Higher Failsworth Primary School

'Working together for an Education for Life.'

Starting Reception Handbook
2026-2027

Higher Failsworth Primary School: Early Years Foundation Stage

Our school is a place where everyone is treated equally, encouraged and respected.

We believe that all children should be able to achieve their full potential academically, socially and emotionally. We are committed to our school being a safe and inclusive place where learning is nurtured and encouraged in a happy, caring and fun environment. We all work for our school to be a happy place where good behaviour is expected and all children enjoy their learning journey.

At Higher Failsworth we work together for an education for life and school life indeed starts in the Foundation Stage.

Our aims in the Early Years Foundation Stage

- To give each child a happy, positive and fun start to their school life in which they can establish solid foundations on which to expand and foster a deep love of learning;
- To offer each child a wide range of new and exciting experiences and give them the opportunity to consolidate, explore and test them out along with their own, individual experiences;
- To enable each child, through encouragement and high expectations, to develop socially, physically, intellectually and emotionally;
- To encourage children to develop independence within a loving, secure and friendly atmosphere;
- To support children in building relationships through the development of social skills such as cooperation and sharing;
- To help each child to recognise their own strengths and achievements through experiencing success and developing the confidence to work towards personal goals.

The EYFS curriculum is taught through themes and the children's interests. This includes, adult led activities, independent challenges and child initiated learning.

The 'Development Matters' document is used as a guide and children work towards the Early Learning Goals.

In EYFS there are 17 areas of learning split into the prime and specific areas.

The **Prime Areas** are;

- **Communication and Language**

  Listening, attention and understanding

  Speaking

- **Personal, Social and Emotional Development**

  Self-Regulation
  Managing Self
  Building Relationships

- **Physical Development**

  Gross Motor Skills

  Fine Motor Skills

The **specific areas** of learning develop essential skills and knowledge for children to participate successfully in society. The specific areas are;

Literacy:

- Comprehension
- Word Reading
- Writing

Mathematics:

- Numbers
- Numerical Patterns

Understanding the World:

- Past and Present
- People, cultures and communities
- The Natural World

Expressive Arts and Design:

- Creating with Materials
- Being Imaginative and Expressive

Characteristics of Effective Learning

The EYFS also includes the characteristics of effective teaching and learning. The Reception teachers plan activities within the Reception classrooms with these in mind.

They highlight the importance of a child's attitude to learning and their ability to play, explore and think creatively and critically about the world around them.

The characteristics are;

★ **Having their own ideas (creative thinking)**

- Thinking of ideas that are new and meaningful to the child
- Playing with possibilities (what if? what else?)
- Visualising and imagining options
- Finding new ways to do thing

★ **Making links (building theories)**

- Making links and noticing patterns in their experience
- Making predictions
- Testing their ideas
- Developing ideas of grouping, sequences, cause and effect

★ **Working with ideas (critical thinking)**

- Planning, making decisions about how to approach a task, solve a problem and reach a goal
- Checking how well their activities are going
- Flexibly changing strategy as needed
- Reviewing how well the approach worked

Learning and Teaching

We ensure there is a balance of adult led and child initiated activities across the day. Although much of the time is spent with children self-selecting tasks, the interaction between the adult and child is essential as the adult's response to children builds understanding and therefore guides new learning. The adult's role is to continually model, demonstrate and question what the child is doing.

In some cases the adult will ask a child to come and complete an activity with them; at other times they will participate in a child's self-initiated learning, extending it where possible.

Learning through Play

Learning through play is an important part of our Foundation Stage classrooms. We believe children learn best from activities and experiences that interest and inspire them.

Using children's interests as a starting point, we provide children with stimulating, active play experiences in which they can explore and develop their learning to help them make sense of the world.

We also act upon what the children say and interests we have observed to further enrich the learning environments and regularly incorporate the children's interests and ideas into the planning of our enrichment activities.

Children have opportunities through their play to think creatively and critically alongside other children as well as on their own.

They are able to practise skills, build upon and revisit prior learning and experience at their own level and pace. Play gives our children the opportunity to pursue their own interests and inspire those around them. The children learn to adapt, negotiate, communicate, discuss, investigate and ask questions. We believe it is important that adults take an active role in child initiated play through observing, modelling, facilitating and extending their play. Getting the balance right between child-initiated play and adult led activities is very important to us.

