



# Sandy Hill Academy

'Aspiring to achieve, determined to succeed'

## Early Years Foundation Stage Welcome to Reception

Updated: June 2020



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## **Welcome to Reception at Sandy Hill Academy**

### **Ethos, Aims & Values**

#### **Our vision for Sandy Hill Academy is:**

For it to be a centre of excellence for teaching and learning for all. We will aim to create an environment that is safe and that enhances and develops children's desire to learn and to equip them for their future.

Sandy Hill will be a place where children's individual needs and abilities will be recognised and nurtured, their successes acknowledged and celebrated. To see Sandy Hill Academy as a place where children are happy, confident and secure in the knowledge that they are valued and listened to, where they can be excited and challenged in an environment that promotes learning at all levels.

To see Sandy Hill Academy at the centre of our community, accessible to all, and identified as a centre for exemplary Primary Practice.

At Sandy Hill Academy we recognise that children develop quickly in the Early Years. We aim to give children the best possible start to life, a secure foundation that their learning can be built upon. Children are born ready and are able and eager to learn and we aim to promote their learning in our warm, caring and safe environment.

We recognise the importance of a strong partnership between parents, carers and staff at school. This is an essential ingredient to the child's success and we encourage parents to contribute to their child's development by sharing their child's learning journey and attending parent meetings.

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

We follow the Early Years Foundation Stage (EYFS) Curriculum. This document sets out the standards that all Early Years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

#### **The Early Years Foundation Stage Seeks to provide:**

- ❖ Quality and consistency in all early years settings, so that every child makes good progress and no child gets left behind.
- ❖ A secure foundation through learning and development opportunities which are planned around the needs and interests of each individual child and are assessed and reviewed regularly.
- ❖ A partnership working between practitioners and with parents and carers.
- ❖ Equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported.

There are four guiding principles shaping practice in the Early Years. These are:

**Unique Child**

Every child is a unique child, who is constantly learning and can be resilient, capable, confident, and self-assured.

**Positive Relationships**

Children learn to be strong and independent through positive relationships.

**Enabling Environments**

Children learn well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents/carers.

**The areas of learning and development**

There are seven areas of learning and development in the Early Years Foundation stage, three prime areas and four specific areas. All the areas of learning are important and interconnected. The areas are crucial for igniting children's curiosity and enthusiasm for learning and for building their capacity to learn, form relationships and thrive.

Prime Areas	Personal, Social & Emotional Development	Specific Areas	Literacy
	Physical Development		Mathematics
	Communication & Language		Understanding the World
	Expressive Arts & Design		

Each area of learning and development is delivered through planned, purposeful play and through a mix of child initiated and adult-led activity. Play is essential for children's development, building their confidence as they learn to explore, to think about problems and relate to others.

Children learn by leading their own play and by taking part in play which is guided by adults. There is a balance between activities led by children and activities led or guided by adults. Activities are a response to the child's emerging needs and interest and we guide their development through warm, positive interaction.

**Characteristics of Effective Learning**

The Characteristics of Effective Learning play an important part in the Early Years Foundation Stage, as they address how the child learns rather than what the child learns. There are three characteristics of effective learning outlined in the non-statutory guidance 'Development Matters'. These are: Playing and Exploring, Active Learning and Creating, and Thinking Critically. Each one of these is then divided into three further elements.

**Assessment**

Assessment takes place throughout the school year to inform planning and to ensure that children are appropriately challenged, progress is made and individual's next steps are identified. For further information, or to read the EYFS statutory framework in full, please visit the following weblink:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/596629/EYFS\\_STATUTORY\\_FRAMEWORK\\_2017.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/596629/EYFS_STATUTORY_FRAMEWORK_2017.pdf)

### Our Classroom Environment

At Sandy Hill, our EYFS environment enables children to become fully immersed in purposeful play of their own choice and interest. Their play is sensitively supported by the adults in the room to develop specific skills and to broaden the children's experiences. The children at Sandy Hill benefit from both outdoor and indoor areas which allow for learning in all areas of development and which are carefully set up to promote independence, creative thinking and to stimulate the children's imaginations and thoughts.

It is our aim to support children's ability to regulate their thoughts, feelings and emotions, whilst pursuing activities that require the children to exercise their perseverance and determination. Our classroom environment also promotes a positive relationship with health and exercise; ensuring that both gross motor and fine motor skills are being developed along with providing children with the knowledge and opportunities to be safe and healthy.

