



Wetherby School

EYFS (Reception) Guide for Parents and Carers

○ **The Reception Year**

Wetherby School 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. We aim to ensure that the curriculum implemented in Reception helps develop a secure, safe, and happy childhood for the boys, allowing them to fulfil their potential during the early stages of their education. The curriculum for Reception pupils is based on three general areas and the four specific areas of learning, enhanced further through our integrated curriculum.

The general areas for learning and development are:

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

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 their environment. We also aim to help the boys develop foundation tools, to form healthy relationships with their peers and others, and adopt a positive disposition towards learning. We plan a range of activities and share stories to support the development of the boys' growth mindset.

➤ **Physical Development (games, gym and dough disco)**

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 encourage use of all their senses to learn about the world around them and to make connections between new information and what they already know. Additionally, we support the children's development of fine and gross motor through weekly 'Dough Disco' lessons, which helps support the development of the boys' muscle control, helping to form the muscles correctly by the age of 5 years. Furthermore, we support children in developing an understanding of the importance of making healthy choices in relation to food.

➤ **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 variety of purposes.

The specific areas of learning and development 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, recognise and read aloud words and pure sounds. 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, including number, and numerical patterns, 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.

➤ **Integrated Curriculum (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 an integrated curriculum which allows children to learn in a holistic way, without restrictions imposed by subject boundaries. It is a cross-curricular way of teaching that involves combining academic subjects in order to allow the boys to develop their knowledge, skills and understanding and become motivated learners through a series of interconnected topics. We aim for our integrated curriculum to be at the heart of all lessons, and we endeavour to find creative ways of embedding individual subject objectives through interconnected topics.

Topics are carefully planned for the six half-term blocks and the learning objectives are distributed throughout the year to ensure breadth and balance of delivery of these objectives:

- **Autumn Term** – “To Infinity and Beyond” (Superheroes)
- **Spring Term** – “You're Going to Hear Me Roar” (Dinosaurs)
- **Summer Term** – “I'm the King of the Castle!” (Knights and Castles)

➤ **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 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: encounter new creatures, people, and objects; undertake practical 'experiments'; and work with a range of materials to support the development of understanding and growth of knowledge. Each term there will be a new theme and, where possible, we use the themes to enhance the other subjects within our curriculum and make links to a piece of children's literature, thus making the learning purposeful to the boys and ensuring connections are made to prior learning.

At Wetherby 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**

At Wetherby, 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, 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, as well as on-going teacher-based assessment, including termly Phonics and Mathematics assessments.

○ **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
- 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
- Encouraging parents / carers to complete the Wetherby welcome questionnaire
- Operating an "open door" policy, whereby parents / carers can approach the class teacher at the end of the day and discuss concerns and developments in an informal manner, as well as having initial conversations during the morning with a member of the Senior Management Team
- 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, Grandparents' Day and French breakfasts

- 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**

Reception is managed and run by our Heads of Reception; Mr Ross Christie (Head of Reception Academic) and Miss Jemima Jones (Head of Reception Pastoral).

Mrs Chloe Bashir is the Reception B teacher and is assisted by Miss Elizabeth Bailey

Miss Jessica Bell is the Reception E teacher and is assisted by Mr David Collins.

Miss Eleni Pateraki is the Reception P teacher and is assisted by Miss Rebecca Flaherty.

Miss Olivia Webb is the Reception W teacher and is assisted by Mrs Amy Watkins.

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

Gym and Games: Mr Quincy Redmond and Mr Reece Howell

Music: Mr Richard Elliott

French: Miss Angela Mohun

ICT / Computing: Miss Vanda Varga

○ **Daily Routines**

School doors are opened, by a member of the Senior Management Team, for drop off from 8.30am until 9am. Doors will close at 9am when registration takes place. If your child is dropped off after this time, please visit the office in order for your child to be marked present.

There is a morning and afternoon break of fifteen minutes. 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 3.10pm for the first class and then every five minutes thereafter, with the Heads of Reception dismissing the boys alongside the boys' class teachers. Children are picked up from the school gates where the class teacher will be present should you wish to speak to them. Please understand that their priority is ensuring the boys leave the premises with an appropriate adult and therefore you may be asked to wait. Should children not be collected by 3.30pm 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.

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 are served at the end of the day. Fresh water is available at all times throughout the day. Please make sure your son has a water bottle at school. You can purchase a water bottle from the school office at a charge of £2.

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 emailed weekly with the Wetherby Forecast. Lunch is served from 12pm – 1pm and is served in two sittings: 12pm – 12.30pm and 12.30pm – 1pm. 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. 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 there appears to be multiple cases in the same class an email will be sent to the parents to encourage you to check your son's hair regularly.

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 including the playground and are taken 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) that he may be collected by another adult. Please introduce your nanny to your class teachers and provide staff with a photograph of your nanny for point of reference
- 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, 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

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 is kept locked at all times and is accessed only by security code which is changed on a regular basis. Entrance to the school in the morning is supervised by the Headmaster, Deputy Head or Heads of Reception. Boys in Reception must be accompanied to the school steps where they will be welcomed into the building. The school door will be opened and supervised by the Heads of Reception from 3:10pm until 3.30pm. At 3.30pm 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.

○ **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.wetherbyschool.co.uk

They are also available on request from:

Miss Pryer laura.pryer@wetherbyschool.co.uk or

Mrs Butler nicola.butler@wetherbyschool.co.uk

Complaints Procedure

We strive to make Wetherby 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 Reception are entitled to make a complaint directly to Ofsted and / or to the Independent Schools' Inspectorate (ISI). Parents with children over five are entitled to complain to the ISI.

Ofsted:

Telephone number: 0300 123 1231

Education: 0300 123 4234

Emergency number: 0300 123 4666

E-mail: enquiries@ofsted.gov.uk

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

ISI:

Telephone Number: 020 7600 0100

Email: info@isi.net

Website: <https://www.isi.net/contact>

Address: ISI, Complaints, Cap House, 9-12 Long Lane, London, EC1A 9HA

○ 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 Headmaster.

○ 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, Ms Anna Dingle, Deputy Head and / or the Heads of Reception, Mr Ross Christie or Miss Jemima Jones.

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