



2021-2022

Welcome to Reception Class



Southridge First School

Welcome to Reception Class 2021 - 2022

We hope that this booklet will help both you and your child make a smooth transition between Nursery and Reception.

You are always welcome to talk to any member of our team. We will always be happy to see you.

“Southridge First School is an outstanding school Pupils feel safe and happy. They like school and one another and are confident learners.....teachers know the pupils very well and their outstanding care promotes exceptional personal development. These youngsters know that their ability and knowledge prepare them well for the future.”

“The school excels in its declared purpose of creating a secure, vibrant, challenging and supportive learning environment educating children to the best possible level.” Ofsted

In the Foundation Stage we aim to give every child the opportunity to experience the very best possible start to school life and to ensure that they are given solid and secure foundations on which future learning can build, to enable them to continue to flourish through their school years and beyond.

Each child begins the Foundation Stage with very different levels of skill and experiences and as individual children they have different talents and needs. Our main aim is to ensure that the needs of every child are met and the potential of each child is fulfilled. At Southridge First School, - ‘Every Child Matters.’

At Southridge, the principles which guide our work are grouped under 4 themes:

- Every child is a competent learner from birth who can be resilient, capable, confident and self assured (A Unique Child)
- Children learn to be strong and independent from a base of loving and secure relationships with parents and a key person/person (Positive Relationships)
- The environment plays a key role in supporting and extending children’s development and learning (Enabling Environments)
- Children develop and learn in different ways and at different rates and all areas of Learning and Development are equally important and inter-connected (Learning and Development)

We work hard to provide a secure environment, using a wide variety of activities which will interest and stimulate your child in their physical, emotional, intellectual and social development. We will ensure that their rights, needs and interests are our paramount concern. We will provide an educational programme to meet their needs irrespective of race, gender, faith or ability. We will also promote positive attitudes to diversity and differences within all our children, helping them value different aspects of their own and other people’s lives.

It is fundamental to our ethos that our children are listened to and respected and that their families feel included, safe and respected.

We acknowledge and recognise the importance of you as parents/carers as your child’s first educators and we will work hard to develop strong partnerships. We also recognise that your continued involvement is crucial and look forward to working in partnership with you.

Organisation

The Nursery and two Reception Classes at Southridge First School make up what is known as the “Early Years Foundation Stage”. (Although the Early Years Foundation Stage starts at birth) The Foundation Stage within school, begins when a child reaches the age of 3 and ends at the end of the Reception Year. The Foundation Stage (Early Years) staff, along with staff from Playgroup and Wraparound all work together, sharing a vision, so that children are able to experience continuity in all aspects of their education right from the beginning of school life. This ensures that they are given solid and secure foundations on which future learning can build. Staff work and plan closely together, sharing ideas, resources and expertise to ensure continuity throughout the Foundation Stage. Nursery and Reception staff exchange visits regularly to maintain relationships and really ‘get to know’ all of the children. Similarly, Reception and Y1 staff liaise closely together to ensure a smooth transition from Reception to Y1.

Staffing

Our 2 Reception classes will each have 30 children in September 2020. Each class has one full time class teacher. Two experienced Teaching Assistants are permanently based in Reception classes. This allows us to provide good quality care and attention to our youngest year group. In addition we have a range of volunteers to support children and we welcome the support of parents to help us when we are out and about for trips and education walks.

Foundation Stage Staff 2021

Nursery

Mrs Mason	Nursery Teacher
Mrs Waller	Teaching Assistant
Mrs Scott	Teaching Assistant

Reception

Mrs Tanya Parker	Reception Teacher and Early Years Coordinator
Miss Flitcroft	Reception Teacher
Mrs Strong	Higher Level Teaching Assistant
Miss Robson	Teaching Assistant



Tanya Parker

Reception
Class Teacher

Early Years
Manager



Joanne
Flitcroft

Reception
Teacher



Carol Strong

Higher Level
Teaching
Assistant

Paediatric First
Aider



Louise Robson

Teaching
Assistant

Lunchtime
Supervisor



Safeguarding our children

To ensure the safety of our children, all members of our staff and volunteers who work with or have unsupervised access to the children have had suitable DBS checks.

