

Widford Lodge Early Years Foundation Stage Reception Class

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



Reception Information Booklet 2021

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Widford Lodge School Contact Details:

School Office: **01245 352581**

The office is open:

Monday to Friday 8.00am to 5.30pm

e-mail: admin@widfordlodge.co.uk

or shilton@widfordlodge.co.uk

Visit our website: www.widfordlodge.co.uk



Introduction

Welcome to the Widford Lodge Reception class. We hope that this booklet answers some of the questions you may have about life in Reception class. 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. If ever you feel concerned or worried about **anything** please feel free to make an appointment to talk to your child's teacher as they are the designated key person for the Reception children.

Mrs Stacy Hilton

Reception Class Teacher

Mrs Jacky Brooks

Learning Support Assistant

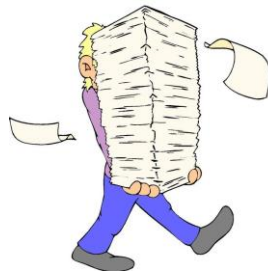
Miss Debbie Poston

EYFS and Pre- School leader

Important Information Forms

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

- Data Collection and Medical Form
- Pupil Information Details Form
- Internet Permission Form
- Parent Authorisation Form
- Media Permissions Form
- Parent Agreement
- Residency Form



These are very important, please ensure you complete and return them 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 may wish to notify your child's teacher of changes to the list at any time.*

The emergency telephone numbers will be used if 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 via the SIMS Parent App/Website.

We like to send you photographs of the children throughout the year and also to include class and group photographs in our newsletter and on our private twitter account. If you have reservations about giving approval for this on the form we have sent you please discuss these with us before you circle "No" as this does make things challenging logistically and your child would have to be left out of some photos and records of their time with us.

Allergies

Please advise us of any allergies your child may have. Under no circumstances should any nut products be brought to school.

Uniform

In the Reception 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: No blazers or hats are required in the Reception class

* Please purchase these items directly from our school outfitters:

Schoolwear Plus
Unit 1
The Bringy Centre
Chelmsford
Essex
CM2 7JW Tel. 01245 491170

GIRLS	<p>Winter</p> <ul style="list-style-type: none"> • Grey pleated pinafore dress* • Polo shirt white with teal trim with school logo* • Grey cardigan with school badge* • Grey socks/tights • Raincoat Navy Blue • Plain grey/black/navy coat • School fleece* • Black buckle or velcro fastening school shoes • Grey or blue gloves/mittens • Grey or blue woollen hat 	<p>Summer</p> <ul style="list-style-type: none"> • School striped summer dress* • White long/ankle socks • Grey cardigan with school badge* • Black buckle or velcro fastening shoes • School sun hat*
BOYS	<p>Winter</p> <ul style="list-style-type: none"> • Polo shirt white with teal trim with school logo * • Grey school jumper with teal trim* • Grey shorts • Grey school socks (with stripe)* • Raincoat Navy Blue • Plain grey/black/navy coat • School fleece* • Black velcro fastening school shoes • Grey or blue gloves/mittens • Grey or blue woollen hat. 	<p>Summer</p> <ul style="list-style-type: none"> • Polo shirt white with teal trim with school logo * • Grey school jumper with teal trim * • Grey shorts • Grey long/short school socks (with stripe)* • 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 style="text-align: center;">The EYFS and Pre-Prep do not require any Rugby tops, socks etc..</p> <p style="text-align: center;">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) <p style="text-align: center;">The EYFS and Pre-Prep do not require any cricket tops, socks etc..</p> <p style="text-align: center;">These items are part of the Prep Sports Uniform</p>

Important:

- PLEASE ENSURE THAT ALL ITEMS ARE NAMED.
- Pupils should have their long hair tied back at all times with a grey, blue or white hair band (no fashion items please).
- Pupils are expected to keep their hair short and tidy (no gel).
- If taken home, please ensure raincoats are returned the next day in case of rainy weather.
- School fleeces should remain at school.
- Earrings cannot be worn for any PE Lessons
- 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.

