



Early Years
Foundation Stage (EYFS)

Parent Handbook 2021

AT AMBLECOTE WE ACHIEVE BECAUSE IN OUR PUPILS WE BELIEVE!

Contents

Contact information	2
Welcome	3
Staff	4
Induction programme 2021	5
Early Years Foundation Stage	6
Outdoor learning	8
Reception class daily timetable	9
Equal opportunities	10
Behaviour	10
Letters and Sounds	11
Reading Champions	12
Home Links	13
Dropping off and collecting your child	14
School Dinners	14
Pupil Premium	15
Food and drink	16
Reception class fund	17
School uniform	18
Safeguarding	21
Medicines	22
Attendance	24
Checklist for starting school.	26
Top tips for being ready to start school!	27



Contact Information

Our contact details are:

Amblecote Primary School
School Drive
Stourbridge
West Midlands
DY8 4DQ

Telephone 01384 818335

E-mail: receptionclass@amblecote.dudley.sch.uk
info@amblecote.dudley.sch.uk

Head Teacher:	Mrs J. Cook
Acting Deputy Head Teacher:	Mrs M. Pickett
Chair of Governors:	Mrs C Roberts



Welcome

A very warm welcome to Reception Class. The information in this handbook is designed to help you prepare your child for starting their first year at school. In Reception we aim for our children to be happy, confident and resilient by providing many engaging and stimulating learning experiences to create a caring and encouraging foundation upon which their development and education will build.

Starting school is a major transition period in your child's life and we understand each child is unique and will respond differently to this experience. As experienced staff we will get to know and understand your child and form positive relationships with them. We will help them build confidence and guide the development of their capabilities with a view to ensuring they thrive and learn at their own pace.

During your time with us, staff will always be available for you to discuss any concerns and support with your child's changing needs.

We firmly believe that parents and school working together will benefit your child and therefore, look forward to working with you whilst your child attends our Reception class.

Our very warmest wishes,

The Reception Team

Meet the Reception Staff

Mrs A. Price Foundation Stage Co-ordinator
Class Teacher/ Deputy DSL



Miss A. Judd Class Teacher



Mrs A. Hazlewood



Mrs V. Brooks



Teaching Assistants



Induction Programme 2021

Parent transition meetings will take place in the hall where you will be able to meet teachers and ask any questions you may have.

Parent Transition Meetings:

- **Tuesday 29th June 5pm**
- **Tuesday 29th June 6:30pm**

Parents/carers are invited to attend **one** session to try a hot school meal with their child.

Induction Lunches:

- **Tuesday 6th July 11:30am - 12:15pm**
- **Tuesday 6th July 12:30pm - 1:15pm**

Parent/Teacher Meetings:

During the induction lunch we will arrange a meeting time for you to share information about your child with their class teacher. Parent/ Teacher meetings will take place in school

- **Week commencing Monday 12th July**



Early Years Foundation Stage

The EYFS is made up of seven areas of learning and development. We focus on the **three prime areas** first, which will form a sound foundation for your child's healthy development and future learning. These are:

- Communication and language (CL)
- Physical development (PD)
- Personal, social and emotional development (PSED)

As children grow, the prime areas will help them to develop skills in **4 specific areas**. These are:

- Literacy (L)
- Mathematics (M)
- Understanding the world (UW)
- Expressive arts and design (EAD)

Children access the seven areas of learning through a mixture of stimulating and engaging focused and play based activities, which adapt to suit each child's unique needs and interests.

Characteristics of effective learning

- Playing and exploring
- Active Learning
- Creative and critical thinking

Our experienced and nurturing staff will teach, observe and encourage these characteristics throughout the year.

Learning Through Play

Our play-based curriculum gives children the opportunities to build intellectual, social, physical, and emotional skills through observing each other, adult modelling and practising newly learned skills. Social interactions are crucial to their fundamental cognitive development and language is a key feature of this. Our language-rich, well-planned environment helps each child to become confident, self-regulating and resilient learners who are not afraid to make mistakes.

