



ENTRY TO RECEPTION CLASSES

September 2020

Ofsted report June 2019- EYFS Judgement- 'Outstanding'



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Croydon
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Tel: 020 8654 5333

E-mail: admin@woodside.croydon.sch.uk
Website: www.woodside.croydon.sch.uk

Staffing 2020/21

Ms Fleary- Tayabali	Head Teacher
Ms Byrne	Deputy Head Teacher
Ms Lillo	Assistant Head Teacher for Inclusion
Ms Everett	Assistant Head Teacher for EYFS & Inclusion

Office Staff

Ms Floodgate
Ms Hewitt
Ms Walker

The Reception School Day

Children may be on the playground from	8.40 am
School starts	8.50 – 9.00 am
Lunchtime	12.00 – 1.00 pm
School ends	3.10 pm

Please remember:

It is important that you are on time, especially when collecting your child.
Being left behind when all the other children have gone can be very distressing for a young 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 Byrne.

Partnership

We recently joined 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 complete the form provided by Cool Milk and return it to Cool Milk at their Freepost address or 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 may complete another form or use the website. For those who do not drink milk, water is always available.

Weekly newsletter

Every Monday 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. 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 ParentPay.

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 and 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 24 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.



Reception Admission Arrangements 2020

We will arrange a meeting for you and your child with your new class teacher. Due to the current situation we cannot give an exact date yet, but will communicate this with you in early September. This will be a good opportunity for you to give us more information about your child or ask any questions. **Please bring your child's birth certificate to this meeting.**

You will be able to meet the staff, look around the new environment and begin to make some connections with other children in their class. During these visits there will be an opportunity for you to meet other parents. The Head Teacher will talk to all parents in the hall on this day.

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 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 co-operation 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 House Cards:

House Cards

At Woodside we are committed to the well-being of every child. We use praise and celebration to motivate and inspire young children. When children behave particularly well or have worked particularly hard they will be awarded a house point. After 5 house points they are sent for their 'House card' and their success is celebrated with the Deputy Head teacher. The child will receive a 'well done' sticker and a note home.

If a child receives three house cards in a single term they will be presented with a special CERTIFICATE OF MERIT at the final assembly of the term.

Green Sheets

If a child behaves particularly badly, or breaks one of the more important rules, a green sheet is completed. The child would be sent to the Head or an Assistant head, and the appropriate disapproval would be shown. The parent would be informed, and the green sheet would be recorded on the child's record.

Meetings with Parents

Should a particular child begin to regularly be given a green sheet, a meeting will be arranged between that child's parents and the Head teacher to discuss the problem, and the child will be warned about their future conduct.

If the child's behaviour continues to be unacceptable, a further meeting will be arranged at which a final warning will be given that, without some improvement, the child may be temporarily excluded for a period of up to a week.

Golden Rules for Pupils

Throughout the school you will see our 'Golden Rules' on display. We work hard to explain these to the children and we use them as a reference point when things go wrong. We would encourage you to support us in discussing these with your child from time to time. They are:

Be honest

Be unique

Be safe

Be ready to learn

Be healthy



Be polite

Be kind

Be your best

Be responsible

Be creative

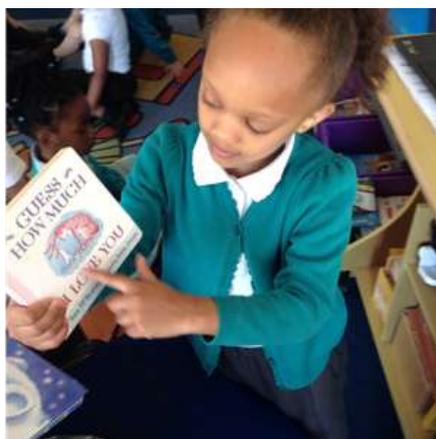
Recording and assessment

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' to take photos and write commentary using iPads. Observations and notes about achievements are shared with parents during the year through emails. If any parents do not have access to email, we can make alternative arrangements to share your child's observations. We welcome your comments on the development and interests of your child.