The Early Years Foundation Stage



We follow The Early Years Foundation Stage framework from our Pre-School through to the end of the Reception year.

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 we also use an online learning journey which observations, in the form of comments and photos, are added to. We encourage parents to participate in sharing their child's progress by adding parent observations to their child's online learning journey as well as sending in WOW moments to celebrate their child's successes. 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 the Reception year; this is called the EYFS Profile. I will be explaining how this works and how you can get involved in the hall at the Parent Information meeting on 5th July 2021.

The page 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.

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. 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 a wealth of information online. Many libraries offer story and rhyme time sessions that you and your child can join, and many of the other literacy 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.

You can support and share your child's learning at home by reading and doing phonics activities with your child every night. We feel it is also important for you to read good quality texts to your child to promote the development of their vocabulary and understanding thereof.

A homework letter is sent out to all parents on a Friday. It outlines activities for parents to do at home with their child to support their learning.

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

The following is 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 Festive Play.



Physical Development

The class enjoy twice weekly P.E, dance, yoga, gymnastics or games lessons during which a focus is placed on coordination and control. These lessons involve children working as a whole class, in teams, with partners and individually.



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

Our outside play equipment includes the weekly 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, including good oral hygiene. We promote hygiene, healthy eating and exercise.

Personal, Social and Emotional Development



Personal and Social Development includes P.H.S.E.E (Personal, Health, Social & Economic Education)

At Widford Lodge we promote wellbeing alongside academic achievement. We work hard to help children develop: a positive sense of themselves and others; respect; social skills; a desire to learn by using the tools and resources in their surroundings. Where the relationships between wellbeing and learning are recognised and developed, children thrive.

We endeavor to promote an environment that supports children's emotional well-being by creating a caring, secure context. PSHEE makes an invaluable contribution to our spiritual, moral, cultural and social development as well as enhancing personal development and behaviour. We follow the Jigsaw mindful approach to PSHEE, it is a progressive and spiral scheme of learning.

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 cultural 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 in the first term for all parents.

Strategies used to promote and develop their reading skills include:

- Regular reading sessions with the teacher or learning support 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



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 and Julia Donaldson
- Letter formation practice
- Letter strings practice
- Spelling tricky words
- Grammar - understanding of sentences, full stops and capital letters
- Forming own, simple sentences using known phonics sound knowledge as well as tricky words learnt.

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 White Rose Maths Scheme with the support of other planning documents or schemes of work, such as Abacus, NCETM and NRICH. 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 and celebrations
- Traditional tales
- How times have changed
- Journeys
- Famous People
- Famous Artists
- Dinosaurs
- Space
- Growing



- The weather and seasons
- Land and sea animals
- Minibeasts
- adventures

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

Expressive Arts and Design

We aim to extend every child's creativity needs. 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 include:

- French and sessions with a specialist teacher
- Music with a specialist teacher

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 and 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 the level to which a child understands as well as how much assistance has been given during weekend homework tasks.



Assessment and Reports

The children are assessed continually 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 Learning 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 Information Evening in September.

Children develop and achieve at different stages and 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 reports comment on the progress your child has made in the seven areas of learning, and outline targets for next steps.

Special Educational Needs in the EYFS

We believe that all children at Widford Lodge should have the opportunity to achieve their full potential. Therefore it is essential for us to understand the differences and individual needs of all children - including those with English as an additional language. In the EYFS, staff work with the SENDCo to help identify and support all children who may have an additional need or learning difference. (Please see the Special Educational Needs Policy for further information).

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 Journey 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 another opportunity to have a formal meeting with the class teacher to discuss the Foundation Stage Profile results and discuss next steps for Form 1.

Before joining the class, those children who are new to the school may have a home visit by the Reception class teacher. Those children who are already in the Pre-School will have been visited by Mrs Kim when they first joined.

