



ENTRY TO RECEPTION CLASSES

Ofsted report June 2019- EYFS Judgement - 'Outstanding'



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Transforming childrens' lives
through partnership and collaboration

The Reception School Day

Children may be on the playground from	8.40am
School starts	8.50am - 8.55 am
Lunchtime	11.30am - 1.00 pm
School ends	3.15 pm

Please remember:

It is important that you are on time, especially when collecting your child.

Arriving late results in your child missing the important morning routines.

Collecting your child late, when all the other children have gone can be very distressing for a child.

Safeguarding/Child Protection

While your child attends this school we have a legal duty of care to protect your child from harm. We look after your child while they are in school but we also look after their best interests outside school. In the first instance we believe any disclosures your child makes, and will refer them to other agencies if necessary. All legal procedures are followed. The Designated Safeguarding Lead in this school is Ms Robinson.

Partnership

We are part of the Inspire Partnership whose values of friendship, collaboration, excellence, responsibility, respect and resilience are at the heart of our learning. We will encourage the children to embed the values in their home and school life, and will plan for these throughout our curriculum.

Fruit time

Each day a piece of fruit is provided by the National Fruit Scheme. For example, this may be an apple, banana, pear or clementine. This encourages the children to enjoy healthy snacks.

School milk

Under-fives are given the opportunity to have free school milk. If you would like your child to be included in this scheme, please use the on-line form at www.coolmilk.com.

Children already registered (i.e. Woodside Nursery moving to our Reception) should re-register; you may be sent a renewal by Cool Milk or you should use the website. School milk is subsidised for older children; as they turn five, parents can subscribe through the website.

For those who do not drink milk, water is always available.

Weekly newsletter

Every week in term time a newsletter will be emailed to you. Paper copies are available at the office. It contains information about what your child will be learning that week and how you can support your child. Useful dates, trips and information can also be found.

Trips outside school

First-hand experience and observation is an important part of learning, so we will be making some trips in the local area and beyond. Some trips are free; however most will require a contribution towards the cost. These are paid via Arbor.

Sickness and absences

We need to know if your child is not attending for any reason. **Please use the school number— 020 8654 5333 —to report an absence from school.** Please try to do this before 9.00 am, otherwise we may call you to find out why your child is not at school.

Illnesses

If your child has suffered diarrhoea or sickness, please keep them home for at least 48 hours after the symptoms have gone. If your child is taking any prescribed medicines, these can be administered at school once the consent form is completed. Please let us know if your child is asthmatic or suffers from any allergies. This should be indicated on the admissions form.

If your child has a medical or dental appointment, please inform the class teacher or the office in advance. If you are delayed collecting your child at any time, a call to the office on 020 8654 5333 will ensure that our office staff are kept informed.

The Early Years Foundation Stage Curriculum



The Nursery and Reception classes form the Early Years Foundation Stage, which has its own special curriculum. Children develop in widely different ways at this age and activities are geared for their individual needs.

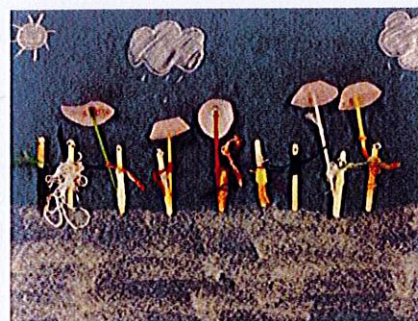
There are seven areas of learning in the Early Years Foundation Stage.

The three prime areas: Prime areas are fundamental, work together, and lead on to support development in all other areas.

- **Personal, Social and Emotional Development.** This area of learning forms the basis upon which the children's success as future learners will depend. It focuses on the child's attitude towards learning, and the way they work as a member of a group. They learn how to help each other and build up confidence in themselves.
- **Physical Development.** The children develop fine motor skills such as holding and controlling a pen and cutting with scissors. They develop gross motor skills such as spatial awareness, jumping and climbing safely, using an outdoor play area and the PE apparatus.
- **Communication and Language.** Children learn how to share news, join in role play and tell stories. This extends their vocabulary. They develop their listening and attention skills and their understanding of language.

