



The Blake CE Primary School

# EYFS

# Prospectus



*Loving, learning and flourishing in community*

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## **School Vision**

Everyone is welcomed unconditionally into our Christ-centred community and treated with dignity and respect. The generous relationships, rich curriculum and breadth of opportunity ensure all flourish. Through learning, persevering and experiencing success, children are encouraged and equipped to engage with, and positively influence, the school, the community and the world.

## **School Prayer**

**Dear God,**

**Thank you for this day and for everyone in our school.  
Please help us always to do our best and to care for each other.**

**Help us to look after our world and to make our school a safe and happy place.**

**Amen**



# Welcome to Reception

## The Reception Unit Team

Mrs Sharon Moss  
Reception Leader



Mrs Naomi Rowlands  
Class Teacher



Mrs Siân O'Connor  
Class Teacher



Mrs Christine Noel  
Teaching Assistant  
and Key Worker



Mrs Alison King  
Teaching Assistant  
and Key Worker



Mrs Olivia Lee  
Teaching Assistant  
and Outdoor  
Classroom  
Co-ordinator



Other additional adults also support both Reception classes at different points in the week.

## Our Aims

To ensure that:

- Children are happy and settled in school.
- Children become confident and competent learners.
- Children achieve to the best of their ability.
- Children are excited and motivated to learn.
- Children know that we value their work and celebrate their achievements with them.
- Children begin to become responsible for their own learning.
- Children become independent.

# The Reception Day

## Admissions

All children are entitled to a full-time place in their Reception year from 3<sup>rd</sup> September 2020. In order to aid and support your child in their transition from nursery/pre-school to "big school", we offer a staggered start to full days. Over the years, we have found this to benefit the children greatly, as a shorter day in the beginning allows them to become accustomed to the many new experiences at a slower and therefore less overwhelming pace: new rules and expectations of behaviour; new adults; a large body of children; a new environment. On starting school, all of these new experiences are incredibly tiring, both physically and mentally; a full day in a new school is very different to a full day at nursery or pre-school. A settling-in period is essential to achieve happy, confident children.

The Blake CE Primary School will be offering the following:

<b>Autumn born (1<sup>st</sup> September - 31<sup>st</sup> December birthday)</b>	<b>Attend mornings only (8.50am - 12pm) 3<sup>rd</sup> - 4<sup>th</sup> September.</b> <b>Attend full-time (8.50am - 3.10pm) from Monday 7<sup>th</sup> September.</b>
<b>Spring born (1<sup>st</sup> January - 30<sup>th</sup> April birthday)</b>	<b>Attend mornings only (8.50am - 12pm) 3<sup>rd</sup> - 11<sup>th</sup> September.</b> <b>Attend full-time (8.50am - 3.10pm) from Monday 14<sup>th</sup> September.</b>
<b>Summer born (1<sup>st</sup> May - 31<sup>st</sup> August birthday)</b>	<b>Attend mornings only (8.50am - 12pm) 3<sup>rd</sup> - 18<sup>th</sup> September.</b> <b>Attend full-time (8.50am - 3.10pm) from Monday 21<sup>st</sup> September.</b>

**This is subject to change, due to the current situation.**

## Full-time Day:

School doors open	8:50 a.m.
Lunch Break	12:00 - 1:00 p.m.
School Ends at	3:10 p.m.



### Breakfast Club

This club currently operates daily, and is run by Oxford Active at a cost of £5.00 per session. It begins at 7:50am. Reception children are escorted to their classroom at 8:50am. You can register your child by visiting: [www.activeafterschoolclubs.co.uk](http://www.activeafterschoolclubs.co.uk) .

### After School Club

This club is currently run by Oxford Active daily from 3:15pm. You can opt to collect your child at 4:30pm or at 5:30pm. For further details and to register your child, please visit: [www.activeafterschoolclubs.co.uk](http://www.activeafterschoolclubs.co.uk) .



## Key Persons

In line with pre-school providers and the Early Years Foundation Stage (EYFS) guidance, we operate a key person system. This person is available as your first point of contact. However, we pride ourselves on the fact that we know all your children and build good relationships with all parents and carers. Please feel free to approach any of the Reception team, if you have any concerns.

A key person in the school environment is responsible for:

- Building an in depth knowledge of your child and forming links with the family.
- Contributing to your child's learning journey observations and ensuring their individual needs and requirements are fulfilled.
- Leading key person group times, including show and tell and circle time.