Part-Time Option

From September 2019, we have given parents the option for their new Reception child to start part-time. All children will attend school every morning but parents who would like their child to start part-time have the option of picking up each day at 11.45am. We anticipate few parents will take this option, full fees will still be payable. However, if your child is anxious or unsettled about starting school it might be an option for parents to consider. This option will be for a maximum of 6 weeks. After the initial half term (November onwards) all children are required to attend full-time. Please email Mrs Hilton by 7th June 2021 if you would like to take the part-time starting option.

Early Birds and Late Stay

Early Birds is held in the Pre-School. Children **must** be taken to Early Birds if they arrive at school before 8.30am. The staff on duty will supervise and register each child. This ensures we are aware of every child in school in the case of an emergency. Early birds is only available for working parents who require childcare before 8.30am.

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 to 5.30pm at a cost of £5 per child per session. There are three sessions each day: (3.15 to 4.00pm) (4.00 to 4.45pm) (4.45 to 5.30pm). If you wish to use this service you must inform the teacher on the day and make payment via SIMS Pay prior to your child attending.

At 3.15p.m. the children eat their Late Stay snack.* At 3.25p.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 Parents' Authorisation form or their parents have previously informed us. **Parents' 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 (normal time or Late Stay). 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 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
10.15 a.m.	Snack time
10.25 – 10.45 a.m.	Playtime Learning Time
11.55 a.m.	Lunch
12.20 – 12.50 p.m.	Playtime Learning Time
3.00 p.m.	Story or Circle time
3.15 p.m.	End of school (late stay snack)
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).

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

Lunch

We see lunchtime as quality time for children to talk with their teachers, Learning Support 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 'From the Study' newsletter and on the school website.

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

Snack

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/tupperware and placed in our snack box. Drinking water is available at all times; however we also ask that children bring a labelled water bottle.

***Book bags**

You will be provided with a blue book bag (reading folder) for your child to carry their reading books and other homework. Once you have a SIMS pay account you will be asked to pay a small fee for this.

* Children in the Pre-School may have already been supplied with a school book bag.

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
- Festive 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 school website. www.widfordlodge.co.uk
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, farm trip etc.

You will be informed of all such trips well in advance and asked to make payment via our online SIMS Pay facility.

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 your child is unable to attend a session, please inform your class teacher.

Birthdays



Children may bring in a 'treat' to give to their friends on their birthdays (no nuts or products with nut traces please).

Absence and Emergency Procedures for Missing Children and Children Not Collected

If your child is absent from school due to illness, please ensure that you telephone the school office before 8.45 a.m. Children suffering from vomiting or diarrhoea may not return for 48 hours.

If your child has a medical appointment during school hours we ask that you complete an absence request form in advance for approval by the Headteacher. These are available from the school website or from the entrance hall just inside the front door.

In the event that your child is absent from school and the office have not heard from you by 8.45am, a strict procedure is followed to ensure that we speak to a parent promptly to establish a reason for the absence. We are required to have a minimum of two emergency contact phone numbers to help with this. Our follow up procedures for such eventualities, along with the action we are required to take if a child is not collected from school or in an emergency such as a child going missing, are detailed in our Absent or Missing Child or Non Collection Policy, which is available on our school website.

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

Complaints

We hope that we can work together to resolve any concerns you may have, and ask that you discuss these with us straight away. However, we do have a complaints policy which is available on our website and this outlines the procedures we follow, including how you can contact Ofsted if you believe we are not meeting the EYFS requirements.

Medicine



Parents must give all medicine, written instructions and permission to class teachers at the start of the day so they 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 must 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. Please apply sun block before the children arrive at school.



SIMS Pay & SIMS Parent

We use SIMS Pay, an online payment portal for collecting parental consent and payment for trips, clubs and some equipment.

We use SIMS Parent to enable parents to maintain and update details for their family such as addresses, phone numbers and medical conditions. Further information is provided in a separate guide.

Thank you for reading this booklet.

Please email Mrs Hilton if you have any further queries.

shilton@widfordlodge.co.uk

Have a wonderful summer holiday; we look forward to seeing you on Tuesday 7th September 2021.

