

Early Years Foundation Stage Handbook for Maple Class



Pimperne CE VC Primary school

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Early Years Provision at Pimperne Church of England Primary School

Staffing:

Miss S Lee (will be Mrs Groves) - Class Teacher, Deputy Headteacher, SENDCo, Trauma Informed School (TIS) Practitioner, Designated Safeguarding Lead (DSL), Paediatric First Aid trained



Mrs K Brown – Senior Teaching Assistant, Forest School Leader, Paediatric First Aid trained

Mrs G Gatehouse – Trauma Informed School (TIS) Practitioner, High Level Teaching Assistant (HLTA), Designated Safeguarding Lead (DSL)

PE and Music: Specialist teaching sessions from Mrs Bemand and Mrs Mathlin

All staff undergo regular professional development to keep up to date with new legislation in Early Years education.



Admissions Policy

Children aged 5, between **1st September 2023** and **31st August 2024**, are now admitted to school on a full-time basis. Prior to starting school, we hope to be able to offer parent(s)/carer(s) and children a home visit. The home visits usually take place in July and allows the child and teaching staff an excellent opportunity to get to know each other in an environment in which the child feels secure.

Induction

Prior to your child starting school in September, you will receive a 'welcome pack'. We also hope to be able to offer the opportunity to visit our school for 'Stay and Play' sessions. In order to help with a smooth transition, it is our aim to call/email every child's pre-school(s) setting(s) before the end of the Summer Term.



The Early Years Foundation Stage

The Early Years Curriculum is based on the recognition that children learn best through activity, exploration and repetition. This is a very important stage as it helps your child get ready for the stream of constant new learning that they take on once starting school.



At Pimperne Primary School, we aim to ensure that a child's Reception experience is happy, active, exciting, fun and secure. By providing a relevant, child-centred and challenging curriculum, we support every child's development and learning needs. Learning is planned progressively and developed alongside assessments and observations and half termly themes are engaging and fun! We set aspirational 'key learning' across the curriculum to prepare the children for their transition to Year 1.

Each child is unique and will come to school with different aptitudes and interests. There are, however, certain characteristics that can be generally

attributed to most four and five-year-olds: they have enormous energy and great curiosity about the world around them. Many four-year-olds are verbally competent. They ask endless questions and learn through their own spontaneous activities - exploring their environment. Four-year-olds think mostly of themselves and see things from their own point of view, but social development is beginning to take place.

We ask our partner EYFS settings to help prepare children for school by encouraging independence in toileting, eating and dressing. They also develop sociable behaviour (including encouraging children to ask for help), gross and fine motor skills, emotional learning, listening skills and speaking skills.

With the above in mind, we strive to provide a stimulating environment in which each child can learn through first hand experiences and through exploration, practical activities and discussion. The experiences are carefully planned to develop skills in different areas of the curriculum, as well as developing the child's independence and their social interaction.



The Areas of Learning and Development

The government introduced a new Early Years Foundation Stage curriculum in 2021. The areas of learning remain the same, however there is more of a focus on the social and emotional aspects of learning. In addition, the new curriculum is more in line with the Year 1 curriculum.

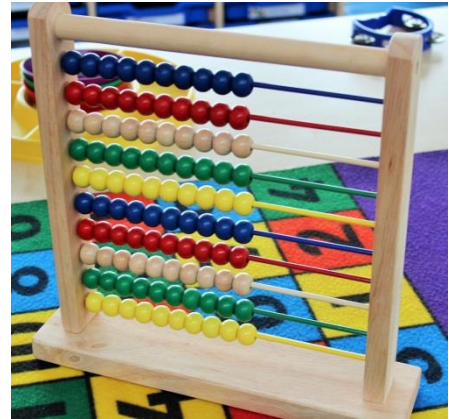
There are seven areas of learning and development that shape educational programmes in early years' settings. All areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

The three prime areas are:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

The specific areas are:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design



Communication and Language – We give 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 – We provide opportunities for young children to be active and interactive and to develop their co-ordination, control and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food and hygiene.



Personal, Social and Emotional Development

– We help 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. This goes hand in hand with our Behaviour Policy.



Literacy – We teach children to link sounds and letters to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials, including the use of ICT) to ignite their interest. Children develop their awareness and knowledge of phonics (letter sounds) through a range of games and activities.

Mathematics – We provide children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating the answers to simple addition and subtraction problems and describing shapes, spaces and measures.



Understanding the World – We guide 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 – We enable children to explore and play with a wide range of media and materials. In addition, we encourage the children to share their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.