RIGHTS Respecting School

At Woodside, we pride ourselves on being a Rights Respecting school, meaning that the United Nations Convention on the Rights of a Child is at the centre of everything we do. We ensure that children are aware of their rights and the rights of others. By teaming this with a broad and balanced curriculum and an awareness of British values, the children at Woodside are able to thrive and are prepared for life beyond the school gates.



Early Years Foundation Stage: Reception

Information about Reception

Our Reception setting consists of one open plan learning environment and an outdoor area for the Reception children to learn together. This 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 supports 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 are 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.



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

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 should take home a book from school every day. Please read this together with your child, and fill in the name of the book and a comment in their reading record. Your teacher will guide you with which colour- banded book your child should choose from. You can also choose a book from the general book boxes if you would like.

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

Reading Certificates

To encourage regular reading at home we ask parents/carers or other family members to record home reading in your child's reading record book. Children are awarded a bronze, silver and gold certificate over the year if they read regularly at home.

Independence

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

1. 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.

2. 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.**

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 are mindful that children will have spent all their time at home recently, and we will be extending our part time timetable to those children who need it to help get them settled as they return to a setting.

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. We will be ensuring a gentle transition from home into school, to support all children during the Covid 19 pandemic. Staff have all had additional training around the effects that Coronavirus has had on children's mental wellbeing, and we will do everything we can to support them into school, and have a positive start to their school journey.

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 and we require children to have sensible, not extreme or patterned haircuts.



Reception Daily Routines

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

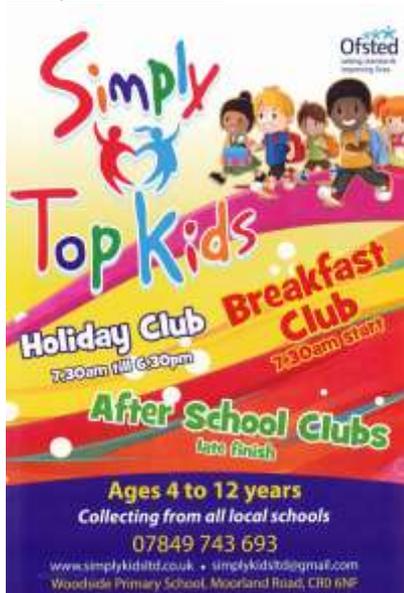
We will have a longer transition period in September where parents can help their child get settled. This is the routine once we are all at school full time:

8:50am	Doors open: parents may accompany children into the classroom to help them settle if needed. Choose a book to take home. Self registration.
9:00am	Doors close; parents leave. Registration.
9:10am	First carpet teaching sessions in groups.

9:30am	Child- initiated learning, adult focus groups and 'Challenges', both indoors and out.
10:20 am	Second carpet sessions in groups – Phonics.
12:00 am	Lunch.
1:00 pm	Register.
1:05 am	Third carpet session - another teaching session in groups.
1:20pm	Continued child- initiated learning, adult focuses and 'Challenges'.
2:30pm	Tidy up time.
2:45pm	Story time and review of the day.
3:10pm	Home time.



Wrap around care



We offer Breakfast and After school provision through Simply Top Kids provider. You can contact them on 07849 743693. We are hopeful this provision will reopen in September.



TERM DATES TERM DATES 2020/2021

Autumn Term 2020

Staff Training **Thursday 3rd & Friday 4th September**

School closed for pupils

Open Monday 7th September

Close Thursday 22nd October

Staff Training **Friday 23rd October**
School closed for pupils

Autumn Half Term Holiday 26th -30th October

Open Monday 2nd November

Close Friday 18th December

Christmas Holiday 21st December -1st January

Spring Term 2021

Open Monday 4th January

Close Friday 12th February

Spring Half Term Holiday 15th -19th February

Open Monday 22nd February

Close Wednesday 31st March

Easter Holiday 5th-16th April

Summer Term 2021

Open Monday 19th April

Bank Holiday **Friday 3rd May**
School closed for pupils

Close Friday 28th May

Summer Half Term Holiday 31st May – 4th June

Staff training **Monday 7th June**
School closed for pupils

Open Tuesday 8th June

Close Friday 23rd July