



Bugle Primary
School
Reception Class

Welcome Booklet

Including Early Years
Foundation Stage Policy

Updated: September 2020

Head of School Welcome

Welcome to Bugle School.

My name is Luke Rees, and I am very proud to be the Head of Bugle School and Nursery. On behalf of our amazing pupils, our dedicated staff, parents and hub councillors I would like to welcome you to our school.

We aim to provide the best possible education for the children in our care.

Through our child-centred curriculum, children are encouraged to be independent learners and achieve their full potential. We have high expectations of what can be achieved, and we believe that learning should be both stimulating and enjoyable.

We have a dedicated staff and an active Hub council which ensures that every child feels safe and secure and has a happy and successful learning experience. The welfare of every child is the concern of every member of staff.

Our most recent OFSTED report carried out in May 2019 stated that the 'The school is inclusive, and leaders have been successful at building strong relationships with all parts of the school's community. We are a family school and we can only achieve our aims by working closely with you as parents. Your support is essential in your child's success at school, and we value your input and opinions. We consider ourselves at the 'heart of the community' and welcome many visitors from the local area into school to work with the children and enhance their learning.

I hope that you find this booklet useful and we look forward to welcoming you to our school.

Luke Rees

Head of School

The Early Years Foundation Stage (EYFS)

At Bugle, we believe that every child deserves the **best possible start** in life and the support that enables them to fulfil their potential. We recognise that children develop quickly in their early years, and a child's experiences between birth and age five have **a major impact on their future life chances**. We understand that a secure, safe and happy childhood is important in its own right. Within the Early Years Foundation Stage at Bugle School, we intend to provide **ALL** children with the skills, knowledge and understanding they need to develop into independent, well-rounded, informed individuals, who are able to access and build on the learning opportunities that are provided for them later on in their school career.

We teach children individually, in small groups, and as a whole class. Through a combination of teacher input and continuous provision of opportunities, learning is planned to encourage children to develop their learning independently through exploration and challenge. The "**Characteristics of Effective Learning**" are **at the heart** of the Early Years Curriculum and explore the different ways in which children learn. They highlight the importance of playing and learning, active learning, and thinking critically. All the learning experiences we plan for the children allow them to utilise and develop these skills. We believe that, in order to access all areas of school life, the children should be encouraged to persevere, be resilient, try new things and challenge themselves.

The Early Years Foundation Stage (EYFS) 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.

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 match their individual needs and there is a strong partnership between practitioners and parents/carers.

Learning and Development

Children learn and develop in different ways and at different rates. The framework covers the education and care of all children in early years settings, including children with special educational needs and disabilities.

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

In the EYFS, there are **seven areas of learning**; all areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three areas, the **prime areas**, are:

1. **Communication and Language**
2. **Physical Development**
3. **Personal, Social and Emotional Development**

The four specific areas, through which the three prime areas are strengthened and applied, are:

4. **Literacy**
5. **Mathematics**
6. **Understanding the World**
7. **Expressive Arts and Design**

Upon their completion of the Reception year, we will assess your child's overall progress and development against the statutory **Early Learning Goals (ELGs)**. This is known as the **EYFS Profile**.



“Play provides the natural, imaginative and motivating contexts for children to learn about themselves, one another and the world around them. A single moment of sustained play can afford children many developmental experiences.”

– **Ofsted, 2015**

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.

Playing and exploring – engagement

Finding out and exploring

Sensory play is an important part of learning for young children as it is through their senses that they make sense of the world around them and begin to explore naturally. A stimulating environment is vital to ensure that this area of learning is maximised, reaching its full potential. Sensory play includes activities that stimulate children's senses: sight, sound, smell, taste and touch. By providing this type of activity, children will learn more about the world around them in a natural way.

Playing with what they know

Children need time to repeat actions, to practice skills learnt and be allowed to play with things they enjoy. They will enjoy playing with toys that are familiar to them and toys that they see others using, and engaging them in imaginative play. Dressing up, role play and 'small world' areas can be beneficial for this.

