 

**Welcome to Mill Lane Reception Class.**

**Mill Lane, Chinnor, Oxfordshire OX39 4RF**

**Tel: 01844 352106**

**Email: office.2465@milllane.ocnmail.net**

**Contents**

Page 1 Welcome

Page 2 Meet the staff

Page 3 The Early Years Foundation Stage

Pages 4 - 6 A Unique Child (Safeguarding and Welfare)

Pages 7- 8 Positive Relationships

Page 9 Parents as Partners

Page 10 Key Person, Groups and Enabling Environments

Page 11 - 12 Our Daily Routine

Page 13 Things you will need to bring into the Reception class

Pages 14 - 15 Frequently asked questions

Page 16 Home School Agreement

**Welcome to Mill Lane Foundation class**

Dear Parents and Carers,

I am delighted on behalf of the staff, Governors, parents and children to introduce the Reception class to you.

This booklet has been written to give information about how the class is organised and the learning opportunities provided for your child/children. We pride ourselves on the happy community at Mill Lane School, which is the basis for an exciting and challenging environment in which our children can develop and learn.

Miss Van der Ploeg (Headteacher) and Mrs Gordon (Reception teacher/ EYFS Coordinator)

**Meet the staff**

** **

**HEADTEACHER: Miss T. Van der Ploeg Reception Teacher & EYFS Coordinator: Mrs M. A. Gordon**

**Administration - Mrs J. Dunse**

**Teaching Assistants**

**Mrs L. Murphy**

**Mrs L. Worley**

**Mrs J. Richards**

**Miss D. Byrne**

**Nursery Nurse: Mrs S. Sanders**

**The Early Years Foundation Stage (EYFS)**

**Every Child Matters:-**

It is our aim for every child in the Early years Foundation stage, whatever their background or their circumstances; to have support they need to:

* Be Healthy
* Stay safe
* Enjoy and achieve
* Make a positive contribution
* Achieve economic well- being

In the Early Years Foundation Stage (EYFS), we are committed to the **four** guiding principles:-

* A Unique Child
* Positive Relationships
* Enabling environments
* Learning and Development

For further information, please go to [www.foundationyears.org.uk](http://www.foundationyears.org.uk)

**A Unique Child:-**

**An Inclusive setting**

In the Foundation class we value individuality and are committed to giving all children every opportunity to succeed and achieve the highest of standards in all **seven** areas of learning.

**Prime Areas:**

* **Physical Development (PD)** – involves providing children lots of activities to be active and interactive; develop both their fine motor and gross motor skills. Children are also encouraged to make healthy choices in relation to food and helped to understand the importance of physical activity.
* **Communication and Language development (CAL)** – involves giving children opportunities to experience a rich language environment; developing their confidence and skills in expressing themselves.
* **Personal, Social and Emotional Development (PSED) –** involves helping children to develop a positive sense of themselves, and others; to be able to form positive relationships and respect others; to develop social skills and manage their own feelings; to understand appropriate behaviour in a group situation.

**Specific Areas:**

**Literacy development (Lit) –** involves children to link sounds to letters and to begin to read and write.

**Mathematics (Maths) –** involves offering children opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; describe shapes, spaces and measures.

**Understanding the World (UW) –** involves guiding children to make sense of their physical world and community by giving them opportunities to explore, observe and find out about people, places, technology and the environment.

**Expressive Art and Design (EAD) –** 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.

***Statutory Framework for the Early Years Foundation Stage (2012)***

In Foundation we aim to provide a broad and balanced curriculum for all children of every race, culture, religion, language, family background, learning difficulties, disability and gender. We firmly believe in equal opportunities for all pupils and families. This is reflected in Mill Lane School’s Inclusion and Race Equality Policies.

We recognise the need to identify the need for any additional support as early as possible. We work closely with parents/carers and other professional agencies to coordinate, support and promote effective learning.

Copies of all school policies and procedures such as admissions, safe guarding, equal opportunities, behaviour and complaints are available on request from Mill Lane School office.

**Safeguarding and Welfare**

All children learn best when they are healthy, safe and secure. We aim to provide a classroom which is welcoming, safe and stimulating for children to be happy, enjoy their learning and grow in confidence. We are committed to promote good health and hygiene throughout a school day.

***\*Please note re safeguarding: - If someone else is collecting your child, or your child is attending ‘after school club’ please notify staff and write on the small parent collection whiteboard by the door. Thank – you.***

**Positive relationships**

Values

Mill Lane Community Primary school ethos is underpinned by our own programme of personal development, independence and challenge for our pupils called ‘Six steps to Success’ based on the eight key areas from the Chris Quigley Skills. Values are introduced at the beginning of each term. These include *Focus and Stick at it, Have a go and take the challenge, Improve, Open your mind, Work together and take pride.* They link to the Early Years Characteristics of effective learning and are reinforced through stories, circle times and C/I play.

