



St Minver Primary School

Class R Policy and Procedures

Updated: September 2020



We hope that this booklet, our welcome meetings, and our Transition sessions will help with the process of settling children and parents into our school community. We will be glad to answer any further questions not covered in this booklet.

Statement of Intent

Within the Early Years Foundation Stage at St Minver School we intend to provide ALL children with the skills, knowledge and understanding they need to develop into independent, well-rounded, informed individuals who are able to access and build on the learning opportunities that are provided for them later on in their school career.

We follow the Early Years Foundation Stage Curriculum (EYFS) which has seven main areas of learning. These are divided into Prime Areas (Personal, Social and Emotional Development, Communication and Language and Physical Development) and Specific Areas (Literacy and Mathematics, Understanding the World, Expressive Arts and Design).

We teach children individually, in small groups and as a whole class. Through a combination of teacher input and continuous provision opportunities, learning is planned to encourage children to develop their learning independently through exploration and challenge. The "Characteristics of Effective Learning" are at the heart of the Early Years Curriculum and explore the different ways in which children learn. They highlight the importance of playing and learning, active learning and thinking critically. All the learning experiences we plan for the children allow them to utilise and develop these skills. We believe that to access all areas of school life the children should be encouraged to persevere, be resilient, try new things and challenge themselves.

The School Day

8.45am	School gates open for children to arrive at school
8.55am	School bell rings and children line up on the playground. Wake & Shake
10.40am	Snack and playtime
12.00pm	Lunchtime
12.55pm	Afternoon register
3.00pm	School day finishes for Class R

Early Years Foundation Stage (EYFS)

The Early Years Foundation Stage (EYFS) sets out the standards that all Early Years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

There are four guiding principles shaping practice in Early Years settings:

- **Unique Child**
Every child is a unique child, who is constantly learning and can be resilient, capable, confident, and self-assured.
- **Positive Relationships**
Children learn to be strong and independent through positive relationships.

- **Enabling Environments**

Children learn well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents/carers.

- **Learning and Development**

Children learn and develop in different ways and at different rates. The framework covers the education and care of all children in early years settings, including children with special educational needs and disabilities.

For further information, or to read the EYFS statutory framework in full, please visit the following weblink:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/596629/EYFS_STATUTORY_FRAMEWORK_2017.pdf

Characteristics of Effective Learning

The Characteristics of Effective Learning play an important part in the Early Years Foundation Stage, as they address **how** the child learns rather than **what** the child learns. There are three characteristics of effective learning outlined in the non-statutory guidance 'Development Matters'. These are: **Playing and Exploring**, **Active Learning and Creating**, and **Thinking Critically**. Each one of these is then divided into three further elements.

Playing and exploring – engagement

Finding out and exploring

Sensory play is an important part of learning for young children as through their senses they make sense of the world around them and begin to explore naturally. A stimulating environment is vital to ensure that this area of learning is maximised to its full potential. Sensory play includes activities that stimulate children's senses such as sight, sound, smell, taste or touch. By providing this type of activity children will learn more about the world around them in a natural way, through their senses.

Playing with what they know

Children need time to repeat actions to practise skills learnt and be allowed to play with things they enjoy. They will enjoy playing with toys that are familiar to them and toys that they see others using, and engaging them in imaginative play. Dressing up and role play, and small world areas can be beneficial for this.

Being willing to have a go

Activities should be age and stage appropriate to the child's development, yet challenging, therefore building up their confidence to try new things. Children are naturally curious but may be quite shy to try new things. Offer support and encouragement and model how to do things if you can as they may not know what to do. Once children practise new skills, they will become better at mastering them as they try things over and over again. Children will vary in their level of involvement in some activities and may prefer some types of play over others; this is down to personal choice, if a child really does not want to do something they should never be forced to.

Active learning – motivation

Being involved and concentrating

Children sometimes need help to remain focused on activity, there should be a balance of child initiated and adult led activity and with careful planning these can be incorporated within the daily routines. Young children do not have a great

concentration span and may get easily distracted. Always make sure that activities are age appropriate so that children are not being set up to fail at something. It is far better to give them an easily accomplished task that gets progressively harder so that they can gain any new skills required slowly.

Keeping on trying

Adults need to support children to complete tasks that are age and stage appropriate. Some children may find activities hard to master so perseverance is key. When we observe young children, we find out what they like to do and if they enjoy certain aspects of play. This helps us to plan for their interests and makes learning more tailored to the child's needs. Learning new skills can be frustrating for young children so helping them to keep on trying and stick with it will be beneficial to them.