Being willing to have a go

Activities should be age- and stage-appropriate to the child's development, but also challenging, therefore building up their confidence to try new things. Children are naturally curious but may be quite shy or reluctant to try new things. Offer support and encouragement and model how to do things if you can, as they may not know what to do. Once children practice new skills, they will begin to master them through trying over and over again. Children will vary in their level of involvement in some activities and may prefer some types of play over others; this is down to personal choice. If a child really does not want to do something they should never be forced to.

Active learning – motivation

Being involved and concentrating

Children sometimes need help to remain focused on activities. There should be a balance of child-initiated and adult-led activity; with careful planning these can be incorporated into daily routines. Young children do not have a great concentration span and may get easily distracted; always make sure that activities are age appropriate so that children are not being set up to fail at something. It is far better to give them an easily accomplished task that gets progressively harder, so that they can slowly gain any new skills required.

Keeping on trying

Adults need to support children to complete tasks that are age- and stage-appropriate. Some children may find activities hard to master, so perseverance is key. When we observe young children, we find out what they like to do and if they enjoy certain aspects of play. This helps us to plan for their interests and makes learning more tailored to the child's needs. Learning new skills can be frustrating for young children so helping them to keep on trying and stick with it will be beneficial.

Enjoying achieving what they set out to do

Praise and encouragement should be given to each child, even in the smallest of tasks, to help build self-esteem.

Again, by observing the children in the setting you will find out what it is that they like and what they need to help them to progress towards their next steps. Providing fun activities and experiences will make this happen more easily, as they will be enjoying the experience.

Creating and thinking critically – thinking

Having their own ideas

Children should be given a variety of resources so that they may self-select and use their imaginations. Open-ended craft activities are an excellent way to help children to express themselves. For children, creativity is about the process; it is not always the end product that counts. Often when we plan for play activities we have a set goal in mind that we wish the children to gain from the activity, however children will often take the activity to another level by adding their own imaginative processes, sometimes in ways we had not intended. This shows that they are becoming independent and imaginative, and should be encouraged where possible.

Making links

Themes can be followed through within all areas of the curriculum to embed the learning objectives – for example, if the theme is 'Growing', then why not make a garden centre shop in the home corner. That way, children can re-enact experiences they may have had outside of the setting; if they have been to a garden centre, they can pretend to play at selling plants and other things they may find there.

Choosing ways to do things

Children need to be given choices, opportunities and encouragement to try new things. Usually in a setting there are places and zones for certain activities; this is comforting to the children, as they know where to go if they want to play with something and will know where they are. However, it is also a good thing to try spontaneous activity and large group work or circle time. Some activities are better done outdoors and some indoors – let the children decide as it can make for a new dimension on what it is that they do in the space.

'Teaching should not be taken to imply a 'top down' or formal way of working. It is a broad term that covers the many different ways in which adults help young children learn. It includes their interactions with children during planned and child-initiated play and activities: communicating and modelling language; showing, explaining, demonstrating, exploring ideas; encouraging, questioning, recalling; providing a narrative for what they are doing; facilitating and setting challenges. It takes account of the equipment adults provide and the attention given to the physical environment, as well as the structure and routines of the day that establish expectations. Integral to teaching is how practitioners assess what children know, understand and can do, as well as taking account of their interests and dispositions to learn (characteristics of effective learning), and how practitioners use this information to plan children's next steps in learning and monitor their progress.'

– Ofsted, 2019

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.

In the context of our EYFS provision, it is the **responsibility** of the adults to teach our children through **observation** and **high-quality interactions**. As a school, we ensure that our EYFS adults receive training so that they can spot a 'teachable moment' while the children are engaged; they know the children very well and have a sound understanding of child development. This ensures that the adults **enhance** and **extend** the learning at the appropriate level for each unique child. Generally, the adults go to the children. The children become involved in activities of their choice. The adults observe the children carefully, join them (when appropriate), and engage in quality interactions (teaching) to move the learning on. They "teach" through modelling, suggesting, providing vocabulary or resources, explaining or encouraging. In this way, if a child encounters a **challenge**, then they will not give up. Rather they will be supported to **persevere**, overcome the challenge and **move forward** in their learning.