We encourage all our parents to play a full and active part in school life. Any parent who would like to volunteer to take part in small group work within our Reception classes will be asked to complete a DBS clearance form which is available from the school office.

Our Child Protection Officer is our Deputy Headteacher Mr Finn Willcock

Southridge fully recognises the responsibility it has to safeguard and promote the welfare of all children and would implement local education authority procedures for Child Protection if it was deemed necessary in order to protect any child believed to be at risk.

We would ask parents to note that copies of our comprehensive Child Protection/Safeguarding Policy are available on the school website www.southridgefirst.org.uk or from the School Office.

Before Starting School

Our range of pre-school visits are intended to give your child a happy and confident start at school. Children currently in our Nursery will visit the Reception class as part of their Nursery sessions near the end of this summer term. Children in other settings will be invited for a short visit to see the classroom and meet the teachers. It might also be of help to your child if you could make contributions for our Learning Journals by including any items that your child would like to share with us at school in the first few weeks - (photographs, leaflets from visits, drawings etc.) from your summer holiday. Look out for a template at the meeting to take away.

There are many practical ways in which you can help your child before starting school. These include:

- Talking to your child in a positive way about school in general, and what to expect.
- Helping your child to become more independent in activities such as dressing, going to the toilet, hand-washing, eating etc.
- Making sure that your child knows what is his or hers (school bag, water bottle clothing etc.) and making sure that it is clearly named.
- Some parents have found it helpful for their child to “practise” using their school bag/getting changed for P.E. before starting school!

Settling in

Children learn best when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them. We work hard to create a setting which is welcoming, safe and stimulating, where your child will have fun and grow to be a confident learner.

Most of the children who will attend our Reception classes have previously attended either Wraparound (Children's Choice) or our school Nursery. To help children settle into their new surroundings and routines, we liaise carefully with staff from both settings, getting to know the children before they begin. All children make short visits to Reception in the term prior to entry, accompanied by members of Nursery or Wraparound staff.

For those children who do not attend our Nursery there is a planned visit to Reception before term begins. We also encourage parents/carers to liaise with school staff and their current nursery provision if they think their child may need a visit in their current setting from Reception staff.

We have developed a staggered start to school in September when the children attend for half days only, for two weeks which allows them to get to know the routines very gradually. During this time the children are introduced to the routines of school that require more directed learning situations than will have been experienced before in Nursery e.g. PE, Assembly etc.

Although all of the children will work with both the Reception teacher and teaching assistants throughout the day, in accordance with EYFS, each child is assigned a 'key person', who has special responsibility for giving them the reassurance to feel safe and cared for and for building a special relationship with parents. At Southridge the class teachers have key worker roles.

Starting School

'Wraparound care' may be available to purchase from Children's Choice Nursery for those working parents who require this provision during the first two weeks of term – please book early.

Beginning of the School Day

Entry to Reception is via the main gate at the rear of the School, then through the side gate into the playground and up the ramp into the main building. Security is a high priority and all doors are fitted with electronic systems of entry which can only be opened from the inside.

The school bell rings at 8.55 and staff are available to talk with you from approximately 8.50 on the yard for any queries or information you would like to pass on. At the beginning of the day please wait in the playground with your child until a member of staff arrives and the bell goes for lining up. When

your child begins school full time, to help them become as independent as possible, we ask that you say goodbye in the school yard. Please wait with them until the bell rings. The children will line up and staff will take them inside.

At 9.00 the Reception Entrance doors are closed. Please be punctual. If you arrive after 9.00 you must bring your child to the main door at the front of the school and sign in to our late arrivals register. Please remember that school is very busy on a morning – prams and pushchairs must be left in the playground.

Most children come into Reception and settle very quickly to their new surroundings. Others are a little less certain – and take a little longer to feel comfortable – and that's fine! Staff will help with children who need extra encouragement or support at this time.

When your child comes into school they will be helped by a member of staff who is on duty at the entrance door each morning. They will hang up their coat etc. and enter their classroom with their teacher. Your child will have a named coat peg in the Reception cloakroom and an area to put their water bottle. In their corridor they will have their own named drawer to store their book bag and personal items. Children will be welcomed by the teacher once again in class and given the opportunity to pass on letters, envelopes or messages they may have. This experience provides an excellent opportunity for children to develop their independence and initiative. The teacher will register the group. Don't worry - they will become familiar with the morning routine, surprisingly quickly!

