 Buchanhaven School Ready to Learn Checklist 

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| ***Children have a calm morning routine.*** | | | |
|  | Parents will… | Pupils will… | Staff will… |
|  | * *Ask staff about the opportunity to join breakfast club if they feel this is something that would benefit their child/children.* | *Have eaten breakfast* | *Call parents of those children and share this information as soon as possible.* |
| [This Photo](https://de.wikipedia.org/wiki/Datei:Alarm_Clock_GIF_Animation.gif) by Unknown Author is licensed under [CC BY-SA](https://creativecommons.org/licenses/by-sa/3.0/) | * *Seek support if needed to ensure their child/children are at school on time. This ensures key learning and information is not missed.* | *Wake up in time to get organised without a rush and arrive in school on time.* | *Review attendance and lateness termly and contact parents to offer support accordingly.* |
| *Routine is KEY* | * *Be aware of and supportive of the class routines and expectations.* | *Know what the routine is when they arrive in school and their class.* | *Ensure that clear routines and expectations are in place.* |
| ***Children are prepared for the day ahead.*** | | | |
|  | * *Support the school’s ethos by ensuring pupils wear uniform.* * *This has been linked to reducing bullying and ensuring positive behavior choices are being made.* * *Label your child’s clothing – it makes it much easier to return it to the correct owner!* * *Speak to staff if they are having difficulty providing these items.* | *Wear school uniform.* | * *Understand that these can be difficult times for families and support or sign-post accordingly to a variety of solutions as appropriate i.e.: clothing grant information, recycled items etc.* |
|  | * *Label your child’s clothing – it makes it much easier to return it to the correct owner!* * *Speak to staff if they are having difficulty providing these items.* | *Wear a coat – appropriate to the unpredictable Peterhead weather!* | * *Encourage children to be outside as much as possible.* * *Understand that these can be difficult times for families and support or sign-post accordingly to a variety of solutions as appropriate ie: clothing grant information, recycled items etc.* |
|  | * *Label your child’s clothing – it makes it much easier to return it to the correct owner!* * *Speak to staff if they are having difficulty in providing kit.* | *Have a gym kit to enable them to take part safely in PE.* | * *Encourage pupils to be as active as possible.* * *Understand that these can be difficult times for families and support or sign-post accordingly to a variety of solutions as appropriate ie: clothing grant information, recycled items etc.* |
| [This Photo](http://www.thaigoodview.com/node/9680) by Unknown Author is licensed under [CC BY-SA-NC](https://creativecommons.org/licenses/by-nc-sa/3.0/) | * *Speak to staff if they are having difficulty in providing snack.* | *Bring a healthy snack for break time, to help them concentrate until lunch.* | * *Encourage pupils to be as healthy as possible.* * *Provide regular opportunities for hydration.* * *Understand that these can be difficult times for families and support or sign-post accordingly to a variety of solutions as appropriate.* |
| [This Photo](https://www.vecteezy.com/food/29367-cartoon-foods) by Unknown Author is licensed under [CC BY](https://creativecommons.org/licenses/by/3.0/) | * *Encourage their child to make lunch choices using the information on the Aberdeen shire website.* * *Inform class teachers if children are home lunches, or doing something different from their normal routine.* | *Know what they are doing and having for lunch.* | * *Support children to choose a lunch they will enjoy.* * *Understand that these can be difficult times for families and support or sign-post accordingly to a variety of solutions as appropriate.* |
|  | * *Inform the class teacher if your child is doing something different from their normal home-time routine.* * *Advise the school in a timely manner about any changes to collection arrangements at the end of the day.* | *Know who is collecting them from school which prevents unnecessary distress, worry or upset.* | * *Contact parents/carers if children are not collected on time.* |
|  | * *Talk to their child/children about the learning they have experienced that day.* | *Know what they are going to be learning in class each day.* | * *Share a visual timetable with pupils daily.* * *Share Learning Intentions and what Successful learning looks like.* * *Inform parents of opportunities for school trips.* |
| ***Children have adequate sleep.*** | | | |
|  | * *Ensure children are well rested to be ready to learn during the day.* | *Be supported to have a night time routine.* | * *Provide support from health professionals if necessary.* |