# The Curriculum

Activities in Reception are planned for individual children's interests and abilities, taking into account the seven areas of learning, as set out in 'The Early Years Foundation Stage' or EYFS. It can be likened to the building of a house - without good foundations, it would not stand firm. A child needs a firm foundation in their education; therefore they need to learn the essential fundamentals: letter sounds and letter names, how to hold a pencil, shape names, number names, how to socialise, how to play collaboratively, how to listen, how to build friendships; all of these are learnt through the seven areas of learning and development.





# The Seven Areas of Learning and Development

## The *prime* areas:

- **Communication and Language** - Developing speech and language through a rich language environment and the confidence and skills involved in expressing oneself.



- **Physical Development** - This involves ensuring all children have opportunities to be active and that they gain knowledge in how to lead a healthy life.
- **Personal, Social and Emotional Development** - This involves personal skills, such as dressing independently, learning about appropriate behaviour, playing with other children and religious knowledge. To enhance and develop relationships, we buddy with children in Year 6.

## The *specific* areas:

- **Literacy** - We currently use a 'Read Write Inc.' approach to teaching phonics, in order to help the children with their early reading and writing skills. Children are taught how to break down words into their individual sounds (phonemes), in order to read, and also how to put sounds together (blend) for writing. Once they

become fluent in reading, they are taught how to read with expression (using a story-telling voice) and the skills of comprehension. In writing, they will be encouraged to sound out words, punctuate and make their writing interesting. Regular assessment is built into the programme to ensure progression.

- **Mathematics** - Recognising numbers, counting, shape, problem solving, positional language, money, addition and subtraction.
- **Understanding the World** - Helping children to understand the world they live in, gain understanding of communities and find out about people, places, technology and the environment.
- **Expressive Arts and Design** - Art, craft, music, dance, role play, design and technology.



## The Outdoor Area

**"The best classroom and the richest cupboard are roofed only by the sky."**

**Margaret McMillan**

The outdoor area is our outside classroom. It is said that one could teach the whole of the Reception curriculum using only a sandpit! Children in Reception spend a lot of quality time in the outside area; therefore a great deal of thought goes into the outdoor provision. We aim to provide children with a variety of activities, during which they can have fun while they learn. We plan our timetable in order that a member of staff is available to be outside all day every day, except during input/carpet time. The children are then able to access the outdoor 'classroom' most of the time, come rain or shine.

**"There is no such thing as bad weather, just bad clothing!"**

**Danish Teachers**

We ask parents to send in labelled wellingtons, labelled waterproof trousers and a labelled waterproof jacket to keep in school at all times. If your child has all of these, it will help to maximise their enjoyment of the outside area. It is no fun sitting in wet clothing, nor is it fun washing muddy uniforms day after day!



We are very excited to inform you that, during the summer holidays this year, our outdoor area is being completely revamped - we look forward to sharing photos of it once it is finished!



## How Parents can help at School

We always welcome help from parents or grandparents in the classrooms. We involve parents in activities such as group reading, painting, outdoor activities, observing activities, cooking, sewing and playing games. A form is available for you to complete, if you are able to help regularly or even on an occasional basis. In line with safeguarding procedures, all volunteers need to complete a Disclosure Barring Service (DBS) application online - please see Mrs Shillam, our School Business Manager, who is based in the school office.



### **Friends Committee**

The 'Friends' are parents of children in school, who raise money throughout the year for projects within the school. They are always looking for new members; please put your name forward, if you would like to help the school continue to create the best learning environment for your child. If you have any special skills, talents or time, please share!



## Parents and Teachers Together

Parents and teachers have a common aspiration - they both want the best for your child. We encourage parental involvement in children's learning and offer an 'open door' policy where parents can come to a member of staff at any time, before or after school; this can be spontaneous or by appointment. Below are a number of suggestions of how you can help your child at home and support their learning.

### Communication and Language

- Regularly read stories to and with your child.
- Talk with your child - develop their use of language: "Is it a *big* elephant?" or "Is it an *enormous* elephant?", "Is it a *pretty* flower?" or "Is it an *exquisite* flower?". Take every opportunity to explain the meanings of new words and to talk about new experiences.

### Physical Development

- Show your child how to use scissors.
- Encourage your child to learn how to ride a bicycle.
- Show your child how to use cutlery correctly.
- Talk to your child about how we keep healthy.

### Personal, Social and Emotional Development

- Help your child to become more independent by encouraging them to dress and undress themselves.
- Encourage them to be responsible for remembering to wash their hands after going to the toilet.
- Encourage them to listen to others.
- Encourage them to share fairly and take turns, e.g. in board games.
- Encourage them to tidy up after themselves.

