



Welcome to Reception

Information for Parents

2023-24

LEARNING FOR LIFE



Wellington
PREP SCHOOL



Nia



Wellington
PREP SCHOOL

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1. Our Aims and Objectives

We aim to provide an education of exceptional quality which promotes the highest possible standards of teaching and learning.

This is achieved by:

- Practitioners and parents who work together to develop children's confidence, well-being and achievement; providing an environment in which all children feel secure and valued;
- Practitioners who have a wide understanding of how children develop and learn during these vital formative years;
- Approaches to learning which include playing and exploring, active learning and creative and critical thinking;
- A carefully planned curriculum which helps all children to make good progress across the Early Learning Goals.

2. Learning through Play

Wellington Prep School's Early Years practitioners have a crucial role in:

- supporting children's learning through planned play activity;
- extending and supporting the children's spontaneous play;
- extending and developing children's language and communication skills in their play.

We believe that with effective adult support, children playing in a secure environment can:

- explore, develop and represent learning experiences which help them make sense of the world;
- practise and develop ideas, concepts and skills;
- learn how to control impulses and understand the need for rules;
- learn to co-operate with others as they talk or rehearse their feelings, and take risks;
- think creatively and imaginatively;
- communicate with others as they solve problems and investigate;
- express fears or re-live anxious experiences in controlled and safe situations.

In order to meet all the children's diverse needs and make the best possible progress, Wellington Prep School's Early Years specialist practitioners will:

- plan opportunities in ways that build upon and extend children's knowledge, experiences, interests and competencies, and develop their self-esteem and confidence in their ability to learn;
- use a wide range of teaching strategies based on children's learning needs;
- provide a wide range of opportunities to motivate, support and develop children and help them to be involved, concentrate and learn effectively;
- provide a safe and supportive learning environment, free from harassment, in which the contributions of all children are valued and where racial, disability and gender stereotypes are not tolerated;
- use materials and resources which reflect diversity and are free from discrimination and stereotyping;
- plan challenging opportunities for children whose abilities and understanding are in advance of their language and communication skills;
- monitor children's progress, identifying any areas of concern and taking action to provide support if necessary.



3. The Areas of Learning and Development

There are seven areas of learning and development that shape the children's learning. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning. These three **prime** areas are:

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

Children are also supported in four specific areas, through which the three prime areas are strengthened and applied. The four **specific** areas are:

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

Our curriculum involves activities and experiences for children as follows:

- **Communication and language** development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.
- **Physical development** involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control and movement, an effective pencil grip, use a wide range of small tools and demonstrate strength, balance and co-ordination when playing. Children must also be helped to understand the importance of physical activity and to make healthy choices in relation to food.
- **Personal, social and emotional development** involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups and to have confidence in their own abilities. Children are encouraged to manage their own basic hygiene and make healthy food choices.
- **Literacy development** involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.
- **Mathematics** involves 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.
- **Understanding the world** involves 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** involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.



4. Assessment and the Learning Journey

We follow the Statutory Framework for the Early Years Foundation Stage, which is mandatory for all Early Years providers. We follow the new framework from September 2021.

Assessment is a continuous process.

We use the Early Years Foundation Stage Profile to keep a record of your child's progress in all areas of their development. This is kept with your child's '**Learning Journey**'; a working document showing your child's progress across the seven areas of the Foundation Stage Curriculum. It contains photographs and observations of activities your child has participated in. We use **Evidence Me** computer software to collect and store the information. We would encourage you to contribute to your child's records by completing the small '**Wow**' leaves (available under the parent's information board) or providing us with any photos or certificates you'd like to be included. Please hand in to one of the members of staff who will add it to your child's Learning Journey. You may have access to your child's records and school policies on request.

We also carry out **observations** of children, assessing their learning and development. This information then informs our planning.

The children also have their own **Special Writing Book** which they make a contribution to each term. In here you can see the progress they are making in writing.

We operate an open door policy and are always available to discuss your child's progress. There are opportunities for more formal discussions at our parents meetings.

5. Staffing, Premises and Security

Reception is staffed with one full-time Reception Teacher (Mrs Wheller) and a full-time Teaching Assistant.(Mrs Jenkins)

The Reception area has two connecting rooms. Both rooms have toilets and hand-washing facilities. The rooms are well-equipped with a range of stimulating resources and activities. There are outside areas leading from both classrooms allowing the children to learn through outdoor activities all year round.

The following is a list of systems in place ensuring the security of the School premises and hence the children's safety:

- Health and Safety policy
- Controlled magnetic gate entrances with camera security control
- Keypad controlled main entrance
- Children/parents register on arrival
- Formal class register at 8.25am and 1.00pm – A call is made to the parent/guardian if a child is absent and we have not been informed.
- Staff register via in/out board outside office
- Afternoon 'signing in/out' register – Children are handed over to the specified adult collecting them.
- A telephone call is made to the parents before a child is collected by someone other than that named on the 'signing in/out' register.
- All visitors enter via school reception and are required to sign in/out and wear a visitor's badge. Visitors are detailed on the staff communication board on a daily basis.



