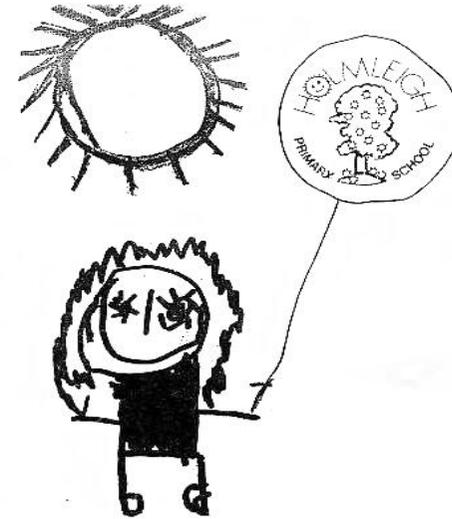


WELCOME TO HOLMLEIGH RECEPTION CLASS



Admissions Policy

Following the review of the Primary Curriculum in 2008, the preferred pattern of entry to reception class should be the September following a child's fourth birthday. This means that as of September 2011 there is now **one single entry** into the Reception class. Places in reception are handled by the Learning Trust. Applications are available in the school office.

Mission statement

Times

The school aims to provide:

- A friendly, caring and stimulating environment in which learning can flourish
- High standards and excellence in education
- The means by which children can become happy, confident, independent learners

Reception: 9.am.... 3.30pm

School starts at 9am prompt. Children are registered late as of 9.05am. Please be on time.

The school day ends at 3.30pm, please ensure that children are collected on time. It can be very upsetting for a child to be collected late. Please phone to notify the school on 0208 802 7420 if you are going to be late or if someone else will be collecting your child.

Key Persons

Children learn to be strong and independent from a base of loving and secure relationships with parents and /or a key person

EYFS Theme Positive Relationships

Class teacher: Farideh Azarian

Nursery Officer: Claire Gray

Your child will have a key person. A key person has special responsibilities from working with a small number of children, giving them the reassurance to feel safe and cared for and building relationships with their parents. You will be given a letter with details of your child's key person.

Settling in your Unique Child

'Separates from main carer with confidence

Development Matters 30-50 months

Joining a Reception class is a new transition and children need time to adjust to an important new phase in their lives and to get used to the Foundation Stage Team. Usually we don't anticipate any problems with a child settling into Reception if they have already attended a nursery/ pre-school full time. We have some settling in guidelines which we adhere to in order to make this transition as smooth as possible.

Settling in Guidelines

We want your child to feel secure and happy in our setting. With this in mind, we have devised some guidelines for the

settling in period. This is just a guideline and some children may need a longer settling in period.

If your child previously attended Holmleigh nursery they will have the following settling in period:

Days 1-3 go home at 12.00.
Days 4-5 Stay for lunch then go home at 1.30.
Day 6+ Full-time, as long as they are settled.

If after day 5 your child is not settled and is not ready for a full day the option of attending part-time will be put in place.

If your child did NOT attend Holmleigh nursery they will have the following settling in period.

Days 1-5 go home at 12.00.
Days 6-10 stay for lunch and then go home at 1.30pm.
Day 11+ Full-time, as long as they are settled.

If after day 5 your child is not settled and is not ready for a full day the option of attending part-time will be put in place.

We understand that this can be a difficult time for parent/carers who we appreciate will have to be flexible and make suitable arrangements. Please see a member of the Reception team if you have additional questions about the settling in guidelines.

Supporting Learning

Class assistants and students will occasionally work in the Early Years Classes. All students are CRB and police 99 Checked prior to them commencing a placement.

Clothing

Your child will be involved in many messy activities which encourage them to explore materials. Please send your child to school in the school uniform which can be purchased from the school office.

Velcro shoes are safe and promote independence.

Children can only wear laces if they are able to tie their laces by themselves.

Please support your child at home by encouraging them to try to use put their uniform on by themselves.

Children will have accidents from time to time. We ask parent/carers to send in a bag of spare clothes including underwear and socks. Please remember to write your child's name on the bag.