The four specific areas: Specific areas include essential skills and knowledge for children to participate successfully in society.

- **Literacy.** This includes reading and writing. They share books and handle them with care. The children learn about the importance of reading in everyday life. They learn the names and sounds of letters, and begin to read a variety of books and print in the environment. The children will have the opportunity to write in a range of real life contexts, such as writing lists, making books and jotting down messages. They progress to using letters and sounds they have learned in writing for a range of purposes.
- **Mathematics.** The children are introduced to basic mathematical concepts, such as sorting into sets, matching, pattern, measure and shape. They use and recognise numbers from zero to twenty and beyond, and develop an awareness of larger numbers in their everyday lives, such as their door number. They begin to understand the concepts of addition and subtraction.
- **Understanding the World.** The children use their senses to explore the world around them, and to become familiar with their immediate environment. They learn how to use a computer to support their learning. They find out about past and present events in their own lives and they learn about the cultures and beliefs of others.
- **Expressive Arts and Design.** The children will be given the opportunity to express themselves through painting, drawing, collage and textiles. They will engage in imaginative role play and model making. They will also have the opportunity to respond to a variety of music and experiment with a range of musical instruments. They develop their skills in construction and design using a variety of materials and tools.



Assessment at the start of Reception year

Your child will take the statutory Reception Baseline check at the start of Reception. This is a short, interactive and practical assessment of your child's early literacy, communication, language and mathematics skills when they begin school, using materials that most children of your child's age will be familiar with. It does not produce a judgement, or a pass or fail; it informs teachers about how your child is doing in these areas of learning.

Assessment at the end of the Early Years Foundation Stage

At the end of the Early Years Foundation Stage each child's level of development will be assessed against the Early Learning Goals in each of the above areas. The assessment will show whether each child is meeting expected levels of development, if they are exceeding expected levels, or not yet reaching expected levels ('emerging'). The expectation is that most children finish the Early Years Foundation Stage meeting the expected levels of development for each area.

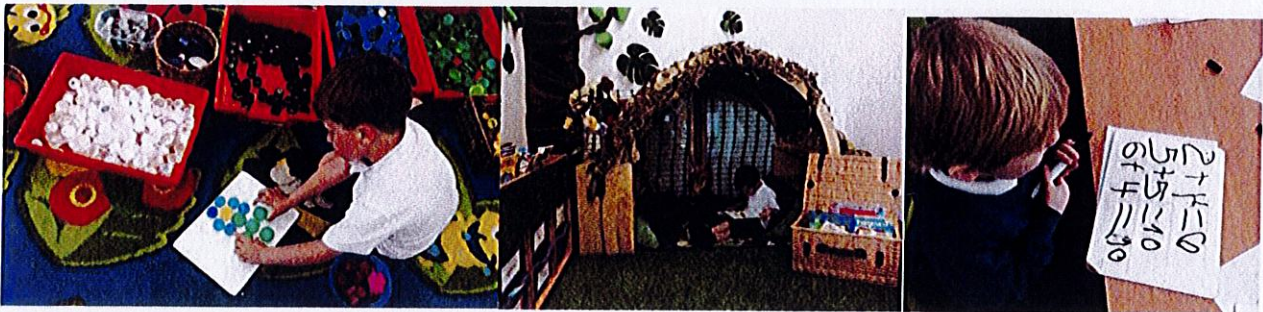
Behaviour

Our behaviour policy makes it clear what is considered acceptable and what is considered unacceptable behaviour. It explains how we use rewards and what happens when children misbehave. The full version of this is available on our website.

The aims in our policy are:

- Every teacher has the right to teach and every child has the right to learn and play in a safe environment.
- We believe that positive reinforcement of children's achievement in work and behaviour is a way of reaching this expectation. The ethos of the school is based on mutual respect, encouragement, trust, praise and care and consideration for others. From the beginning we aim to develop a moral code of conduct and a sense of conscience in each child.
- Good relationships throughout the school are promoted in an atmosphere of harmony and cooperation where each child's point of view is valued. It is the school's aim to create a positive climate placing the greatest emphasis on praise and reward with less on punishment and criticism.

