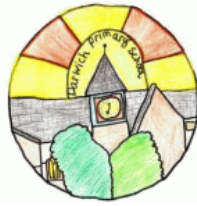


Parwich Primary School



Early Years Foundation Stage (EYFS)

Welcome!

Information for parents / guardians with children starting in the EYFS

Headteacher's Welcome

On behalf of the staff and governors of Parwich Primary School, I would like to welcome you and your family to our school community.

Parwich Primary School is a special place where the staff are dedicated to providing a nurturing environment where everyone feels valued and safe, ideas can flourish and children can realise their full potential.

By providing a well-structured and engaging curriculum, and by promoting good behaviour through our Golden Rules, we aim to enthuse all children to love learning as well as respect and care for each other.

Whatever the needs of your child and whatever special interests they have, we aim to ensure your child thrives at Parwich.

We value highly the partnership between home and school and encourage all parents to take an active part in the education of their children. The partnership of all stakeholders is essential, as together, we set new challenges whilst building on our success.

I look forward to welcoming you and your child to our school.



Keeping Children Safe

Our top priority is to provide as safe an environment as possible for your child. You can help with this in a number of ways:

- Provide us with emergency contact numbers and let the school office know straight away if they change.
- Let us know if there are any changes in the person who usually picks up your child. If it is an emergency, or you only find out at short notice then please telephone the school office.
- Collect children from a staff member at the Infant playground gate.
- Children are supervised by a member of staff, until an adult arrives to collect them.
- All children **must** be brought to and collected from school by an adult. Please remain with your child, until a member of staff arrives outside for 'Meet and Greet'.
- Let us know of any medical conditions affecting your child or any other factors affecting their wellbeing.



Timetables

Reception

Member of staff on playground for Meet and Greet	8.35am
School day starts / Registration	8.45am
Lunch	12.00 - 1.00pm
Registration	1.00pm
End of day collection	3.15pm

Our Infant Class

Your child will start school as part of our Infant Class. The Infant Class is made up of our EYFS children as well as Key Stage 1.



Beginning of the school day



All children come to school through the playground gate, unless the weather conditions cause the hill to become dangerous in which case the main front door to the school should be used, where a member of staff will be present to meet the children.

Infant pupils should arrive at school anytime between 8.35am and 8.45am – no later. They will be guided by a member of staff to walk straight across the playground, through the small gate, across the Outdoor Learning Area to the Infant Classroom.

Settling Your Child at School

Settling a child into a new environment may take time, however our usual induction programme allows children to meet staff, children and to experience school-life before their start in September which helps children to settle quickly. This year, we will continue to work together with each individual family in September to ensure we make the transition as smooth and as happy as possible.

You will receive an information pack from the school, which includes the following necessary forms: School Admissions, Home to School Agreement and Use of Images permission. Please fill these in and return to school. A post card for Free School Meals with details of an online form which needs to be completed is also in the pack.

How you can help:

- We encourage our children to be independent. As a consequence, encourage your child to enter school confidently.
- Allow them to practise hanging their own coat up, as they will be expected to put their coats and book bags away, before coming back to the classroom.
- Encourage them to look forward to school and feel excited about their new experience.
- Please be positive, as this will help them to feel positive too.
- Say goodbye and explain clearly that you will be coming back to get them later. Reassure them if they become upset, but still say goodbye and leave.
- When you pick up your child, ask them about their day and what they have been doing.
- Praise and reward them for settling well.
- If your child cries when you leave, remember that the staff team will be there to support you and reassure your child. We find that children generally calm down and become involved in what is going on in the classroom within 5 – 10 minutes. We appreciate that this can be upsetting, but do not worry as we will work together to support your child through this period of transition.



Lunch and Snack time



- Parwich Primary School has its own kitchen providing excellent home cooked food. Our school meals are very popular!
- Please see the school office for the current cost of school meals and details of entitlement to free school meals. Alternatively see www.myschoollunch.co.uk/derbyshire.
- Money sent into school should be in an envelope clearly labeled with your child's name, the date and a list of contents. Cheques are to have your full name on the reverse with a list of what the cheque is for. You are also able to make BACS payments directly to school. Please, contact the school office for the bank account details.
- Your child may prefer to bring a packed lunch to school each day.
- Children will be required to bring a water bottle to school each day with their name on which they have constant access to; these can either be provided by yourselves or purchased from the school at a cost of £2.00 per bottle.
- Children have a piece of fruit at playtime as a snack. The fruit choice varies constantly.



Code of Conduct

Our school is a safe and happy place where everyone is aware of what is expected of them. We therefore have 'Golden Rules' in the Infant classroom that all the children must follow:

- We keep our hands and feet to ourselves
- We are kind and helpful
- We tell the truth
- We work hard
- We look after property
- We listen to others



These rules are discussed with the children to ensure that all children understand them. These rules are moral values.



The Curriculum

Children follow the Early Years Foundation Stage Framework. This framework offers children the opportunity to learn through a wide range of practical experiences, in the indoor and outdoor learning environments.

The child is at the centre of the Early Years Foundation Stage. Every child deserves the best possible support and start in life to fulfill their potential. A child's experience in the early years has a major impact on their future life chances. A secure, safe and happy childhood is important in its own right, and it provides the foundation for children to make the most of their abilities and talents as they grow up.