Assessment, Planning and Progress in partnership

with Parent(s)/Carer(s):

At Pimperne Primary School we assess children on entry into school. This assessment is known as the 'Baseline' assessment. It provides a system by which to measure each individual child's progress from the start of Reception. We believe it gives us important information to monitor future progress and to plan appropriate next steps for each individual.



Examples of learning (from school and home) are kept online using a programme called Tapestry. Tapestry is a fantastic tool which not only allows Reception staff to share a record of each child's learning, but also allows parent(s)/carer(s) to see their child's learning. By providing your email address, you are able to access your child's Tapestry account and add any home learning your child completes too. Any evidence added from home learning helps to support the end of year judgments made in each of the Early Learning Goals.

Parent(s)/carer(s) are welcome to make appointments to talk to the Class Teacher to clarify matters and ask key questions at any time. We pride ourselves on an open door policy and welcome you to share any successes or raise any queries with us. We are usually more readily available at the end of most school days, or will be able to offer you a mutually convenient time to talk. Should you have any queries, no matter how small, we do strongly encourage you to talk to us, write to us using your child's Home and School Partnership (HASP) Book, email the school office or telephone us at the earliest opportunity. We are committed to creating a positive relationship to benefit each child in our care. In addition to the regular teacher and parent(s)/carer(s) conversations, the Class Teacher may contact you on a more formal basis regarding your child's progress.



We believe that parent(s)/carer(s) are the first and most enduring educators. When parent(s)/carer(s) and practitioners work together, the results have a positive and lasting impact on the child's development and learning.

We firmly believe that in order to do our best for your child, we must create an environment of mutual trust and respect between you, your family and our whole school team - where your child remains at the very heart of this

process. Children do receive suggestions for home learning activities to develop progress or interest in learning themes. By sharing in this, you help support your child's development.

Curriculum Maps: 'Did You Know?'

At the beginning of each new term, a document titled 'Did You Know?' is added to the class Tapestry account. These provide a brief outline of our learning intentions for the term ahead, across the different aspects of the EYFS Curriculum and provide a basis for discussion between you and your child, helping ignite their curiosity.

Our School Timetable

School Hours - Autumn, Spring and Summer Terms

On the first day, we welcome parent(s)/carer(s) into the classroom from 8.30am until 8:40am. From the second day onwards, in order to develop independence, the children will have the exciting job of carrying their own belongings into school and saying 'see you later' to their families at the classroom door.

- 8.30am - Reception classroom door opens for children to enter independently
- 8.45am All children in class
- 8.50am School Gates close
- 8.50am - The morning class register closes
- 8.40am to 12.00pm - Morning learning and activities
- 12.00pm to 12.50pm - Lunchtime
- 12.50pm - The afternoon class register closes
- 12.50pm to 3.00pm - Afternoon learning and activities
- 3.00pm - The school day ends
- 3.15pm School gates close

Our school gates are closed and secured at 8.50am.

Should you arrive after this time, access is only available via the main school entrance and office. Late sessions are recorded on our office attendance records and are shared with the Dorset County attendance officer.

Please note that there is no use of the main school drive to drop off; this entrance is otherwise designated for school staff, emergency vehicles, deliveries and the school bus. Car parking for those who cannot walk, for drop off and collection, is in the village or village hall carpark.



Starting the Day

In Reception, our doors open at 8.30am. On arrival, your child can access the classroom via the main classroom door. On the first morning, we ask that you initially help your child to hang their coats, bags and find their name on the self-registration board before entering the classroom. After this first morning, it's down to them! We will of course have our class adults ready to help our children as they come in, as well as practise these important jobs in school so that the children are ready to complete them independently.

Between 8.30am and 8.40am, there are a range of familiar activities on the classroom tables that the children complete in their animal groups.

At 8.45am, we begin to gather together on the carpet for registration. We also use this time to talk to one another and discuss the day ahead.

Towards the end of the year, we continue to adapt the children's routine so that they progress towards understanding what is expected of them in Year 1.



Our Environment

The Reception classroom consists of two main areas:

Inside, a large light room provides curriculum areas, storage and display areas as well as a book corner and an interactive television.

Outside, the children have daily access to their own outdoor learning environment. The continuous provision of outdoor learning activities includes sand and water, large construction and role play to support opportunities to develop both mathematical and literacy skills. Our outdoor environment gives opportunities for both adult and child led activities that reflect all aspects of the curriculum.



The central library may be used for groups. The children get to know these areas of the school quickly and are encouraged to take on responsible 'jobs' in order to do so.