In order to ensure everyone's safety, a member of staff remains at the Reception gate (a wooden gate at the bottom of the Reception ramp) until all children have entered. If you wish to speak privately to the member of staff who is on duty at the door, please be mindful of their need to be vigilant – waiting until everyone else has gone and the door is closed is best! It is important to remember that the best time to talk to teachers is after school, as they need to be with their classes first thing in the morning.

During the day routine

A variety of activities are planned each day, some are led by an adult, others are chosen by the child with the adult working with them to extend their learning. Soon after the session begins the doors to the Early Years outside area are opened; activities are provided inside and outside every day. During each session there will be group teaching times to focus the children's learning and explore ideas. Before playtime we stop for a drink and fruit snack. This is a social time for the children to talk and listen in a group and for staff to introduce new ideas or initiate discussion or reflect on the projects children have been working with.

Breaktime Milk and Snacks

Milk is available for those Reception children who would like it. We would also encourage all children to bring a drink of water (not juice) to school each day either in a personal drinks bottle or a school one. Water is freely available to the children throughout the day. Through the 'Fruit to School' programme, all Reception children are given a piece of fruit which we choose to have at 'snack time' Please let us know of any intolerance to certain fruits.

In line with our healthy eating policy we would ask parents not to send 'birthday/holiday treats' or sweets/chocolate. Instead, some parents have chosen to send a 'fruit platter' for the class to enjoy.



School Meals

A nutritious, balanced, two-course meal is cooked on the premises each day. There is a wide choice on offer and a sample menu is available for parents to view, on the North Tyneside website. Children are never forced to eat everything but are encouraged to try a variety of different foods. Our lunchtime staff, Mrs Hall, Mr Willcock and Reception staff are always there to help children in the dining hall, to carry their trays, cut their food etc. Miss Parker will be available also to provide any one to one attention that maybe required on the initial transition days and to observe the children to ensure that their lunch time experiences are as positive as possible.

To help the children, we would ask parents to encourage their child to use a knife and fork with some independence before they come to school. All school meals are free in Reception, year 1 and year 2 – this is called Universal Free School Meals UFSM. Please register through joinos via catering.services@northtyneside.gov.uk, or call 01916438355. Milk is free until a child reaches their fifth birthday but you must subscribe to Cool Milk – www.coolmilk.com. Please see leaflet in your pack.

Packed Lunches

Most children have the school meals cooked in our kitchen which provide children with a healthy, nutritious, good quality lunch – if you want your child to have a packed lunch we would ask that you consider the guidance below from NT council. "The right kinds of food in your child's packed lunch box can help them concentrate and learn, and a good packed lunch will ideally include a selection of foods that will keep their energy levels up throughout the afternoon.

They suggest that you include:

- A healthy sandwich made with brown bread and a low fat, protein-based filling like ham, chicken, or tuna.
- At least one portion of fruit, for example a small banana, bunch of grapes or an apple.
- Vegetable snacks such as carrot sticks, cucumber sticks, or cherry tomatoes.
- A low-fat fruit yoghurt to finish to provide protein and calcium.
- A bottle of water to keep your child hydrated and alert.

Please send your child's lunch in one small, named box. Unfortunately refrigeration is not available so a cool pack would help keep food at a safe temperature. Drinks should be in a plastic container of some kind – not glass bottles or cans.

Please do not send fizzy drinks, sweets or chocolate bars. We would also ask that you do not send hot soup in flasks. As we currently have children in school, with severe nut allergies, it is very important that nuts/peanut butter/chocolate spread are NOT included in packed lunches.

End of the School Day :

At the end of the day a member of staff will open the Reception door at 3.15pm. Children are taken outside by their teacher or teaching assistant and each class lines up on the ramp – Miss Parker’s class on the left and Miss Flitcroft’s class on the right next to the nursery building. Children will be handed over individually to waiting parents/carers. Please step forward towards the Reception gate to take your child from the class teacher – (they will not let them go until you do!)