Teaching

We include direct, carefully planned, adult led experiences for children in the form of structured adult led teaching and adult led group activities.

These are particularly important in helping children to learn specific skills and knowledge which we encourage them to use in their own play.

Each day we follow a timetable with set routines in place.

We set aside times each day when the children come together to be taught as a whole class

These activities include:

- Maths
- Literacy
- Topic
- Music
- PSHE

Smaller group activities also provide opportunities for planned observations, guided writing and maths. Phonics is also taught daily in differentiated groups.

Classes

There is one Reception class and one Reception/Year 1 class. Staff work together across both classes to ensure continuity and progression, providing age and stage related activities to suit all our children.

Both classes have a classroom base but share the 'Discovery Den'. They also share an outside space with the Nursery children. The children have opportunities within their environment to learn together during free flow times, accessing shared continuous provision as well as in smaller teacher-led focused times.

We are dedicated to providing excellent pastoral care and education to those children in our care.

Staff are fully qualified, have a wide range of experience and expertise in working with and educating children. The staff are committed to professional development and when appropriate attend up to date training courses and have excellent knowledge of the Early Years Foundation Stage and child development.

Teachers attend LA moderation training and as a unit staff participate in internal moderation unit meetings.

At times the Foundation Stage will have visiting student teachers and students working in the setting alongside the staff. Other professionals may also work within the setting throughout the year.

Observations

Foundation Stage staff use informal observations as the basis for planning. Staff observe children to identify their achievements, interests and next steps for learning. These observations then lead the direction of the planning. Significant milestones are recorded and shared with parents via ClassDojo or displayed in the classroom on our WOW wall. .

Assessment

During the first half term in Reception, staff assess the ability of each child using the Reception Baseline Assessment and our own initial assessments.

These assessments allow us to identify patterns of attainment within the cohort, in order to adjust the curriculum for individual children and groups of children.

Assessment in the Foundation Stage takes the form of both formal and informal observations, photographic evidence and through planned activities. Assessment is completed regularly and involves teacher and teaching assistants.

At the end of the final term in Reception we send a summary of these assessments using the EYFS Profile to the LA for analysis. The child's next teacher uses this information to make plans for the year ahead. We share this information with parents and carers in our end-of-year pupil reports.

The Learning Environment

The Foundation Stage classrooms are organised to allow children to explore and learn securely and safely. There are specific areas where the children can be active, be quiet, creative etc.

Children have access to both inside and outside areas across their day.

This has a positive effect on the children's development. There is an outdoor classroom area and an accessible woodland area.

Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. The children can explore, use their senses and be physically active and creative.

We use the outdoor area to focus on activities such as large water play, construction and building on a larger scale, and physical development opportunities.

Parents and Carers as Partners

We greatly value the partnership between home and school and recognise the important role that parents and carers play in supporting their child's learning and development.

During the summer term, before children begin Reception, parents and carers are invited to attend an Open Evening. This provides information about starting school in September and offers an opportunity to meet staff and ask any questions.

Parents' evenings are held during the Autumn and Spring terms, giving parents and carers the opportunity to discuss their child's progress with their class teacher. A written report is sent home at the end of the Summer term, and parents and carers are welcome to arrange a meeting to discuss the report if they wish.

We encourage parents and carers to contact the school at any time if they have concerns about their child. Appointments can be made with the class teacher, Foundation Stage Unit Leader or Headteacher to discuss any issues and work together to support the child's needs.

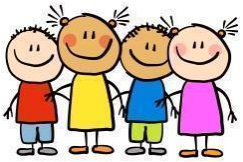
Parents and carers are kept informed about school events and key information through regular newsletters. In addition, weekly posts on Class Dojo celebrate the learning that has taken place in class and provide ideas for activities that can be completed at home to further support children's learning.

Throughout the year, parents and carers are invited to attend a range of assemblies, performances, workshops and other school events.

Please note that the school has a Parent/Carer Code of Conduct, which we ask all parents and carers to adhere to in order to maintain a positive and respectful partnership between home and school.