The school hall provides an area where larger resources are used to develop gross motor skills. Furthermore, the hall is used for activities such as Storycises (our Physical Development programme), role play, singing and clapping games and social activities. Reception also eat their lunch in the hall, along with Key Stage 1. A member of our class team stays with the children whilst they eat their lunch, ensuring a familiar adult is on hand, in addition to our lunchtime team, to help the children enjoy their lunch and develop their independence.

We ask that parents do not permit children to use the playground equipment pre or post the school day.

The main playground, games courts and field areas are used for physical education throughout the year as well as lending themselves to becoming an enormous outdoor classroom and a fantastic learning resource.

A rich and varied environment supports children's learning and development. It gives them confidence to explore and learn in secure and safe indoor and outdoor spaces.



Forest School and Outdoor Learning

At the far end of our outside learning space, we have a 'conservation area', which is where children can join in with Forest School activities. Forest School and outdoor learning activities give children extended opportunities to learn in the natural environment; to begin to think about how to take appropriate risk in a safe environment; enriched opportunities for developing team work and problem solving skills, as well as the occasional hot chocolate!

We are big believers in the benefits of getting children outside into the natural environment, whatever the weather. We have a class set of waterproof 'all-in-ones', and that allows us to take our children outside as much as possible.



Snack Time

Our daily healthy snack time is a very special, sociable occasion! Emphasis is placed not just on trying some different healthy foods but on the social side of sharing a snack with friends too.



Every child is asked to bring a water bottle to school as we actively encourage the children to drink water regularly, particularly after playtimes. Children's drink bottles are stored in easily accessible locations within the Reception base. Children less than five years of age are entitled to free milk - details of how to order online will be given to you so that you may benefit from this. Children older than five are offered the option of milk - further information about how to purchase this is available at the school office.



Initially, until we feel the children are ready, our playtimes are separate from the whole school. Even though some of our children have siblings throughout the school, we encourage them to form their own peer friendships. As the children settle and we believe

them to be ready, we begin to introduce them to our Key Stage playtimes. We recognise that for a lot of children, the lack of structure at playtimes can be tricky to navigate. We therefore see playtimes as an opportunity for us, as staff, to model and teach the skills that will enable children to have successful and enjoyable playtimes. This time is for staff to engage in: relationship building through creating 'moments of shared joy', teaching and modelling of the social skills children need for play and an opportunity to promote and teach children the school values of: - Forgiveness, Courage, Trust, Perseverance, Compassion, Justice, Selflessness and Respect (for others & self). In order to scaffold this for our children, we have 8 zones spaced out across our outside space, each with an adult led activity, for children to explore as they choose. Adults all wear high-viz jackets, in order that children can always spot an adult quickly when they need help solving a problem.



Lunchtime Routine

Since September 2014, children in Reception and Key Stage One (KS1) are offered 'Universal Free Infant School Meals (UFISM)'. These are supplied by our provider, Local Food Links (LFL). Parent(s)/carer(s) are asked to register online and order the regular meal, vegetarian option or jacket potato online. Please note, menu choices have to be made at least 7 days in advance. The majority of children opt for hot lunches in KS1, however, you are more than welcome to provide a packed lunch at any time.

As a Healthy School, we build many opportunities into our teaching and learning to heighten children's awareness of the importance of eating a balanced diet. If you are providing a packed lunch, we look for your support in this by preparing a healthy lunch box. We ask that no food containing nuts are brought into school as we do operate a '**nut free**' policy due to allergies within our current school population. As a Healthy School, we also request that fizzy drinks and sweets are left at home.

Pupil Premium Free School Meals

Most people who are in receipt of one of these are eligible for Pupil Premium Funding:

- Income Support
- Income-based Jobseeker's Allowance
- Income-related Employment and Support Allowance
- Support under Part IV of the Immigration and Asylum Act 1999
- The guaranteed element of Pension Credit
- Child Tax Credit. This is as long as you are not entitled to Working Tax Credit and your annual gross income isn't more than £16,190
- Working Tax Credit 'run-on' payment (paid for four weeks after you stop qualifying for Working Tax Credit)
- Universal Credit with an income of no more than £7,400

If you think your child could receive the benefits of Pupil Premium, including Free School Meals (FSM) which includes and extends beyond the Universal Free Infant School Meals, please follow the following steps:

- Visit www.dorsetforyou.co.uk website
- Click on 'Children and Schools'
- Click on 'Schools and Learning'
- Click on 'Free School Meals'
- Scroll down until you see the 'Apply for Free School Meals' 'Apply Now' button
- Click on 'Apply Now' (You need your National Insurance Number to hand)
- Complete the online form

If you would like any help with completing this form, then please make an appointment with the School Office and they will be able to help.

