



Wetherby Kensington

EYFS (Reception) Guide for Parents and Carers

The Reception Year

Wetherby Kensington is exempt from the learning and development requirements of the Early Years Foundation Stage (EYFS). This allows us the freedom to exercise our own professional judgement in implementing the Reception curriculum with teaching and learning strategies that are best suited to the individual needs of boys at Wetherby Kensington. The curriculum for Reception pupils is based on three prime areas and the four specific areas of learning.

The three prime areas of learning are:

➤ **Communication and Language**

We support children's learning and competence in communicating, speaking and listening, being read to and beginning to read and write. We also develop the boys' speaking and listening skills so that they are able to communicate in a range of situations and for a range of purposes. We also work to give them the confidence, opportunity, encouragement, support and disposition to use their speaking and listening skills.

➤ **Physical Development (games and gym)**

We encourage the physical development of the children through offering opportunities for them to learn through being active and interactive, improving their skills of coordination, control, manipulation and movement. We aim to encourage use of all of their senses to learn about the world around them and to make connections between new information and what they already know. Furthermore we support children in developing an understanding of the importance of making healthy choices in relation to food.

➤ **Learning for Life (Personal, Social, Health and Economic Education – PSHE)**

We provide experiences and support to enable children to develop a positive sense of themselves and of others. We support children's emotional well-being, helping them to know themselves and what they can do. We also help children to develop respect for others, social skills and a positive disposition to learn. We plan a range of activities and share stories to support the development of the boys' growth mindset.

The four specific areas of learning are:

➤ **English (phonics, reading, writing and handwriting)**

We support children's learning in reading and writing through the understanding and use of phonics. The children learn to read and understand simple written sentences, using phonic knowledge to decode words and read them aloud. They also learn to write words, captions and sentences using phonic knowledge to spell words in ways which match their spoken sounds.

➤ **Mathematics**

We support children in developing their understanding of mathematics in a broad range of contexts in which they can explore, enjoy, learn, practise and talk about their developing understanding. We create opportunities for these skills to be practised, in order to give children confidence and competence in their use. We develop reasoning skills through fun practical lessons enabling the boys to develop their problem solving skills.

➤ **Topic (science, history and geography)**

In supporting children's development of the crucial knowledge, skills and understanding that help them to make sense of the world we offer opportunities for them to: learn to use a range of tools safely; encounter creatures, people, plants and objects in their natural environments and in real-life situations; undertake practical 'experiments'; and work with a range of materials.

➤ **Expressive Arts and Design (art, music, computing and drama)**

We extend children's creativity by supporting their curiosity, exploration and play, providing them with opportunities to explore and share their thoughts, ideas and feelings, for example through a variety of art, music, movement, imaginative and role-play activities, design and technology and multi-media.

In supporting the development of children's ICT skills and understanding we provide opportunities for them to use a range of technological and ICT based tools to support their learning, both on programmable tools, interactive whiteboards and through extending their confidence and competence in completing basic function and programmes on a computer, and other electronic devices, on an individual basis.

At Wetherby Kensington we believe that these areas of learning and development are of equal importance and are inter-dependent in promoting the development of a rounded child. We are also mindful of the school's position as a pre-preparatory school, preparing children for the transition to Year 1 and ultimately for the 7+ and 8+ prep school entrance procedure. It is our aim that this preparation and development across all areas of learning are delivered through planned and purposeful activities.

Our approach at Wetherby Kensington

At Wetherby Kensington, our teaching and learning programme is based on:

➤ A Unique Child

Every child is a competent learner from birth who can be resilient, capable, confident and self-assured.

➤ Positive Relationships

Children learn to be strong and independent from a base of loving and secure relationships with parents and staff.

➤ Enabling Environments

The environment plays a key role in supporting and extending children's learning and development.

➤ Learning and Development

Children develop and learn in different ways and at different rates and all areas of learning and development are equally important and interconnected.

We endeavour to use the principal of "learning through experience" as a true opportunity to promote individualised learning within a class context. This is achieved not only through our own close interaction with the children but also through a variety of activities which enable us to observe and respond to the needs, interests and achievements of our pupils. As such, the concept of a "unique child" is, at Wetherby Kensington, intrinsically linked with the positive and nurturing relationships that staff aim to develop with the children.

Development is monitored through PIPS (*Performance Indicators in Primary Schools*) at the beginning and end of the Reception year and on-going teacher based assessment.

