



STARTING RECEPTION AT GREENWAY SCHOOL





Ofsted 2011

‘This is an outstanding school which makes a considerable difference to the lives of the young people in its care’

‘Children settle quickly and happily into the safe environment of both the Nursery and Reception classes. This is helped by good induction arrangements and excellent welfare provision’

‘Children play and work well together because of the clear guidelines and routines given to them by staff

‘Children are well prepared for the next phase of their learning’

AGENDA FOR THE EVENING

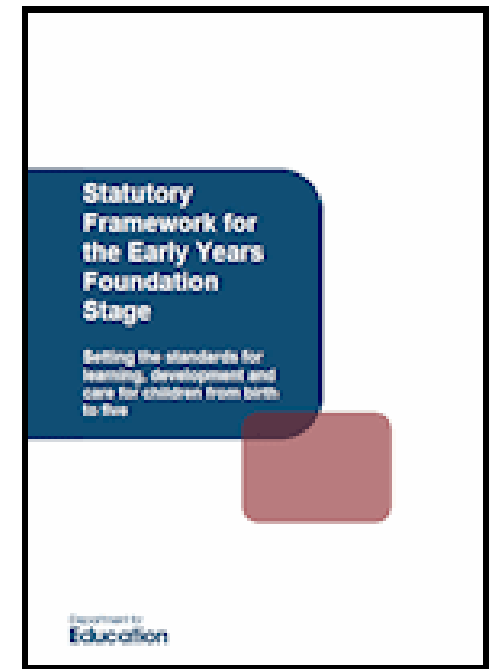
1. Welcome and introductions
2. EYFS Curriculum
3. Curriculum Organisation
4. Routines
5. Practical Matters
6. G.S.A.
7. Questions
8. Ensure forms are completed before you leave.

From September 2012
All early years settings will
follow the Revised EYFS
Framework.

Practitioners will use the
Development Matters statement to
assess children throughout the
year from observations of adult led
teaching sessions and child
initiated play experiences.

Assessments will culminate in the
EYFS Profile which consists 17
Early Learning Goals. This is
completed near the end of your
child's Reception year.

From September 2017 Schools
will carry out a Reception class
Baseline assessment within the
first few weeks.



Early Education
The British Association for Early Childhood Education
www.early-education.org.uk

Development Matters in the Early Years Foundation Stage (EYFS)

This non-statutory guidance material supports practitioners
in implementing the statutory requirements of the EYFS.

Children develop quickly in the early years, and early years practitioners aim to do all they can to help children have the best possible start in life. Children have a right, spelled out in the United Nations Convention on the Rights of the Child, to provision which enables them to develop their personalities, talents and abilities irrespective of ethnicity, culture or religion, home language, family

background, learning difficulties, disabilities or gender. This guidance helps adults to understand and support each individual child's development pathway. Other guidance is provided at www.foundationyears.org.uk. The EYFS statutory framework is available on the Foundation Years website as well as the Department for Education website: www.education.gov.uk/publications



The Revised EYFS:

There are 3 Prime areas of development and 4 Specific area of development.

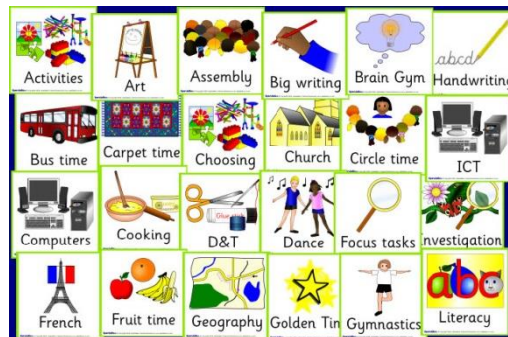
Characteristics of Effective Learning
<p>Playing and exploring – engagement</p> <p>Finding out and exploring Playing with what they know Being willing to 'have a go'</p>
<p>Active learning – motivation</p> <p>Being involved and concentrating Keeping trying Enjoying achieving what they set out to do</p>
<p>Creating and thinking critically – thinking</p> <p>Having their own ideas Making links Choosing ways to do things</p>

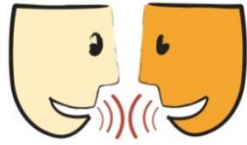
Area of Learning and Development	Aspect
Prime Areas	
Personal, Social and Emotional Development	Making relationships
	Self-confidence and self-awareness
	Managing feelings and behaviour
Physical Development	Moving and handling
	Health and self-care
Communication and Language	Listening and attention
	Understanding
	Speaking
Specific areas	
Literacy	Reading
	Writing
Mathematics	Numbers
	Shape, space and measure
Understanding the World	People and communities
	The world
	Technology
Expressive Arts and Design	Exploring and using media and materials
	Being imaginative



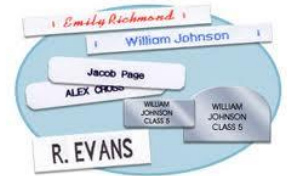
Reception Class Routines

1. A typical day at the beginning of the year.
2. A typical day near the end of the year.
3. Lunchtime and play at the beginning of the year.
4. Lunch time and play at the end of the year.

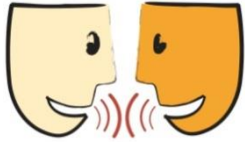




Reception Class Practicalities



Communication & book bags



Staff are always happy to speak with parents. Unless it is a quick message, please ask to see them at the end of a session when there will be more time.



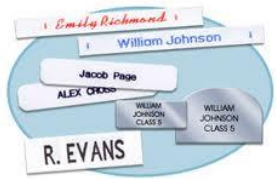
Please use the board at the gate or door to inform staff if your child will be going home with anyone other than you.



We visit the library once a week. Your child will be able to borrow books on these days. Book bags used in Nursery need to be returned to them at the end of term.



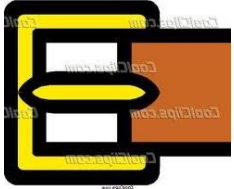
Letters will be emailed unless your family has opted out of this system, in which case you will receive a paper copy.



Clear name labels are most helpful. If it can be taken off, please sew a label on it.



Outdoor/indoor shoes. Please name both pairs and decorate indoor shoes for easy recognition.



Tough fastenings can hinder independence. Please save difficult belts and fastenings for the weekend.



Help us to help your child, practise changing for PE.
No trainers required.



Every day the children will be learning outside regardless of the weather, please send a coat.



Spare clothing in a named bag is essential for water play or accidents. Please make it a separate bag to PE kit.



Please arrive and pick up **on time**.
School hours are 8.55 - 3.15prompt.
The door will close at 9.00am
If you arrive after this time please take your
child to be signed in at the school office.
If you are late.



PRACTICAL MATTERS

CONDUCT

- ❖ Positive Behaviour
- ❖ Concerns
- ❖ Walking to school

ATTENDANCE

- ❖ Absence
- ❖ Unauthorised absence
- ❖ Signing out

MEDICAL

- ❖ Records – Please update us on any changes to your child's medical history
- ❖ Head Lice – please check your child's head regularly
- ❖ Sickness – 48 hours at home AFTER the last bout of sickness or diarrhoea.

GSA

Water bottles and much more !!



COMMUNICATION

Email communication

Texting

Extended Provision...

- Breakfast club
- After school club – Waccy (Wrap Around Care Club)



Next steps.....

- Complete milk form
- If you are new to the school you will have a lot more forms to fill in!