We give children freedom and hands-on opportunities for exploration so they can problem solve, think critically and become active self-assured learners.

How Children Learn

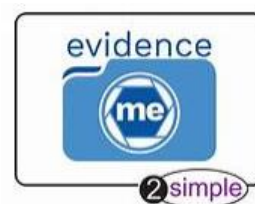
- Through rich and varied play opportunities
- Socially interacting with other people
- Being active
- Exploring new experiences
- Problem solving
- Communicating to someone who responds to their ideas
- Representing ideas & experiences
- Meeting challenges
- Being shown how to do things
- Practising, repeating & applying skills
- Having fun



Outdoor Learning

Being outdoors has a positive impact on all children's development and wellbeing. It gives children firsthand contact with the weather, seasons and the natural world and the freedom to explore.

Within our Early Years Foundation stage, we have both an indoor and outdoor classroom, this is because we feel that the outdoor environment can offer children different learning opportunities than inside. As well as a designated playground, our outdoor learning environment includes a mud kitchen, a field, a wildlife area and an allotment. Children can access outdoor experiences daily, in all weather conditions. With this in mind, we ask that you provide your child with a pair of wellies for muddy conditions, gloves, a hat and a scarf during cold weather and a sunhat throughout the summer months. All extra items of clothing need to be labelled and will be kept on your child's peg, to be used as and when needed.



Evidence Me 2Simple

We use a specialist Early Years online learning journey to track our pupil's progress and log their learning experiences. We use Evidence Me 2Simple to record your child's achievements throughout their first year in school. The online learning journey allows us to form judgements on children's progress and interests, allowing us to create more meaningful learning experiences within the classroom.

This is a secure and safe website that is only accessed by teachers and yourself. You can only view your child's progress. More details will be provided once your child has started school.



An example of the Reception Class Daily Timetable

8:45 - Bell rings, doors open. Children **MUST** be in by this time.

All parents to leave school premises promptly.

8.55 - Registration and visual timetable and early morning activities

9:15 - Teaching Session 1 Phonics

9:45 - Daily Mile

10:00 - Teaching Session 2 Kinetic Letters/ Dough Gym

10:30 - Snack

11:00 - Teaching session 3 Mathematics

11.20- Child Initiated Learning

12.00 - Lunch Time

1.00 - Registration

1.10 - Speech and language activities

1:30 - Child Initiated Learning/ Focus activities

2:50 - Story, rhyme and song time (or RE/ **Social and Emotional Aspects of Learning** activities)

3:00 - Home time for children who do NOT have a sibling in school

3:05 - Home time for children WITH a sibling in school.

We pride ourselves on giving our pupils engaging experiences like themed days, so sometimes our timetable maybe a little different! We will give you plenty of notice and details about such events.

Equal Opportunities

We welcome children from a diverse range of backgrounds and are an inclusive community, where there is complete equality of opportunity and where everyone is valued. The school's Equality Policy is available on our website and copies can be sent to parents on request. We also welcome children with disabilities and special educational needs and adhere to the Government's Special Educational Needs Code of Practice.

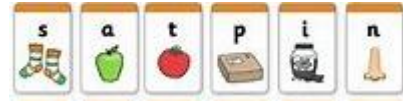
SEND

At Amblecote Primary School, all staff recognise that every child is an individual. We are committed to offering an inclusive curriculum to ensure the best outcomes for all pupils, by catering for a wide variety of skills, abilities and needs. Our educational aims for children with special educational needs and/or disabilities (SEND) are the same as those for all children in school.



Behaviour

From the very beginning of school life, we expect all children to listen to others, try their best, be honest, polite and helpful. We will encourage them to be independent and look after their own possessions while respecting those of others. Encouraging children to take responsibility for their own actions helps them become aware that their behaviour has an effect on those around them. This can be achieved by establishing boundaries to help children make good choices. Verbal praise, stickers, house points and certificates are continually used in Reception as is a 'prize box' for extra special achievements!



