

Widford Lodge



Learning is fun

Widford Lodge Early Years Foundation Stage Reception Class

Widford Lodge School, Widford Road, Chelmsford, Essex CM2 9AN
Tel: 01245 352581



Reception Information Booklet

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Widford Lodge School Telephone Numbers:

School Office: **01245 352581***

***The office is open: Monday to Friday 800am to 5.30pm**

e-mail: admin@widfordlodge.co.uk

or swhite@widfordlodge.co.uk / jtaylor@widfordlodge.co.uk

Visit our website: www.widfordlodge.co.uk



Introduction

Welcome to the Widford Lodge Reception. We hope that this booklet answers some of the questions you may have about life in Reception. However, if you do have any questions or concerns, please do not hesitate to ask.

The Reception classes are part of the Early Years Foundation Stage which also includes the Pre-School. All children start in Reception in September and spend the year with us before moving into Form 1 and Pre-prep (Key Stage 1).

We aim to make the transition from Pre-School to Reception as smooth as possible and ensure continuity and progression. The first term is all about making new friends, settling into a different routine and exploring.

Be assured that in Reception and throughout the Pre-prep, our main priority is that the children are happy and enjoy coming to school – *only happy children learn!* If ever you feel concerned or worried about **anything** please feel free to make an appointment to talk to your child's teacher.

Mrs Sarah White	Head of EYFS/Reception Class Teacher
Miss Jo Taylor	Reception Class Teacher
Mrs Mandy Cockett	EYFS Reception Learning Support Assistant
Mrs Jacky Brooks	EYFS Reception Learning Support Assistant
Miss Debbie Poston	Joint Head of the EYFS and Pre- School Leader

Important Information Forms

Please ensure you have completed and returned the following forms to school.

- Emergency Telephone Number Form
- Medical/Health/Dietary Form
- Child Information Details Form
- Internet Permission Form
- Parent Authorisation Form
- Photograph and Video Filming Form



These are very important. Please ensure you complete and hand to your class teacher as soon as possible.

The Parent Authorisation form lists any adults (including family members) who have your authority to take your child from the school premises. *You can notify your child's teacher of changes to the list at any time.*

The Emergency Telephone numbers will be used if ever your child is taken ill or has an accident requiring your attention whilst at school. Please ensure that you notify the school immediately of any changes to these numbers.

Allergies

Please advise us of any allergies your child may have.

Under no circumstance should any nut products be brought to school.

Uniform

In the Reception class we are keen to promote smart and tidy pupils who take a pride in their appearance. They must wear the appropriate uniform at all times and we really do appreciate your help in this matter.

IMPORTANT: Blazers and hats are not required to be worn in the Reception class. They are compulsory from Form 1 onwards.

* **These items should be purchased directly from our school outfitters: School Wear Plus, 12 Parkway, Chelmsford, Essex, CM2 0NF.**
Tel: 01245 491170

GIRLS	<p>Winter</p> <ul style="list-style-type: none"> • Grey pleated tunic* • Polo shirt with school badge* • Grey cardigan with school badge* • Grey socks/tights • Plain navy blue anorak • School or similar grey coat (optional)* • School fleece* • Black buckle or velcro fastening school shoes • Grey/blue scarf • Grey, blue or black gloves/mittens • Grey, navy blue woollen hat 	<p>Summer</p> <ul style="list-style-type: none"> • School striped dress* • White long/ankle socks • Grey cardigan with school badge* • Black or navy closed-toed sandals or black buckle or velcro fastening shoes • School sun hat*
BOYS	<p>Winter</p> <ul style="list-style-type: none"> • Polo shirt with school badge* • School jumper* • Grey shorts • Grey school socks (with stripe)* • Plain navy blue anorak • School fleece* • Black velcro fastening school shoes • Grey/blue scarf • Grey, blue or black gloves/mittens • Grey, navy blue woollen hat 	<p>Summer</p> <ul style="list-style-type: none"> • Polo shirt with school badge* • School jumper* • Grey shorts • Grey long/short school socks (with stripe)* • Black or navy closed-toed sandals or black buckle or velcro fastening shoes • School sun hat*