Parents must be prompt when meeting their child. Young children can easily become distressed if parents are late. If you know that you will be unavoidably late for a short time please give us a call so that we can reassure your little one. Reception staff will wait with your child outside for a short time until you are able to collect them. If the delay is longer than anticipated, staff take the children to the main entrance next to the office. Mrs Hall or a member of the Leadership team then take responsibility for their care.

For your child’s safety, we will ask for a list of named people who have your permission to collect your child from school and we ask that you let your child’s teacher know in writing if he or she will be collected by a person different from those already stated).

Please do not to take other children home unless this has been arranged with the parents concerned and the Reception teacher has been notified in writing.

Some of our children are collected from Reception prior to the end of the session by a member of staff from ‘Wraparound’ or Out of School. The names of these children are listed in a register, which is carefully checked each day.

If your child has an appointment during the school day e.g. medical appointment, please let us know in advance. Please come to the main entrance where Mrs Reilly and Mrs Lee will greet you and a member of staff will accompany your child to meet you. You will be asked to complete the signing in/out book so that we have an accurate record of attendance for health and safety reasons.

Home School Partnerships

At Southridge we welcome Parents and Carers. We work extremely hard to develop strong partnerships between parents, staff and children. Through the provision of a caring, relaxed, happy and secure environment we aim to build on the foundations already laid at home. Children learn better when parents and school work together.

In the summer term parents of the new Reception and Nursery children are invited to an evening meeting to welcome them to the school and to give them useful information about preparing their child for starting in September. Another short daytime session in July gives parents of new to Reception children the opportunity to come into the classroom, meet the teacher and discuss day to day classroom routines. You will also have the opportunity to sign up for a 1:1 confidential meeting with staff, either in school or at home, before your child starts school. This can be arranged at our open night.

Parents evenings are held twice a year for Reception children. Both Nursery and Reception parents receive written reports of their children's progress at the end of the summer term. Informal arrangements throughout the year offer you the opportunity to add to your child's Learning Journey Booklets/complete questionnaires etc. which help us both build a picture of your child's learning and development.

Staff are always available at the end of every school day. We will be only too happy to listen if there is anything you wish to discuss or are concerned about. We welcome being kept up to date about your child's well-being.

A weekly Reception newsletter will help to keep you informed of any events happening at school, reminders for those diary dates you may need and an insight into the work and play that your children will have undertaken that week. This will be sent out electronically via email using Teachers2Parents which is an on-line communication system. School can send reminders via text message and information via email. Your mobile number and email address on your child's admission form will be used. If **these change it is your responsibility to send updated contact details in to the school office.**

Your child also has their own drawer in the classroom to store their work ready to go home, where parents and staff can post notes etc. This is a small, slim fitting space so we urge you to think carefully about the content of your child's book bag. Please refresh regularly so that their book bag does not become so cumbersome.

We work closely with staff in Breakfast Club, Wraparound and Out of School sharing relevant information about the children with each other and with parents, to ensure effective continuity and progression.

Additional Needs

Staff work hard to ensure that the individual needs of all our children are met.

Mr Willcock is our Special Educational Needs Coordinator and is responsible for ensuring that the SEN Code of Practice is put into practice at Southridge. He works closely with all staff to monitor the progress of all the children. This close liaison enables us to identify and quickly respond to the needs of any child who may have learning difficulties or disabilities.

Wherever appropriate, Early Years staff work closely with other professional practitioners e.g. Community Health, Language and Communication team, Social Services etc to identify needs; provide support and the best possible early intervention opportunities.

Similarly early identification of those children who are gifted and talented helps staff plan appropriate challenges. Mr Willcock also has responsibility for the Gifted and Talented provision at Southridge. If you have any concerns at all about your child's development, please let us know.

Equal Opportunities

All of our children are encouraged to develop a positive attitude towards people of different ethnic groups, cultures, gender, beliefs and ability.