Letters and Sounds

Children in the Reception Class have a daily phonics session. Phonics introduces children to the world of letter sounds rather than letter names. The methods used allow children to develop independent Literacy Skills. Letters and Sounds is a phonics resource published by the Department for Education and Skills. It aims to build children's speaking and listening skills in their own right 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. We use Kinetic Letters alongside this document, to teach children the letter sounds in a multi-sensory way.

The five basic skills taught through phonics are:

1. Learning the letter sounds.
2. Learning letter formation.
3. Blending sounds to read.
4. Identifying sounds in words in order to spell.
5. Spelling tricky words (those you are unable to sound out).

Curriculum information will be provided by the school website and Class Dojo. Details of any parent events will be provided once your child has started school.

Reading

We use the Rigby Star phonics reading scheme and Collins Big Cat Phonics within the Foundation Stage as they progress in line with the phonic sounds taught. Initially children will have "free choice" books as well as the letter sounds, they have been taught. Once the children start the reading scheme their books will be changed weekly and communication between school and home will be shared through a reading diary. Details about this will be shared in September.

Reading Champions

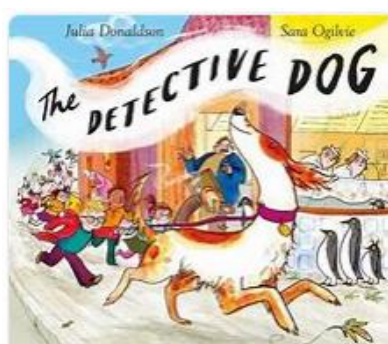
Over the year we will be celebrating reading and enthusing our children to read a wide variety of texts. Please support your child at home to help them become a Reading Champion. This can be done by listening to them read, helping them complete activities/challenges and encouraging them to read a wide variety of books.

SET LIST for Reception Class:

The Tiger Who Came to Tea by Judith Kerr

Star Dust by Jeanne Willis and

Detective Dog by Julia Donaldson



There are three levels to our Reading Champions Initiative, which can be achieved over the course of the year, as outlined below:

For Bronze -children are asked to read one of the books listed above and complete the accompanying sheet. In addition 9 other books must be shared and any recorded in your child's reading journal. To support the reading of the additional books (ones not on the SET LIST), we have also included a selection of activities that the children can complete. (More details in September.)

For Silver - Children are asked to read a second book from the list above and a further 4 books of your choosing taking the total books read to 15. Again, follow up activities are to be recorded in the reading journal.

For Gold - Children are asked to read the final book from the list above and a further 4 books taking the total number of books read to 20.

We encourage children to read a range of texts including stories, non-fiction and poetry books. The children will have the opportunity to borrow the books listed above from the school library over the coming months.

Parent Partnership

To enhance your child's learning, it is extremely important parents and teachers work closely together. By parents and teachers valuing, respecting and trusting each other, two-way communication and sharing information can help meet your child's individual needs.

School Links with Home:

- Open door policy
- Parents evenings/meetings
- Online workshops (EYFS, Phonics/Reading, Kinetic Letters and Maths)
- Online Learning Journeys
- Newsletters
- School website
- WOW moments
- Class DoJo
- Parent Hub

Pupil Premium

Even though all children in Reception and Key Stage 1 are entitled to a **free** hot meal, it is vitally important that school knows the children who are from families in receipt of certain benefits. This is because part of our school funding is set by the number of children from families who are entitled to these benefits. The school receives a sum of money called the 'Pupil Premium', currently worth £1300 per eligible child, and this money is used by schools to:

- employ teaching assistants in classrooms.
- run intervention programmes to provide extra help or challenge for children.
- buy resources to support learning.

