

Wheeler's Lane Primary School



Reception Induction Booklet



Welcome to Wheelers Lane Primary School



Our vision is to be “A community of inspiration, aspiration and enrichment”.

Dear Parents and Carers,

We are looking forward to welcoming you and your child to Wheelers Lane Primary School in September. The aim of this booklet is to provide you with practical information and some useful advice to help make your child’s transition into Reception as smooth as possible.

We hope this is the beginning of a very happy and successful time for your child and look forward to building a strong partnership with you as we support your child on their exciting journey into school.

If you have any questions or concerns, please do not hesitate to contact us.

Mrs S. Pecheur

Headteacher

Mrs Sumner

AHT – Inclusion/EYFS Lead

Wheelers Lane Primary School Expectations

“Wheelers Lane is a community that nurtures and supports every child; that values everyone’s unique worth and contribution; that empowers every member to achieve their fullest potential; that opens up a world of opportunities.

It is a place of safety where firm boundaries guide and support; where high expectations lead to lifelong learning; where care and respect build self-esteem and self-belief. It is a gateway to limitless possibilities; to soaring aspirations; to brighter futures”.

OUR CORE VALUES

- RESPECT
- CARING
- FAIRNESS
- TOLERANCE
- RESPONSIBILITY
- HONESTY

At Wheelers Lane School we believe that every member of our school community should have an equal opportunity to achieve his or her full potential regardless of race, colour, gender, disability, special educational needs or socio economic background.

We believe that it is the right of all our children to be educated in an environment free from disruption by others.

This policy sets out the framework for the behaviour, responsibilities, values and attitudes expected of our community members within a Restorative Approaches philosophy.

The school embraces Restorative Approaches (RP) as a means of empowering teachers to be successful and effective practitioners within their classroom, raising standards and achievement across the school and developing aspirational, motivated and responsible children.

- To create a consistently orderly environment, both inside and outside of the classroom, which will enable everyone to work and learn.
- To reward children’s for academic achievement, completing and returning homework, being equipped for school and behaving well in lessons.
- To ensure that Every Child Matters agenda is firmly embedded into all aspects of school life.
- To embed the use of Restorative Approaches in all aspects of school life.

We have very high expectations of conduct and behaviour at Wheelers Lane Primary School. More information on behaviour, anti-bullying, Special Educational Needs and Disabilities (SEND) are available on the school website.

Our team

We have three reception classrooms and share two outdoor learning environments. Children work with all adults in Reception in all areas of learning. Staffing consists of three Reception class teachers and teaching assistants across the week.

Professionals from outside agencies e.g. Speech and Language Therapists, Educational psychologists will also work with staff and children in Reception. Mrs Sumner (AHT – Inclusion/EYFS Lead) will meet with parents if we feel professionals need to become involved and support your child. Parents may need to give written consent for some agencies to be involved with their child.

General Information about the school

Wheeler Lane is a three-form entry Primary School with a school Nursery. We have about 630 children on roll.

The school consists of four departments:

Department	Year groups	Leader
Early Years	Nursery and Reception	Mrs Sumner (AHT – Inclusion)
Key Stage One	Years One and Two	Mrs Richmond (Deputy Head)
Lower Key Stage Two	Years Three and Four	Mr Wood (AHT – Teaching and Learning)
Upper Key Stage Two	Years Five and Six	Mr Bishop (AHT – Assessment and Curriculum)

Mrs Sumner, assistant head teacher, leads curriculum and planning and oversees pastoral care, guidance and support for the 130 children in the Early Years.

All staff have a responsibility for ensuring children are safe and behave well, make progress from their starting points, and have positive attitudes towards learning.

The Early Years Foundation Stage

Information for Parents and Carers

Wheeler Lane EYFS Curriculum Intent

We foster an inclusive ethos that promotes flexibility within the curriculum to provide a learning journey that reflects individual needs. Through building relationships with the whole family, we have a positive impact beyond the classroom.

We promote vital skills to support children to develop empathy and kindness, through positive teamwork and problem solving. This enables children to feel happy at school and fosters confident learners who are physically and emotionally ready to learn. Our children have pride in what they do and the resilience to keep going. We nurture independent skills and thinking, encouraging curiosity, creativity and risk taking. Through hard work and self-reflection, we grow children who are brave enough to ask big questions.

Our curriculum is skills driven, empowering the children to drive the context of their learning through their own interests and passions.

We do all of this through 6 big questions:

What makes me, me?

What is happening around me?

What do we care about?