Play is vital for children. It is through play that young children learn, grow and have fun. It helps them understand the world and to develop socially and emotionally. Singing songs, reading together, playing games with letters and numbers and having fun with friends gives them a head start. Play also helps their confidence, so they can handle what life brings. All children should be able to play and learn in a fun environment with adults who understand and care about them.



The Early Years Foundation Stage (EYFS)

The EYFS meets the overarching aim of improving outcomes and reflects that it is every child's right to grow up safe, healthy, enjoying and achieving; making a positive contribution and with economic well-being.

Within the EYFS profile, Learning and Development is separated into the following three prime areas, four specific areas of learning and three learning characteristics:

Prime Areas

- Communication & Language
- Physical Development
- Personal, Social and Emotional Development

Specific Areas

- Literacy
- Mathematics
- Understanding of the World
- Expressive arts and design

The Learning Characteristics

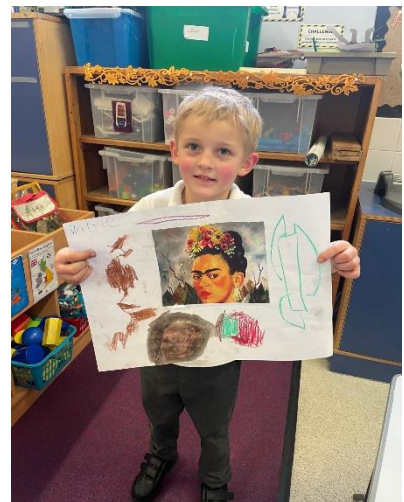
- Playing and exploring
- Active learning
- Creating and thinking critically



Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for Year 1.

Staff also take into account the individual needs, interests, and stage of development of each child in their care, and use this information to plan a challenging and enjoyable experience. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate. To support children with additional needs, we will also provide an inclusive environment using multi-sensory approaches, including information and communication technology



(ICT), working with additional adults, managing peer relationships, adult-pupil communication, formative assessment/assessment for learning, motivation, and supporting memory and consolidation.

At Parwich, ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Staff also take into account observations shared by parents and/or carers.

Within the first six weeks that a child starts reception, staff will administer the Reception Baseline Assessment (RBA).

At the end of the EYFS, staff complete the EYFS profile for each child. Pupils are assessed against the 17 Early Learning Goals, indicating whether they are meeting expected levels of development or not yet reaching expected levels ('emerging').

The profile reflects ongoing observations, and discussions with parents and/or carers. The results of the profile are shared with parents and/or carers for their child.

The profile is moderated internally (referring to the Development Matters [guidance](#)) and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.



Using Reading, Writing and Maths at Home



Maths

Everyday life provides many opportunities to develop mathematical skills and concepts. Children enjoy practical opportunities such as sorting objects, addition, subtraction, sharing, identifying numbers around them, talking about and comparing items by shape and size and joining in with counting games and rhymes.

Reading

Children learn to read at very different stages. Some may already recognise names and some words in their environment by sight; others may recognise and say the sounds of some letters. Print is all around us; on labels, signs, food packets and in the media. Encourage your child to make connections to these, hunt for letters and say the sounds, re-read repetitive stories and rhymes to them and talk about the illustrations, events and characters they encounter.

Writing

Praise all efforts that your child makes to communicate by making marks. This may include using pencils, paints, in the sand, or using ICT. Involve your child when you are writing cards, lists, letters and messages. This will develop their understanding that print has meaning. Encourage your child to form letters clearly if they are ready to record, and encourage lower case, not capital letters in their writing, apart from the beginning of names.



Reading and Book Bags

Your child will be given a reading record as well as a reading book. Please listen to your child read as often as possible and we will endeavour to do the same in school. It really does make a huge difference, not only to their reading but also to their writing and their speech and language. Don't forget to jot in the reading record when you have read with your child.

Your child will also be sent home with some phonics sound cards and key word cards. Please practise these at home with your child daily. These are vital to give your child the stepping stones to reading.

General tips for supporting your child's reading:



- Read together every day, as part of their regular routine
- Encourage your child to talk about the pictures
- Ask questions: Why did that happen? What will happen next?
- Encourage your child to tell you the story in their own words.
- Ask them to turn over the pages and point to the text.
- Once they know some letter sounds, encourage them to sound out short words and blend.
- Practise phonic cards on a regular basis.

Helping your child at home

We want to work with parents/guardians to support your child's transition into school. There are a few things that you can encourage even before your child begins school that will help them to settle in and feel comfortable.

- Clearly label all items of clothing, footwear, lunch boxes, book bags and PE bags.
- Check from time to time that the labels are still in place and clear.
- Allow your child to practise dressing and undressing, including using fasteners that they find difficult. Encourage your child to be as independent as possible. We are happy to support your child with dressing and undressing when necessary, but do encourage them to have a go.
- Please wash and return any spare school clothes promptly, if your child comes home wearing any.
- Play with your child indoors and outdoors. Encourage the development of gross motor skills by supporting your child with physical play including climbing and clambering. This will support the development of fine motor skills that follow.
- Undertake creative and messy activities with your child such as cutting and sticking, finger painting, working with dough or clay.
- Encourage your child to be responsible for putting away their own things. They will be encouraged in school to put book bags, lunch (if necessary)/snacks and coats in their correct places from the beginning of the school year.
- Reinforce independent toileting and also hand washing and drying.



'Together Everyone Achieves More'