Transition

Starting school can be a difficult time for young children; we therefore plan this time carefully to support children with the transition and to ensure it is as smooth as possible for each child and that they settle into their new class quickly and happily.



As mentioned in the above section '**Parents/carers as partners'** we hold open evenings for parents and Transition sessions for the children.

When children join the school in September they do so using a 'staggered system' over the first week of term.

Safeguarding & Welfare

At Higher Failsworth we:

- Provide a setting that is welcoming, safe and stimulating where children can grow in confidence
- Promote good health
- Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs
- To ensure that all adults who look after the children, or who have unsupervised access to them, are suitable to do so
- Ensure that the setting, furniture and equipment is safe and suitable for the purpose it was intended for
- Maintain records, policies and procedures required for the safe efficient management of the setting and to meet the needs of the children.

Keeping Safe

It is important to us that all children in the school are 'safe'. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. We encourage children to take risks and highlight the importance of keeping themselves safe by teaching them how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all children. (See HFPS Safeguarding Children Policy)

Parking

Where possible we ask that you and your child walk to school to avoid unnecessary traffic on the surrounding roads. If you do have to use a car please note that the school car park is for staff use only. We kindly ask that you park considerately in the surrounding streets, taking care not to block driveways or cause disruption to our neighbours. Your cooperation helps us maintain a positive relationship with our local community—thank you!

Meet the Reception Team

We are always here to help and answer any questions you should have about your child, how they are getting on at school and any other aspect of school life.

Mrs S Crowther

Mrs Crowther is our class teacher for Moonstone.

She is also our unit Leader for the Early Years Foundation Stage.

Miss K Cave

Miss Cave is the class teacher for Amber.

Nursery and Reception Teaching Assistants

Miss B Tutin

Miss Tutin is a Level 3 Teaching Assistant.

Miss M Whatmough

Miss Whatmough is a Level 3 Teaching Assistant.

Miss L Halfhide

Miss Halfhide is a Level 2 Teaching Assistant.

Miss S Cook

Miss Cook is a Level 2 Teaching Assistant.

Mrs S Griffiths

Mrs Griffiths is a Level 3 Teaching Assistant.

Miss T Jeffreys

Miss Jeffreys is a Level 3 Teaching Assistant.

Let's get ready for Reception!

It will make life easier for your child when they start school if they can master these self-care skills before they start school:

Going to the toilet

- Support your child to be confident about getting to the toilet in time and wiping properly, using toilet paper rather than moist wipes.
- Our toilets are very easy for small children to use as they are designed with them in mind.

Washing their hands

- Chat about the importance of good handwashing with soap and water, especially after going to the toilet or handling animals.

Putting on clothes

- Please help your child to put on and take off their coat/jumper/cardigan independently.
- We appreciate that fastenings and zips can be tricky but practising both at home and at school will help.
- Help your child to put on/take off shoes. Children will change into wellies when going into the forest and it helps if they can change shoes independently. .

Feeding themselves

- Children having school dinners need to be able to use a full-sized knife and fork and carry a plate or tray.
- If your child is taking a lunchbox, make sure they can open it as well as any containers and packets inside.

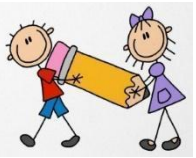
Using a tissue

- Introduce your child to the routine of 'catch it, bin it, kill it' – catching their sneeze or runny nose in a tissue, putting it in the bin straightaway, then washing hands to kill germs.
- Some children find nose-blowing difficult, so play games to practise nose control – blowing a feather into the air, for example.

Tidying up

- Get your child into the habit of hanging their coat up, putting their toys away, clearing the table, and so on, to prepare them for doing these things at school.
- Why not turn it into a game?
- We use a piece of music to indicate tidy up time and motivate children to help.
- Try this at home and ask which song your child would like. 'Mission Impossible' is a popular one!

Recognising and writing their own name



- Please don't worry if your child doesn't know the alphabet when they start school. However, it will help your child if they are able to recognise their own name.
- They will also label pieces of work that they do in class, so it is helpful if they are able to write their own name.

