instant messages straight to your smartphone, wherever you are.

If you do not have access to a smartphone, you can also receive messages via email or by logging in to your account on the web. Whether you're at work, at home or on the go, all you need is an internet connection to stay up to date with all of the school's news.

Downloading the App

The SchoolPing app is available for free download on both Apple and Android phones.

You will need a username and password to login once the App is downloaded.

Login details are provided by the school office.

The App is made by New Era Education Ltd.

HOW TO CONTACT US

Address

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Telephone

020 8132580

Email

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