Our children have the opportunity to initiate their own learning with the adults joining, supporting and teaching them within the context of their play. They also benefit from direct teaching time in small groups where specific skills and next steps are worked on. At all times, the classroom resources are available and accessible to the children; this is known as 'Continuous Provision'. It is through the organisation of these resources that our children become independent in their purposeful play and learning. When any resources are added to the continuous provision, it is taught to the children first, ensuring they are equipped with the correct knowledge and experiences to utilise the environment.

Enhanced provision is planned for and responds to the children's interests and the topics that we may be learning about at that time. It is through these enhancements that further progress is made for all children in specific skills and knowledge.

Areas in the classroom are well thought out and planned for. Resources are carefully selected and regularly enhanced with new opportunities to meet the developing needs and interests of our children. Specific and organised resources can be found in the following areas; **Role play** | **Sand** | **Water** | **Small world** | **Investigation** | **Maths** | **Writing** | **Reading** | **Creative**

## Sandy Hill Behaviour Policy

At Sandy Hill, we have introduced a new behaviour policy which will work in line with our 'Sandy Hill STARS'. Each class will have a consistent behaviour policy with 4 clear rules that run throughout our school

- Show respect and good manners
- Follow instructions
- Care for everyone and everything
- Try your best



**STARS –Self-motivated, Thinkers, Aspirational, Resilient, Supportive**

## Preparing for Reception at Sandy Hill Academy

<b>Reception Teacher</b>	<b>Reception Teacher</b>
Mrs Kylie Evans (EYFS Lead)	Miss Tegan Penny
<b>Teaching Assistants</b>	
Mrs Sarah Cushen	Mrs Eve Facey

## **All About Me Box**

To support transition into Reception we ask the children and their families to create an 'All About Me Box' over the summer leading up to the start of school. Please provide a decorated shoe box containing photographs, objects and artefacts that are important to your child. This will help us to get to know your child and support the settling in process. These will be returned to you during the end of the first half term. (More information to follow-please see website for further details).

## **Phonics and Reading**

Your child will be given a Sandy Hill Book bag which will have a coloured keyring on the handle. This is to help your child organise and find their belongings in the classroom for example, if your child has a red key ring they will put their book bag in the red box and their water bottle in the water holder with the red tag. The children have a phonic based session taught for 20 minutes daily. Phonic sounds will be sent home for you to practise with your child every night along with key words and a reading book containing the sounds that have been taught that week. (More information to follow in September).

## **Books are changed three times a week:** (Monday, Wednesday and Friday)

Children will receive the same book at times to ensure the children have time to consolidate learning.

Your child needs to bring their book bag to school every day with their phonic book, words and reading book inside.

Your child will have a reading record book which is a school link and a way of communicating with your child's class teacher about how your child has managed their phonics, words and book.

Is there a particular word they are stuck on? Did they enjoy the story?

### **Tapestry**

Please ensure to log in to Tapestry regularly. Tapestry is an online tool that we use to document the assessment of the children through observation. Observations are also encouraged with any home learning or 'Wow moments'. We will also use Tapestry to upload key documents and newsletters. An activation email will be sent to you once your child has enrolled and there will be further support and guidance to follow.

### **Newsletter**

An EYFS specific newsletter is created at the beginning of each half term and will be uploaded to Tapestry. A Sandy Hill Newsletter will also be emailed to you each half term to keep you up to date with the wider school. The newsletter is also on our website at [www.sandy.eschools.co.uk](http://www.sandy.eschools.co.uk) or paper copies will be available at the school office.

### **The School Day**

8:25am- School gates open for children to arrive

8:30am- School starts and register

12:00- Lunchtime for KS1

1:00pm- Afternoon begins and register is taken

3:00pm- School day finishes (Reception classes are dismissed a little earlier at 2:50pm)

### **What does my child need for school?**

Below is our compulsory school uniform. The majority of the school uniform you can purchase from local shops and supermarkets however, the school jumper can only be ordered from [www.wovina.com](http://www.wovina.com) or small amounts are available from Screen Print in St Austell. Please allow a couple of weeks delivery time for your jumper to arrive.

#### **Boys:**

White Polo Shirt

Black school sweatshirt

Black trousers or shorts

Black, grey or white socks

Black Shoes

#### **Girls:**

White Polo Shirt

Black school sweatshirt

Black skirt, pinafore dress or school style trousers

White socks or black white/black/ grey tights

Low heeled black shoes. No open toed sandals)



PE Kit colour will be confirmed in due course.

Children in the EYFS will also require a set of waterproof clothes and a pair of wellington boots.