Sports Uniform for EYFS (Reception) and Pre-Prep Boys and Girls

WINTER	<ul style="list-style-type: none">• School tracksuit*• White velcro fastening trainers (outside sports/please no fashion style trainers)• White ankle sport socks (no trainer socks)• School, plain, white cotton polo shirt*
	<p>The EYFS and Pre-Prep do not require any 'rugby' tops, socks etc. These items are part of the Prep Sports Uniform</p>
SUMMER	<ul style="list-style-type: none">• White cotton sports shorts (no emblems or other colours)• School, plain, white cotton polo shirt*• White ankle sport socks (no trainer socks)• White Velcro fastening trainers (outside sports/please no fashion style trainers)• Plain navy blue swimming costume/speedo style trunks (no shorts)• Named towelling dressing gown• Named towel• Named waterproof footwear (e.g. plastic sandals)• Named school swimming caps (for boys and girls)*
	<p>The EYFS and Pre-Prep do not require any 'cricket' tops, socks etc. These items are part of the Prep Sports Uniform</p>

Important:

- PLEASE ENSURE THAT ALL ITEMS ARE NAMED.
- Girls should have their long hair tied back at all times with a grey, blue or white hair band (no fashion items please).
- Boys are expected to keep their hair short and tidy (no gel).
- If taken home, please ensure blue anoraks are returned the next day in case of rainy weather.
- School fleeces should remain at school.
- Children should only wear laces if they are able to tie them.

If your child has forgotten any item of uniform please let the Form Teacher know.

Mrs Sarah White
Head of The Early Years Foundation Stage

The Early Years Foundation Stage



We follow The Early Years Foundation Stage framework from our Pre-School through to the end of the Reception and their transition into the Pre-Prep.

Our approach is thematic and centred around the children learning through play and exploring. We encourage the children to be 'Active' learners using their own ideas and choosing various ways to do things.

The Early Years Foundation Stage is made up of 7 Areas of Learning and Development. There are 3 Prime Areas and 4 Specific Areas.

Prime Areas:

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

Specific Areas

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

Throughout the year we will be collecting evidence of your children's achievements. We do this in two ways; we collect the children's work as evidence and also use an online system to record photographs and comments. Parents are able to contribute to this also and see your child's progress for yourselves. These are available for you to look at and to contribute to. We are required to undertake a baseline assessment of the children as they begin the year and produce a written summary of your child's progress at the end of your Reception year, this is called the EYFS Profile. I will be explaining how this works and how you can get involved on the Phonics, Reading and Assessment Evening on Monday 12th September, 5.00-6.00pm in the hall.

The sheet that follows is a summary of a Parents' Guide to the EYFS Assessment. It provides useful websites and further sources of information if you wish to find out more.

Parents Guide to the EYFS Assessment:



What is the Early Years Foundation Stage?

The Early Years Foundation Stage (EYFS) is how the Government and early years professionals describe the time in your child's life between birth and age 5. It is a framework setting the standards for learning, development and care for children during this period. Nurseries, pre-schools, reception classes and child minders must follow the legal document called the EYFS Framework which can be accessed at: <https://www.education.gov.uk/publications/standard/AllPublications/Page1/DF E-00023-2012>

You can ask for information about your child's development at any time and there are two stages (the "progress check" at age 2, and again at age 5) when the professionals caring for your child must give you written information about how he or she is doing. The written summary of their progress at age 5 is called the EYFS Profile.

We also undertake a 'Baseline Assessment' of the children as they begin their time in Reception. This is a series of assessment tasks that each child attempts individually with their teacher. The results will help to inform teachers where children are and what help and support they require.

As a mum or dad, how can I help with my child's learning?

All the activities that you do with your child at home are important in supporting their learning and development, and have a really long lasting effect on your child's learning as they progress towards and through school. For example, talking, reading, singing nursery rhymes with your child or cooking and baking with them. More ideas can be found at: www.earlyhomelearning.org.uk. Even when your child is very young and is not yet able to talk, you talking to them helps them to learn and understand new words and ideas. Parents often underestimate what they can do to support their child's development. If you feel unsure of what to do at home to support your child's learning, you can find out what is on offer at your local children's centre. Many offer messy play activities which you and your child can join in, and many of the activities they provide are free. Staff can also give you advice about the kinds of books or other activities your child might enjoy at different ages. They can give you ideas on how you can help your child learn.

Where can I go for further information?