Our school can receive this funding if you are in receipt of **any** of the following benefits:

- Income Support
- Jobseekers Allowance (income based)
- Employment and Support Allowance (income related)
- State Pension Credit Guarantee Element
- Child Tax Credits ONLY, with no entitlement to Working Tax Credit plus an annual gross income under £16,190
- Support under Part IV of Immigration and Asylum Act 1999
- Working Tax Credit run-on - paid 4 weeks following exemption of Working Tax Credit
- Universal Credit

For school to receive Pupil Premium funding it is necessary to apply for free school meals. Please apply online at www.dudley.gov.uk.

Here you can download the application form and email it directly to freeschoolmeals.benefits@dudley.gov.uk.

Alternatively, please contact the school office where staff will be happy to help you complete the application form.

If your child chooses to bring a packed lunch but is eligible for Pupil Premium please still apply as the funding can still be claimed by school.

Please bear this in mind if your circumstances change in the future. If you have any questions about this, please do not hesitate to ask.



Snack

During the morning we have a designated 'snack' time. During this time all children will be able to access fruit, milk and water. You do **not** need to provide your child with a snack from home.

Water Bottles

All children are required to bring a water bottle to school each day. This should be a **clear** plastic bottle with a sports type lid (no screw tops please) and be clearly labelled with your child's name. The bottle should be filled with water only (**no juice or squash**). Each day these will be sent home to be washed and refilled ready for the following day.



Reception Class Fund

In Reception class we aim to provide a wide range of additional activities to enhance our curriculum including cooking, woodwork and gardening. In order to provide these opportunities, we require a lot of additional materials and resources. We therefore ask parents for a weekly contribution of £1 which can be handed in at the door in a morning. Every time your child donates their £1 contribution, they will be entered into our prize draw to win a toy shop voucher at the end of the summer term! Half termly or termly payments can also be made if preferred.

We know how much children enjoy these experiences and do hope that you will support us with this.



School Uniform

We are a 'uniform' school as we believe that a uniform looks smart, wears well and contributes to a feeling of belonging to our school.

Our uniform consists of:

- Plain white polo shirt, blouse or school polo shirt with the school logo
- Red school sweatshirt, cardigan or fleece with the school logo, or
- Plain red cardigan/jumper
- Plain grey trousers, skirt or pinafore dress (elasticated trousers make it easier for younger children to use the toilet independently)
- Grey or white socks
- Grey tights
- Sensible flat heeled shoes NOT trainers (Velcro shoes are easier for children to fasten.)

As an alternative option in hot weather:

- Girls summer school dress in red and white
- Plain grey shorts

PE Uniform

On PE days, children will need to come to school in their PE kit, wearing their jogging bottoms over their shorts. You will be notified about PE days in advance.

INDOOR P.E Uniform:

- Plain white T-shirt or school T -shirt with the school logo
- Plain black/navy shorts/skort
- White socks
- Black pumps (to be kept in school on your child's peg)

OUTDOOR P.E Uniform:

- Black/ Navy tracksuit
- Plain white T-shirt or school T -shirt with the school logo
- Plain trainers

All your child's clothes must be clearly labelled including coats, shoes and PE uniforms. Labelling clothes, shoes, bags, and lunchboxes is really helpful to staff and also encourages the children to be independent.

School cannot accept responsibility for any loss or damage to individual property. We always accumulate a large amount of lost property that is never claimed because it is unnamed.

In the Early Years Foundation Stage all children will have access to exciting activities which may involve getting messy! Although we always use painting aprons and protective clothing, accidents do happen, so we do ask you to be aware that unfortunately, from time to time your child's clothing may get dirty.

As our learning environment is both indoors and outdoors, we ask that you make sure your child is equipped for these areas at all times of year. Please ensure their clothing is practical and suitable for the seasonal changes. Waterproof jackets and winter clothing for cold weather; sun hat and protective clothing in the summer months. We ask that sun cream is applied before the children get to school so that they are ready for the day.

All children will need a pair of wellies to be kept on their peg for use in the mud kitchen and wildlife area.

