The Manor C of E Primary School EYFS Handbook



The Manor CE Primary School

Aspire, Believe, Achieve

Shine like stars in the sky

Philippians 2:15



What is our Intent?

In Reception class we provide a nurturing environment which supports all of our learners to **aspire** to be the best that they can be; as a trusted friend, a valued member of the school community and as a competent learner.

We **believe** that regardless of their starting point and previous experiences in life, that they have the potential to be amazing and 'shine like stars in the sky'. We use the Early Years Foundation Stage framework through the themes of 'A unique child', 'positive relationship' and 'enabling environment' and this underpins our bespoke curriculum.

We believe that given the right opportunities, our youngest learners can develop into resilient, capable, confident and self-assured individuals. We understand that they develop at different rates, have different interests and different home life experiences. By building a strong relationship with home, we can help our youngest learners take the first steps in their school life in the best possible way. We use the Development Matters guidance, together with the Learning Gems and School Values that we have created for our school and this nurtures our pupils to **achieve** their full potential and be the best they can possibly be.

Getting a picture of your child before they start school

We feel that it is really important to find out as much as can about each child before they start school. We have a great link with the local pre-school which is the main feeder setting for the Manor Primary. Before Reception children start school, communication has already started between this setting and other pre-schools. Regular discussions take place between the teacher and manager of the setting if a child or family is going to need support for the transition. Often, these families are met well before the summer so that a relationship can be established.

The school offers a welcome meeting, several story/play sessions and a 'getting to know you' appointment before your child starts school. A phased induction in September is also introduced and this gives us plenty of time to get to know each individual child and carry out assessments so that we have a good understanding of their starting point. The phased induction also allows the child to be welcomed into school gradually so that they feel comfortable and confident in their new community.

A Parent Link Teaching Assistant is on hand to offer support to any family and this sometimes starts before a child starts school, depending on the needs of the child.

Reception pupils are matched up with an older pupil at school so that they have a buddy for the first two years of their school life.

We make lots of opportunities to do things together such as sharing lunch times in the dinner hall, hearing the younger pupils read but most importantly, it creates another support for your child at play time.





Developing the whole child

We aim to develop the whole child socially, emotionally, physically and intellectually. The **characteristics of effective learning** echo the learning gems that we promote at The Manor and these encourage pupils to build the skills needed to be a successful learner. This is at the heart of everything we do in Reception as it helps create a mind growth set and lays the foundations for our competent learners.

The learning gems support the same characteristics as those set out in the table below: **Ruby power**: recognising the qualities of a good learner, **Sapphire power**: developing concentration skills, **Emerald power**: perseverance and learning through mistakes, **Amethyst power**: developing team work skills, **Topaz**: speaking skills and **Diamond power**: solving problems independently.

The curriculum of the EYFS underpins all future learning by promoting and developing learning across the seven areas of development:-

- Personal, social and emotional development
- Communication and language
- Physical development
- Literacy
- Mathematics
- Understanding the world
- Expressive Arts and Design.

Characteristics of Effective Learning

Playing and exploring - engagement

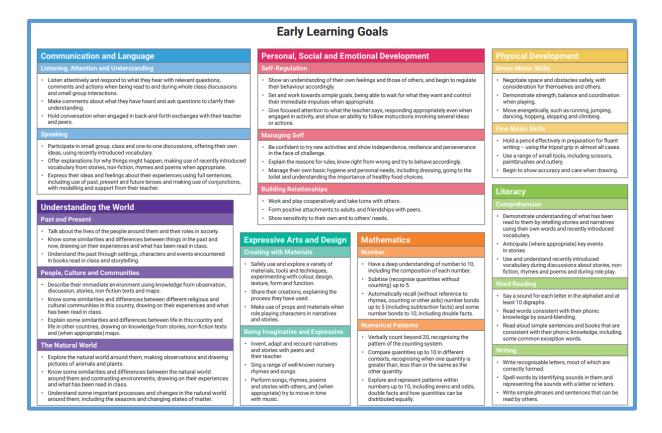
Finding out and exploring Playing with what they know Being willing to 'have a go'

Active learning - motivation

Being involved and concentrating Keeping trying Enjoying achieving what they set out to do

Creating and thinking critically - thinking

Having their own ideas Making links Choosing ways to do things



Our curriculum planning reflects key learning in all of above areas but is flexible enough to allow children's interests to be taken into account.

We start the year by focusing on ourselves and our place in the world. We help children establish an identity and to know that are valued.



We make new friends, are introduced to our older buddies and have lots of opportunities to play and socialise with them so that we feel that we belong to the school community.

We explore the key seasons across the year so that pupils have an understanding of how their immediate environment changes and we do some of this through Forest skill sessions.