Transition into Reception Class at Bugle School

In light of recent alterations to practice due to Covid-19, this year staff will provide parents with starting school information (through the post) and will get to know each child prior to them starting school. These are the key steps in that process:

- Telephone call with key workers from nursery settings
- Welcome letter and school readiness poster
- EYFS welcome booklet
- Teacher welcome video introducing the 'All About Me' box.
- Elmer book will be sent to home address to stimulate imagination prior to starting topic in September
- 'Looking forward to meeting you' card from Teacher/TAs including photos.
- Summer home learning pack
- Possible 'meet your teacher' session

Starting School

As each child enters the Reception Class at Bugle School, staff will use their professional judgement to assess the age band that children are working within, across the EYFS 17 areas of learning. Within the first 5 weeks of each child starting school they will be given an entry baseline. This will be completed in the following ways;

- Observations
- One-to-one activities
- Group activities
- Planned activities
- Child-initiated learning and play

Formative Assessment

Throughout the year children's development and progress in all areas of the EYFS Curriculum are **monitored**. Children's interests, their learning, their stage of development and their individual next steps all inform planning. Classroom provision ensures that children continue to make progress through **experience** and **play**, through adult-led activities and continuous provision planning. Progress is recorded by observing and assessing children. Formal work is marked (as per the EYFS marking policy) and all evidence is entered into 'Tapestry', the Electronic Learning Journey Program.

Assessment Cycle

- Entry baseline – within 5 weeks of starting Reception
- Progress – assessment of progress will be made at 2 further points in the academic year
- Summative data – at the end of the year we will assess the Reception Class children against the EYFS Early Learning Goals, stating whether they are **Emerging, Expected** or **Exceeding**.
- Written reports on the Characteristics of Effective Learning are included in the end of year report to parents.

Parents and Assessment

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. Formal meetings are held with parents in October and in February. This is then followed up in July with a written report. Parents are kept up to date with the learning taking place in class via a half termly newsletter where current learning is summarised and challenges for children to complete at home are suggested.

An Enabling Environment

At **Bugle School**, our EYFS environment enables children to become fully immersed in purposeful play of their own choice and interest. Our outdoor and indoor areas allow for learning in all areas of development, but the two environments do not mirror each other. The neutrality of our indoor environment aims to support children's ability to regulate their thoughts, feelings and emotions, whilst pursuing activities which require small and/or perishable equipment and resources that would not survive the outdoor elements.

Our children initiate their own learning and the adults join them, supporting and teaching, in the context of their play. This time is known to the children as **playful learning**; the majority of the school day consists of this. In order to facilitate our children's independence, we have adopted a **workshop-style environment** in our EYFS classroom. In all areas of the indoor provision, the resources are available and accessible to the children at all times.

These areas, known as the **continuous provision**, are clear, stocked and tidy at the start of the day. Visual prompts support the children in emulating the high expectations of the adults. This enables them to care for their classroom by independently tidying the resources and areas that they choose to access. The tables and carpet areas of the classroom are free of equipment but the resources are available next to these areas. This allows the **children to be in control of their learning**.

In order to meet the needs and interests of our children and follow their developing interests, we constantly **review and reflect** on the continuous provision available in our EYFS classroom. This enables us to monitor which areas of the continuous provision are proving productive, and which need **enhancing** further.

If an area or a resource is not facilitating purposeful play, then the area is enhanced or the resource is removed (until its return is prompted by the children's interests). For example, during the spring term, the writing provision was enhanced with a caterpillar habitat, enticing literature and new mark-making utensils. This was prompted by the children's enthusiasm towards gardens, after discovering mini-beasts in the outdoor environment.

Our enhanced provision **always** follows our children's interests as they emerge. This stimulates the children's desire to play, explore and create, enabling them to show the **Characteristics of Effective Learning**. Enhanced provision, when implemented effectively, can result in high levels of involvement and quality, child-led learning outcomes.