6. A Typical Day in Reception

- School is open from 8am for those requiring an early start. Children have a free-flow play session until 8.40am when we sit down for registration. We ask that children have arrived by 8.25am so that we can all begin the day together.
- Following registration and morning play there is usually a Literacy or Mathematics input, followed by a structured activity. This is soon followed by self-chosen activities such as 'small world' play, sensory activities or role play and adult-led activities which could include cooking or a creative activity. Activities take place inside and out.
- Snack and Morning Play – Children are provided with a small healthy snack and milk before going out to play. All children have their own named water bottle which is sterilised regularly. They have access to these at all times during the day.
- Assembly – There are various assemblies the children may attend during the week: Head's Assembly and Celebration Assembly. These usually last 15 minutes.
- At certain times during the week the children will go to the Music Room where they will be taught by a Music Specialist (Mrs Shaw).
- Lunch and Play - Reception children eat their lunch in the hall with the Nursery and Yr1/2 children. They sit with their class. Children are supervised and encouraged to maintain good table manners and the correct use of a knife and fork. Most children who have school lunch enjoy the range of food offered. If your child is consistently not eating very much, we will discuss this with you.
- The afternoon session starts at 1pm with a short input, often topic related. Children then progress to a variety of topic and free-flow activities.
- Afternoon play
- The school day usually finishes with a story or singing and the children organise their belongings ready to go home at 3.30pm. Parents wait outside the Gruffalo trail door to collect their child. Please ring the bell on arrival.

P.E.

Please ensure each item of clothing is clearly labelled. At the beginning of term you will be given a timetable indicating the days when PE kit is required.

Children will need to dress and undress independently. The children will swim in the summer term.



7. Book bags

Your child should bring his/her book bag in to school every day. It is used to carry his/her reading book and diary, library book, speedy sounds and keyword cards. You will need to check inside it every evening as letters/invitations/pictures etc get put in on a regular basis.

Reading books

Children take a reading book home on a daily basis. Please try to find 5-10 minutes most days to read with your child and enjoy the books. Use the reading diary to keep a record of books shared. The following morning we will hear your child read and change your child's book.

Library books

Children are timetabled to visit the library once a week. They choose a book which they then take home to share with you. Please return the book to school on library day, as indicated on the timetable.

Speedy Sounds

Sheets showing the sounds and letter formation we have been learning in school will come home on a regular basis. If your child is willing, please practise them. Remind them to hold their pencil and form letters correctly as indicated (there is a little rhyme they say that goes with each letter).



Keyword cards

These are high-frequency words that your child will learn to read by sight. The 'Tricky words' are those which cannot be read by sounding out. Please practise reading them with your child – little and often is usually best.

8. Food in school

The children have a choice of bringing in packed lunches or having school lunches. If packed lunches are preferred we do recommend they are healthy and provide a balanced diet. We do not allow sweets in packed lunches. There is no access to fridges and hence recommend including an ice-pack in hot weather. You will receive a school menu to complete.

Children are given a drink of milk and fruit each morning. A small snack and drink are also provided in the middle of the afternoon. Occasionally children will bring in birthday cakes to share or we may give the children a treat such as chocolate biscuits or pop-corn. We always check medical details for allergies prior to giving food. Please list the ingredients on any homemade cakes. **We are a nut-free school.**

Children always have a snack at Forest School which is often more adventurous. We have toasted marshmallows, crumpets, nettle soup, hot dogs, garlic bread....etc!

9. Communication with Parents

- **Knowing what your child is doing in school** – You are welcome to come in and look around the classroom to see what your child has been doing at any time. Your child will love giving you a running commentary! (Providing Government guidelines allow this).
- **You may have access to your child's records, progress documents (EYFS profiles) and school policies on request.**
- **Parents' meetings** – You will find the dates in your school calendar and more information regarding appointment times will be given nearer the time. This is an opportunity to discuss your child's progress and their Learning Journeys in more depth.
- **Information board** – A general information board shows the staff, school calendar, overview of the term, weekly timetable and menu plan.
- **Signing In register** – A member of staff will sign your child in each morning on the board. We ask time of collection and adult collecting.
- **Important letters/permission slips** – You will receive as much communication as possible via My School Portal in an effort to minimise the use of paper. Please check this regularly. However, occasionally a letter/permission slip may be put into your child's book bag. Please check daily for such items.
- **School Calendar** – A school calendar will be available on-line at the beginning of each term containing important dates and times.
- **The Eagle** - The school's weekly newsletter, The Eagle, will be sent out each week and can be viewed on "My School Portal"
- **Teacher contact** – j.wheller@wellington-school.org.uk If you need to send an important message during the day, contact the school office. As you will appreciate, Mrs Wheller rarely has the opportunity to check emails during the school day.

10. Behaviour and Reward Systems

Children are encouraged to display good behaviour through positive reinforcement. Kindness to others, saying please, thank you and sorry, listening and turn taking are all valued forms of behaviour and rewarded appropriately.