### Literacy

- Talking about words and pictures is really important for building up a store of vocabulary and confidence.
- Regularly share books with your child.
- Help your child to learn the sounds made by the letters of the alphabet.

- Help your child learn to write their name, form their letters correctly, use a capital letter at the start of the name followed by lower case.

### **Mathematics**

- Help your child to recognise and write numbers.
- Encourage them to count everywhere - in the supermarket, cutlery in the kitchen, the number of red cars they can see, etc..
- Sing number songs.

### **Understanding the World**

- When you take your child for walks, talk about what you see, any changes they notice, such as leaves falling off the trees or blossom developing (we look at seasons with the children each term).
- Encourage your child to use all of his/her senses.
- Grow seeds and bulbs together.
- Cook together.

### **Expressive Arts and Design**

- Sing songs and action rhymes with your child.
- Listen to different types of music together.
- Encourage your child to dress up.
- Provide your child with opportunities where they can draw/paint.

### **Trips**

Throughout the year, we take children on school trips to enhance and support their learning. To facilitate this, we require parental help to achieve the legal child-adult ratio. We also ask that parents make a voluntary contribution towards the cost of trips; without sufficient funds these cannot go ahead.

### **How will I know what my child does at school?**

Each week we will send out our 'This week please ask me about' sheet. This is not homework; it is a way of informing you of what your child is learning in school that week. For example, we will tell you which book we are sharing, which sounds we are learning, which numbers we are focussing on. Occasionally, we will recommend activities for you to do at home, which we may suggest you photograph and upload to Tapestry.

# SCHOOL UNIFORM

The school colours are red and grey. Sweatshirts and cardigans **must** have the school logo. These, together with P.E. T-shirts and a range of other items with the school logo, should be ordered online from Tot to Teams: [www.totstoteams.com](http://www.totstoteams.com) .

**The School Uniform is:**

## BOYS

- Red sweatshirt with school logo (available to order online from Tots to Teams).
- Grey trousers (as sold for school uniform - no jeans).
- White school shirt or polo shirt (with collar).
- Black outdoor school-type shoes (not trainers) - these will be worn to and from school and in the classrooms.
- Trainers - these will be worn in the playground.
- Black or grey socks.
- No jewellery.

**Summer:**

- Grey school shorts.
- Plain white short sleeved school shirt or polo shirt.
- An appropriate cap or hat to cover the back of the neck in hot weather is strongly recommended.

## GIRLS

- Red sweatshirt or cardigan with school logo (available to order online from Tots to Teams).
- Grey school skirt, pinafore dress or plain grey tailored school trousers.
- White school shirt or polo shirt (with collar).
- Black outdoor school-type shoes (not trainers) - these will be worn to and from school and in the classrooms.
- Trainers - these will be worn in the playground.
- Grey, red or white plain socks or tights.
- No jewellery.

### **Summer:**

- Red and white checked/striped dress (as sold for school uniform).
- Socks or tights as above.
- An appropriate cap or hat to cover the back of the neck in hot weather is strongly recommended.

### **PE Kit:**

- White round neck T-shirt (either plain or with school logo).
- Black shorts and black jogging bottoms.
- Sweatshirt (this may or may not be in the school colours, but should be appropriate for school wear, i.e. no inappropriate slogans).
- Footwear: indoor PE is undertaken in bare feet; outdoor PE is undertaken in trainers.
- A change of socks.

### **Reception Outdoor Clothing:**

- Labelled wellingtons.
- Labelled waterproof trousers.
- Labelled waterproof coat (this is in addition to the day to day coat).

With regard to other items of wear in school, we would ask you to be guided by the following two principles:

1. Is it safe?
2. Does it fit in with the rest of the uniform?





## Useful Tips

The following are suggestions to help your child whilst playing outdoors and during PE.

Don't buy me shoes with laces if I can't do them up myself, otherwise I'll always have to find an adult when I want to go outside and I won't feel very independent.

I would like to have my own wellies, waterproof coat and waterproof trousers at school all the time, then if I fall over it won't mean I have to sit in wet clothes all day. I'll be playing outside a lot and even if it's not raining I will still get soaked, especially if I'm on bikes or kickina a football!

Sew string on my gloves to keep them together.

Please put my name on EVERYTHING - I don't want someone else to take my belongings home! Please mark my shoes clearly so that I can identify them.