Behaviour

In the Early Years we are committed to establishing a learning environment that promotes positive behaviour and relationships where children treat each other with care and respect. We have an inclusive setting that supports all children as they take increasing responsibility for themselves and their actions, and consider the welfare and wellbeing of others. At Southridge we have five very important 'core values' – friendship, kindness, honesty, respect and responsibility. They are the 'magic dust' that is scattered around our school and they underpin everything we do. Your child will learn all about our core values as they settle in to school and they will also learn the 'Southridge Song' based on our core values.

If Your Child is Unwell

Please let us know if your child is unwell and will not be attending school. A telephone message can be taken by the school office and passed to Reception staff. You can also let us know by email – office@southridgefirst.org.uk

It is usual for children to pick up common childhood illnesses whilst in Reception as they come into close contact with others, sometimes for the first time. However if we all work together we can avoid infections spreading. Please do not send your child to school if they are suffering from any kind of infectious disease.

If your child has sickness or diarrhoea – please make sure that he/she is completely clear for **48 hours** before returning to school.

If your child is unwell while at school

In the event of an accident or illness at school we will always try to get in touch with parents/carers as soon as possible. Please do try to keep your emergency contact list as up to date as possible.

If we are unable to contact anyone on the emergency list, in the event of an accident, your child would then be escorted, in an ambulance, by a member of staff to the Casualty Department of Northumbria Specialist Emergency Care Hospital. The school would continue to try to make contact with you.

We have a protocol in place for children with severe allergy syndromes e.g. nut allergies who may need medical intervention whilst in Reception. Please let us know if this applies to your child.

Health and Safety/Accidents

The School is covered by the Health and Safety Act 1974. A detailed Health and Safety Policy is in place and is available for parents to read.

Many of our teachers and teaching assistants have undertaken an Appointed Persons First Aid Training qualification. The majority of our Teaching Assistants and some Lunchtime Supervisors have also undertaken specific Paediatric First Aid Training, to help them care appropriately for sick and injured children.

During all break periods there is always adequate supervision of the children, in the form of teaching staff and other non-teaching assistants on duty.

If your child has a minor accident at school, they will be cared for by a staff member. If they need to have minor first aid treatment, they will also be given a first aid sticker to wear so that you know your child has had an accident. A member of staff will talk to you about the accident at the end of the school day. It is very common for children to have many first aid stickers in Reception – they can often trip /slip if tired and a special sticker always cheers our youngest children up!

If your child falls and bumps their head/face badly, or has any accident that we are concerned about you will be telephoned as soon as possible. If a child has a head bump (even very minor ones such as bumping their head on their peg in the cloakroom) a member of the office staff will always contact you by telephone and very often your child can stay in school and continue their day. If staff have any concerns they may ask you to come and check your child or take them home for observation for the rest of the day.

Only minor first aid is allowed to be offered within school – water to bathe and clean a wound, elastoplast or bandage to stem bleeding, bandage to support broken limb. If a child is allergic to fabric or plaster elastoplast the school needs to be informed.

All accidents suffered by a parent or visitor on the school premises or school grounds should be notified to the Headteacher as soon as possible. All accidents and related first aid treatment given are recorded in our accident book.

All children are regularly reminded:

- to think about the safety of themselves and other children
- to observe safety rules of the school i.e. walking not running indoors, no jewellery, paying attention to the instructions of staff
- to use equipment safely

Medication in School

In order to ensure the safety of all children, we do not store or administer medicine in school, unless there is a direct and specific request by the doctor or other health professional to do so. Most medicines can be given by parents, before and after school and at bedtimes e.g. anti-biotics

In those rare circumstances when medicine must be administered in school, it should be in its original container and clearly labelled with the child's name and correct dosage. Medication should be given to the Headteacher, who will ask you to sign a request form. This signature will be deemed parental consent to administer medication to a named child. Please NEVER send your child to school with medicines or 'cough sweets' in their own bags.

We do recognise that some of our children require long term special medical care and we have protocols in place to support their needs. If this applies to your child, please speak to Mrs Hall so that a care-plan can be put in place to properly support your child.

Asthma and Allergies and Dietary Requirements

You will be asked to inform school if your child suffers from asthma however mild the condition. We keep a register of all sufferers and need to know what treatment your child currently has. Please keep us up to date with any changes in medication.

Reliever inhalers are kept within easy access of the children in their classrooms.

