Worple Primary School

Early Years Handbook

Enjoy, learn, grow

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Ofsted Good Provider

Worple Primary School

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A warm welcome

Dear Parent/Carer,

We are delighted to welcome you and your family to our happy, caring and vibrant school. Our strong ethos and vision, focused on developing our core values of 'challenge', 'motivation', 'integrity', 'resilience' and 'curiosity' are the bedrock to all of the learning and opportunities that your child will experience whilst in our community over the coming years. Joining the 'Early Years', is only just the beginning!

The first steps in your son/daughters life are critical and we are committed to instilling a passion for learning and a commitment to developing new skills and experiences for all of our children here at Worple. We are dedicated to looking after your child and ensuring that socially and emotionally they are flourishing, as well as learning how to begin to shape their own independence.

There will be a continued focus on supporting others, showing care and kindness, and learning how to build those important trusting relationships with other children and adults. We are a small school which puts us in the unique position of knowing our children and their families very well, enabling us to help develop your son/daughter as an individual, nurturing their strengths, as well as supporting them with any challenges which they may face.

In joining Worple, you have not just joined a school, you have joined a strong and committed school community. We have a very active PTA (Parent Teacher association), and a number of events are hosted across the school year, by school staff and the PTA to ensure that you become part of this community and experience the 'specialness' of our little school. Additionally, our committed and experienced staff team will support you in getting to know the school and ensuring that you feel part of our community.

We know that you will be happy here and look forward to meeting with you and your son/daughter soon. Today is the beginning of a new journey, we are excited that we will be sharing this journey with you.

With best wishes,

Marais Leenders
Executive Headteacher

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Our vision & values

At Worple we aim to be the best we can as members of a safe, happy and exciting community.

Our 5 core values are the vein that runs through our school and our curriculum:

- Challenge
- Motivation
- Integrity
- Resilience
- Curiosity

Our values support our children in being happy and self-confident individuals with strong morals and a 'can do' attitude. Our pupils are encouraged to respect the rights of others, aspire for success, aim for excellence and achieve their full potential.

At Worple…

- *We believe in ourselves.*
- *We have the confidence to try new things.*
- *We love to learn.*
- *We care for each other and the environment.*
- *We are ready for the future.*

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"The atmosphere around the school is calm and friendly. Pupils are polite and show respect to adults and each other. They are keen to learn. They participate well in lessons. Pupils understand why education is important and how it will help them when they are older to go on to university and do stimulating jobs" Ofsted 2018

How do children learn best?

Learning should be enjoyable and irresistible. In the Early Years Foundation Stage (EYFS) children learn through play, where they get the chance to use skills and knowledge in real life situations. Activities we label 'play' are carefully designed by the Early Years practitioners based on the interests and current development of the children to learn to develop and use the language, social skills and understanding of the world around them. The children have opportunities for planned play and 'free' play learning time, as well as short input times delivered by the teacher.

Learning in the early years.

There are seven areas of learning and development that shape the educational programmes in early years provision. All areas of learning and development are important and inter-connected. Three areas are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving.

These are the prime areas:

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

Alongside these prime areas of learning the children will be involved in more specific areas of learning. **The 4 areas are:**

- Literacy
- Numeracy
- Understanding the world
- Expressive arts and design

These areas of learning will form the basis of what the children will be learning whilst in the early years provision. The curriculum in Keystage 1 and 2 will build on this learning as the children move through the school. We will be covering topics, from how to brush your own teeth properly to focusing on how you build friendships as well as learning how to read, begin to write, and some early problem solving and numeracy skills.

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Early Learning Goals

The level of development children should be expected to have attained by the end of EYFS is defined by the early learning goals. There are 17 areas that we focus on and the goals are what children would be expected to have achieved during their time in nursery and reception. These range from learning how to listen well, ask questions confidentially, hold conversations, express feelings, to the children understanding their own feelings, being able to self regulate as well as developing gross and fine motor skills. These will all be shared with you throughout your time in the early years provision.

Specific areas of learning

Literacy
Comprehension, Word Reading and Writing

Mathematics
Number and Numerical Patterns

Understanding the world
Past and Present, People, Culture and Communities, and The Natural World

Expressive Arts and Design
Creating with Materials and Being Imaginative and Expressive

Our classrooms are set up and planned for ensuring all of these experiences can be facilitated within the learning environment. These can be through role **play areas, construction areas, writing areas, reading corners, creative areas, mud kitchens, water areas** and much more.

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Nursery & reception curriculum overview.

End of early years expectations

Word Reading:

- Says a sound for each letter in the alphabet and at least 10 digits.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Comprehension:

- Demonstrate understanding of what has been read to them by retelling stories and narratives usinf their own words and recently introduced vocabulary.
- Anticipate (where appropriate) key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

Writing:

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

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Mathematics:

Number:

- Have a deep understanding of number to 10, including the composition of each number.
- Subitise (recognise qualities without counting) up to 5.
- Automatically recall (without references to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including doubles facts.

Numerical Patterns:

- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

We are an incredibly inclusive setting and within our EYFS we have a few children who have additional needs. Some of these children have specific adults with whom they play and learn, and we support them in integrating with the rest of the class and the school's facilities. This enables children to access the education and development that they deserve to reach their full potential.