You may want to find out what is on offer at **your local children's centre**. Other guidance is provided at www.foundationyears.org.uk. The EYFS statutory framework is available on the Foundation Years website as well as the Department for Education website: www.education.gov.uk/publications

The Curriculum

Reception is part of the Early Years Foundation Stage (EYFS), under which children are taught, assessed and given opportunities to explore through seven areas of learning. These are:

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

The curriculum comprises of both child led and adult led activities and is a natural progression from the Pre-School setting.

There follows a brief synopsis of the curriculum content in each area of learning.

Communication and Language

Speaking and Listening

Class discussions take place frequently. Children will be given opportunities to talk freely about themselves or things that interest them as well as give their opinions on a range of subjects. Activities will include those that enable children to listen with enjoyment, and respond to stories, songs and other music, rhymes and poems and make up their own stories, songs, rhymes and poems.

We consider it very important that all children learn to listen carefully when others are talking and appreciate their opinions.

They are also given the opportunity to present an assembly to the school and participate in the Reception Christmas Play.



Physical Development



The class enjoy weekly P.E, dance, gymnastics, games or swimming sessions, where coordination and control are focused on. This includes working as a whole class, in teams, with partners and individually. (Swimming is dependent on the weather, taking place in the summer term).

Children are given plenty of opportunities to use small and large equipment in and outdoors throughout the day. We have resources which help to improve hand and eye coordination and movement.

Our outside play equipment includes the daily use of the EYFS garden, which has climbing equipment, bikes and scooters.

We teach the children the importance of keeping healthy and how to look after our bodies. We promote hygiene, healthy eating and exercise.

Personal, Social and Emotional Development



Personal and Social Development (including P.H.S.E-Personal, Health and Social Education)

We work hard to help children develop a positive sense of themselves and others, respect, social skills and a desire to learn by using the tools and resources in their surroundings. We endeavour to promote an environment that supports children's emotional well-being by creating a caring, secure environment. We incorporate SMSC into our teaching and learning, this stands for **spiritual, moral, social** and **cultural** development. All schools in England must show how well their pupils develop in SMSC.

Spiritual: Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.

Moral: Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views.

Social: Investigate social and moral issues; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; promote the fundamental 'British values' of democracy, the rule of law, liberty, respect and tolerance

Cultural: Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity.

Literacy

Reading

Learning to read is a main priority of our Reception curriculum. The enjoyment of books and reading is seen as the key to the progress of a child's reading development. A **Reception Information, Phonics, Reading and Assessment Evening** is held during the first term for all parents.

Strategies used to promote and develop their reading skills include:

- Regular reading sessions with the teacher or teaching assistant
- Reading diaries-a record of daily school and home progress
- Library time
- Learning the letter sounds (Phonics daily sessions)
- Identifying sounds in words/blending
- Recognising High Frequency and Tricky words
- Spelling tricky words



Writing

The development of writing skills is a carefully structured process. We aim to instil an enjoyment of writing and an understanding of the many purposes for which writing is used:

Many strategies are used to develop writing skills and they include:

- Author Studies, including authors such as: Eric Carle, Pat Hutchins, Lynley Dodd, Mick Inkpen, A.A. Milne, and Julia Donaldson.
- Letter formation practice
- Tracing and copying letters/words
- Letter strings practice
- Grammar-Understanding of sentences, full stops and capital letters
- Forming own, simple sentences with help – ‘best sound writing’ using the alphabet sounds and initial blends taught.



It is important to remember that children progress at different rates and that writing independently is a skill that individuals achieve at varied times.

Mathematics

We follow the Reception class stage of the 'Abacus' Mathematics scheme. In following this, they study blocked units during the course of the year, including;

- Sets-recognising differences in quantity when comparing sets
- Number patterns/sequencing
- Numbers to 30
- Estimation
- Money
- Addition
- Subtraction
- Sharing
- Interpreting data
- 2D and 3D shapes
- Measurements
- Time
- Capacity
- Problem solving and investigations
- Number related language to describe position and compare quantities



Understanding the World

Understanding the World is a very practical and enjoyable subject where the children are encouraged to be enquiring and ask questions as they work. We aim to build upon their natural curiosity to develop an enthusiasm for learning.