To enable children to become more independent with going to the toilet, we ask parents to dress their child in trousers that do not need belts. Elasticated waists are preferable and are easier to pull up and down. In the Early Years we have a no laces or open toe shoe policy and request that your child wears velcro straps again for independence.

**PE clothes:** Need to be in a small rucksack which stays at school and is sent home half termly for washing. Children will need black shorts, PE trainers and their house team coloured t-shirts (also available from Wovina.com).

**Change of Clothes:** Please provide a spare set of clothing for your child, including a pair of school trousers/leggings, a white t-shirt and two sets of pants and socks. These can be put inside a plastic carrier bag inside your PE rucksack.

**Waterproofs and Wellington boots:** Please provide a pair of wellington boots and waterproof trousers and coats (that stay at school) for your child so they can access the curriculum in the outside area. Please write your child's name clearly on these.

**It is very much appreciated when all school clothing is clearly labelled including shoes - all school sweatshirts and shoes look alike! The wearing of jewellery, other than stud earrings is not permitted.**

**Water Bottle:** Children learn best when they are hydrated! Please fill your water bottle with cool water each morning and we will replenish as needed throughout the day. The bottles provided by Wovina are an ideal size to fit in the class carry crates.

**School Meals:** Reception children are all entitled to a free school meal and menus will be accessible in the Autumn Term. Each day there is a choice of hot meals, jacket potatoes or picnic pack lunches. However, if you would prefer to provide your own packed lunch please ensure that it is in a clearly labelled lunchbox. Please ensure that packed lunches are healthy and balanced. Meals are booked through Parent Pay. (More information to follow)

**Snack Time:** In reception we have a morning social snack time, where the children have access to a piece of fruit and a choice of other healthy prepared snacks. Snack is a voluntary £1 a week or can be paid monthly/termly to be given to the class teacher in a named sealed envelope. This will also cover our costs for cooking activities. Please let us know if we should be aware of any food allergies or specific dietary requirements that your child may have on their medical form.

**Toys:** Please discourage your child from bringing toys to school. They can cause disputes and children can become distressed if they are damaged or lost. Personal toys also hinder children from accessing the activities provided at school.

### **What about security?**

**Please tell the class teacher or phone the school office if your child is to be collected by a different adult.**

Children are not allowed to leave the classroom until the appropriate adult is present. Please inform the class teacher or telephone if there are any last minute changes to normal arrangements.

For security reasons, if a different person is collecting your child and you have not informed the office or the class teacher, we will phone you to check if this is okay before letting your child go. We also operate a password system in the Early Years and you should only give this password to the people you have agreed can pick up your child.

If you need to take your child out of school during the school day please report to the staff at the school office who will arrange for your child to be collected from the classroom. When returning children to school, the system is reversed. Please report to the school office, do not take your child directly to the classroom. The children need to be signed in and out on these occasions.

If there are any changes in home circumstances which may affect how your child behaves in school, please let us know. Any information you give us is treated with the strictest confidence. Often we can help children more effectively if we are prepared.

### **Information and advice for the use of the car park**

To help create a safe and secure place for all children, we operate no parking policy. Any children arriving by taxi and those with a disability, or whose parents have a disability and hold a blue badge, will be allowed access to use the car park. Please make sure that if this applies to you that you have given the school office your car registration number.

### **What about first aid and medicines?**

#### **First Aid in School**

All staff members are qualified first aiders and all playtimes are supervised. However, accidents can and do occur. We have strict procedures and staff are trained to deal with minor injuries. In serious cases parents or emergency contacts will immediately be contacted so children can be taken to their doctor or hospital. All accidents are recorded and in the case of a bumped head a note is sent home. If your child is taken ill and needs to be at home, or the injury needs further medical advice, you, or someone designated by you, would be telephoned immediately. **Please ensure that your contact numbers are always up to date.** Please keep children at home if they have been ill during the night. Some children seem fine in the morning, but are often too tired to cope with school by the afternoon - and some become ill again which can be very distressing for them and the other children. Children who have had an upset stomach (vomiting and/or diarrhoea) need to be absent for 48 hours after their last bout.

Medicines cannot be administered by staff unless they have been prescribed for your child by a doctor, dentist or nurse (medicines containing aspirin/paracetamol should only be given if prescribed by a doctor).

You will need to complete a school form prior to this.

Children on special medication such as inhalers will have special arrangements made for them. Again a medical form will need to be filled in.

### **Sun Protection**

On appropriate days please send your child to school with a named sun hat and wearing a factor 50 sun cream. During the summer term the children will require a named sun hat and labelled sun cream to be kept at school.