Jewellery

Children must not wear jewellery in school with the exception of one plain ear stud or sleeper in each ear and a plain wristwatch. Children **MUST NOT** wear earrings on PE days. Please note that staff cannot remove children's earrings. If they are not removed prior to coming to school on a PE day, your child will miss the PE lesson. Please ensure that your child does not have their ears pierced during term time as they will not be able to take part in PE for up to 6 weeks.

Hair

In the interests of safety, practicality and hygiene, shoulder length hair or longer MUST be tied back and fringes must be kept short. Use plain hair bands/bobbles (no large flowers or other decorations) and no more than 2 plaits. Hair gel must not be worn. Any fashionable influences or styles which cause a potential health and safety issue will not be allowed nor any style which causes a child to be subject to embarrassment, teasing or argument. Grade 1 is not advisable and children should not have their hair or eyebrows shaved. Tramlines, patterns, highlights, colours, steps or 2 different lengths in the hair are not allowed.

Non-compliance with school policy will lead to parents/carers being contacted and asked to resolve the situation.

Head Lice

Head lice are a nuisance affecting all schools. The school nurse no longer conducts routine head inspections, so it is every parent's responsibility to inspect their own child's hair for head lice each week and to inform the school if any are found. If lice are detected in school, you will be called to collect your child so you can treat them immediately.

All long hair should be tied up at all times to prevent the spread of head lice.

Health and Safety

We update and review our risk assessments regarding Reception classrooms and play areas on a regular basis. Copies of these risk assessments are available on request.



Parking

There is a limited amount of street parking when bringing children to school. Additional short-term parking is available on the open space, just on the left hand side before you get to the school entrance. Please do not drop children off on the wavy lines outside the school entrance or drive up the school driveway.

Safeguarding Children

If you are concerned about a child then please contact our Designated Safeguarding Lead (DSL) who is Mrs Cook or one of our deputy safeguarding leads-

- Mrs M Pickett - Acting Deputy Head & Year 5/6 Phase Leader
- Miss L Skirving - Year 3/4 Phase Leader
- Miss J Careless - Year 1/2 Phase leader
- Mrs A Price - EYFS Phase Leader
- Mrs G Dunckley - EYFS & KS1 SENCO
- Miss D German - KS2 SENCO
- Mrs J Sparrow - Attendance Officer

Safeguarding is the responsibility of us all. If we are concerned about a child, we have a duty of care to contact children's services. If you are concerned about a child outside school call 0300 555 0050 with your concerns and seek advice. Our Safeguarding policy can be found on the school website.

Policies

Policy documents are available to view on the school website.



Mobile phones

For safeguarding reasons, we ask parents/ carers not to use mobile phones on the school site.

No Smoking/ Vaping

Smoking/ vaping is not permitted anywhere on the premises - buildings and grounds.

No Dogs

No dogs are permitted on school premises unless they are registered assistance dogs.



Health

If your child is taken ill at school, you will be contacted so that you may collect them from school. **Please keep your emergency contact details and mobile phone numbers up to date with the main school office.**

If your child has had sickness and diarrhoea, they must not return to school for at least 48 hours after the last episode.

Medicines

If your child requires **prescribed** medication during school hours, arrangements can be made for a member of staff to administer this medicine providing a medical request form is completed (obtainable from the school office). Alternatively, you may choose to come to school and administer your child's medication yourself. Staff cannot administer medicine which is not prescribed. This includes Calpol.

Asthma

If your child has asthma and needs an inhaler, please make sure we have **two** inhalers in school, clearly labelled with your child's name. Please complete the Asthma form, which has been emailed out to you and notify school of any other health concerns.

Epi-pens

If your child is prescribed an epi-pen we **MUST** have a care plan in place which we will complete together. Please make sure we have **two** epi-pens in school, clearly labelled with your child's name.