Are we alone?

What is beautiful?

How have we grown?

EYFS Framework

The EYFS is a framework for children's development from birth to the end of the Reception year of Primary School. There are four themes of the EYFS;

- A unique child - every child is a competent learner from birth and can be resilient, capable, confident and self-assured.
- Positive Relationships - children learn to be strong and independent from a base of loving and secure relationships with parents and carers.
- Enabling environments - the environment plays a key role in supporting and extending children's development and learning.
- Learning and Developing - children develop and learn in different ways and at different rates and all areas of learning and development are equally important.

These themes are used to underpin the learning and development that your child will take part in during their time in the EYFS. Children learn in a variety of ways: watching others, talking, asking questions, listening, exploring and investigating. We aim to promote curiosity and offer open ended learning opportunities that encourage creative thinking, problem solving and independence. Play is the foundation of development and learning for young children and your child will continue to take part in many indoor and outdoor play experiences that will help them to learn, develop and have fun!

The EYFS curriculum is organised into seven areas of learning and development;

- Personal, social and emotional
- Communication and language
- Literacy
- Mathematics
- The World
- Physical
- Creative

This does not mean that all of the children's learning is divided up into areas. In one activity they can be developing knowledge, understanding and new skills across several areas of learning at once.

Personal, social and emotional development

This area of learning helps children to feel good about themselves and others so they are able to develop positive relationships. It supports them to become independent, excited and motivated learners.

You can help at home by: Encouraging your child to use the toilet independently, wash their hands, put on and fasten their coats. Playing games which encourage sharing and turn taking will help your child to build their social skills.

Communication and Language

This area of learning helps children to develop language through talking, thinking and listening in different situations. To support children in their early reading and writing they are encouraged to mark make, enjoy stories, books and rhymes and link sounds and letters.

You can help at home by: Reading stories, encouraging your child to join in and talk about books, singing songs and nursery rhymes, taking time to listen to them talking about things they've done and answering their questions.

Mathematics

In this area of learning children develop mathematical understanding through stories, songs, games, everyday activities and imaginative play so that they enjoy

experimenting and become confident and curious about numbers, shapes, patterns and measures.

You can help at home by: Talking about the shapes around in the environment, comparing things which are heavy and light or long and short, pointing out numbers at home and in the environment, singing counting songs and rhymes, counting anything and everything - socks, cars, shopping!

The World

In this area of learning, children develop knowledge, skills and understanding that help them to make sense of the world. This is the foundation for later work in history, geography, science, design technology and ICT.

You can help at home by: Talking to your child about the places they go and things they see in the world around them. Letting children join in with everyday activities - washing up, cooking, shopping, gardening etc

Physical Development

Making progress in physical development gives children confidence and enables them to feel the benefits of being healthy and active. Your child will participate in structured PE and dance sessions, as well as having access to outdoor learning every day, improving their skills of co-ordination, control and movement. There will be many opportunities for your child to develop fine motor skills - e.g through using scissors, glue, paintbrushes and pencils.

You can help at home by: Giving children time to run, jump, climb and play outdoors and also by encouraging children in activities such as building, drawing, threading beads, or filling and emptying containers in the bath - all of which develop manipulative skills.

Creative

This area of learning includes art, music, dance, drama and imaginative play - opportunities for children to try new experiences and express themselves in a variety of ways. Creativity is an important part of successful learning; it enables children to make connections between experiences, solve problems and be inventive.

You can help at home by: Talking to your child about their imaginative play and joining in if possible, encouraging them to be flexible in their thinking and use of materials and praising them for their efforts or ideas as well as the end product.

Literacy

This area of learning includes reading and writing. To support children in their early reading and writing they are encouraged to mark make, enjoy stories, books and rhymes and link sounds and letters.

You can help at home by: Reading lots of stories, encouraging your child to join in and talk about books, singing songs and nursery rhymes, taking time to listen to them talking about things they've done and answering their questions.

Useful information

Safeguarding

All staff and agencies involved in child protection work together to safeguard and promote well-being of children. Copies of the school's Safeguarding and Child Protection policy are available on the school website. School follows the Birmingham Council's Safeguarding guidance and policies. If you have a safeguarding concern contact Mrs Richmond or Mrs Sumner (Designated Safeguarding Leads) 01214642551.

Induction Programme for September 2020

School commences for Reception – Wednesday 2nd September 2020.

The induction at Wheelers Lane is designed to support and encourage children to gradually gain confidence in their new environment. The most important part of the induction is making children feel comfortable at all times and at the same time allowing them to experience the fun and exciting surrounding that Reception has to offer.