At Woodside we have an effective behaviour system which the children know as Good to the Green. Our Behaviour Policy describes how the Good to be Green reward system works.



Recording and assessment

We recognise the value of records based on information shared between home and school. Assessment will concentrate on the children's strengths and areas for development, in order to celebrate their achievements and set the next steps for learning.

Recording and observation will be ongoing in the Reception environment. We use 'Tapestry' (<https://tapestryjournal.com/>) to take photos and write commentary about achievements in childrens' learning and welcome your comments on the development and interests at home of your child.



Early Years Foundation Stage: Reception

Information about Reception

Our Reception setting consists of an open plan learning environment and an outdoor area for the Reception children to learn together. There are also smaller areas where children work in groups. The learning zone has all the usual Reception facilities, such as a creative area, writing and maths areas, book corner, interactive whiteboards, computers, construction, sand and water, carpet spaces and quiet areas. The staff will plan and work together to teach the children through adult focus teaching, challenges and provision for child initiated and independent learning.



Teamwork and Parent Involvement

The teachers and learning support assistants work together as a team, taking responsibility for the learning of all of the children. From time to time trainee staff and helpers will also become part of the team.

The Reception classes welcome and value support from parents

You are encouraged to come into the environment to help settle your child in the first term, or longer if required. We welcome parent helpers in school and you will receive a warm welcome, whether you can help for an hour or a session. Please talk to the office if you can help.

Teaching and Learning

We recognise parents and carers as a child's first educators. In Reception we work as a team, in partnership with parents. We value and build upon the varied experiences which each child brings to school.

We like to know about things your child does at home, so please tell us about their favourite things, interests and friends. This way we can support the child's whole learning development by building upon family experiences.



Children learn best when they are relaxed, happy and confident

In Reception we give lots of opportunities for children to explore and experiment. We provide a stimulating, attractive, well organised and safe environment to support the children in their learning.

Equal Opportunities

As a staff, we believe all children are special and have individual needs and plan a broad, inclusive curriculum appropriate to the needs, abilities and interests of the individual child. We encourage children to develop respect for themselves, others and the environment, and to listen and value the contributions each child has to make. We learn about each other's cultural backgrounds and learn to

respect one another through story activities and celebrations, such as Christmas, Diwali and Chinese New Year. We believe that all children, regardless of gender, should be encouraged to undertake a wide range of experiences such as cooking, construction, computing or role playing.

We hope you will join with us in reinforcing these values, throughout your child's development.



Little Wandle phonics

We follow the Little Wandle Letters and Sounds phonics programme throughout the school to teach phonics in a systematic way.

How we encourage reading skills and enjoyment in Reception

There will be a wide range of books available in a comfortable, inviting and stimulating story area, containing the following types of books.

1. Books to get your child 'hooked' on reading.
2. Books to develop and extend experiences.
3. Books to support their reading development.

Your child will be encouraged to browse and choose books which appeal to them. These can be shared or enjoyed at any time. Each child will share specially selected books with reception staff on a regular basis, in order to develop a range of reading skills. They will also join in with a group story session, as this is designed to engage the children in all aspects of reading and comprehension.

What is your child doing to become 'a reader'?

Gaining confidence

Looking at the pictures

Telling a story

Repeating the story to you

Predicting the story

Beginning to notice and recognise letters and words

Using their knowledge of letter sounds to decode words

Home reading record

Enjoying a story

Using picture clues

Using their memory

Beginning to take over the reading

Focusing on the print

Recognising 'tricky' words in books

Home Reading Record

Your child can choose a book for pleasure daily. Please read this together with your child, and fill in the name of the book and a comment in their reading record. Your child will also be provided with a hard and / or digital copy of a levelled reading book every week, which matches the phonics phase

they are presently learning. This book has been selected to match their ability and they will have been given the opportunity to read the book at least 3 times during the week. Please record how your child enjoys reading and comprehending the story in their Reading Record and always return the books.

How can you develop your child's READING?