Sick children

Although regular attendance is important, please note that the school cannot look after sick children. If your child is unwell please keep him/her at home. If your child suffers from asthma or any allergies, it is very important that the Reception team is aware of this so that necessary precautions and procedures are followed.

Please make sure that the school Administration Department always has up-to-date information of how to get in touch with you if your child becomes unwell in school. Please telephone the school to report an absence or tell your child's teacher as soon as possible why your child was away.

Healthy Snacks

The children are encouraged to make healthy independent choices as they enjoy daily fruits and milk free of charge. A 50p contribution per week is required to buy consumables such as; bread, pasta, rice.



School Dinners

All school meals are freshly cooked on site and children eat their healthy meal in the dining hall. School dinners cost £2 per day and £10 per week. Families on Income Support are entitled to free school meals. A form will be provided by the school office. This must be completed immediately so that the school can get an authorisation as soon as possible. Alternatively your child can have a healthy packed lunch.

How Can I Help My Child?

'Parents are children's first and most enduring educators. When parents and practitioners work together the results have a positive impact on children and learning'
EYFS Theme Positive Relationships- Parents as partners

It is important that families talk about school discussing what it might be like and what will happen during the school day. To do this effectively it may be helpful to talk about how they will get to and from school and reassure them about who will pick them up. If they are attending an after school setting, take them their prior to starting. It is important to talk about the school uniform, and encourage your child to try it on.

How can I help my child to settle into school

Plan to say goodbye to your child when you first begin leaving them at school. This is an emotional time for families but it is important to show that you feel happy and confident about leaving them in the school.

Open Day

As part of the transition we invite you to an open day in the Reception class before your child starts. The Open day will give you and your child an opportunity to visit their new setting, form relationships with key persons and to provide you with the opportunity to ask any questions you may have.

Label your child's possessions

It is important to label everything including all clothes, bags, lunchboxes etc

Parent Volunteers

'Warm, trusting relationships with knowledgeable adults support, children's learning more effectively than any amount of resources'

EYFS Theme Positive Relationships- Supporting Learning

Regular parent volunteers who would like to help in the class will be very welcome. Please see the Foundation Stage Team if you are interested.



What is the Early Years Foundation Stage?

The period from age three to the end of the Reception year is described as the Foundation Stage. It is a distinct stage and important both in its own right and in preparing children for later schooling.

The Early Years Foundation Stage (EYFS) sets the standards that all early years' providers must meet to ensure that children learn and develop well and are kept healthy and safe. It gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

Learning Through Play

The Early Years Foundation Stage (EYFS) is made up of 3 Prime and 4 Specific areas of learning and development.

All the seven areas of Learning and Development are connected to one another and are equally important.

- Personal, Social and Emotional Development
- Communication and Language
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design
- Physical Development

EYFS Theme Learning and Development- Areas of learning and development

In the Reception class children will have a range of planned, purposeful play through a mix of adult-led and child-initiated learning experiences in both the indoor and outdoor environments. The way in which a child engages with other people and their environment; playing and exploring, active learning and creating and thinking critically underpin learning and development across all areas and support the child to remain and become an effective and motivated learner.

'The diversity of individuals and communities is valued and respected. No child or family is discriminated against'

EYFS Theme A Unique Child- Inclusive Practice



All learning experiences are provided to give both boys and girls equal opportunities to play and to develop their full potential. Gender and racial stereotypes are challenged and resources are used which promote equality and diversity. Children have a right to develop their personalities, talents and abilities irrespective of ethnicity, culture or religion, home language, family background, learning difficulties, disabilities or gender.

Personal, Social and Emotional Development

This area involves helping children to develop positive sense of themselves and others; to form positive relationships and develop respect for others. To develop social skills and to learn how to manage their feelings; to have confidence in their own abilities.

