



St. Lawrence Primary School



Reception Class Information

Welcome to St Lawrence School Reception Class. Starting Reception is an exciting time for children and parents and this booklet is intended to provide a useful guide for you.

St Lawrence School offers high-quality educational experiences in a safe, caring environment. We pride ourselves on our high standards and encourage our children to become confident learners. Our aim in the Reception Class is to provide your child with a range of creative, diverse and interesting play experiences that will stimulate and inspire them. We want your child to develop a thirst for learning and to promote their self-esteem. We will provide an environment for our children that is thoughtful, inclusive, caring and responsive.

Starting School

If your child already attends our school Nursery, they will already be familiar with the Reception Classroom and staff. If your child does not attend St Lawrence School Nursery, they would normally be offered induction sessions which will take place at the end of the Summer Term – this is under current review and we are awaiting guidance this year from the Department as to whether these sessions will go ahead. As part of our transition process, we will meet or have a conversation with your child's current Nursery Teacher or Key Worker so that we can ensure that we have an understanding of your child's needs. The start dates for our Reception children are staggered to allow an easier transition time – as soon as we have more information about these dates, we will be in touch with you.

School Times

Children may be dropped off in the school playground from 8:30am – there is a teacher on duty from this time. We have a dedicated area in our playground available for just the Reception Children. This is the area with *Thomas the Train* and it may be that the Reception Children will choose to use this area until they are ready to join the other children in the main playground. Our climbing equipment is not available for any children to use in the mornings before the school bell. It is used during playtimes and lunchtime play when it is supervised. The school bell rings at 8:40am and the children then line up in the year group lines and make their way in to school independently. The Reception teacher will come outside to meet the children. If the weather is wet, children may be dropped off in the school hall which will be open from 8:30am. The school day ends at 3pm. Please refer to the policy regarding parking regulations.



St. Lawrence Primary School



Reception Class Information

Absences

If your child is ill or unable to attend a session, please let us know by telephone (863172). It is especially important that children who have infectious conditions such as gastroenteritis or diarrhoea remain at home until at least 48 hours after the last episode.

It is advisable to tie long hair back and to regularly check your child for head lice. Leaflets and guidance on prevention and treatment of lice are available from our Reception Area.

Please let us know if your child has any medical condition, ailment or allergy.

Our Curriculum

The children in our Reception Class follow the 'Early Years Foundation Stage Curriculum'. This curriculum caters for all children up until the end of the Reception year. The Foundation Stage Curriculum is divided into seven areas of learning, for the purposes of planning and assessment. There is more information about these different areas of learning at the end of this handbook.

We are guided by the children's interests and, in addition to this, we also have key topics (such as 'Autumn' or 'Fairy Tales') which are adapted to stimulate the children's curiosity and encourage them to develop new areas of interest. Newsletters giving information about these topics are sent out on a termly basis.

Our Ethos

We are very proud of our Foundation Stage Unit and we have a strong Foundation Stage Team. The team meet on a weekly basis to plan together and to discuss the next steps for the children. Planning is based on the children's own interests and so varies from year to year. We are a play-based setting and advocate open-ended play. Our staff are flexible and responsive to the children's needs – sometimes we are needed right in the thick of activities to model and coach, or to develop communication and negotiation skills. At other times, our involvement might send the wrong message – that we don't value or trust what the children are doing. It is important that we have a balance and that we recognise when to get involved in the children's play. Some of the strategies that we use include the following:

- we recognise the children as individuals with differing needs that change over time;
- we get down to the child's level;
- we are interested, open, relaxed and smiling;

Our Mission: 'To develop responsible, independent individuals who love learning and have the knowledge and attitudes to be successful in an ever changing world'.



St. Lawrence Primary School



Reception Class Information

- we take time to observe so that we can find out what the children are playing and what their roles and intentions are;
- we consider whether we need to enter the play and for what purpose (for example, offering suggestions, introducing new ideas and vocabulary, managing noise or behaviour, extending the activity through additional resources, or negotiating entry for another child);
- we allow the children to lead the play;
- we ask open-ended questions, or make relevant comments during interactions;
- we try not to direct the play to our own learning agenda; instead we are alert to the qualities of play, and to the knowledge and skills that the children are using and applying.

Certainly, there are times when there are more structured sessions in the day – such as our Phonic sessions, Maths sessions, Story Time sessions or Music session, to name a few – but we have a balance of structured sessions alongside our free-flow, child-initiated, play-based sessions.

Relationships with parents are very important to us; indeed, we believe that this is the most important factor in ensuring that your child is happy and successful at school.

Snacks and Lunch

Children have the opportunity to eat a mid-morning snack (provided by parents) after their playtime. Please could you ensure that the snack is nut-free, in accordance with our school policy. We have a number of children in school who are allergic to nuts.

Lunchtime takes place between 12pm and 12:30pm in the school hall. The children are given half an hour to eat their packed lunches and then half an hour of playtime afterwards. The children are supervised by Lunchtime Supervisors whilst eating their lunch and outside during the playtime session.