|  | * *Monitor their child/children’s access to computer games and television, particularly before bedtime.* * *The white light from screens means the body is unable to make melatonin, therefore children don’t feel tired.* * *It is advised devices are switched off at least an hour before a child goes to bed.* * *The impact of playing computer games on learning and behavior is significant.* | *Be encouraged not to play computer games or watch television before bed.* | * *Contact parents/carers if they feel sleep is impacting on learning as soon as possible.* |
| ***Children feel safe at home and in school.*** | | | |
|  | * *Make time to build relationships and talk to children.* * *Check-in regularly to enquire how they are.* * *Contact class teachers through the school office if you have any concerns.* * *Regularly monitor your child/ren’s online activities to ensure they are accessing safely.* | *Have someone to talk to in school and at home, who listens to them and responds to their needs.* | * *Make time to build relationships and talk to children.* * *Check-in daily to enquire how they are.* * *Share any concerns with parents.* |
| ***Children are made to feel welcome in school.*** | | | |
|  | * *Endeavour to have your child arrive at school on time.* | *Be welcomed to their class each morning.* | * *Welcome each individual pupil.* * *Ensure that even if a child is late they are made to feel welcome.* |
|  | * *Support the school’s Climate for Learning Policy.* | *Observe parents and staff working together to build up positive relationships.* | * *Spend time listening and talking with children to understand their needs.* * *Spend time listening and talking to parents to understand children’s needs.* |
|  | * *Seek advice from the school if they have concerns about friendships with other children.* | *Be supported by staff to build friendships with other children.* | * *Monitor children in class and the playground and put in appropriate support to ensure children are able to build friendships.* |
| ***Children have clear boundaries, expectations, consistency and routines at home and in school.*** | | | |
|  | * *Share consistent behaviour expectations at home and in school.* * *Communicate regularly with staff about any concerns.* * *Receive support with this by asking school staff.* | *Know what is expected of them (RAIR) and all adults should remind them of this regularly.*  *Have consequences which are fair and proportionate.* | * *Share consistent behaviour expectations (RAIR) at home and in school.* * *Communicate regularly with parents about any concerns.* * *Receive support with this by seeking advice from SMT.* |
| ***Children learn in a classroom environment which is stimulating and allows them to meet their full potential with their learning.*** | | | |
|  | * *Provide pupils with appropriate resources for their age and stage.* | *Be able to move around the school safely and access all equipment.* | * *Involve children in the process of managing the classroom.* * *Regularly risk assess areas of the school and take action to ensure it is safe.* |
|  | * *Ask their children about what they have learned.* | *Know how to use wall displays and resources that help them to learn.* | * *Make sure all displays are relevant to current learning.* * *Remind pupils regularly to use wall displays to help their learning.* |
|  | * *Ask their children about strategies they use to learn.* | *Be able to easily access all resources in the classroom.*  *Be able to describe how they learn best.* | * *Label the resources and ensure they are safely accessible.* * *Organise resources neatly.* * *Provide concrete resources for numeracy work.* |
| ***Children see parents and school staff working together to support children to learn.*** | | | |
|  | * *Report any absences via the school answering machine/office.* * *Communicate areas of difficulty children are having in school at the earliest opportunity.* * *Show respect and courtesy in all their interactions with school staff.* | *Have their learning and development supported at home and school.* | * *Communicate any areas of difficulty children are having in school at the earliest opportunity.* * *Record this information on chronologies and seek advice from SMT.* |
|  | * *Share news of success and achievements (both academic and wider) with school staff.* * *Engage with school social media accounts regularly.* | *Celebrate successes and achievements regularly.* | * *Make positive phone calls home, gift stickers, house points or certificates.* * *Celebrate achievements in assemblies accordingly.* * *Use social media to share success and achievement.* |
|  | * *Enquire about additional support opportunities as needed.* | *Be supported to be successful, through access to wider support when necessary.* | * *Direct parents/carers to the relevant additional support as necessary.* |