

Yarmouth CE Primary School

Achieving Together for a Brighter
Future



“Children in the Reception class develop good social skills. They settle in quickly, and work and play happily and confidently together. They gain a good grasp of phonics because of the highly effective teaching they receive. As a result, they quickly develop a love of books and reading”. Ofsted inspection report January 2013

The purpose of the Federation of the Church Schools of Shalfleet and Yarmouth is to educate children in an atmosphere of Christian love where all achieve the very best they can, now and throughout their lives

We're pleased to meet you!

A warm welcome to Foundation Stage at Yarmouth CE Primary School. This booklet contains the key information you require to ensure your child has a smooth induction to school life.

Starting school is one of the most important milestones in every child's life. Every child deserves the best possible start in life and the support that enables them to fulfil their potential. We work closely with, parents, children and their feeder pre-school settings to ensure every child's transition into school is as seamless as possible.

Ensuring every child has the right start to their first year in school is important as it enables them to achieve future success. We provide a happy, active, exciting, fun and secure environment for learning which supports all children's learning needs.

Please do not hesitate to ask us questions. We look forward to working with you.

Learning through Play



Play is an essential part of every child's life and is vital for the enjoyment of childhood as well as social, emotional, intellectual and physical development.

The importance of play for young children should not be underestimated. Extensive research has proven that young children learn best when they are actively engaged within play because of their high levels of interest and motivation.

Research suggests high quality play can:-

- * Increase children's self-awareness, self-esteem and self-respect
- * Improve and maintain their physical and mental health
- * Give them the opportunity to mix with other children
- * Allow them to increase their confidence through developing new skills
- * Promote their imagination, independence and creativity
- * Offer opportunities for children of all abilities and backgrounds to play together
- * Provide opportunities for developing social skills and learning
- * Build resilience through risk taking a challenge, problem solving, and dealing with new and novel situations
- * Provide opportunities to learn about their environment and the wider community.

Learning through playfulness is at the centre of all that we do in Foundation Stage. Teachers manipulate play to teach children new skills.

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Early Years Foundation Stage

Children in Foundation Stage (commonly known as Reception) at Yarmouth CE Primary School are experiencing their final year of the Early Years Foundation Stage curriculum.

There are four themes that underpin the Early Years Foundation Stage Curriculum.



Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured. Children learn to be strong and independent through positive relationships. Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between teachers and parents.



The early years foundation stage (EYFS) sets standards for the learning, development and care of children from birth to 5 years old.

All schools and Ofsted-registered early years providers must follow the EYFS, including child-minders, preschools, nurseries and school reception classes.

The Early Years Foundation Stage learning concentrates on 7 areas split between prime and specific areas of learning.

Prime Areas

The prime areas begin to develop quickly in response to relationships and experiences, and run through and support learning in all other areas.

The prime areas continue to be fundamental throughout the EYFS.

The prime areas of learning are:

communication and language

physical development

personal, social and emotional development

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Specific Areas

The specific areas include essential skills and knowledge. They grow out of the prime areas, and provide important contexts for learning.

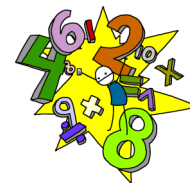
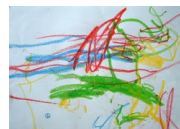
The specific areas of learning are:

literacy

mathematics

understanding the world

expressive arts and design



Teaching is often done through play, where the child learns about subjects and other people through games, taking into account the way in which children learn effectively.

Characteristics of Effective Learning

The ways in which the child engages with other people and their environment – playing and exploring, active learning, and creating and critical thinking are key to a child's development and success in learning.

These characteristics underpin learning and development across all areas and support the child to remain an effective and motivated learner as they grow and develop.



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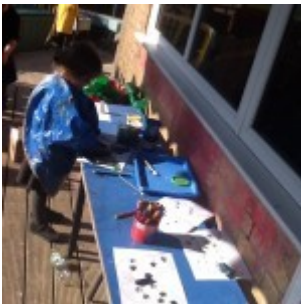
Our Learning Ethos

In Purple Class at Yarmouth Primary we follow the statutory curriculum through child led learning. Each half term we ask the children what they are interested in learning and create an overview of a topic of learning for the half term around their interests. To ensure this fully encompasses the principles of the EYFS, topics are subject to change as we follow where the children want to take their learning. Therefore our learning is an organic process of activities and enhanced provision to capture the child's interest and meet the learning and developmental needs rather than a set of planning to be followed.

