

EYFS Reception Year Booklet 2016-17

Introduction to the Reception Year

Children in reception are aged between 4 and 5 years old. They follow the Early Years Foundation Stage curriculum and focus upon the Characteristics of Effective Learning which are; playing and exploring, active learning and creative and critical thinking. Reception is divided into four classes; Blackbirds, Doves, Jays and Swallows. The class teacher and teaching assistant are your child's key people. The school day starts at **8:50** and grown-ups are welcome to stay until **9:00** for Community Time where they can explore learning with their children. Children join the reception year on either a full or part time basis; this can be discussed and agreed with your class teacher, part time children go home at **11:45** and full time children at **3:00**.

Transition

Before your child starts school we will be in contact with their preschool provider and will, where possible, make a visit to meet your child. The preschools forward to us all end of nursery reports to enable us to start to get to know your child. We offer a new parent's meeting once your child has a confirmed place at our school; this is an opportunity to meet adults who will be working with your child and to look around the school.

You will receive an information pack which will provide further details about school life. Your child will be offered a visit day where they can come into school and spend time in their new classrooms, meet some new classmates and the grown-ups who will be in their class. Your child will be given 'Me and My World Book' which has a photo of important grown-ups and spaces at school, along with pages for you and your child to fill in about their family, likes and interests. This book is then returned to school when they start in September.

We have a staggered entry into school in September with children coming in small groups for the morning and then building towards bigger groups for the whole day, you will be given a timetable to let you know when your child will be coming in.

Towards the end of the reception year we begin our transition into Year 1; your children will have opportunities to meet their new teacher and explore their new classroom.

Routines

When your child starts school our focus is on settling them into the new environment and supporting them in getting to know other children and grown-ups. Throughout the year our main goal is to ensure that your child feels safe, happy and excited about learning.

Each day starts with registration and looking at the visual timetable to find out what's happening during the day. Following this each class has a short learning input on the carpet, followed by 'getting busy' time where they follow their independent learning interests. We continue this learning straight through until 11:15, when we stop for a further short carpet input. Following lunchtime we have a final carpet input and then continue our independent learning until the end of the day.

Children who stay for lunch will all have a lunch break together. The children eat at the beginning of lunchtime and the class grown-ups stay with the children and settle them into the hall. Each class will have a Midday Supervisory Assistant (MSA) who will support the children during lunch break.

At the end of the day teachers will send children to their grown-ups from the classroom door. If there are any changes in regular collection routines, we ask you to write these in the classroom 'Going Home Book'.

Towards the end of the reception year we begin to go to assemblies and to join other children outside at playtimes.

Learning environment and Learning Skills

In reception your child will be learning skills, acquiring new knowledge and demonstrating their understanding through **7 areas of learning and development**.

We focus on the **3 prime areas** first as these are the most essential for your child's healthy development and future learning:

- * Communication and Language;
- * Physical Development;
- * Personal, Social and Emotional Development.

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

- * Literacy;
- * Mathematics;
- * Understanding the World; and
- * Expressive Arts and Design.

These are all woven together by the Characteristics of Effective Learning.

During the reception year we support children in developing their independent learning skills. The classroom environments are set up in a variety of areas which work to develop key skills. Areas that you will see in every classroom are; mark making, reading, maths, role play, small world, creative and investigation / construction. We also have a large outdoor classroom which provides further opportunities to explore and develop budding learning skills. Within our indoor and outdoor classrooms we use continuous provision to provide core resources for the children which we then tweak and enhance based upon our observations of the children's interests and our knowledge of their next learning steps. The Early Years Foundation Stage Curriculum gives further details of the skills we look to develop in each learning space. The reception ethos outlines the approach to learning in our Early Years.

Learning Opportunities Beyond the Classroom

In reception children go on a school trip during the spring, or summer, term and will have opportunities to take part in a variety of sporting taster sessions. Classes also make trips within the local community, to places such as the library and shops, in order to take part in 'real-life' learning experiences. Children are also offered chances to work in different spaces around the school, including the forest and butterfly garden.

Parent Partnerships

We encourage parents and carers to be actively involved in their child's school life. We send regular newsletters, via email, to let you know what has been happening in class, give you ideas of how to support your child's learning at home and let you know of any upcoming events.

We run in-class workshops to help grown-ups have a better understanding of what learning looks like in reception. Each term we have a 'Show and Share' event, when grown-ups are invited in to look at their child's Learning Journey, share a comment about their child's learning and watch a photo-story of the half term. Each class has a 'Have You Heard...?' board where children and families are encouraged to write speech bubbles to celebrate and share any exciting news; these are then added to your child's Learning Journey. We welcome parent helpers in class; please speak to your child's class teacher to arrange this. Please note all parent helpers need an up to date DBS check for our school and to have completed an Induction Session.

You will have be offered two separate parents' evenings in the autumn and spring term, then you will receive an end of year report in the summer term.

Assessment

In the Early Years Foundation Stage we work to support your child in achieving the end of year Early Learning Goals, details of which can be found within the curriculum.

In reception each child will have a Learning Journey book where we record and document their significant achievements and progress. The books contain a variety of learning evidence from observations and photos, to independent and adult-initiated work; we also encourage contributions from you through our 'Have you Heard...?' and 'Show and Share' events. The Learning Journeys provide us with a full picture of your child as a learner and enable us to tailor our teaching and activities within class to their individual learning needs. Our parents' meetings with you provide an opportunity for us to share with you their next learning steps.

At the end of the reception year you will receive your child's Record of Achievement; this is a portrait of your child as a learner and member of our school community. You will also receive information regarding whether your child has achieved the Early Learning Goals (ELGs); this is presented by a 1, 2 or 3 for each area of learning, where 1 means emerging (still working towards the ELG), 2 means expected (has achieved the ELG) and 3 means exceeding (working beyond the ELG).