Let's get ready for Reading

Talk to Your Child

- Ask lots of questions
- Encourage your child to tell you what s/he thinks or feels.
- Sing songs, play rhyming and riddle games

Make reading fun

- Use puppets and drama – silly voices are always fun!

Read every day

- Create a good routine including bedtime stories

Set an example

- You are your child's most important role model
- Read recipes, labels, shopping lists

Talk about books

- Encourage your child to ask questions and to comment on the story and pictures in a book – before, during, and after reading it.

Let's get ready for Writing

Practise Fine Motor Skills

- Moulding and rolling play dough into balls
- Using pencils, shapes, cutters to make designs in play dough
- Tying knots in rope
- Picking up small beads
- Tearing newspaper into strips and then crumpling them into balls
- Threading such as beads, Cheerios, macaroni, etc.
- Playing games with the "puppet fingers"
- Forming letters for labels for their drawings
- Writing their name with only a capital letter at the start of it!

Let’s get ready for Maths

- Sort - blocks and other toys by colour and size
- Fit jigsaw puzzles together
- Sing number songs such as "five currant buns"
- Play lots of games where they have to throw a dice and move along a board
- Cook – talk about which things are heavy and light, how much you need and counting and sharing
- Talk about their family - who is the youngest, oldest, tallest or shortest
- Talk about time using words such as morning, night, yesterday, tomorrow and next week
- Bath time - use containers to fill and empty; is the bath full or empty?
- Getting dressed - look at things they put on first and last, which is the back and front, how many buttons have they got?
- Meal times - lay the table and make sure they have enough knives and forks.
- Go shopping - look at the numbers and look at coins.
- Look for the shape, size and colour of the boxes.

Important Information for Reception Parents

School Timings

Doors open in the morning at 8.45am and registration is at 8.55am.

If your child arrives after 8.55am they will be given a 'late' mark and should enter via the main school entrance.

If your child arrives after 9.30am they will receive an 'unauthorised' absence mark, unless you have advised us of a medical or other appointment.

Lunchtime for Reception children is from 12.00pm to 1.00pm. The afternoon registration session is at 1.00pm.

The school day finishes and children are dismissed from class at 3.15pm.

Coming to and from School

Regular attendance at school is very important, and it is important that your child comes to school every day to ensure that they have the best possible start at school.

In the morning:

- The children in **Moonstone** are dropped off and collected at the light blue door, where a member of school staff will greet them.
- The children in **Amber** are dropped off at the orange door, where a member of school staff will greet them.
- The children take their coats to the cloakroom and then return to their classroom base ready for registration.

At the end of the school day, your child will wait on the carpet until their name is called for them to be collected at the door by parents/carers/childminders.

- Please ensure that class teachers are aware of who is collecting your child.
- If the usual person is not available to collect your child, please telephone the school office to inform us of any changes. Please ensure that you give us a 'password' to use if it is someone new collecting your child.

Please try not to use your mobile phone when collecting your child. School is a very exciting place and your child will be eager to share their day with you, so where possible, please make time to talk to them about their school day.

Reporting absence

Please ensure that you report any absence via the online platform of Studybugs. A separate leaflet is enclosed with your starter pack. A link can also be found on our school website. If your child has an appointment, the Office Staff will ask to see the appointment card/letter as evidence.

Medicines and Suncream

If your child requires any particular medicines at any time you will need to fill out a form at the School Office to give us permission to administer this**.**

Parents of children with asthma need to provide an asthma inhaler that can be kept in school and we will complete an Asthma Plan with you, so we understand your child's needs. The plan details what actions will be taken in an emergency.

Please ensure you inform us of any allergies your child may have by completing a pupil medical information form.

Throughout the year, the children also spend a lot of time taking part in outdoor learning. Sometimes, we can be caught out by the heat of the sun in early Autumn and late Spring. As far as possible, we would like to encourage

parents to apply sunscreen to children in the morning before they come to school. You are also welcome to send your child to school with a suitable named hat to protect them from the sun. Please note that we may apply sunscreen to your child at school if we think that there is a need, so please ensure that you have notified us of any allergies your child may have.