Health and Safety

If your child is ill, please ring the school in the morning (before 9.00am) and let us know the nature of the illness - especially if it is infectious. Please keep your children at home until fully recovered as they will not benefit from school if unwell and may 'share' their illness with their friends. The advice we follow is the "48 hour rule". Should your child have been sick or suffered from diarrhoea, please keep them at home until 48 hours has passed since the final bout.

Occasionally, it is necessary for a child to receive prescribed medication during the school day (e.g. in cases of asthma or a course of antibiotics). Should your child require any medication, it is necessary for a form detailing medication and dosage to be completed – please speak to the office staff about this.

When outside, the children are always supervised by an adult. The play areas are fenced and securely gated. At the end of a school day, children should be collected from outside the Maple (Reception) classroom door. It is very important that should a different adult collect your child from time to time, the school office or Class Teacher is kept informed. The Class Teacher will ensure a smooth handover of your child to the identified adult. You are encouraged to use the **'Home and School Partnership (HASP) Book'** or to email the school office to keep staff informed as to a change of collection.

Equal Opportunities

Pimperne Primary School, in keeping with all the Blandford Network Primary Schools, is committed to the fundamental principles of equality of access and opportunity (unbiased treatment and equal value of individuals). Achieving this aim involves a partnership of teaching staff, governors, parent(s)/carer(s) and the children themselves. As outlined in the school policy, the governors are fully committed to the principles of equal opportunity and will do all in their power to ensure that these principles are observed.

Special Educational Needs and/or Disability

The main objective of our Special Educational Needs and Disability policy is to ensure that all pupils share the same statutory right to a broad, balanced and differentiated curriculum which is relevant to their needs. The policy implements the Department for Education Code of Practice on Identification and Assessment of Special Educational Needs and Disability. Please see our website for more information.

Positive Behaviour and Relationship Policy

We encourage a sense of self-respect and we help the children to learn to have care and consideration for others. Here at Pimperne, we follow the 'Switched On' approach to learning. We believe that, in order to be resilient and reflective thinkers, we need to help your children to develop the following attributes:

- Stick at it
- Work as a team
- Independence
- Think hard
- Citizenship
- Hard Working
- On task

In order to encourage our children and give them the recognition they deserve for developing these skills, in Reception we have named each area as a dinosaur. We can focus children on working towards specific dinosaurs as needed, or simply recognise and praise children when we see them demonstrating these positive characteristics. We also have a Tree of Recognition in our school hall. When children are really secure in one of these skills and able to demonstrate it consistently, we add their photo to that branch of the tree. It's really important that we celebrate their efforts and successes. Our 'Switched On' ethos goes hand in hand with the ethos of the EYFS, which is of course active, play based learning.

Should there be problems with a particular child, our policy is to contact his/her parent(s)/carer(s). We find that children are best helped when parent(s)/carer(s) and school staff work together.

Please see our Behaviour Policy or Behaviour Policy leaflet for more information.

Rewards and Sanctions

We constantly use praise to encourage children to make the right choices in their behaviour and attitude. We use a range of strategies to motivate and reward effort and achievement. The children are encouraged to work together as a team in order to achieve class based rewards.

We understand that children will not know our expectations when they arrive at Pimperne Primary School and we will work with them across many aspects of school life to reinforce the right choices. If we feel that children need to have boundaries reconfirmed, we begin by talking to the children, reflecting on what has happened and reminding them what we expect. We understand that behind every behaviour there is a need and we work hard to unpick this in order to meet needs and help children regulate their feelings and emotions. In the event of any persistent difficulties that your child may experience, we would ask to talk with you so that we can work together to support your child.

Your child may talk to you about other children in their class. If there are any incidents regarding your child that concern you, please speak to a member of the class team at the earliest opportunity. We feel that by doing this, you will have the full picture of events. Please know that a child's understanding of events may differ from greatly from the reality. Please speak to a member of the class team if you are told anything of concern.