They will acquire knowledge and skills during their Understanding the World work, which is usually taught as "topics". Topics in the past have included:

- Myself and Others
- Festivals
- Animals and minibeasts
- Our senses
- The Weather
- Journeys
- Growing plants from seeds



Opportunities are provided in the class to use technology, including computers, I-pads, SMART boards, cameras, telephones, cd players, remote controls and robots. All children take part in weekly sessions in the computer suite.

Expressive Arts and Design

Every child's creativity needs to be extended, we provide support for their curiosity, exploration and play by using the materials and resources to allow them to effectively explore opportunities and share thoughts, ideas and feelings. This includes activities related to art, music, movement, dance, imaginative and role-play activities, mathematics and design and technology.

The nature of the EYFS is all about exploring children's ideas and using these to promote learning through activities inside and outside.



Other subjects taught as part of the Reception curriculum may include:

- Oral French with Mrs K. Beardsworth
- Music with Mrs J. Parkin

Homework

Children in Reception are given phonics and reading homework each night.

Weekend homework will usually consist of an activity that will consolidate skills or concepts taught during the week at school.

The 'All About Me Book' is to be filled in throughout the year at home, adding photographs, drawings, recording memories and achievements. The children bring these to school and share their family news and events.

Parents are encouraged to help their children with their homework by dating and signing their child's Reading Diary, which will come home every night. It is also helpful for teachers to know how much assistance has been given during weekend homework tasks.



Assessment and Reports

The children are assessed by a continual method throughout the year. The EYFS has its own assessment process which is matched to the seven areas of learning. Throughout the year class teachers and support assistants will observe, collect evidence and record anything that shows children are independently demonstrating skills. During the first few weeks, we undertake 'Baseline Assessments' to accurately assess where children are starting from.

The Early Years Profile of Evidence now requires parents, carers and other professionals to help provide evidence of children's achievements and development. This will be explained further during the Induction Parents' Evening in June.

Children develop and achieve at different stages, there is no right or wrong way, it is down to individual progress and is not competitive. When the children progress into Pre-prep (Key Stage 1) they will continue to work on the Development Matters and then progress onto the Key Stage 1 curriculum.

Parents will receive a report at the end of the Autumn and Summer terms. These comment upon the progress your child has made in the seven areas of learning and outline targets for next steps.

Parents and Information Evenings

There are three Parents' Evenings each year. The first is an Information Sharing Evening during the first term, which is held as an informal drop in. This gives you a chance to come into the classroom, look at your child's learning journal and talk to EYFS staff. The second, during the Spring Term, is to discuss overall work and progress. This is a formal evening, for which appointments are made to discuss your child with the class teacher. At the end of the Summer Term there is a formal meeting with the class teacher to discuss the Foundation Stage Profile results and discuss next steps for Form 1.

Those children who are new to the school will have a 'Home Visit', during the term before they join Widford Lodge, by Mrs White or Miss Taylor. Those children who are already in the Pre-School will have been visited by Mrs Kim when they first joined.

Early Birds and Late Stay

Early Birds is held in Henry's House and Late Stay is held in the Pre-School until 4.15pm and then in the Mathematics Room in the Main School from 4.15 to 5.30pm.

Late stay runs from 3.15-5.30pm at a cost of £5 per child per session. There are three sessions: (3.15-4.00pm) (4.00-4.45pm) (4.45-5.30pm). If you wish to use this service you may book it on the day.

Children **must** be taken to Early Birds if they arrive at school before 8.30am. A teacher is on duty to supervise and register each child. This ensures we are aware of every child in school in the case of an emergency.

Similarly, when necessary any child is able to stay later. Please notify the Reception teacher of this. At 3.15 p.m. the children eat their Late Stay snack.* At 3.25 p.m. they will be taken to Late Stay. They can be collected from Late-Stay at any time.

* Please send in a healthy Late Stay snack for your child to enjoy. **Crisps and chocolate are not allowed.** Fruit and sandwiches are popular choices. **Under no circumstance should any nut products be brought to school.** Drinks are provided.



Going Home

We **never** allow a child to leave the school with anyone unless they are listed on the Parent Authorisation form or their parents have previously informed us. **Parent Authorisation forms need to be updated as your needs change. Please see the teacher in charge.**

Each morning teachers will ask who is picking up children and at what time.