“Children have a natural desire to explore, communicate, create and learn. Our job is to establish an environment (meaning the provision, the people and the atmosphere) where this is possible.” – Anna Ephgrave, 2013

Other areas in the indoor environment include the role-play areas, the creative area, the block play area, the construction area, the dough areas, the 'small world' area, the maths area, the writing area, book corner and the snack area. Each area of the provision is regularly enhanced with new resources and literature to meet the developing needs and interests of our children.

In terms of the role play opportunities afforded to our children, we ensure that there is **always** a 'home corner' role play area, as this is what is most familiar to the children upon transitioning to school. This area of the continuous provision is enhanced throughout the year and provides the children with opportunities to practise being the adults that they know (and in doing so, develop the vital life skill of empathy). Other role play areas are set up and developed as and when an interest emerges.



Key Information

Teachers and Support Staff in Reception Class

Miss Penhall is the class teacher in reception; she is an **experienced** teacher with years of working within the Early Years Foundation Stage. **Mrs Channing** and **Mrs Torres and Mrs Richards** are the class teaching assistants who support teaching and learning using a **wealth of knowledge** developed over years teaching children in EYFS.

Everyday Routine

The classroom door will open at 8:45am and the children will start their **morning activities** as soon as they arrive. The **register** is taken at 9:00am promptly, after this time attendance is marked as late. Please be as prompt as you can in the mornings as it can be unsettling for your child and the class if there are late arrivals.

Reception Class have a healthy balanced **snack** provided every morning, such as fruit, milk, crackers and bagels etc. We also cook regularly as part of our learning. 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.

Children learn best when they are hydrated! It is essential for children's health and wellbeing that they keep hydrated throughout the day, so we provide water bottles in class and refill as needed throughout the day. There is no need to bring in a water bottle.

Lunch is between 12.00pm - 1.00pm

For Reception, the **school day ends** at 3.15pm.

It is also important for you to collect your child on time as children can become upset if they are left. If you are likely to be late, please let the school know as soon as possible.

*Please note: for the safety of your child we must know who is picking them up. If you cannot collect your child yourself, please let the teacher or office know who is coming in your place. This person must know your child's password (which you will be told by the office secretary) as they will be asked for it. We cannot let children go home with someone unless you have authorised us to do so.

Attendance

If your child is unable to attend school, please phone and let us know as soon as possible. We now have **attendance targets** set by the Government. We do not authorise holidays during term time. A form requesting leave of absence must be completed for any exceptional circumstances.

Home Learning

We will provide the following for you to do at home to **support** your child's literacy and maths:

- Initially a picture book to share at home, then once ready a phonetically decodable reading book for your child to read themselves (we advise reading a

little every evening). Speed-read words to practice will be attached in your child's reading record; please record comments here too.

- Letter formation practice, then simple spelling sheets once confident
- Maths activities
- Topic homework menu

To further promote and support the link between home and school, please add wow moments that occur during home learning tasks to your child's tapestry account.

Reading and Phonics

At Bugle School we see being able to read as **a necessity and a priority**. Children take part in daily Read Write Inc phonics sessions at school and are **immersed** in a language-rich environment. Our reading scheme supports phonics teaching; 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.

Your child will be given a Bugle School Book bag, which will have a coloured name label and 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 keyring they will put their book bag in the red box.

On arrival to school, the children have a daily reading session where they complete phonics/letter formation activities and have an adult read with them. Please ensure that blending/reading books and reading diaries are always kept in your child's book bag and that this comes into school every day.

Using your child's learning as a **foundation**, we also send word slips (featuring 6 words) home for you to **practice** with your child every night. When your child is confident with their first set of words, we will send home the next set of key words to learn. Most of the words are phonetic; your child can use their phonic sounds to help them sound it out. However, as we know, not all words are phonetic; these are called common exceptions or 'tricky words'. These will be printed in red and found in a little envelope inside your child's reading diary, so they are easily recognizable. Please also practice these.

