

Welcome to Reception
Deanshanger Primary School
2023-2024



Deanshanger Primary School
Parent's Booklet

Our Ambition

Every child deserves the best possible start in life and support to gain their full potential. A child's experience in the early years has a major impact on their future life chances. A secure, safe and happy childhood is fundamental and it provides the foundation for children to make the most of their abilities and talents as they grow. At Deanshanger Primary School, we put the children's wellbeing first and recognise that children will not learn until they are settled and feel safe and secure. We provide an enabling environment built on the premise of quality and consistency, promoting learning, developing knowledge and ensuring school readiness. The importance of knowing each and every one of our children is essential to allowing our children in our setting to develop and flourish. Our passionate team understands the importance of positive relationships, placing the child at the centre of everything they do whilst also promoting a strong partnership with parents and/or carers of those children within our care.

Our Curriculum

Reception follow the curriculum as outlined in the Early Years Foundation Stage. A number of key resources are used to support the development of the curriculum including Development Matters. The timetable is carefully structured so that children also have rigorous directed daily teaching in 'White Rose Maths' and 'Little Wandle phonics', as well as, a weekly Forest School session, led by a specialised Forest School leader. The Early Years Foundation Stage Framework includes seven areas of learning and development that are equally important and inter-connected. Three areas are known as the prime areas. These are seen as particularly important for igniting curiosity and enthusiasm for learning and for building children's capacity to learn.

These are the **prime areas**:

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

The prime areas are strengthened and applied through the further four areas which are referred to as the specific areas

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

Community involvement is an essential part of our curriculum as we celebrate local traditions, learning new skills to enable the children to take an active role in events throughout the year. We differentiate so that the children can develop and progress from their unique starting point and we celebrate our differences. We plan themes through our bespoke curriculum and ensure school readiness. We can adapt to the children's interests and can often be spontaneous/ in the moment in our learning. We meet all our children's needs through a rich enabling environment and carefully planned Continuous Provision, which is enhanced with fun provocations to

inspire and challenge. This allows each individual to thrive, partake in meaningful learning opportunities and achieve ambitious expectations. The provision is based on the children's knowledge and skills and their next steps. We are aware of the integral importance of a well-planned outdoor enabling environment, which contributes significantly to raising standards and the quality and depth of learning, supporting all of our children. The children have the right to our well developed outdoor learning environment all the year round, at all times, with constant adult supervision and interaction.

Every child is recognised as a unique individual. The curriculum celebrates diversity and supports the pupils' spiritual, moral, social and cultural development. Those children with particular needs, including SEND, are expertly supported allowing them to meet their full potential.

Characteristics of effective learning:

EYFS curriculum is further designed to develop the characteristics of effective learning:

- Playing and exploring - children investigate and experience things, and 'have a go'.
- Active learning - children keep on trying if they encounter difficulties, and enjoy their achievements.
- Creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Structure

We have a flexible structure to our timetable, which means we don't stop children's play for mid-morning breaks or pull them from their activities, where possible. We acknowledge that children may find this difficult to cope with, and recognise that it de-values what they are learning. In order to prepare the children for transitions, we give five-minute warnings to enable them to conclude their learning activity. Child initiated learning is valued and encouraged. Positive interactions coupled with secure routines for play and learning help to embed the essential skills required to develop and learn. As the children grow older a greater focus is placed on teaching essential skills and knowledge in the specific areas of learning preparing the children for the transition into Year 1.

Delivery

We provide an inviting, stimulating and language rich play-based environment that in turn allows us to build strong and supportive relationships with the children. We place high value on the quality of interactions between staff and children to support their development. The Reception Team will either 'lead the learning' or 'follow the learning'. We are the most important resource available to scaffold and support the children to build resilience, be independent learners and critical thinkers. We understand that children learn through exploring, experimenting and testing their own ideas. By considering the individual needs of all our children and their interests and development this is used to plan an enjoyable experience for each child in all areas of learning.

Assessment

The children partake in the statutory Reception Baseline assessment, which is undertaken within the first six weeks in which a child starts Reception. Ongoing assessment is integral to ensuring progress and development. Our main assessment method is through practitioners' observations of children in different teaching and learning contexts, including both adult focused activities and child initiated play. All practitioners are involved in observing and assessing our children. Practitioners provide real-time verbal feedback, which results in a strong impact on the acquisition of new learning at a good pace and shapes the teaching and learning experiences to further move the learning on. Children will also undertake phonics assessment each term (this may be more frequent if required) and this information is used to track progress, inform teaching and ensure all children are reading books matched precisely to their phonetic knowledge. If at any given time a child's progress in the prime areas become a cause for concern this will be shared and discussed with parents and/or carers. In the final term of the year, the Early Years Foundation stage profile will be completed for each child. The profile will reflect the practitioners' own knowledge and professional judgement. The profile will be shared with parents and/or carers and Year 1 Teachers, to assist with a smooth transition.

Parents as Partners

Parents are valued as first educators and every effort is made to inform them of the EYFS curriculum whilst providing them with the tools to continue in learning at home. Parents are encouraged to share their child's achievements through 'WOW' moments and these are celebrated within school. Strategies to include and inform parents include information evenings, 'Stay and Play' sessions, phonics and tapestry workshops, Monday morning reading sessions, reading records, WOW moments recorded on Tapestry, open door policy, open book afternoons, Community celebrations, PTA fundraising events Parent/carers consultations and End of Year Reports. We use Tapestry to record observations and promote communication and information, as well, as well as contributions from parents.