Parents are asked to check their child's inhalers regularly and clearly mark them with their child's name and class.

Children with diabetes or food intolerance, will be carefully monitored whilst a pupil at Southridge First School. All staff know what to do, should a child suffer from an anaphylactic reaction. The school has secure medical points to keep spare injector pens should an emergency arise.

If your child has any dietary requirements please indicate these on their admission form but you must also contact North Tyneside Catering /School Meals Service BEFORE they start in September - see North Tyneside website.

Toilets

Your child will be allowed to go to the toilet whenever they ask but we do also encourage them to go at the beginning of each session and during break times. Before starting school it is very important that parents encourage their children to be as 'independent' as possible. If your child does have an 'accident,' we would ask that they put on their spare set of undies, kept in PE bags.

School Uniform

It is our policy that all children wear uniform when attending school or when participating in a school event organised outside of normal school hours.

Our policy is based on the notion that school uniform:

- Looks smart and is practical
- Is hardwearing and reasonably inexpensive to purchase
- Makes children feel 'the same' as their peers in terms of appearance
- Protects children from social pressures to dress in a particular way
- Is designed with health and safety in mind
- Contributes to a sense of belonging and identifies the children with Southridge First School

- Promotes a sense of pride in the school

Our school colours are maroon and grey. Our school uniform is as follows:

- | | | |
|---|--------------------------|----------------------------|
| • | Shirt/polo shirt | White |
| • | Sweatshirt / Sweatcardi | Maroon with school logo on |
| • | Trousers - long or short | Grey |
| • | Skirt/Tunic | Grey |
| • | Summer Dress - optional | Blue and White Check |
| • | Shoes - flat | Black/dark |
| • | Socks | Grey/Black/White |
| • | Tights | Plain grey |
- Wellingtons for outdoor play

Uniform is available to purchase from Anne Thomas in Whitley Bay.

Sweatshirts, bookbags, PE bags and PE kit caps and water bottles carrying the school logo, are available to order/purchase from Anne Thomas 108 Park View Whitley Bay.

It is however acceptable to purchase any plain maroon/grey jumpers and other items of uniform from any retail outlet.

PE Kit

For health and safety reasons it is important that children are properly dressed for any physical activity and change into their PE kits.

Our uniform for PE is as follows:

- | | | |
|---|----------|--------------|
| • | T shirt | White |
| • | Shorts | White/Maroon |
| • | Trainers | |

(All dance and gymnastics lessons are done in bare feet but trainers are needed for indoor/outdoor games. Velcro fasteners are easier for younger children)

- | | | |
|---|--------------------------------|-------|
| • | Jogging bottoms for outdoor PE | Black |
|---|--------------------------------|-------|

PE kit should be stored in a named drawstring bag and should be kept in school and returned home for washing at weekends and holidays.

All items of uniform should also be clearly labelled with either name tapes or indelible pen.

Order forms for uniform will be available on the Open Evening .

Please ensure that every item of uniform is named, as it is impossible to trace lost items of clothing without names sewn on or written in indelible ink.

When you buy uniform please also remember that:

- Velcro fasteners or buckles are best for shoes and trainers – not laces
- Trainers must fit – sloppy ones are dangerous in PE
- A 'bigger' sweatshirt is better than one which is tight and difficult to put on
- Skirts are much easier than pinafores
- Outdoor coats with zips are easier than those with buttons
- Mitts are easier than gloves
- A spare set of underwear is essential – please keep it in your child's PE bag

Earrings/Jewellery

It is NOT school policy to permit wearing earrings in school, as they can be a serious source of injury to a child, especially in play or sports. If you do choose to have your child's ears pierced, please do so at the beginning of the summer holidays so that they can be removed for term time. Children will not be permitted to do PE wearing earrings and staff are not allowed to remove them. Children will be asked to remove them themselves.

Lost Property

If your child loses something, please look in the lost property box in the Reception entrance.

Early Years Curriculum

Your child will begin his/her Reception year by working on a range of practical, play based activities both indoors and outdoors, across the curriculum.

There are many areas of learning and development that must shape educational programmes in early year's settings. All areas of learning and development are important and interconnected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three areas, the prime areas are:

- Communication and language;
- Physical development, and
- Personal, social and emotional development.