Make sure I have my PE kit in school at all times

Please encourage me to dress myself at home so I can do it at PE time in school - I need to learn how to put my own coat on too!

# Suitable Foods for Snack Time



## **In September:**

From the beginning of the school year, the Reception children join the rest of the school in the hall to eat. Children eating a packed lunch sit on a separate Reception "packed lunch" table, while those eating a hot school lunch sit at a Reception "school lunch" table. Children choose either a vegetarian "green" option or a meat "red" option, and sit on different tables according to their choice of lunch. From time to time, children eating a packed lunch may eat in the classroom.

Lunch with your friends can be a very exciting experience, but it can also come with anxieties. To minimise these anxieties and to ensure the children find the experience positive, we have found that bringing their own packed lunch from home, rather than accessing the free school meals, helps enormously in the first few weeks. It would be very helpful if you could teach your child how to use a knife and fork to cut their food at mealtimes, to promote their independence.

## **Snacks:**

We promote healthy eating, and therefore ask that children only bring in fruit, vegetables or other healthy food as a mid-session snack. Children should not bring biscuits, cakes, crisps, chocolate or other items that are

high in salt or sugar for snack time. Please label your child's snack. If you give your child an apple, please cut it into pieces and put it in a labelled container, if your child is unable to eat it whole.

The school provides one piece of fruit a day for the children, as part of the healthy schools' campaign. This counts towards the children's five portions a day! Please bring additional fruit on the first day of each term, as we do not receive free fruit on this day. Milk or water is provided for each child.

### **Nuts:**

Some children suffer from severe nut allergies. We therefore ask that your child does not bring any food containing nuts (e.g. some cereal bars or peanut butter) to school either as a snack or in their packed lunch.

### **Water Bottles:**

All children are encouraged to bring a named water bottle into school. This is for **water only** and should come with your child each day. This is in addition to the milk and water provided by the school.



## Health Information

- Please keep the school updated with your contact details; we should always be able to contact you, or someone appointed by you, in an emergency.
- Please advise Reception staff if your child has any health related problems.
- It must be brought to our attention if your child has any food allergies, as from time to time we do food tasting.
- If your child suffers from asthma, please inform the Reception staff, if your child has an inhaler.
- Apart from chronic illness (such as asthma), no medication, unless under medical direction, will be given to children by staff. Please see our Administering Medicines policy on the school website.
- A child suffering from sickness/diarrhoea **must** remain at home for 48 hours after the symptoms have ceased.
- Please check your child frequently for head lice and inform us if your child catches them. Don't be embarrassed! It is extremely common and is no reflection of poor hygiene - head lice love both clean and dirty hair! However, they spread quickly and need keeping at bay.
- If your child requires cough/sore throat sweets or lip balm in school, please give them to your child's teacher or teaching assistant, and explain to your child that they must ask the teacher when they need them. This is to avoid children sharing them in the playground.

Please note that sun cream is not usually applied by school staff. Children should have sun cream (preferably waterproof) applied in the morning before school. There are many products on the market that will protect your child for the whole day.

**Please do not hesitate to contact your child's teacher, if you have any concerns or worries.**



## **Accident Procedures**

If a child has an accident in school, we record it in our accident book and complete an accident form to give to parents/carers. This form will detail the nature of the injury and any treatment given. Should your child have an accident at break or lunch time, they will go to our TLC (tender loving care) area, where they will be treated by the member of staff on duty.

In any case where we are concerned, we will use your contact details to get in touch with you.

## Craft Supplies

You may be asked in the course of the year to provide the following for our junk modelling:

- Junk boxes
- Cardboard tubes
- Corks
- Bottle tops
- Scraps of fabric, wool, ribbon, etc.
- Shells, conkers, acorns, etc.
- Dressing-up clothes
- Shoes
- Purses
- Bags
- Hats
- Sewing skills (and any other skills parents/grandparents may have to offer)
- Old clocks/radios for investigations
- Buttons
- Large boxes (from new TVs, etc.)
- Old trikes and scooters

Basically, if you are throwing it out, we can probably make use of it!

## Craft Money



Each half term we will ask that children make a voluntary contribution of £2.50 to go in the craft kitty. This will go towards cooking, tasting foods and art and craft materials.

## Assessment

All Oxfordshire schools and pre-schools/playgroups/nurseries make observations, in order to assess each child's strengths, progress and areas for development. This helps teachers to plan to provide an appropriate curriculum to further develop the learning of each individual child. Your child's current provider will pass on details of assessments they have made.