Make Reading Fun



1. Make time each day to share a story or other reading activity.
2. Allow your child to make a shopping list with you, or take a trip to the local library.
3. Read lots and lots of stories, over and over again, until your child knows them really well.
4. Use a variety of reading materials — reading does not just mean books, e.g. reading labels, signs (such as Tesco's, Co-op), magazines.
5. Encourage children to make their own books.

It also helps if they see that you enjoy looking at books

Getting ready to start school

Independence

We want to encourage your child to develop independence, therefore please help THEM and US by:

1. Hygiene routines

Children should be toilet trained and should know cleanliness routines including washing hands with soap and water.

2. Making Clothing Manageable

Belts, buttons and tight zips are not easy to undo when in a hurry. We want children to try and be able to manage for themselves, so please make it easy for them.

3. Dressing appropriately

We want ALL children to benefit from, and enjoy the indoor and outdoor areas SAFELY. Please encourage your child to put on and take off their own coat and do zips, buttons etc. Once in Reception they will change for PE so please encourage independent dressing at home.

Children need

- Flat sensible black shoes which are easily fastened (e.g. Velcro).
- Warm clothes, even for indoors, as children move indoors and outdoors frequently and the outside door is often open — layers are sensible!
- Clothing which will NOT get caught in bicycle wheels or the climbing frame. Warm coats, hats, gloves and scarves in the winter, all named.
- Waterproof coats for rainy weather as rain does not stop outdoor learning. Protection from the sun in summer.

Please note:

- Although aprons are worn, paint, glue clay etc. may still stain clothing.
- Long hair should be tied back at all times.
- All removable clothing **must be clearly marked with your child's name**.
- Stud earrings only may be worn - no other jewellery

Security

Coming and Going

Please tell us if a friend will be collecting your child as we **WILL NOT** let a child go with someone other than you unless you have let us know beforehand. Children in Reception **CANNOT** be collected by older brothers or sisters at Woodside. Young adults have to be over 14 years of age before they can collect children from Reception.

Getting Ready

The first days at school are a momentous occasion for any child; they can also be quite demanding for parents!

It can be helpful to decide in advance how to say goodbye to your child, in most instances it is best to keep it brief, but please do not disappear without saying goodbye. Try not to show your child if you are upset; this can be worrying for them and tells them there is something to be upset about! If you are concerned about how your child has settled, it can be reassuring to telephone school later. It can happen that a child who had seemed fine for the first week or two becomes unsettled; this usually only lasts a short time.

We feel it is important to do everything possible to make your child's early experiences in school as positive as possible so that potential problems are avoided. If everyone, teachers, other school staff and parents work together in the interests of the children, starting school should be a happy time that creates a firm foundation for successful schooling.



Helping your child

There are many ways you can help your child's learning at home, and most can be started now before your child actually begins attending school.

Research has shown that nursery rhymes are especially helpful for young children. All children enjoy the repetition and rhythm of these rhymes and can quickly learn the words. Time spent in reading or singing the rhymes is never wasted, as it is part of an important stage of your child's development.

Please read to your child every day. Bedtime stories have a very positive effect on children and talking about stories and pictures can be very helpful, as can telling stories yourself. Ask your child to retell stories they have heard or seen. Let your child see you reading newspapers, magazines or books, this shows them it is an activity you also enjoy. You can demonstrate that reading is useful by reading the instructions on packages. Let your child see you making and using lists for shopping or other activities. Point out to them what is written on signs or advertising posters. The children will be able to see that reading is enjoyable and has a purpose outside school.

Counting

There are many 'fun' ways of introducing your child to numbers and the skill of counting. Count the steps going up and down the stairs. Setting the table — one knife, one fork etc. per person. Playing board games with dice, e.g. snakes and ladders. Count the cars or buses they see on a walk. Talk about 1 more or 1 less when counting.

Mark making with meaning (writing)

We know most parents give children pencils, crayons and pens with which to enjoy drawing, writing and colouring. Please help him/her to hold the pencil properly. Children's names should never be written in capitals — only the first letter. Please encourage children to start writing letters and numbers by forming them cursively — information about our cursive letter formation is in your pack.