The school must seek to support children in four specific areas, through which the three prime areas are strengthened and applied. The specific areas are:

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

None of these areas can be delivered in isolation from the others. They are equally important at this stage and depend on each other to support a rounded approach to child development. All areas are delivered through planned purposeful play with a balance of adult led and child initiated activities. A thematic based approach allows us to deliver all six areas of learning in a coherent way which is meaningful to your child. One experience may provide the opportunity to develop skills, knowledge and concepts across several areas.

Children work in a variety of groupings - together as a class or a large group for story, singing, drama, movement or discussion etc.; in a small group for an activity session, collaborative work or adult-directed specific tasks.

Staff extend and develop children's spontaneous independent self-initiated play, developing their emotional, moral, spiritual and social development together with intellectual development as they use the learning areas. The classroom is organised to reflect the seven areas of learning. Resources and equipment appropriate to each area of learning are accessible to all children. The learning environment encompasses both the indoor and outdoor space. The children have access to a safe surface enclosed outdoor area as well as a large grassed area. We would therefore ask that children are suitably dressed for outdoor play in all weathers. Your child will need an outdoor coat with a hood with them everyday. A pair of Wellingtons is also essential – these can be left at school.

The Reception day builds closely upon the practices and principles of our Nursery but follows a slightly more closely organised timetable to allow for, collective worship, PE lessons, use of the computer suite, break and lunchtime etc. Within that however other timings are flexible to allow for the children's interests and sustained involvement in activities

Communication and Language Development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

Physical Development involves providing opportunities for young children to be active and interactive; and to develop their coordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.

Personal, Social and Emotional Development involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

Literacy Development involves encouraging children to link sounds and letters and to begin to read and write. Children must have access to a range of reading material (books, poems and other written materials) to ignite their interest.

Mathematics involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes and spaces.

Understanding the world involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places technology and the environment.

Expressive arts and design involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance role play, and design and technology

Each area of learning and development must be implemented through planned and purposeful play and through a mix of adult led and child initiated learning.

The level of progress children should be expected to have attained by the end of the EYFS is defined by the early learning goals set out below:

THE PRIME AREAS:

COMMUNICATION AND LANGUAGE.

Listening and attention: Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately while engaged in another activity.

Understanding: Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

Speaking: Children express themselves effectively, showing awareness of listeners needs. They use past and present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

PHYSICAL DEVELOPMENT

Moving and handling: Children show good control and coordination in large and small scale movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

Health and self-care: Children know the importance for good health, of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully including dressing and going to the toilet independently.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Self-confidence and self-awareness: Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their own chosen activities. They say when they do and don't need help.

Managing feelings and behaviour: children talk about how they and others show feelings, talk about their own and others behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes o routine in their stride.

Making relationships: children lay cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to other's needs and feelings, and form positive relationships with adults and other children.

THE SPECIFIC AREAS:

LITERACY

Reading: children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others what they have read.

Writing: children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonically plausible.

The school has opted to implement the READ WRITE INC scheme of teaching for early reading, phonics and writing. This provides a structured approach to helping children to blend for reading and segment for writing. It will provide children with the tools that they need to express themselves in written form but also to provide language and understanding so that they can express their opinions and views about what it is they are reading.

At Southridge we use the Nelson handwriting scheme, which begins with handwriting patterns and moves on to lower case letter formation. An example of the script we use is at the back of this booklet. It illustrates the correct formation of the letters. It is very important to form letters in this way from the earliest stages of writing and to use lower case letters except for the first letter of names and the start of a sentence.

Prior to your child starting school, you may like to help him or her with writing. He or she should write his or her name beginning with a capital letter, followed by lower case letters e.g. Rebecca. The way your child begins to form letters is very important. Holding a pencil carefully and actually forming the letters in the right direction will enable your child to write more fluently and neatly. Shown below are the starting points and directions for all lower case letters:



MATHEMATICS

Numbers: children count reliably with numbers from 1-20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.

Shape space and measures: children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise recreate and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

UNDERSTANDING THE WORLD

People and communities: children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communicates and traditions.