Home Learning

In Reception, it is often found that after a full day at school the children are tired on returning home. We firmly believe that in order to be ready for the next day, they should have time to rest. We believe that sharing a book before bedtime is a fantastic opportunity to talk to your child and engage in an activity together. However, as your child's phonic knowledge increases, bedtime may not be the ideal time for them to be reading to you as they are often too tired. During the year, suggestions for some activities that you may wish to do at home will be given for you to further support your child. In class, we teach reading skills. In line with our Home Learning policy, we recommend that **phonics practice or reading is completed 4 times a week** and **mathematical development is discussed/completed at least twice a week**. Ideas for this will be shared with you at the start of each term

and throughout the year using Tapestry. As mentioned earlier, we share a 'Did You Know' sheet via Tapestry, to provide a starting point for conversations and questions around our learning topic.

During the first fortnight of school, we hope that we will be able to invite you to attend a reading meeting. The aims of this meeting are to explain how we teach reading and how you can best support your child's reading at home.

In addition to regular reading activities, each half term, we will update Tapestry with some home learning challenges. Your child is invited to complete as little or as many of these challenges as they would like to.

Keeing You Informed

As we work together to support your child, we try to ensure that you become part of their learning journey in as many different ways as possible. We reach out to you on a regular basis via the Reception (Maple Class) Tapestry account, text messaging service, emailing service and the school newsletter. We also write in HASP (Home and School Partnership) books if there is anything we need to inform you about, so please do check these daily.



Volunteering

We would welcome offers of help to further enhance all of our children's learning, from Year 1 to Year 6. Volunteers may be asked to support games and activities or help in other ways such as preparing resources. This is usually in a different year group to your child's to start with. Additionally, if you are able to help prepare any resources at home, we would very much appreciate the offers of help.

Uniform

Our school uniform is simple, comparatively inexpensive and adds greatly to each individual's feeling of pride and belonging to our school.

Bookbags are given to you during your home visit in July. All other items of school uniform can be purchased from Ragtags in Blandford or online from www.myclothing.com.

In Reception, children are frequently learning outdoors and therefore a warm, waterproof coat is essential so that they can fully access the opportunities available. Due to health and safety reasons, we encourage children not to wear open toed sandals, even in the Summer Term. Please see our uniform leaflet.

What to Bring/Wear...

- **Named** school uniform (even socks) to be worn daily
- **Named** PE kit to be worn on PE days (please see 'Boys and Girls PE Kit' below for list of clothing)
- **Named** water/shower proof coat to be brought/worn daily
- **Named** wellies to be kept in school (these can be taken home for weekends so there is no need to buy a new pair)
- **Named** spare clothes in a named carrier bag (*the children's pegs do not have space for rucksacks/bags*) for any potential accidents – they do happen
- **Named** water bottle to be brought daily
- **Named** bookbag to be brought daily
- **Named** sun hat for any hot days and for the Summer Term (please apply long lasting sun cream at home as we do not have the time to apply sun cream to 30 children)

Boys and Girls PE Kit

Children will wear the following on PE days:

- Trainers
- School PE t-shirt
- Jogging bottoms/shorts (navy or black)
- Warm jumper for outdoor use (navy or school navy hoody)
- Sun hat for any hot days and for the Summer Term

All uniform should be clearly named please.

Jewellery must not be worn in school for health and safety reasons. We cannot accept responsibility for any damage caused by earrings. If your child wears glasses, please check with your optician that the glass is suitable for physical activities (i.e. shatterproof lenses). Please see our uniform leaflet.

Start Dates

We stagger entry over the first few school days so that the children have a chance to find their feet within a smaller group. This group will be the same, small group as the 'Stay and Play' sessions, in order that children may build on those initial friendships. This also gives the adults in the class more opportunity to spend more time getting to know each child and begin initial baseline assessments.

We then offer the option of mornings only, in order that the school experience is positive. We are mindful that for some children, attending school for five full days is a big change and can be tiring. Following on from this, we offer the option of staying for lunch before going home. We wish to support a smooth transition by building up slowly.

Community Links

We are always proud to take our children into the local community, or to invite visitors in. We aspire to further our already established, strong links with the surrounding areas so that our children can benefit from the skills and talents of others whilst gaining new experiences to enrich their learning. We regularly join with St Peters, our local church, to celebrate together at special times throughout the year. We are supported through Collective Worship by a number of Clergy who work both through the Benefice and surrounding community.



Complaints Procedure

We hope each child will settle happily into our school, however, if any problems arise, large or small, the Class Teacher is always available and happy to talk to parent(s)/carer(s) and should be the first port of call.

If any issue is not resolved during the meeting with the Class Teacher, an appointment should then be made with both the Headteacher and Class Teacher at a mutually convenient time.

If you wish to make a complaint under Section 23 of the Education Reform Act, copies of the local arrangements procedure to be followed should be requested from the Headteacher, or alternatively see the school complaints policy on our website.