### **Head Lice**

Head lice is inevitable and nothing to be embarrassed about. Wet combing your child's conditioned hair with a nit comb will help you spot them. There are a number of effective preventions and treatments available from chemists or online. Please come and see us if you have any concerns.

### **Can I become a parent helper?**

Many parents help in school as volunteers and are a welcome addition to our team of adults. By law, all of these adults have to be police checked and follow our induction procedure and probationary period. Parents can help with activities as varied as hearing children read, supporting children within the classroom such as painting, artwork, letter formation and Design Technology. It's not just mums that volunteer, dads and grandparents do too. If you have some time spare and would like to get involved please talk to the class teacher. There are lots of classes to help in, you could make a valuable contribution to the school, have some fun and gain real satisfaction. Alternatively, if you do not want to work directly with the children but would still like to contribute to the education and welfare of the pupils, we would welcome support of maintaining the Nursery Class garden and school vegetable patch.

### **Parents**

Parents' contributions are included in the online learning journey (Tapestry) where parents are encouraged to add observations from home and view, and comment on, the observations made by staff at school. Parents are also encouraged to share 'wow moments' and send them in to be celebrated in school. Formal meetings are held with parents in October and in February. This is then followed up in July with a full written report. Parents are kept up to date with the learning taking place in class via a weekly diary letter where current learning is summarised and a weekly challenge for children to complete at home is suggested. Each half term parents are invited in to share and celebrate their child's learning with them where the children will have their printed Learning Journey to look and talk through.

### **Curriculum**

At Sandy Hill we enhance the EYFS curriculum to ensure that teaching in all areas is covered in a robust and meaningful way. We use the following schemes to support out teaching.

### **PSHE – SCARF**

The SCARF programme uses The Mindful Approach where children benefit from being aware of their thoughts and feelings as they happen, in the present moment, on purpose and with no judgement. Mindfulness can be learnt, and techniques to develop it are taught. SCARF brings together PSHE Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning.

### **PE – Arena and Healthy Movers**

The material in 'Arena' and 'Healthy Movers' are delivered weekly. The schemes within 'Arena' and 'Healthy Movers' are designed to provide complete coverage of all aspects required to enhance physical development in the foundation stage. The following areas of knowledge skills and understanding are taught within the process of evaluating and improving performance, acquiring and developing skills, selecting and applying skills and understanding of fitness and health

### **Music – Charanga**

The learning within this Scheme is based on: Listening and Appraising; Musical Activities — creating and exploring; and Singing and Performing.

### **Phonics – Letters and Sounds**

Letters and Sounds is a phonics resource published by the Department for Education and Skills in 2007. It aims to build children's speaking and listening skills as well as to prepare children for learning to read by developing their phonic knowledge and skills. It sets out a detailed and systematic programme for teaching phonic skills for children starting by the age of five, with the aim of them becoming fluent readers by age seven. At Sandy Hill phonics is taught daily in 20 minutes sessions from the first day of the children's school career. For further information please visit the following website; <http://www.letters-and-sounds.com/>.

### **Reading**

At Sandy Hill we see being able to read as a necessity and a priority. Children take part in daily phonics sessions each day at school and are immersed in a language rich environment. Our reading scheme supports the phonics teaching where the books that the children take home are in line with the sounds and tricky words they have been learning that week in school so that they can be practised and consolidated at home. The phonics (decodable) book that each child brings home for the week will only consist of sounds and words that they have been taught in school. We ask for parents/carers to share this book with your child every evening.

We also believe that there is so much more to reading than phonics alone. Comprehension, new vocabulary, expression and fluency are also vitally important but in the early days of learning to read these skills can be kept a little separate and worked on in different ways. These are the skills that the children will learn by being read to, listening to story tapes and shared reading experiences. So, alongside your child's phonic book we will also send home a library book for each child to keep for the week. Our expectation is that parents/carers share as many stories and reading books with their children as possible; that children are encouraged to talk about the characters, predict what might happen next, point out sounds or words that they know and find out the meaning of new and exciting words.

We also have a library that is open on a Tuesday and Thursday after school for the children to select a book to also share at home, to encourage and foster the love of reading.

### **Special Education Needs**

Our vision for children with special educational needs and disabilities is the same as for all children and young people – that they achieve well in their early years, at school and lead happy and fulfilled lives.

## **Tick List Box**

Wellington boots

Waterproofs (Separate coat and trousers are preferred)

Water bottle

Ruck sack with PE kit and spare clothes

All About Me Box

Activate Tapestry Account when confirmation email is sent