Healthy Eating School.

All children will be given a water bottle to encourage them to stay hydrated throughout the day. This will be sent home daily to be cleaned and re-filled. We would ask you to make sure you send it into school every day, filled with water, with your child.

The children will all be given a fruit snack each day, free of charge, and they will be offered a drink of milk. Please ensure we are aware of any intolerances or allergies. Please log your request for milk on the website www.coolmilk.com. It is free until your child reaches the age of 5 years old. From then on, it can be paid for, until the end of the school year, for a nominal fee. They will also receive a free school meal at lunchtime, provided by Fresh Start, our on-site catering team. Details about ordering meals and menus to follow separately. Please also note that we are a nut free school as we have a number of children in school with allergies. Fresh Start - support@freshstartcatering.uk Telephone: 01869 226675

Medication

If your child needs to be given medication, please complete and return a medical form to the Administration Team. These can be downloaded from the school website or a paper copy can be collected from the school office.

School hours – 8.45-3.25pm

Your child will be met by a member of the Reception team at the gate, every morning. Children will be encouraged to participate in learning activities as soon as the school day begins so it is therefore imperative that they are punctual. If children arrive at school after the gates have closed, please ensure that they come to the school office to be registered before joining their class. Please remember that punctuality encourages a positive attitude and really helps our children to have a calm start to their day. If your child is absent, you can email the Administration team on: office@deanshanger.northants.sch.uk. Holiday forms can be downloaded from the school website or a paper copy can be collected from the school office.

Uniform

Details about the correct school uniform requirements are set out on the school website. Our uniform suppliers include:

1. School Trends - www.schooltrends.co.uk/
2. Tesco - www.tesco.com/zones/clothing/school-uniform
3. Maisie's - www.maisies-superstore.co.uk/your-school Telephone: 01908 313313

Please remember to label everything so that anything lost can be returned promptly.

PE Kit

PE kits do not need to be provided for the children in Reception until the Summer term. We will give you plenty of notice when this will be required. Black PE shorts, White or Red t-shirt, plimsoles, tracksuit and trainers

Forest School Kit

For Forest School the children will need named wellington boots, named waterproof jacket and trousers or onesie – a warmer outfit for the very cold weather is advisable though, with additional socks, hat, scarf, gloves and layers (it can get very cold in the nature area). This will be sent home every half term or as and when required to be washed, re-named and resized.

Equipment

The school provides children with pencils, pens, books and stationery. Parents are asked to provide:

A named School Bookbag. These are available from the same companies who provide the uniform.

A Home School Diary will be provided by the school in the new academic year. Your child must bring their Home-School Diary to school every day in their book bag. The Home-school diary is used as a communication

tool between parents/carers and the Reception team. Your child will be allocated a drawer in the cloakroom to keep their belongings in.

Communication

Clear communication between home and school is essential. If you have any queries, please email your child's class teacher directly on their email or

Reception & Year 1 Lead - sforward@deanshanger.northants.sch.uk

All letters and main details of communication will come via Arbor. Home School Diaries will be checked regularly and signed weekly. We have an open-door policy at Deanshanger Primary School, but with teaching commitments throughout the day it isn't always possible to discuss things in detail, or in confidence, at drop-off and pick-up times. Therefore, we would encourage you to make appointments with your child's class teacher to discuss any concerns that may arise.

There is a red postbox on the wall by the School Office for your feedback. We would also encourage you to join our Parent Action Group (PAG) where we listen to and welcome feedback, ideas and opinions on improving school life and dealing with concerns, praise and local or national concerns.

In addition to the ongoing contact with class teachers that we encourage, we have a number of formal times for parents and teachers to discuss progress. There are three formal reporting points throughout the year in October, March and July. End of year reports will be sent home to you in July, as well as Parent Teacher Meetings. There are also events over the school year where parents are encouraged to share their child's learning. A few examples include STEAM Week, Celebration Assemblies, Dress up days, Talent shows, Christmas performance, Sports Day and 'Open Book' afternoons, where parents are encouraged to share their child's learning. These are detailed in the School Events Diary and the Home/School diaries

Library Sessions

Promoting a love of reading is a mind-set we are dedicated to promoting at Deanshanger Primary School and our library plays an essential role in this. Children will visit the library weekly with the Reception Team and Librarian to take out books and develop their library skills. We also have close links with the Deanshanger Community Library.

Clubs

A range of extra-curricular clubs are available to all children at Deanshanger Primary School. You can sign up for the activities via the school office. On occasions, extra-curricular clubs and activities need to be cancelled. This will be done via the school office.

Wrap Club

Wrap Club bookings can be made via the school office or by contacting our Wrap Club Manager – Steph Maisy - on wrapclub@deanshanger.northants.sch.uk or mobile: 07933 575565

Deanshanger Primary School Contacts details:

Website address: www.deanshangerprimary.co.uk

Telephone 01908 268920

Twitter account: @DeanshangerS

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