In the morning we teach phonics, literacy and mathematics to the children through both an adult led session as well as child led and child initiated learning. In the afternoons we concentrate fully on the child led learning, ensuring we are offering provision across all the areas of learning, therefore applying the literacy, phonic and maths skills we have been finding out about that morning.

We strive to offer an interesting and varied range of activities that the children can engage fully in. Each week we complete a continuous provision plan that details what the children's interests have been and where we can take their learning to develop understanding and knowledge further. Wherever possible we adapt provision immediately to ensure the practice is truly child led.

Work clothes not school clothes!



Our learning takes us outside every day and often can lead to messy play. We ask that you treat your child's school uniform as their 'work clothes'. So that they can explore and play and get messy to fully reach their learning potential!

We also ask that because we will be outside in all weathers, you provide a suitable coat and wellies if the weather dictates. You are welcome to leave these in school permanently if this is easier for you.



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Assessments

In the Early Years Foundation Stage there are assessments when a child is aged between 2 and 3 years and at the end of the academic year when they turn 5. These are not tests for the child - the assessments are based on EYFS practitioners' observations.

Information from these assessments is used for parents, practitioners and teachers to support children's learning and development. This gives an overview of the child's development at these key points in the child's life and also informs the teachers and practitioners at stages of transition.

Early Years Foundation Stage Profile

At the end of the academic year when a child turns 5, the practitioner records each child's stage of development. This is done in a number of ways; through the written observations of attainment and understanding taken through play, through knowledge of the child developed in child initiated and adult led activities and also through the contribution of the people in the children's life (for example lunch, play supervisors, the Headteacher and most importantly the family and carers of the child).

The completed assessment is known as the 'early years foundation stage profile'. This is used to help the year 1 teacher plan lessons for the children.

Parent Partnership

To accompany the assessments that are completed by us for each child's individual Learning Journey, good practice in the EYFS is to involve all adults who know the child in their assessment and this is where we need your help!

On the first day of school we will send home a home-school link book, we invite you to complete this with your child as often as you wish. The pictures, drawings and information you give us can contribute to your child's profile and their end of year assessment as it gives us a more detailed understanding of your child; their interests, hobbies and what they can do. We will look through these books every week and may use some of the information in the Profile folders we have for individual children called their Learning Journeys.

In addition to the home-school link book we invite you to sign up to the Class Dojo system which is an online behaviour management and communication system. Through this system we often send messages to inform you about what the children have been up to in class, we also send a detailed Class Blog every Friday with photos of what the children have been up to that week.



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Keyworkers

To support transition and the parent partnership every child is designated a keyworker who will complete your child's profile. Being a small class both Mrs Westhorpe and Miss Sampson are always on hand to discuss any worries or questions you have. The keyworker is there as a suggested point of contact and someone who will sit with your child as he or she looks over their profile and to reflect on their learning with them.



Mrs Westhorpe



Mrs Sampson

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Transition

This is a time of exciting change, new opportunities and growth for every child.

They can also be times of uncertainty where surroundings are not the same, expectations and procedures are different and faces as yet unfamiliar. Getting transition right is vital for every child and is not a single event that merely 'happens'. Transition should be viewed as a process rather than an event that involves children, practitioners and parents together. Transition is an ongoing journey rather than a destination.

With all this in mind, we feel it is vital to get it right! Transition into Purple Class is a milestone event in your child's life and a key part of their successful start to school.

We offer a number of 'stay and play' sessions where your child will join our existing Purple Class in their learning, these are on the following dates:

Monday 9th May 2016 1 – 2pm

Monday 16th May 2016 1-2pm

Monday 23rd May 2016 1-2pm

Tuesday 7th June 2016 10.30-11.30 am

Tuesday 14th June 2016 10.30-11.30am

Tuesday 21st June 2016 10.30-11.30am

Tuesday 28th June 2016 10.30-11.30am

There will also be a whole day 'Move Up Day' where the children will come in as Purple Class for the day, during this day there will also be an opportunity for you to meet with Mrs Westhorpe and Mrs Grainger to talk through any questions you may have. This will be at the beginning of July, exact date to be confirmed shortly. In addition we would like to offer a home visit where Mrs Westhorpe and Miss Sampson come to meet you and your child at home to talk with you and to simply spend some time with your child in their comfort zone. We have found this is an important part of the transition process in making your child familiar with us, the date will again follow shortly.