Please could you provide your child with a named water bottle (to be taken home and refilled on a daily basis). This should be **in addition to** the drink in their lunchbox as the named water bottle is kept in the classroom and children do not have access to their lunchboxes until lunchtime.





St. Lawrence Primary School



Reception Class Information

Clothing

We encourage outdoor activities as much as possible and so a coat, gloves and hat are required in colder weather and a sunhat in warmer weather. Wellington boots are also necessary (normally these are kept in school). We provide all-in-one wet weather suits for muddier activities.



Please name all items of clothing !

Reading Folders / Uniform

We provide the children with a green reading folder on their first day at school and request that parents use these folders (the larger ones that are on sale do not fit into the children's drawers). Our uniform is available to purchase from JSSK and the uniform policy is on our school website. We also have a pre-loved uniform rail in our main Reception Area which parents are welcome to help themselves to.

Foundation Stage Unit

During the afternoon session, from 1:15pm, the Reception Children will integrate with the Nursery Children. Both groups of children follow the same curriculum with differentiated activities to cater for individual needs. The children will have access to the Nursery Classroom, the Reception Classroom, the Nursery outdoor area and our Nature Areas around the school. There will always be a member of staff in each area.

This initiative commenced in September 2016 and has proved to be very successful. The staffing during these sessions will consist of a teacher, two Nursery Officers and a Teaching Assistant.

We believe that in setting up a Foundation Stage Unit, the children will have access to a wider range of activities and resources which will then have a positive impact on their learning.

Forest School Activities

We are fortunate to have two trained forest-school practitioners working in the Foundation Stage and we use our outdoor areas as much as possible.





St. Lawrence Primary School



Reception Class Information

Forest School activities take place outside in our Nature Areas. The children undertake a range of practical activities and carry out achievable tasks. The aim of involving children in such activities is to raise their self-esteem, develop their self-confidence, independence, enthusiasm for outdoor learning as well as develop communication and problem-solving skills.

School Website / Facebook Page / Newsletters

We have a Facebook page (*St Lawrence Primary School* – look out for our logo) that we use to inform parents of class activities and diary dates. We also email regular newsletters and have an online emailing system which helps us keep in touch with parents. We have a school website www.stlawrence.sch.je which provides details of our policies amongst other information.

Reporting on Progress

There will be meetings with the Reception Teacher in the Autumn Term and the Spring Term to discuss how your child is settling into the Reception Class.

If you wish to discuss progress at any other time, please speak to your child's Teacher to arrange a mutually-convenient time.

At the end of the Summer Term, you will receive a report outlining your child's development and progress over the year.

Please do not hesitate to contact us if you have any queries or concerns.



A Parent's Guide to the Early Years Foundation Stage

The Early Years Foundation Stage (EYFS) is taught in school nurseries, day nurseries, preschools and Reception Classes and is for children from birth to five years.

Within each of these settings staff will work with your child using play as an important method of learning.

Prime areas of learning and development

The three prime areas below are about children's curiosity, enthusiasm for learning and how to learn and how to form relationships.

Communication and Language Development

Communication and Language Development is about giving children opportunities to experience a rich language environment, develop confidence and skills in expressing themselves and to speak and listen in a range of situations

Physical Development

Physical Development is about providing opportunities to be active, interactive and develop co-ordination, control, and movement. Children are also helped to understand the importance of physical activity and to make healthy food choices

Personal, Social and Emotional Development

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

Specific areas of learning and development

The four specific areas below help with applying the prime areas.

Literacy Development

Literacy Development is about encouraging children to link sounds and letters and to begin to read and write. Children are given access to a wide range of reading materials (books, poems, and other written materials) to foster their interest.

Mathematical Development

Mathematical Development is about 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, spaces, and measures.

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St. Lawrence Primary School



Reception Class Information

Understanding the World

Understanding the World is about 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

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

How children learn

Schools and settings use the 'characteristics of effective learning' when planning educational activities. These are:

- playing and exploring - investigating and experiencing things, and 'having a go'
- active learning - concentrating and not giving up if they encounter difficulties, and enjoy achievements
- creating and thinking critically - having and developing their own ideas, making links between ideas, and developing strategies for doing things.

Early Learning Goals

Your child will make progress in all seven areas of learning through developmental, age-related achievements. This will help them to reach the early learning goals at the end of the school Reception year.

The goals provide schools and settings with an indicator as to whether your child is working within the expected stage of learning and development. Assessments are made through on-going observations and schools and settings will work with you to build a profile of your child's learning journey through the Foundation Stage.

How you can help your child learn

- give your child lots of love and encouragement so they see themselves as confident and capable
- try not to move your child between too many settings as consistency of care and education is very important for young children
- discover what your child likes and dislikes, every child is a unique individual
- share stories, rhymes and songs
- talk to your child, encourage them to ask questions and enjoy discovering new thing with them
- be involved - work in partnership with your child's school or setting. The contribution you make as your child's first educator is key.

Information taken from www.gov.je website

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