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Pupil portfolios & reception baseline tests

- During your child's time in The Early Years, he/she will have a Pupil Portfolio which will contain snap shots of your child's learning journey, photos and classwork. In Reception children will also have a learning log book which will feature both independent and scaffold pieces of work. At certain points in the year, you will have the opportunity to look through your child's portfolio and where appropriate, learning log. These usually take place after a 'Stay and Play' session.
- Children learn best when there is a strong partnership between home and school and when parents and staff share their knowledge and skills. It is very important therefore for parents to contribute to their child's Pupil Portfolios, about significant developments at home and there will be many opportunities for this.
- We encourage parents to email the class email account with photos of any learning, activities or achievements from home. Please see below the class emails.
- When children enter Reception, they will complete the Reception baseline test during the first 6 weeks of the year. All reception aged children complete the assessment supervised by a member of staff. The baseline is used to identify areas of strength and development in the individual child. The school will use this to help to plan learning activities.
- All children receive a school report at the end of the year.
- Please email on **eyfs@worple.hounlsow.sch.uk**

Uniform

Reception School Uniform

The school uniform at Worple Primary School consists of the following:

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- Purple sweatshirt or cardigan with embroidered school logo
- Plain white Polo shirt (Long or short Sleeved)
- Black shorts or trousers
- Black pinafore or skirt
- Purple and white checked summer dress
- Plain grey or white socks (not over the knee) or plain grey tights
- Dark ankle socks with trousers
- Worple book bag

PE for Reception

On the days that your child has PE they should attend school in full PE kit. You will be informed of these days on the first day back in September.

Jewellery, Hair Ornaments, Make-up and Nail Varnish

For many reasons, including safety, we do not allow children to wear jewellery. The exceptions to this rule are ear-ring studs in pierced ears. Children are required to remove any items during P.E. lessons to prevent them from causing injury.

Please note: Teachers are not permitted to remove earrings.

Hair bands, ribbons/bows or 'scrunchies' should be plain and either purple, black or grey to match our uniform. Hair bands should not have large flowers or other decoration attached. Make-up and nail varnish should not be worn to school.

Extreme hairstyles are not appropriate for school. The use of styling products should be kept to a minimum and children should not have decorative patterns cut into their hair or have hair coloured or dyed.

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School Uniform for Nursery

- Purple School badged P.E. Polo Shirt
- Black shadow stripe shorts (NOT cycling shorts) or plain black jogging bottoms
- Purple sweatshirt or cardigan with embroidered school logo
- Grey or dark coloured socks
- Purple and white checked summer dress
- Plain black trainers or plimsolls
- Worple book bag

Footwear

For health and safety reasons we do not allow children to wear shoes with platform soles or high heels. All children are required to wear plain black shoes without logos as stated in the uniform list. If boots are worn to travel to School in, children must change in to their School shoes before class.

The Role of Parents

We believe that one of the responsibilities of parents is to ensure that their child has the correct uniform and PE kit, and that it is clean, in good repair and that the child's name is visibly labelled on all items. If a parent has difficulties for any reason with fulfilling this request, they are asked to speak confidentially to a senior member of staff to discuss the issues. Parents should be assured that we will do all we can to help.

Clubs

There are a variety of clubs offered after school, these are variable with the seasons. These clubs are offered from 3:15-4:15 p.m.. These may include street dance, cookery, arts and crafts and multi-sports. Please note that these clubs are currently not offered to Nursery children and are offered to Reception children from the Spring term.
SunnySmiles is a local childcare wrap around service which offers a breakfast club before school and after school provision. For more information on SunnySmiles please check their website: www.sunnysmileschildcare.com

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Communication

School starts at 8:45am, when you drop off your child you can speak to the class teacher, give any messages or ask questions. For longer meetings, appointments can be made at the office in person, on the phone or via email.

We send out weekly newsletters where our Executive Head writes a weekly message. These newsletters also include any important information and key dates. We also update our school website regularly with relevant and important information.

School milk

Milk is ordered termly, if you would like your child to have milk, please visit www.coolmilk.co.uk. For children under the age of 5, milk is free. If you are in receipt of certain benefits and can provide proof of these you may be entitled to free milk for your child. Please contact the office if you need more information regarding this.

School dinners & the snack station

In Reception your child is entitled to a free school meal. When children start their journey at Worple, all children should have school dinners so that they are getting a healthy, cooked meal every day. You can order your child's meals from a menu to ensure that you know what they are eating, and they enjoy the meal chosen. If for any reason you do not want your child to have school dinners, you will need to speak to a member of the school office.

Everyday the children have access to fresh fruit or vegetables. This snack will vary daily and children are encouraged to eat a healthy snack. Please note, children cannot bring a snack from home in the Early Years. Children must have a named water bottle in school with them every day. These bottles will be sent home regularly to be cleaned and brought back. Children can fill up their water bottles in school. Please do not send anything other than water in these bottles.

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Collection, drop off and absence

School starts at 8:45am and the register is taken promptly at 8:50am. After this time or your child will be marked down as late.

We are very vigilant about who your child goes home with at the end of the school day. Please tell us at the home visit who might be dropping or collecting your child. If this changes for a regular day or a one off, please let us know. We will not let your child go home with someone you have not authorised. The Nursery collection time is 11:45am and Reception collection time is 3:15pm.

Attendance is vital for your child to access the education to which they are entitled. This is as important in the Early Years as in any other school year. However, we do appreciate that young children are vulnerable and their immune systems are still developing. If your child is absent, please telephone the school office on the morning of each day of absence, before 9AM. We ask that you avoid booking medical appointments and holidays during school time. At Worple we monitor attendance rigorously. Your child's place may be at risk if attendance drops to a low level.

Pastoral care & support

It is important to us that your child feels happy and safe at school, so they are able to thrive from the moment they join us. We know that for some children and families, starting school can be an enormous challenge and we have a highly skilled and dedicated team at Worple, who can support you and your child during this time and throughout their time in School. We have a full-time member of staff in School who is a trained Mental Health Practitioner and we are an active member of the 'Trauma informed Schools' organisation. The well-being of your child is paramount to us, as we know it will be to you as the child's family.