Accident or injury

All Reception staff hold current first aid certificates and always have access to a first aid box. We will keep a written record of all accidents, injuries and first aid treatment which we will inform Parents and/or carers of at the end of the day.

In the case of a more serious injury, parents will be contacted using the emergency contact details provided.



Attendance

Regular attendance at school is crucial in raising standards of education and in ensuring every child can meet their full potential. Missing out on lessons leaves children vulnerable to falling behind. Children with poor attendance tend to achieve less in primary school.

The school believes that good attendance is an important factor in helping children achieve success in their school career. We therefore expect all children to attend school each day unless they have a genuine illness or other legitimate reason for having time off.

Attendance and the School's Safeguarding Responsibilities

The school has a statutory safeguarding responsibility to ensure the safety and wellbeing of pupils who are absent from school. Therefore, parents and carers must inform the school if their child is absent (before 9:30am) and give the reason for the absence. If the school is not notified, you will be contacted in order to provide the reason for the absence.

It is imperative that parents/carers keep the school informed of any changes to their contact details, including changes to mobile phone numbers. Parents / carers must provide the details of at least two people who can be contacted in an emergency.

Education Investigation Service (EIS)

The Education Investigation Service (EIS) is responsible for ensuring that parents meet their legal obligations in respect of their child's education and in doing so they may issue penalty fines or take legal proceedings to ensure that you do so.

The Head Teacher and Governing Body of each school have a responsibility to inform the EIS when a child's attendance becomes a matter of concern and to support the EIS in the actions that they may take.

Penalty Notices

Parents may be issued with a penalty fine or prosecuted over unauthorised absence sessions. This can include an unauthorised leave of absence or any other sessions of unauthorised absence.

Family Holiday in School Time

The Department for Education regulations linked to attendance, make it clear that head teachers may not grant any leave of absence (which includes holidays) during term time unless there are exceptional circumstances.

Exceptional circumstances are those which are "rare, significant, unavoidable and short".

Any request for 'leave' must be put in writing stating exceptional circumstances. This must be received by the Head Teacher no later than 15 school days before the proposed leave is due to take place. In making an application for leave, the parent/carer with whom the child normally resides must make the case that their child will need to be treated differently from the norm. Each request must meet specific 'exceptional circumstances' which would not be expected to be repeated within an academic year, or to occur regularly throughout a child's school life.

If you choose to take a leave of absence during term time, this absence will be referred and may result in a fine of £60 per child per parent.



Checklist For Starting School

Things your child needs everyday

We provide all of the equipment your child needs for their day-to-day learning, but these are the things your child will need to bring with them each day:

- Book bag (NO RUCKSACKS)
- Library book/ Reading book
- Water bottle - labelled (**Please do not place this in your child's book bag**)
- Packed lunch (if you are not having a school dinner)
- Wellies and black pumps (to be kept in school)
- An early night!
- A good breakfast!

How can I help my child prepare for school?

- Encourage your child to be as independent as possible even if it takes far longer for them to get ready.
- Get them used to a routine in which they go to bed reasonably early and get up early enough for you and your child to have a stress-free morning getting ready for school.
- Be positive. Talk about school as an enjoyable, fun experience!

Top Tips for Starting School!

Toilet train so they can use the toilet independently and wash and dry their hands.



Label everything with your child's name, including shoes.

Teach them to put on and take off their own coat and fasten the zip to the top.



Give them opportunities to practise taking turns and also to play independently.



Practice counting from 1 - 5, recognising and ordering each number.

1 2 3 4 5

Make sure they can open their lunchbox.



Help them use a knife and fork and taste different foods.



Say please and thank you and wait their turn to talk.

Read to them - create a love of books



Get them excited for school!



Practise how to use scissors safely - cut along a line, cut out a shape.



Show them how to hold a pencil correctly. Teach them how to recognise their own name. Begin to write it using the Kinetic Letters Guide.



Teach them how to put their shoes on - velcro is best!



Encourage them to tidy away their own toys.