Partnerships with parents and carers

Another major aim of the setting is to promote an open, informative and supportive relationship with parents, starting from a parent's first contact with the school. We value parental input and aim to be responsive to it. Our objective of developing a strong partnership with parents and carers is put into practice through;

- Welcome evening in the summer term prior to their child starting at Wetherby Kensington
- Curriculum evening at the start of the autumn term to inform parents and carers on school life, enabling them to understand the value of supporting children's learning at home
- Operating an "open door" policy, whereby parents / carers can come and discuss concerns and developments in an informal manner
- Email contact with parents; promoting efficient sharing of practical information
- Sharing progress at school through regular dialogue between the Reception staff and parents / carers as part of the open door policy
- Inviting parents / carers to accompany the children on class trips
- Family events at school such as Mothers' Day, Fathers' Day, Family Day, Grandparents' Day and parents' breakfast
- Encouraging parents / carers to listen to their child read each night or to engage relevant child-led learning activities at home
- Discussing individual progress with parents / carers at parents' evenings
- Inviting parents to complete a parental questionnaire in the spring term
- Providing a bi-annual written report to parents / carers in December and July summarising the child's progress

We actively encourage the introduction of aspects of home life into school, such as good news and achievements; children, therefore, do not see a major distinction between home and school life and are thrilled with our interest in their outside activities and being able to share them with their peers. Similarly, photographic recording of activities and sharing these with parents develops a greater appreciation of what happens in school and prompts meaningful conversations about school life at home. We recognise the role of parents and carers as co-educators of children and, from the outset of the Reception year, we aim to establish meaningful and honest relationships with children, parents and carers through the sharing of information and experiences.

Staffing in the Reception Year

The Reception team is made up of two teachers and two teaching assistants. Miss Amelia Nicholson is the Reception N teacher and is assisted by Mrs Sailajah Arunn. Miss Karina Round is the Reception R teacher and is assisted by Miss Tasneem Uddin. Miss Bainton is a floating teacher who also works across both Reception N and Reception R.

In addition to the full-time Reception team, children are taught by the following specialist teachers:

Gym and Games: Mr Murray Gibb and Mr Charles Williams

Music: Miss Fiona Dalzell

French: Miss Angela Mohun

ICT / Computing: Mr Phil Morgenegg

Art: Mrs Arunn

Daily Routines

School doors are open for drop off from 8.30am until 9am. Registration takes place at 9am. If your child is dropped off after this time, please visit the office in order for your child to be marked present.

The boys will have a number of breaks over the week. During the morning break milk and fresh fruit are served. In addition the boys will play outside for half an hour at lunchtime.

The school day ends at 3.15pm. Children are picked up from the school gates between **3.15pm and 3.25pm**. Should children not be collected by 3.25pm the school office will attempt to contact you. Please inform the school at the earliest opportunity if you are going to be delayed in collecting your son or have made alternative arrangements for pick-up.

These arrival and departure times may be changed due to health and safety measures being put in place to manage social distancing and protection of class bubbles during the coronavirus pandemic.

Please refer to the “Maintaining a safe environment” section below with regard to collection arrangements.

Food and drink available for children

The boys have two daily breaks; fresh fruit and milk are served during the morning and raisins, dried fruit or rice crackers are served at the end of the day. Fresh water is available at all times throughout the school day. Please make sure your son has a water bottle that is clearly named at school. You can purchase a personalised Wetherby Kensington water bottle from Active Bottle:

<https://activebottle.co.uk/collections/wetherby/products/wetherby-bottle?variant=29974009479265>

The school kitchen offers a delicious, healthy and balanced menu, which works on a three week rotational basis. Meat and vegetarian options are available. The menu is always displayed outside the kitchen and on the screen in the entrance hall. The menu is also emailed weekly with the Wetherbear Weekly. Lunch is served from 12pm – 12.30pm. The boys will sit in their classes. Lunch sittings and outdoor play are adult supervised at all times.

- **Children with allergies / medical needs:** we aim to cater for children with allergies / medical needs and arrangements can also be made with the kitchen for home provision of certain items in extreme cases. No nut-based products are used in the kitchen and all food is freshly prepared daily. If your child has an allergy, and you have not done so prior to his arrival at school, please complete the school Health Form which can be obtained from the school office. Please provide two sets of medical items such as Piriton / Epi-pens (one for the school office and one for the classroom) and ensure that they are kept up to date. The boys will wear a lanyard at lunchtime detailing their allergies and / or medical need.