Additional childhood experiences we want every Reception pupil at The Manor to have as they grow and develop in an ever-changing, technological world. These will include:

- A visit to the pantomime
- Climb a tree
- Make mud pies
- Walk around the local area and visit the shops who are the people working there and what do they do?
- Grow their own vegetables and eat them
- Experience travelling on different modes of transport (eg boat, bus..)
- Build a den
- Use a saw
- Cook something tasty
- Perform in front of an audience
- Watch a creature develop and grow (eg butterfly, frog)



How do we implement this?

Parental involvement

Parents are informed of the key objectives taught in maths and literacy each term, including phonics so that they can support their children at home. Home learning consists of regular weekly phonic and handwriting activities to embed the new sounds and to help them develop a confident handwriting style. In addition to this, pupils are given termly maths challenges to help them acquire maths skills that are being taught in class.

We offer many opportunities for parents to find out about teaching and learning at school through curriculum workshops, newsletters, topic overviews, 'Evidence Me' online observation platform, parent/carer consultation evenings, and termly profiles.

Teaching and Learning

Teaching staff are trained to observe and facilitate learning.

Learning consists of a variety of whole-class teaching, smaller guided learning sessions and child-led learning where an adult will observe, play alongside and scaffold learning. Children are encouraged to learn independently in small groups as soon as possible and by doing so, they gradually learn the skills needed to be able focus for small amounts of time.



Environment

We plan a learning environment, both indoors and outdoors using materials and equipment that encourage children to explore, transfer skills and develop curiosity. We want children to take pride in their learning environment and take responsibility for using resources respectively, creatively and safely.

Forest school is also part of a regular weekly experience for reception children where they are given opportunities to take risks, learn skills and explore the different seasons first hand.



We want our pupils to love their environment, be proud of it and feel like it is somewhere which sparks imagination and promotes learning.

The school makes full use of the outdoor environment and there is free-flow into a secure outdoor area. Children wear suitable clothing at all times (welly boots and coats for colder weather).

How do we measure the impact?

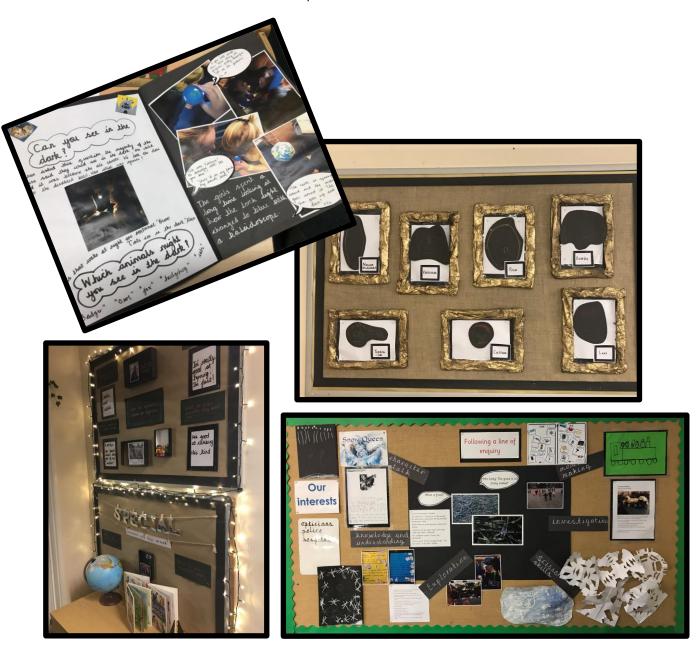
We start your child's learning journey by tracking pre-school data and identifying needs and gaps. We also carry out baseline assessments in the first term and this allows us to determine next steps in a child's learning journey.

Assessments are carried out a further three times across the year so that children's needs are met and early identification is offered. Parent consultation meetings are held twice a year. In addition, parents are met with at other times, if needed, regarding their child's progress.

Children are given termly targets and these are shared in the form of 'profiles' which includes the child's voice.

Recording children's work

Children's work is recorded in a variety of individual books and shared floor books.



We ask for feedback after the children have settled into school to find out how well the school has dealt with the transition and whether anything can be improved for the future.

"The welcome meeting in summer is very useful and well thought out. After meeting the teachers etc and how the school was, really put our minds at rest and less worried."

"The phased induction we felt was just right, slowly introducing the children to school life. It was very well thought out and organised."

"The phased induction went very well. It was not too quick or too prolonged. The half class worked really well to begin with and (my child) felt he got to know you quickly without being lost in the crowd."

"It was lovely to have a chance to get to chat to you both. He felt very special because you were there for him. It worked well at that time in the year."

"The school do an amazing job and we are proud our daughter attends this school."

"For me there isn't any other place better than this. Thank you so much for your great job."

We know that no two cohorts of children are the same. We strive to ensure every child makes better than expected progress from their starting point in Reception so that they are ready for their next chapter of school life in Year 1. We are constantly working on improving the transition from Reception to Year 1 to ensure this is smooth and that the experience is a positive and exciting one for our pupils.

Ultimately, we know that our provision has made an impact on our pupils if they leave Reception class as confident and capable learners ready for Year 1, ready to 'Shine like stars in the sky'.