Other ways you can support your child

Can he/she undress and dress — manage buttons, tie laces? Velcro fastenings are often easier for young children trying to become independent. Can he/she go to the toilet alone and manage trouser buttons, zips and belts? If not, please give them plenty of practice over the next few months. Confidence in their ability to do these things saves a lot of stress in those first few weeks at school.

Eating

Can she/he use a knife, fork and spoon easily and cleanly? Please practise with your child. Water is always available.

School Lunches

We will give you details of menus before the children stay for a full day at school. Lunches are provided free for all children in the lower primary and we encourage you to take up this option for your child.



Packed lunches

We are a healthy school at Woodside and if you decide to provide a packed lunch, we ask that it provide a balanced and healthy meal for your child in a named lunch box. We ask that no crisps, sweets or chocolate bars are included. We do ask that sensible portion sizes of fruit, vegetables, carbohydrates and protein are provided. Please be realistic about how much your child will eat. The school will provide your child with plentiful fresh water at lunchtime.

Packed lunches should include:

- At least one portion of **fruit and** one portion of **vegetables**
- **Meat, fish** or other source of **non-dairy protein** (e.g. lentils, kidney beans, chickpeas, hummus and falafel)
- A starchy food such as any type of **bread, pasta, rice, couscous, noodles, potatoes** or other type of cereals
- Dairy food such as **semi-skimmed milk, cheese, yoghurt, fromage frais or custard**

Packed lunches should NOT include:

- Snacks such as **crisps**.
- **Nuts and nut products** (we have a number of children with severe nut allergies in school)
- **Confectionery** such as **chocolate bars, chocolate-coated biscuits** and **sweets**.

Reception School Uniform List**Boys**

Royal blue jumper
Grey/black trousers
Grey/black shorts
White shirt or white polo shirt
White, black or grey socks
Black school shoes

**Girls**

Royal blue jumper or cardigan
Grey / black trousers, skirt or pinafore
White shirt or white polo shirt
Blue check dress (summer only)
White knee high/ankle socks or black/grey tights
Black school shoes

P.E Kits — Boys and Girls

Black P.E shorts or jogging bottoms (winter)
Plain white t-shirt
Black plimsolls

(We suggest you wait until your child is settled in Reception before you buy a PE kit. The school will inform you when PE lessons will start.)

You can purchase Woodside Primary School jumpers/cardigans from Hewitt's Uniform shop in Church Street, Croydon

All children's property should be clearly and indelibly marked with the owner's name.

We prefer pupils not wear earrings. If they are worn, there must be a maximum of one small plain gold or silver ear stud per ear, in the lobe (not glass/diamond-effect/emblems, etc.) Children should be able to remove their earrings themselves. Hooped earrings are not allowed and no other piercings are permitted. The only other jewellery permitted is that worn for religious or medical reasons, or a named wristwatch. The school accepts no responsibility for loss or damage to jewellery. No nail varnish should be worn at school.

Reception Daily Routines

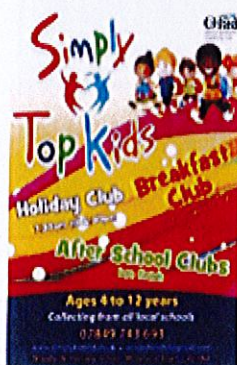
These routines alter slightly from term to term to support the children's needs.

We will have a longer transition period in September where parents can help their child get settled.

This is the routine once we are all at school full time:

8:50am	Doors open: If considered needed, parents may accompany their child into the classroom to help them settle. Self registration.
8.55 am	Doors close; parents leave. Registration.
9:05am	First carpet teaching sessions: phonics or reading
9:30am	Indoor and outdoor learning, child- initiated learning, teaching focus groups and 'Challenges'
10:15 am	Second carpet session: literacy
11.30 am	Lunch - this is staggered class by class
1:00 pm	Registration
1:05 pm	Third carpet session: mathematics
1:30 pm	Indoor and outdoor learning, child- initiated learning, teaching focus groups and 'Challenges'
2:30 pm	Tidy up time.
2:45 pm	Story time and review of the day.
3:15 pm	Home time.

Wrap around care



We offer Breakfast and After school provision through Simply Top Kids provider. They are based on the school site. You can contact them on 07951214290.