Medical Issues

At Home

Please keep your child at home if he is ill or infectious and please phone the school office by 9am on every day that he is ill and will not be attending school. If your son has been sick during the night please keep him at home for 24 hours. Any child who is ill will struggle with the demands of the school day and may possibly infect others. If a child has been diagnosed with an infectious disease, please follow your doctor's instructions with regard to his return to school. Please also inform the school in order that other children can be monitored for similar symptoms.

At School

If your child becomes ill during the school day, the parent(s) or carer will be telephoned if this is deemed necessary. A parent / carer will be asked to come and collect the child.

Medication

Should your child need to be given medicine during the school day you are required to fill in and sign a medication form in the school office. Without this consent we are unable to administer medicine to your child. The school office will then administer the correct dosage when necessary.

If you discover that your child has head lice, please keep him at home until this has been treated. Should we discover head lice at school, we will telephone you and ask you to collect your son from school in order that he may be treated. Please return your son to school once he has been treated.

If your child has a medical condition that necessitates regular access to medication please provide us with full and current medical information in order to ensure that we can provide appropriately for their needs, or to look after them in the event of an accident. We would be very grateful if you could ensure that you have filled in the health questionnaire form prior to your son's first term at school and that they are updated as necessary. We will work with you in making arrangements that work best for your child.

We have members of staff who are fully trained paediatric first aiders. First aid boxes are situated on every level in the school and are taken to outdoor play, to games lessons and on trips. We will always contact you immediately if your child suffers anything more than a trivial injury, or if we have any concerns about his health; this will also be recorded in the accident book at school. If your child bumps his head, we will always contact you. We will inform you at the end of the school day if your child has a minor accident, bump or graze at school during the day.

Maintaining a safe environment

The safety and wellbeing of your son is our highest priority, and because they are so young, we must be especially vigilant. We will therefore;

- Only allow your son to go home with you, unless we have received your advance permission (in writing, via email or on the class 'Going Home Sheet') that he may be collected by another adult. Please introduce your nanny to your class teachers
- Never allow a child to leave the premises unsupervised. There are always at least two adults supervising outdoor play
- Ask all school visitors to identify themselves and to state their business before allowing them access to the school. Visitors sign in at the school office, they wear visitor badges and are escorted throughout their visit. They sign out upon departure
- Register all children at the start of morning and afternoon sessions
- Check all children out as they are collected by their parents or carers

Please ensure that all contact details for parents and carers are current and inform us of any changes as soon as possible.

The entrance to Wetherby Kensington is kept locked at all times and is accessed only by an electronic key fob. Entrance to the school in the morning is supervised by the Headmistress. Boys in Reception must be accompanied to the school door and may be accompanied by parents or carers to the classroom. The school door will be opened and supervised by the Headmistress or a member of the Senior Leadership Team (SLT) from 3.15pm until 3.25pm. At 3.25pm the parents of any remaining children will be contacted by the school office. In this instance, children will always be supervised until they are collected by an authorised adult. These departure times may be changed due to health and safety measures being put in place to manage social distancing and protection of class bubbles during the coronavirus pandemic.

Policies and Procedures

To ensure that the school operates efficiently and effectively, we have a comprehensive range of policies, procedures and guidelines. These are available on our school website: www.wetherby-kensington.co.uk

They are also available in the school office or on request from Miss Peel antonia.peel@wetherbykensington.co.uk

Complaints Procedure

We strive to make Wetherby Kensington a safe, nurturing and stimulating environment for your child. We hope that you will not feel the need to complain and that any difficulty can

be efficiently and sensitively handled before it reaches this stage. However, the school's complaints procedure (which applies equally to the EYFS) is available on our school website or can be sent to you by request.

Parents of children in the EYFS are entitled to make a complaint directly to Ofsted.

Ofsted:

Telephone number: 0300 123 1231

Textphone number: 0161 618 8524

Education: 08456 40 40 45

Other enquiries: 08456 40 40 40

e-mail: enquiries@ofsted.gov.uk

Address: Complaints, Ofsted, Piccadilly Gate, Store Street, Manchester, M1 2WD

Records

Parents have free access to the development records about their son. Parents who wish to see any personal records or files on their son must make a written request to the Headmistress.

Final Word

This booklet is designed to run alongside the whole school Parent Handbook. Should you require any further information or wish to provide any further feedback, please contact Miss Helen Milnes (Headmistress).

Finally, we would like to give you a very warm welcome to Wetherby Kensington, and we very much look forward to establishing positive relationships with you and your child over the months and years to come.