To support this approach we also introduce ‘Our Classroom Promises’, this is to encourage positive relationships within the classroom.

They are as follows:-

* Being Kind
* Showing love
* Being safe
* Sharing and
* Listening

Our ‘Classroom Promises’ display board is based at the front of the classroom for all children to see. If children work well together as a whole class they can earn a ‘Star’ which is hung up on the wall, again this is at the front of the classroom for children to see. If the children earn 10 stars in total a treat is given, the children can vote on what they would like i.e DVD and popcorn, treasure hunt etc.

Underneath the display board as in all classes across the school we have a ‘traffic light system’ to also promote positive behaviour. All children’s names are initially placed on the green circle as a starting place because everybody in the class is a little star and follows our ‘classroom promises’. However, if for some reason a child is unable to follow them they are given a gentle reminder, if after three reminders children are still not able to follow the ‘classroom promises’ their name is moved to either the ‘amber’ or ‘red’ circle and they may have to miss out on an activity for a short period of time in order to reflect on their behaviour. A sand timer is used so children can see how long they will be sat out for. An adult will then sit with them and discuss what could have been a better choice. Children are then encouraged to join in with the rest of the class and their name is immediately moved back to green again.



**Parents as Partners** 

We strongly value partnership and communication with parents and carers. The staff are happy to discuss any thoughts or concerns at the end of day when there is more time. Mornings can prove difficult as we like to settle all children into the class routine briskly. Obviously, if there is something urgent please let us know and one of us will be freed up to talk to you.

Your support and contributions within the class really helps to make it an exciting environment and has a positive impact on the children’s development. Help is always needed and we are very grateful for any contributions whether it is collecting resources for our cutting and sticking area, unwanted books and toys or occasional support in class such as helping with school trips or listening to readers later in the academic year. Furthermore, we encourage parent/carers contributions to the children’s leaning journeys. (Spare labels for any observations done at home are in the poly pockets by the door)

Information such as the Medium Term planning is put on the door to the classroom. Sometimes information is put on the class board in the playground or sent out via parent mail, letters are sent home for those of you that are not on parent mail.

Mill Lane School also has a school association (MLSA). It’s a great way to meet other parents and help raise funds for the school. Please contact Mrs Dunse in the school office if you are interested in joining.

**Key Person and groups**

In Foundation we like to build relationships with all of the children and get to know each of them very well. We look at abilities, personalities and friendships. After establishing this and to make balanced groupings the children are assigned a key person who will develop a special bond with both you and your child.

**Enabling Environments**

We have a spacious classroom, defined into the **seven** areas of learning.

The class is open plan with a spacious adjoining playground; some of this is undercover for children to go outside whatever the weather. Outside we have a climbing frame which the children love to clamber over. We also have a wooden house they like to play in and a small garden area to grow plants.

The playground has a roadway with a mini zebra crossing, speed limits and numbered parking bays for children to ride bikes both 2 wheeled and 3 wheeled (we have safety helmets too!) We also have scooters.

In Foundation we have a hopscotch and sandpit. A variety of equipment is stored in our outside shed and children have an input into what they want to play with.

**Our Daily Routine**

**Starting the day – Reception Daily Routine**

Doors open at 8.50 a.m. Parents/carers bring children in and tell a member of staff if they are having a hot dinner or packed lunch. Children put book bags in relevant box (girl or boy) and self-register using name cards. Children hang up coats and put drink bottles in the baskets by the sink.

***Self-registering changes slightly in Term 2 – after Christmas. (Children will then be encouraged to write their names down and put their own name cards up on the ‘dinner ‘or ‘packed lunch ‘shelf, this is to encourage independence.) Furthermore, in term 6 children come into class on their own, to help prepare for the transition into Year 1.***

When parents/carers have gone children settle down to a quiet reflection time, followed by:

**9:20 Class Group time:** this is a short 20 minute session usually Literacy (Jolly phonics/Phonic bug/Letters & Sounds and stories)

***Child initiated play: (learning through play and exploration) Children are encouraged to explore in the classroom and to make friends. They are encouraged to become effective learners through a wide range of planned learning experiences which covers the 7 areas of learning.***

**10:15 Snack:** a time to promote healthy eating; children go and wash hands, get their fruit and bowl sit down with friends and eat. Towards the end of snack, Jolly Phonics songs are put on for children to join in. Children then go and wash and dry up bowls.

Further learning through play and exploration inside and outside: A time to explore the classroom and outside areas through a wide range of planned learning experiences.

**11.15 Class Group time this is a short 20 minute session Maths (number work, shape, space and measures etc) or PSED/UW - Circle times**

**Tidy up time:** All children are encouraged to tidy up, to promote self-sufficiency, an interest in helping others and respect for our equipment.