Reading books will be changed three times a week, on Mondays, Wednesdays and Fridays. Your child needs to have read their book, at least 3 times before it is changed. We believe that it is **practice** and **repetition** that will ensure that learning is **embedded, confidence** will grow and **progress** in learning to read will be **secure**. At school, we write comments in purple pen, so it easy to see when your child has read with us. Please write a comment (in blue/black ink or pencil) in your child's reading record to explain that your child has read the whole book confidently. Your child's reading record book is a home-school link, and a way of communicating with your child's class teacher about how your child has managed their phonics, words and book.

We also believe that there is so much more to reading than phonics alone. **Comprehension, new vocabulary, expression** and **fluency** are also **vital** 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.

Uniform

Below is a list of our **compulsory** school uniform; we think that we look really **smart!** The majority of the school uniform can be purchased from local shops and supermarkets. We have a small amount of our school jumpers and fleeces here at school which can be purchased from the office, although you can also order direct from www.schooltrends.co.uk/uniform/sttc1151. Please allow a couple of weeks' delivery time for your jumper to arrive.

Boys:

White Polo Shirt
Navy school sweatshirt/fleece
Black/Grey trousers or shorts
Black, grey or white socks
Black Shoes

Girls:

White Polo Shirt
Navy school sweatshirt/fleece
Black/Grey skirt, pinafore dress or trousers
White socks or black white/black/grey tights
Black shoes (no open-toed sandals)

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.

Don't forget, your child will also need their school book bag, that should come to school with them every day. It must be a book bag rather than a backpack/rucksack, as your child's reading book and homework will need to be kept flat and secure.

PE clothes

Please place PE kits in a small rucksack. These will stay at school and be sent home half termly for washing. Children will need black shorts, PE trainers and a white t-shirt. It is very helpful if your child is able to dress and undress themselves for P.E. lessons.

Change of Clothes

At times, we can get messy, wet or have a toileting accident at school. 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 which we will put inside your child's PE rucksack.

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.

School Meals

Reception children are **all entitled to a free school meal** and menus are shared with you each term. Each day there is a choice of hot meals or jacket potatoes. 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.

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.

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 be notified immediately so children can be taken to their doctor or to hospital. All accidents are recorded and in the case of bumped heads 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 diarrhea) need to be absent for 48 hours after their last incident.

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 factor 50 sun cream.

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.

Parent Helpers

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 a variety of activities such as hearing children read and supporting children within the classroom during painting and art, 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.

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 in college, and lead happy and fulfilled lives.

Our School Aims:

We value the thoughts, feelings, skills and opinions of every child, providing them with equal opportunity to participate fully in their learning.

We provide high quality teaching and accurate assessment systems to target rapid and sustained progress for our pupils, maximising their chances of exceeding national expectations.

Our Golden Rules

Bugle School is a team and all children, parents, staff and those in the community are included. Our school ethos promotes Learning for Life and our high-quality education is based on traditional community values. Our Golden Rules are:

- To **respect** everyone and everything
- To keep everyone in our school **safe**
- To show **care** to everyone and everything.
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Within our school community are the four further teams of Trevithick, Trengrouse, Trelawny and Pentreath. The children work in these groups to collect house points and rewards and work together for events like Sports Day.

Assemblies take place twice weekly and are used as a place to develop the children's understanding of our school values. The assemblies are led by different staff members and include celebration of children's work plus sporting and musical achievements. Children's behaviour, kindness and the way they respond and adopt our school values are also acknowledged.

Each class has a personalised reward system at Bugle School; we recognise that a consistent approach to positive behaviour management is successful. Children are rewarded with raffle tickets, house points and stickers when they complete **great work, persevere** and **try their best**. Mr Rees is always delighted to spend time talking to the children about their work and their positive attitudes.

Above all else, the children of Bugle School are **kind**, they **work hard** and they have **fun**. We provide opportunities for the children to develop skills, attitudes and disposition that will stand them in good stead for their future as **young citizens**.

Contact

If you require any further details or have any questions don't hesitate to contact us via the school email - hello@bugleschool.org.uk