Accidents

Young children often get bumps and grazes – it's a hazard of the job when you spend your day exploring and adventuring!

If your child has an accident which requires First Aid, an accident slip is completed. We will also let you know at the end of the day if your child has had an accident.

If this involves a bumped head, your child will be given a 'bumped head' wristband to wear to make others aware to keep a close eye on them. We will also contact you to inform you of any head bumps.

Please note that children are very resilient! It is quite likely that sometimes, your child might have a bump or graze and not tell an adult. Whilst we do have close supervision, sometimes children just jump back up and carry on with their exploring without telling an adult. If this happens, please alert us at school so that we can talk to your child about telling an adult if they have an accident.

Whole School Rules

At Higher Failsworth primary school all children are encouraged to follow the school rules. These are:

- Be polite
- Be kind
- Be safe
- Be a learner

School Values

At Higher Failsworth Primary School, our school values are at the heart of our curriculum. We aim for each subject to encompass all of our school values, to ensure consistency, responsibility and opportunity for all.

Behaviour and Reward Systems including Class Dojo

Occasionally children forget what acceptable behaviour is and so we use our 'time out' chair as thinking time for children who need a few moments to 'cool off'!

We also have a 'traffic light' system whereby the children start on a 'green' card. If they show unacceptable behaviour they are given a 'yellow' card and have some time on the time out chair. If the unacceptable behaviour persists they are given a 'red' card and parents are informed.

For more information about this, you can find our 'Behaviour Policy' on the school website.

Positive praise is equally important in our school and we use Class Dojo to reward children.

Children are awarded 'dojo' points for a variety of positive behaviours and sent via a Class Dojo app. Parents then get a special code for their child so that no one else can see the information.

At the start of term, your child's class teacher will provide you with account details for their particular class. You can then securely log on at: https://www.classdojo.com

We actively encourage all parents to join their child's Class Dojo network and participate in the communication network. From feedback from parents, we have found this to be a fast and effective mode of commutation to keep parents informed when their child is rewarded for a particular reason.

Parents are also able to send messages straight to the class teacher. These messages are always read but may not always be responded to immediately as the teacher will probably be busy in class.

Learning at Home

Learning at home is also important and all children will be sent home with a new reading book each week. The book bags are changed once a week and you will receive further information about when they are being introduced in class in due course.

Reading is very important and we have spent a lot of money on new reading books for you to read at home with your child. If you lose your child's reading book, or it becomes damaged, we will ask you to contribute towards the cost of replacing the book.

We may also send 'homework' activities home for you to complete with your child to help consolidate their learning from the week at school.

Magic Moments

We would also like you to share your child's learning milestones observed at home with us on ClassDojo. We will provide more information about how to do this when your child starts at school. We will also be sharing their 'Magic Moments' at school with you through this online platform.

School Uniform

Our school uniform was designed and chosen by the children and we are very proud of it. We expect children to wear the correct uniform at all times. Branded uniforms can be purchased from Debbonair in Oldham or online at https://debonairschoolwearoldham.co.uk/. We also advise that Parents/Carers do not need to buy branded items, items can be bought from most shops or markets without the school logo as long as they match the school colours.

Our uniform is comprised of:

- Navy Blue Sweatshirt or Cardigan
- Pale blue Polo Shirt
- Grey Trousers, Skirt or Pinafore
- Blue and White Summer dresses, skirts and blouses can be worn in the summer term
- All black sensible shoes or trainers (please note that coloured trainers, fashion shoes or high heeled shoes are not suitable for day to day wear in school and are therefore not allowed). In Reception, it is best if children are able to wear velcro fastening shoes until they are able to tie their own laces.

Children will also need a PE Kit to wear when they have PE. On PE days, children should come to school dressed in their PE kit. Our PE Kit is:

- Red t-shirt
- Black shorts or jogging bottoms in winter
- Black pumps or trainers
- Plain Red hoodie

All items of school uniform should be clearly labelled. We cannot be held responsible for missing items.

We regularly go outside and do 'messy activities' and would welcome any donations of wellington boots in good condition.

Please also bear in mind not to send your child to school in their best expensive coat as our outdoor messy play may result in a messy child! If your child does get messy, we do sometimes change their clothes and will wash and tumble dry their own clothes so that they are clean and dry to go home in.