Throughout your child's time in Reception, they will be continually assessed. Teaching staff observe the children as they play. We look, listen, note down and describe the way that each child learns and interacts. Occasionally, we will ask the children specific questions to ascertain, for example, which number they can count up to or what sound a letter makes.

At The Blake School, we use electronic record keeping to help with our assessments. We use an online Learning Journal called 'Tapestry', which records photos, observations and comments, in line with the Early Years Foundation Stage, to build up a record of your child's experiences during their time with us. Tapestry is hosted in the UK on secure servers. You will have secure access (via email address and password) to your child's Learning Journal and, in addition to viewing our contributions, we encourage you to add to it, by uploading photos and comments or commenting on observations made by us.

Your child's learning journal is only accessible to yourself and staff in school. Your child may be included in small or large group photos, for example if we do a whole year group dance or a class PE activity or if your child is involved in role-play with a friend.

Parents have expressed great enjoyment of Tapestry; to quote one parent, 'It is like having a window to my child's day.'

## Preparing for your Child's First Day in School

On your child's first day of school in September, you will need to bring:

1. Labelled black school shoes and labelled trainers - Velcro style rather than laces. The trainers will remain at school for your child to change into when they play outside and for outdoor PE.
2. A labelled water bottle and labelled healthy snack. Your child will need to bring these two items in every day.
3. School Book Bag - this will need to be brought in every day to school.
4. PE kit in a labelled drawstring bag. This will remain on their hook for the term.
5. Outdoor waterproof kit in a labelled drawstring bag. This will remain on their hook for the term.

## Safeguarding Children

It is our aim to make sure that every child in school is kept safe and happy. The 'Safeguarding Children Policy' (formerly known as the 'Child Protection Policy') is available on the school website, or a copy can be requested from the school office. If you have any queries or concerns about any safeguarding issues, please contact the Headteacher (Designated Safeguarding Lead) or the school's Business Manager, Mrs Shillam.

We understand how important your child's safety is to you, and indeed to us, and have therefore put in place a security system to be used at the beginning and end of the day.

We would ask that you give a password to the school and to the person collecting your child. This password should not be shared with anyone else. On receipt of the password from the person collecting your child, they will be released to them. This is extremely important, especially when the school may not know the person concerned. We will not release your child to a person, who is not on your agreed list, unless you have contacted the school office or told the member of staff in the cloakroom in the morning.

Please note that the teachers have the authority not to hand over a child to a carer, who is not behaving in an appropriate manner, e.g. obviously unwell or under the influence of alcohol.

Our policies are available on the school website, or from the office, should you wish to have a copy.

## Other Procedures

### Equality Act 2010

#### Definition

The Equality Act 2010 protects every member of the school community from discrimination.

Equality does not mean treating everyone the same; it means treating people fairly, with respect, having regard for their rights and wishes. Sometimes this means giving people extra help, in order that they have the same chances. The school's Equal Opportunities policy ensures that every member of the school community is regarded as being of equal worth and importance, irrespective of culture, race, age, gender, learning abilities, sensory or physical impairment, social class or lifestyle. It is about opposing all forms of racism and xenophobia, recognising differences, meeting individual needs and taking positive action, in order that everyone has equal access to the educational opportunities offered by the school.

#### Aims

The school aims to achieve:

- Equal access and participation in all aspects of school life for every child.
- An environment in which equality of opportunity is promoted.
- Recognition and valuing of the diversity of cultures, languages, religions, opinions and beliefs in society.
- Positive action to enable every child to raise his/her self-esteem, expectations and achievement through open discussion, which counters all forms of stereotyping, prejudice and discrimination.
- Positive action to enable every child to develop the knowledge, understanding and skills that they need, in order to participate in Britain's multi-ethnic society and in the wider context of an interdependent world.



## **Complaints Procedure**

The Governors and staff of The Blake School sincerely hope that, if any parent is concerned about any aspect of the school, he or she would contact the class teacher as soon as the cause for concern arose. This will ensure that parents and staff can work in partnership to resolve the matter on an informal basis, before the issue becomes a problem. However, in the unlikely event that this first stage does not resolve the matter, then the school's Complaints Procedure would be followed.

For details of the Complaints Procedure, please ask the school office for our policy document, or look on our school website.

## **Anything else?**

We hope you will find this prospectus useful. If there is anything further you would like to know, please contact the school office.

**This prospectus is correct at the time of printing, but may be subject to change.**