We have whole school and class Golden Rules which are on display in the classroom.

There are various reward systems in place for adhering to these rules:

- Individual stickers – put on the children’s work or on their clothing.
- Individual House Points – these are put up on a chart and counted at the end of every week for the winning House to be announced in Assembly. Children are put into different houses. (Apollo (yellow), Viking (green), Pioneer (blue), Galileo (red).
- Happy Points – these are given to the whole class when they jointly do something note worthy. Once all 10 points have been collected a whole class treat is organised.
- Weekly Star of the Week – certificate awarded during Celebration Assembly to one child in each class for a significant achievement.
- Termly Golden Leaf award – badge and certificate awarded during Celebration Assembly to one child in each class for adhering to the Golden Rules.
- Assemblies – during which out of school achievements are celebrated through the presentation of swimming certificates, rosettes and trophies etc.
- Parents are encouraged to complete “Super WOWs” to celebrate home achievements. These are displayed in the superhero work board.



11. Illness and Absence

- Please do not send your child to school if he/she is unwell. If there has been vomiting or diarrhoea, your child needs to have been clear of symptoms for 48 hours and eating normally before returning.
- If your child becomes unwell during the school day we will contact you in order to make arrangements for him/her to be collected. All parents must supply the telephone number for someone other than themselves who can be contacted in an emergency and who will be willing to collect your child if we are unable to contact you.
- If your child is going to be absent, please telephone the School Office on 01823 668700 or email wpsoffice@wellington-school.org.uk Alternatively pop in to see your child's teacher if you are dropping off an older sibling. It is school policy to contact the parents of children who are not in school by 9.30am. You can email the school office - wpsoffice@wellington-school.org.uk
- Inhalers – if you have said on the medical form that your child uses an inhaler, we do need one in school and we will ask you to complete a consent form.
- We do not administer Calpol.
- Antibiotics may be given in order to complete a course of medication, usually after a period of absence. Before returning to school your child needs to be well enough to cope with the daily routine. Please be aware that Early Years classes are busy environments and we do not guarantee to be able to administer antibiotics exactly at the time specified, although we will do our best to do so.
- We will ask you to sign our accident form if your child sustains an injury whilst in school.
- Please let us know of changes to phone numbers (particularly mobiles) so that we can contact you quickly in an emergency.

It is the **responsibility of parents** to keep the Prep School office informed and updated of any changes to contact details and to the health and medical requirements of their children **in writing**.

Suncream

On sunny days please apply a high factor suncream to your child's face, arms and legs before school and ensure they have a sun hat in school and a named bottle of suncream to reapply if necessary, during the day.

12. Trips and Outings

On entry to school you will be asked to sign a consent form giving your permission for your child to travel by school transport and for him/her to participate in school outings.

Trips are topic related and are used to develop the children's knowledge and understanding. We aim to undertake one trip every half term and these will be in the school calendar. You will usually need to sign a parental consent via My SchoolPortal. Some outings are more informal such as a walk to the local park or shops, or a picnic somewhere special. These are organised on a more casual basis and you will not necessarily be aware they are taking place.

Risk assessments are completed for all trips and outings ensuring necessary safety precautions such as adult: child ratios are adhered to.

13. Forest School

Forest School takes place on a weekly basis in Reception. We travel by minibus to the woodland up on the Blackdown Hills. The aim is to go out in all weathers except when very windy or stormy.

Your child will need to wear Forest School clothes to school on the specified day. Please provide a pair of labelled **navy** waterproof trousers, jacket and wellies to be kept in school. All in one suits are not very practical. Please ensure your child wears long trousers and long sleeves, even in the warmest weather. This helps to protect against stings, scratches and ticks. During cold weather please provide warm socks, gloves and a hat. Your child will still need to bring in his/her normal school coat and shoes for playtimes.

Expect your child to return home muddy and tired on Forest School day!



14. Show and Tell

This will take place on a rota. Please help your child think of something interesting to talk about or show. No toys. We will send a 'show and tell' bag home when it is your child's turn.

15. After School Activities

Reception children who stay after school are cared for in 'Activities'. The children are given the opportunity to have a snack, relax and play. Please provide a healthy snack for your child in a named box or bag, or book a snack, at an additional charge.

Please bear in mind that your child will get tired if they attend regularly. We recommend that children are collected before 4pm whenever possible.

Children need to be registered for Activities as there are restrictions on numbers. Registration forms are issued termly and need to be returned as soon as possible.

Star Club

This facility is available for children who need to stay in school until 6.00pm. Please contact Star Club directly; 07809 342162 or email starclub@wellington-school.org.uk. There is a charge for this service.

16. Accessing the School Website

The school website address is www.wellington-school.org.uk You will find a wealth of information about the school, the curriculum, co-curriculum, term dates and news via the website.

And finally...

We look forward to welcoming your child into our Reception Class and developing a partnership with you.

Contact Details: j.wheller@wellington-school.org.uk