Sometimes, children in Reception do have toileting accidents. We ask that all children start school with a bag of spares including underwear and socks. These need to be in a bag clearly labelled with their name. Spare kit does not need to be a full school uniform, as it will only be used in an emergency. A t-shirt and jogging bottoms/leggings will be suitable to get them through the rest of the day.

Children should also have a named water bottle at school for them to be able to access water throughout the day. We only allow water in bottles - please do not put juice/milk or other liquids in them.

Pre-Loved Uniform

To help support our families, we are pleased to offer a selection of pre-loved school uniform items, available free of charge to anyone who may find them useful.

If there are any uniform items that your child needs, please speak to the school office or Miss Warburton, who will be happy to help you find what you need. We encourage all families to make use of this resource and look forward to supporting you as your child begins their journey with us.

Foundation Stage 50p

To help keep our foundation stage unit exciting and inspirational to our young learners, we invite parents to donate 50p per week. With your donations we can then buy more new resources and/or replace those that are looking 'well worn'! This can be put in our class money box preferably on Fridays. We will then keep you informed as to what has been bought.

Celebrating Birthdays

At Higher Failsworth Primary School, we have been awarded the Healthy School Award so to celebrate your child's birthday we ask for a donation of a birthday book that can be shared and enjoyed by the children, instead of a sweet treat. This book will be read in school and kept as a special collection of books with an acknowledgement to your child's contribution inserted into the book cover.

Favourite and popular books will be read many times in school with continued enjoyment whilst being healthy at the same time. Picture books are very welcome and can be purchased at a range of retailers and at a range of costs to suit most pockets.

Popular books in the past have been written by such authors as

- Mick Inkpen (the Kipper collections)
- Julia Donaldson
- Jill Murphy
- Nick Sharratt
- Sue Hendra

They usually include interesting pictures and the right amount of text to keep the children interested.

Your child's class teacher will be more than happy to show you examples of the type of books that would be appropriate if necessary.

School meals

Children in Reception class are currently eligible for a free school meal under the government Universal Infant Free School Meals scheme. You do not need to do anything to ensure that your child gets a meal.

If you do not wish to take up the free meal offer, then you may provide a packed lunch for your child. Please do not send chocolate or sweets in their lunchbox and send a drink of either plain water or fruit juice. You can find more information about school meals and our packed lunch policy on our website.

Children must choose whether to have school meals or packed lunches. They cannot change from day to day or week to week. Changes to meal options can only be made at the start of a half term. If you wish to change your child's meal option, please advise the school office.

Pupil Premium Funding

The Pupil Premium is a government allocated grant specifically targeted for students who are eligible for Free School Meals, children who are 'looked after' and children of Forces personnel.

The funding is paid to schools and allows us to provide additional learning activities for targeted eligible children. The government assesses eligibility for this grant through the Free School Meals application process.

Although all children in Reception are currently eligible for a free meal under the universal scheme, not all will be eligible for the school to claim pupil premium funding.

Therefore, we would like to encourage all parents to complete a Free School Meals application so that we can check the eligibility of your child. You can apply online for Free School Meals at https://www.oldham.gov.uk/xfp/form/1338

Breakfast Club

We offer a daily Breakfast Club at school to ensure all children have the opportunity to have a healthy breakfast to start the day. Children have access to a range of foods including toast, fresh fruit, cereals, fruit juices, milk and water.

Breakfast club is available every day for children In Reception – Y6 from 8.00-8.50am. The cost is £1.00 a day and this has to be paid for in advance on ParentPay.

ParentPay Guide - Higher Failsworth Primary School

ParentPay is an online system that enables you to pay for items such as school trips, after school clubs and breakfast club.

It is a highly secure payment site and gives you a history of all the payments you have made. It allows parents and carers to create a single account login across all your children that attend our school.

The system shows you all items available for payment relevant to each of your children and allows online trip permissions to be made. For each payment made, it emails a receipt of your payment to the email address you register. The system also offers you the ability to set automated email/SMS payment reminders.