Communication and Language

Development

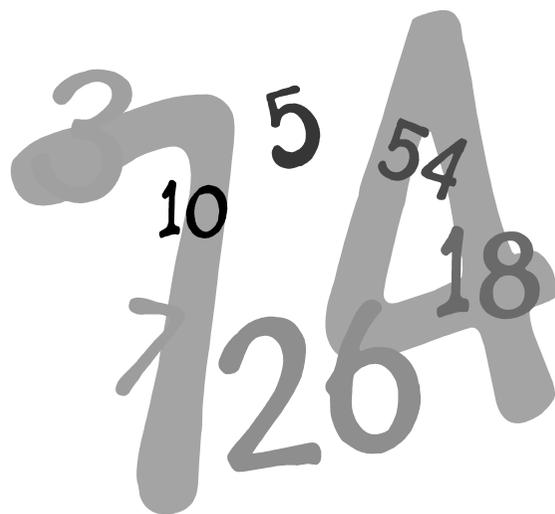
This involves giving children opportunities to experience a rich language environment, to develop their confidence and skills in expressing themselves and to speak and listen in a range of situations.

Literacy

This area involves encouraging children to link sounds and letters and begin to write. Such letters and sounds experiences are planned daily in the Foundation Stage. Children are able to access a wide range of reading materials to ignite their interest.

Mathematics

Children's maths is developed through every day practical experiences to develop their skills in counting, understanding and using numbers, calculating simple additions and subtraction problems and learning about shape, space and measures.



Understanding the World

In this area of learning, children are making sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

Physical Development

Physical development provides opportunities for children to be active and interactive and to develop their co-ordination, control and movement. Children will also be helped to make healthy choices in relation to food and begin to understand the importance of physical activity.

Expressive Arts and Design

This area involves enabling children to explore and play with a range of materials. Providing opportunities and encouragement for sharing their thoughts and ideas and feelings, through a variety of activities in art, music, movement, dance, role-play and design and technology.

Parent Consultations

Twice a year parent/carers are invited to a 10 minute consultation to discuss their child's learning and development and to set new learning priorities. You will be given notice about when these are happening nearer the time.

Memory Books

Enjoy sharing Memory books together!

In both the Nursery and Reception classes your child will have a Memory book. A Memory book is a book containing significant achievements and key interests about your child, but is by no means the only work that your child is involved in. We would very much like you to share the Memory book with your child, either by reading and talking about the photographs and pieces of work and/or adding things into the Memory book yourself; this could be a drawing your child has done and really likes; photographs of family members or you may wish to write down a particularly important thing that happened over the weekend for your child, perhaps visiting her/his grandparents, playing in the park. Or if you would rather talk to your child's key person about your child's interests, that would also be great. Whatever it is, we would really love you to contribute to your child's Memory book.

Home school Diary

Home school diaries are a wonderful means of continuing your child's learning and development from home to school.

The diaries provide an opportunity for parent/carers to share brief notes about their child's development and interests at home. All diaries are shared with your child's

key person and interests are identified and fed into the daily planning.

The Thinking Space

EYFS Themes and commitments

A Unique Child- Inclusive practice

Positive Relationships- Respecting each other, key person

Enabling Environment- Supporting every child

Learning and Development- Play and Exploration, Areas of Learning and Development

The **Thinking Space** is a board in the Nursery and Reception classes which encourages children to use visual symbols and words to talk. It can be accessed by children; independently with each other or with an adult. The Board is developed by the children in consultation with practitioners. All practitioners spend quality time listening to and valuing children's comments and acknowledge the importance of supporting and encouraging all children to add their own visual reminders to the board for other children to use.

The Thinking Space helps all children to:

- Have a developing awareness of their own needs, views and feelings and be sensitive to the needs, views and feelings of others.
- Learn the agreed expected behaviours: with the use of visual and written labels.
- To use the appropriate language to communicate use for a range of purposes
- To encourage children to begin to respond to words such as 'why' and 'how'

- To enable all children to be resilient, self assured and independent.
- To develop secure relationships with adults and peers
- To encourage children to learn strategies in order to deal with disagreements which they encounter in school.