**Story/Songs and Rhymes:** At the end of the morning we enjoy songs/ rhymes or a story before lunch. We also have stories, songs/ rhymes at the end of the day.

**11.50 Lunch:** Children go into the small hall as a class to have their lunch for the first couple of weeks and then, once they have settled into school life, they are encouraged to go into the large hall with other classes at 12.00 p.m.

**Afternoon session:1.00 p.m** Quiet reflection followed by shared reading. Children are split into two/ three groups and share books with their friends. One child from each group shares their book with the Teacher/Teaching Assistant or Nursery Nurse. (Later in the year when children are able to read, Guided reading sessions takes place in groups).

**1:20 Class group time** (PSED/UW/EAD) and then Child initiated play. Children are encouraged to tidy up at the end of the day before story time.

Throughout a school day as well as class group times small groups of children or (1 – 1) are worked with this is to catch up with any child that might need extra support or children that need challenging**.**

MONDAYS: is usually ‘Show and Share day’ – Children can bring in something to talk about or share some week-end news.

FRIDAY (a.m.): Music time with Mrs Thompson/Mrs Gordon and P.E in hall with Mrs Gordon**.**

**Things you will need when you start in Reception:-**

* A named book bag – to take home books and any letters 
* A named water bottle 
* A named P.E. kit (t-shirt, shorts and suitable footwear) 

\*Please note plimsolls or trainers are only needed for the summer months.

* The School has a uniform which we encourage all children to wear; bright red Mill Lane sweatshirts or fleeces, red/white polo shirts, grey/black trousers or skirts, black shoes (Velcro straps desirable rather than lace ups please, helping 30 children get changed for PE is time consuming at the start of the year)
* A sun hat and sun cream for those hot summer days.  
* In the warmer weather girls may choose to wear red and white check dresses. For outdoor wear we have reversible red jackets. All children should wear sensible and appropriate clothing following the school colours of red, white, grey or black.
* A voluntary contribution of £1.50 per term for our Cooking and playdough ingredients. 

***\*Please note for all school visits and formal events school uniform is desirable.***

**Frequently asked questions**

* If my child comes into school upset and is still like it when I leave, will anybody let me know if they have settled?

If your child is very upset and you are too when you leave, we will ring you to reassure you that they have settled. To reassure you we find the children usually settle very quickly once parents/carers leave.

* Can children bring in favourite toys or comfort blankets?

We discourage favourite toys in case they get broken or another child might take them home which can cause a lot of distress. Comfort blankets are also discouraged but if it is a necessity at the beginning of the year they need to be given back to parents to take home again or put away in the child’s drawer until its home time.

* What days do the children do P.E.?

We usually do PE on Fridays in the hall, bare foot. We use the trim trail outside in the warmer weather, so plimsolls will be needed later on in the year.

* Can children sit with friends in class, snack times and lunch times?

Children can sit with their friends at snack times and lunch times. Initially children sit in class with their friends but after the settling in period children are given special places to sit. This helps staff with the class groupings.

* Do children bring in their own fruit at snack time?

Children in the Reception Class will be provided with fruit at snack time. Can you please make sure your child has only (still) water in their bottle, fizzy drinks or juices are discouraged. THANK -YOU

* Do the children eat their lunch with the rest of the school?

Initially children have lunch in the smaller hall with their peers, after a few weeks when they are more familiar with the school and more confident they go into the large hall with KS1 children. (Mrs Harvey and lots of other adults are around to help the children with cutting up food, opening packets, drink bottles etc). However, in order to encourage use of skills at lunch times it would be helpful if children are familiar with using a knife and fork at home prior to starting school if they are having school dinners. THANK-YOU.

* Do the children play in their own playground?

Yes, children have their lunch time play in their own playground; it is only in term 6 that they go onto the school field with the other children. During lunch time 2 children from Year 5 come and play games with the children.

**Home School Agreements:-**

We have a home school agreement which we ask you to read through and discuss as appropriate with your child. As your child gets older we will ask them also to sign this agreement. This helps us to work together in supporting your child’s education.

Photographs and videos of achievements, activities and events at school are often taken. We may occasionally use these in publicity for display, newspaper articles etc. We need you to complete the photography and video form to inform us of your wishes regarding this matter.

Your child will be using the computer from time to time. To allow your child access to the internet we require you to sign a permission form.

Please complete the following forms in the admission pack.

* Home school Agreement
* Photography and Video
* Internet Permission

School Times Reception:

School start time: - 9.00 a.m. (doors open 8.50am)

Lunchtime: - 12.00 p.m. – 1.00 p.m. (11.50 – 1.00 p.m. in the settling in period)

End of school day: - 3.05 p.m.