We also use ParentPay's school-home communication system with its integrated email and text messaging services. The majority of our letters, newsletters and other communications are sent via email using the ParentPay system, so it is really important that you are able to access the system.

How does ParentPay help you?

ParentPay is quick and easy to use. It gives you the freedom to make payments to school whenever and wherever you like, meaning you don't have to search for cash to send to school.

The system gives you peace of mind that your payment has been made safely and securely and can help with budgeting, as payments are immediate. Payments for many activities can be made by instalments up to the due date. You never need to miss a payment or have insufficient credit with automated email/SMS alerts.

How does ParentPay help our school?

ParentPay helps our school by reducing the administrative time spent on banking procedures. The system keeps accurate records of payments made to every service for every student. It allows for easy and quick refunds to be made back to the payment card and improves communication between the school and parents concerning payments. The system offers a more efficient payment collection process, reducing the amount of money held on school premises and the time taken to process cash payments.

How do I get started?

We will send you an activation letter containing your activation username and password to enable you to set up your ParentPay account. During the activation process you will be guided through changing your username and password to something more memorable; if you have more than one child at a ParentPay school/s you can also add children via the **Add a child** tab on your homepage to create a single account providing one login for all children at ParentPay schools. You can access the system through any web browser through the following link: https://www.parentpay.com/

The system is mobile and tablet friendly, meaning you can access ParentPay through your phone as well as a computer. If you are having difficulties registering your account, or if you have any other queries about payments or using the system, you can contact the school office who will be happy to assist.

Parents Evening Booking System

Higher Failsworth Primary school uses an online booking system for all parents evening events.

You will receive a letter in advance which will provide the following html link

http://www.parents-booking.co.uk/higherfailsworth

You will Login to see which appointments are available and select one that is convenient for you.

You will need:

- Your title and surname *(these must match those we have on record for you)*
- Your child's first name, surname and date of birth

You will be able to leave confidential messages or questions for your child's teacher ahead of the actual parents evening booking

If you need any assistance once you have received your parents evening invitation, please contact the school office as soon as possible.

DATES OF TERM: SEPTEMBER 2026 TO JULY 2027

School Opens at 8.45/8.50am	School Closes at 3.15/3.20pm
Thursday 3rd September 2026	Friday 23rd October 2026
Half Term Holiday: Saturday 24th October to Sunday 1st November 2026	
Monday 2nd November 2026	Friday 18th December 2026
Christmas Holidays: Saturday 19th December 2026 to Sunday 3rd January 2027	
Monday 4th January 2027	Friday 12th February 2027
Half Term Holiday: Saturday 13th February to Sunday 21st February 2027	
Monday 22nd February 2027	Thursday 25th March 2027
Easter Holidays: Friday 26th March to Sunday 11th April 2027	
Monday 12th April 2027	Friday 28th May 2027
Half Term Holiday: Saturday 29th May to Sunday 6th June 2027	
Monday 7th June 2027	Friday 16th July 2027
Summer Holidays: Saturday 17th July 2027 to TBC	

SCHOOL WILL BE CLOSED FOR THE FOLLOWING ADDITIONAL DAYS:

- Monday 3rd May 2027 – Bank Holiday

School is closed on the following days for staff inset training:

- Tuesday 1st September 2026
- Wednesday 2nd September 2026
- Monday 19th July 2027
- Tuesday 20th July 2027
- Wednesday 21st July 2027

The school holiday dates are published a year in advance and leave of absence (holidays) will **NOT** be authorised during term time. **All leave of absences must be reported via the *'absence request form'*, which can be obtained from the school office or the school website.**

- In “exceptional circumstances” permission may be granted providing your child has good attendance and the Headteacher is satisfied that the request complies with the “exceptional circumstances” requirements.
- Exceptional circumstances are considered as one-off situations (once in a lifetime event). If an event can reasonably be scheduled outside of term time then it is unlikely that the absence will be authorised. Each application will be judged on its own merit.
- If leave (holiday or leave of absence) is taken without prior authorisation by the school, it will be recorded as an unauthorised ‘leave’ absence and the Local Authority Attendance officer will be notified.

For more information about attendance, please see our separate policy on the school website.