The world: children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one to another. They make observations of animals and plants and explain why some things occur and talk about changes.

Technology: children recognise that a range of technology is used in places such as homes and schools. They select and use technology for a particular purpose.

EXPRESSIVE ARTS AND DESIGN

Exploring and using media and materials: Children sing songs, make music and dance and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Being imaginative: Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own thoughts and ideas and feelings through design and technology, art, music, dance, role-play, and stories.

Assessment and Reporting

In the final term of the year in which the child reaches the age of five and no later than 30th June in that term , the EYFS Profile must be completed for each child. The profile provides parents and carers, practitioners and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels and their readiness for year 1. The profile will reflect on-going observations; all relevant records held by the school; discussions with parents and carers and any other adults whom the teacher, parent or carer judges can offer a useful contribution.

Our learning journeys at Southridge consolidate this message by providing good quality information about the children in our care. We access this information from all the adults who work, understand and help care for your child. This may include breakfast club, out of schools, wrap around care, child-minders and most importantly you. The aim is to provide a holistic picture where everyone involved with the child contributes their story about the growth and development made.

A final word

If you have any problems or worries, we are here to help. We look forward to a positive partnership with your family that will continue throughout your time at Southridge First School.

Our main aims are probably similar to yours; that your child is happy and confident in school, enjoys his or her learning experiences, and fulfils his/her potential.

Thank you for taking time to read this booklet.

We hope that it is useful, and that your child has a happy start at Southridge First School!

The Early Years Team

Parents are asked to note the full version of our School Prospectus which is available on the school website at www.southeridgefirst.org.uk

Copies of all our policies and procedures are available from the school office and on line. We have a large number of curriculum and administrative policies. Some of these include:

Admissions

Allegations of Abuse against Staff

Anti-bullying

Early Years

Assessment for Learning

Assessment, recording and reporting

Attendance

Behaviour and Discipline - Pupils

Charging

Child Protection

Collective Worship

Community Cohesion

Complaints Procedure

Curriculum Policy

Early Years

Equal Opportunities

E-Safety Core

First Aid

Health & Safety Policy

Medicines

Missing Child

Race Equality

Safeguarding

School food

School uniform

School visits

Relationships Education

Special Educational Needs Policy

Teaching and Learning

Toileting

Appendix 1

Behaviour Policy in the Early Years

In the Early Years we are committed to establishing a learning environment that promotes positive behaviour and relationships where children treat each other with care and respect.

We have an inclusive setting that supports all children as they take increasing responsibility for themselves and their actions, and consider the welfare and wellbeing of others.

- We organise the indoor learning environment so that it has a positive impact on behaviour in terms of space, access and choice of activities.
- We take a positive and consistent approach towards managing children's behaviour.
- We handle issues of behaviour in ways appropriate to the child's stage of development and level of understanding. This may be 'time out' of the immediate situation with support or comforting.
- We encourage appropriate behaviour in all interactions with children and staff and show that good behaviour is valued.
- We encourage children to be aware of school routines and procedures.
- We establish clear expectations and boundaries for behaviour, appropriate to the children's level of understanding.
- We identify and implement strategies that encourage positive behaviour.
- We deal with negative behaviour at the earliest.
- We use praise specifically related to the children's actions or behaviours.
- If appropriate, we refocus the child's attention on another activity.
- We focus on activities and routines to encourage: sharing, negotiation and co-operation.
- We encourage responsibility in caring for others and the environment (helping with tidying/setting out activities/register helpers, snacks and equipment etc.
- We encourage positive behaviour through play and learning activities (circle time/candle time/stories/role-play/puppets etc.
- We model appropriate behaviours in different contexts.
- We involve parents in establishing rules for appropriate behaviour.
- We demonstrate that the child is still valued even if his/her behaviour is unacceptable.
- We discuss with children what is acceptable behaviour in all areas of learning and experiences.
- We encourage the children to express openly their feelings/likes and dislikes.
- We help the children to understand the consequences and effects of their behaviour on others.
- We help the children to develop assertive strategies to challenge bullying.
- We support the children to resolve conflicts with other children.
- We help to support children's self-esteem by enabling them to be successful in play experiences and activities.