On Wednesday 2nd September there will be a phased induction with children given a starting time. We aim to have all children in for three sessions across the week. Once children are settled in we expect parents to be able to leave them in the setting to get to know their teacher.

For the majority of children, they will then continue to access the setting full-time from Monday 7th September. For a small group of children this may not be appropriate initially. Staff will speak to families and it may be appropriate for the child to carry out a part-time timetable for part of the term to give them more time to settle and feel comfortable with the school day.

The Reception Environment

At Wheelers Lane we place great emphasis on encouraging children to be independent, enquiring learners. Our environment provides a safe, secure, child-friendly setting where children can make choices and take responsibility for their own equipment and resources from the very start of their early years' education.

We provide a breadth of multi-sensory experiences and activities that enable children to learn across all areas of the foundation stage.

Equipment is accessible for all children and arranged at their level on purpose built Reception furniture, enabling high quality learning experiences for all.

We have our own outdoor learning spaces where children take part in structured play on a larger scale. We feel that outdoor education is very important to children throughout the year, so we ask children to come to school with suitable outdoor clothes, waterproof coats, hat and gloves on cold days.

Organisation of Reception Day

The doors open at 8:35am. All children should be there by 8:50am ready for registration.

Lunchtime is from 11:30am to 12:30pm.

School finishes at 15:15pm and children will be dismissed through the two classroom doors onto the main playground.

We request that all children are collected by a named adult (older than 16) and not by a sibling at Wheelers Lane.

Record keeping and assessment

Learning journals are used to record the children's progress through observation, discussions and small group sessions. Children take part in learning activities that are supported and facilitated by the adults in school.

We value and encourage parental contributions and celebrate these in school as well as using them to have a well-rounded understanding of their progress in all areas.

The children also have a writing book where weekly tasks are recorded. These are supported by the class teacher and form part of our overall assessments.

Staff will carry out assessments in line with the Government guidance, which is through an initial baseline assessment and then ongoing observations throughout the school year. These end of year judgements are shared with parents through school reports.

Forest Classroom and Allotment

Our use of the forest school and allotments supports the Early Years foundation stage by developing skills in self-awareness, communication and social skills, independence, self-esteem and confidence.

Currently the staff work with groups on a rolling weekly programme in both the forest classroom and the allotment. Parents are informed when their children will be attending the outdoor activities and will be asked to provide suitable clothing to wear.

In the forest classroom children will be supported in carrying out challenging tasks such as; shelter building, digging and searching for mini-beasts, building with large logs, pattern making, mud painting and collecting resources for projects.

Lunchtime Provision

Children in Reception are offered a school lunch or are able to bring in a packed lunch. Within the school day children have their lunch at 11:30am. Initially children will be supported in the lunch hall by both the lunchtime supervisor and the class teacher. After a few weeks the teacher will withdraw and each class has an allocated lunchtime supervisor.

Once the children have finished lunch they will play outside in the playground alongside KS1. Each class has their own lunchtime supervisor who supervises their play.

Snacks and Playtime

Children at Wheelers Lane have access to the outdoor classroom throughout the day as supported by the adults.

Snacks are provided at school for all children – there is access all day to fruit, milk and water to encourage healthy eating habits. Children do not need to bring any additional food to school and are not allowed to bring fizzy drinks into school.

School Uniform

All children are required to wear a school uniform.

The uniforms should consist of:

- Grey Trousers, shorts, pinafore, skirt or dress
- Yellow shirt or polo shirt
- Green jumper or cardigan
- Black flat shoes

There are many local shops that sell a wide range of uniforms that meet our criteria. Shoes should be hard wearing, open-toed or heeled shoes are not allowed and are unsafe for school. We also do not allow trainers to be worn for school outside of PE. For safety reasons children should only wear stud earrings.

We do not accept children having lines or patterns cut into their hair.

Dates for the Year

Autumn Term 2020

Term Starts: Tuesday 1 September 2020

Half Term: Monday 26 October 2020 to Friday 30 October 2020

Term Ends: Friday 18 December 2020

Spring Term 2021

Term Starts: Monday 4 January 2021

Half Term: Monday 15 February 2021 to Friday 19 February 2021

Term Ends: Thursday 1 April 2021

Summer Term 2021

Term Starts: Monday 19 April 2021

Half Term: Monday 31 May 2021 to Friday 4 June 2021

Term Ends: Wednesday 21 July 2021