If there is to be a change in the usual collector of a child we ask that you inform the child's teacher in the morning or ring the school office

At the end of the day children should not play on the Pre-Prep lawn (by Reception classrooms), in the woods or on the school play equipment as these facilities may be used for clubs or lessons.

As a courtesy to the Prep school who are still working, we request Reception children leave school in a quiet manner, **walking down the drive with their parents.**

Please note Widford Road can be very busy so children and parents **must** always apply road safety strategies when leaving school.



The School Day*

8.45 a.m.	Registration/Assembly Learning Time
10.00 a.m.	Snack time
10.35 – 11.00 a.m.	Playtime Learning Time
11.45 a.m.	Lunch
12.30 – 1.10 p.m.	Playtime Learning Time
2.30 p.m.	Snack time
3.00 p.m.	Story or Circle time
3.15 p.m.	End of school
3.15 – 5.30 p.m.	Late Stay (until 5.30 p.m.) There is a charge of £5.00 per session: (3.15-4.00pm) (4.00-4.45pm) (4.45-5.30pm). Sessions should be pre-booked the week before.

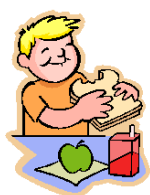
* Some variations do occur and a more detailed timetable is sent home at the beginning of each term.

Lunch

All children stay for lunch. We see this as quality time for children to talk with their teachers, teaching assistants and each other. Children are encouraged to use their knives and forks correctly. They will be offered vegetables and fruit and encouraged to try new tastes.

A menu for the week can be found on the Reception and main notice boards.

If your child has any medical dietary requirements please let your child's teacher know as soon as possible.



Snack Time

Children are permitted to bring a piece of fruit or a small healthy snack (NO NUTS) into school for first break. This is to be kept in a labelled bag and placed in our snack box. We provide a healthy snack for the afternoon break time. Drinking water is available at all times, however we also ask that children bring a labelled water bottle. Children may choose milk for their first break drink, there is a small charge for this which is added to your bill.

Book bags and Games bags*

You will receive a blue book bag (reading folder) for your child to carry their reading books and other homework. You will also receive a blue string games bag, which will be used to carry all of your child's games and swimming kit. Other bags are not required. *Please ensure that these bags are marked clearly with your child's name.*

A small charge for these items will be added to the school bill (£7.00).

* These may have already been supplied by Widford Lodge Pre-School.



The School Diary

The Reception classes are very much involved in many of the special occasions and events that take place during the school year.

For example:

- European Day of Languages
- Harvest
- Remembrance Day
- Advent – Christmas Plays
- Family Group Events – Raising money for charity
- Easter
- Special Theme Week ‘Go Create’ in the Summer term
- Prize Giving and Sports Day

All events, including those that directly involve the Reception children are listed on the website.

Parents and friends are warmly invited to school events.

Trips

The Reception classes have at least two trips each year, which may include a pantomime, theatre trips etc.

You will be informed of all such trips well in advance.

Please check packed lunches do not contain nuts (or traces of nuts).



Clubs

Reception children will be given the opportunity to join a club in the Summer Term. There are a selection of teacher-led clubs available. If you are unable to attend a session, please inform your class teacher.

Birthdays



Children may bring in a ‘treat’ to share on their birthdays (no nuts or products with nut traces please).

Absences

If your child is absent from school, we kindly ask that you telephone the secretary before 8.45 a.m. and provide a note for the class teacher upon their return. Children suffering from vomiting or diarrhoea should not return for 48 hours.

If your child has a medical appointment during school hours we ask that you send a note to your child's form teacher in advance.

We strongly discourage any absence from school due to holiday arrangements. Teachers will NOT provide extra work to accompany any absences due to holiday arrangements.

On these rare occasions parents must make their request in writing to the Headteacher and class teacher. The forms are available from the school office.



Medicine

Parents must give all prescription medicine, written instructions and permission to class teachers at the start of the day so it can be stored safely. Please fill out medical forms in the green medical folder, which is kept in the classroom. Asthma pumps, EPI Pens and JEXT Pens are to be labelled and kept at school.

Toys

We request that toys and stickers **are not** brought into school unless requested. We appreciate that some children may require a toy/item for added security in the first few weeks of school. If this is the case please talk to the Reception teacher first.

Sun Protection

A school sun hat is required in the first and third terms. Sun block should be applied before the children arrive at school.



Thank you for reading this booklet.