Enjoying achieving what they set out to do

Enjoying achieving what they set out to do – praise and encouragement should be given to each child even in the smallest of tasks to help build self-esteem. Again, by observing the children in the setting we will find out what it is that they like and what they need to help them to progress towards their next steps. Providing fun activities and experiences will make this happen more easily as the child will be enjoying the experience.

Creating and thinking critically – thinking

Having their own ideas

Children should be given a variety of resources so that they may self-select and use their imaginations. Open-ended craft activities are an excellent way to help children to express themselves and use their imagination. For children, creativity is about the process and not always the end product that counts. Often when we plan for play activities, we have a set goal in mind that we wish the children to gain from the activity. However, children will often take the activity to another level by adding their own imaginative processes in sometimes ways in which we had not intended. This shows that they are becoming independent and imaginative and should be encouraged where possible.

Making links

Themes can be developed within all areas of the curriculum to embed the learning objectives – for example – if we are having a 'Growing' theme then we would create a garden centre shop in the home corner. This way children can re-enact experiences they may have had outside of the setting. If they have been to a garden centre they can pretend to play at selling plants and other things they may find in a garden centre.

Choosing ways to do things

Children need to be given choices and opportunities and encouragement to try new things. We have places and zones for certain activities which are comforting to the children as they know where to go if they want to play with something and will know where they are. However, we also ensure there is time for spontaneous activity and large group work or circle time. Some activities are better done outdoors and some indoors – the children might decide as it can make for a new dimension on what it is that they do in the space.

We teach the children about The Characteristics of Effective Learning in an age appropriate way using the following animal characters to bring them to life and give them meaning:



Assessment

Assessment takes place throughout the school year to inform planning and to ensure that children are appropriately challenged, progress is made, and an individual's next steps are identified.

Transition into Reception Class at St Minver School

Staff will gather information about each child prior to them starting school in the following ways.

- Preschool visits to see each child in their setting
- Meetings with preschool key workers
- 'Stay and play' sessions
- 1:1 meeting with parents
- End of preschool/nursery assessments

Starting School

As each child enters the Reception Class at St Minver School, staff will use their professional judgement to assess the age band that children are working within across the EYFS 17 areas of learning. Within the first 5 weeks of each child starting

school they will be given a baseline assessment. Baseline assessments will be completed in the following ways.

- Observations
- 1:1 activities
- Group activities
- Planned activities
- Child-initiated learning and play

Formative Assessment

Throughout the year children's development and progress in all areas of the EYFS Curriculum are monitored. Children's interests, their learning, their stage of development and their individual next steps all inform planning. Classroom provision ensures that children continue to make progress through experience and play; through adult-led activities and continuous provision planning. Progress is recorded by observing and assessing children. Formal work is marked (as per the EYFS marking policy) and all evidence is entered into 'Tapestry', the Electronic Learning Journey Program.

Assessment Cycle

- Baseline Assessment – within 5 weeks of starting Reception
- Progress – Assessment of progress will be made at 2 further points in the academic year
- Summative data – At the end of the year we will assess the Reception Class children against the EYFS Early Learning Goals, stating whether they are Emerging, Expected or Exceeding.
- Written reports on the Characteristics of Effective Learning are included in the end of year report to parents.

Parents and Assessment

Parents' contributions are included in the online learning journey (Tapestry) where parents are encouraged to add observations from home and to view/comment on the observations made by staff at school. Parents are also encouraged to share 'wow moments' and send them in to be celebrated in school. Formal meetings are held with parents in October and in February. This is then followed up in July with a full written report. Parents are kept up to date with the learning taking place in class via a weekly diary letter where current learning is summarised and a weekly challenge for children to complete at home is suggested.

Early Learning Goal Examples: The Expectation for the end of the Foundation Year

Please go to <https://www.gov.uk/government/publications/eyfs-profile-exemplification-materials> for further information and examples of the end of year expectation for the Early Years Foundation Stage.



The story continues in the writing and inspired M to write her own version of the traditional tale. Here a princess story being retold.

After a long time
the king and queen
with his family
he has his own
to the castle
he sat a chair
the king the
queen down
many friends there
a lot

After sitting up on clouds
looked at the castle, 'where', at
the beginning of the course.



The prince is a very brave knight.
He has a sword and a shield.
He is very strong and brave.
He is very kind and gentle.
He is very smart and clever.
He is very brave and strong.



The prince is a very brave knight.
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He is very smart and clever.
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SLP DP Reading (speaking, drawing and/or writing of different needs)
Context

After a long time, the king and queen with his family he has his own to the castle he sat a chair the king the queen down many friends there a lot



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Mille was able to balance and travel across the trim trail without wobbling or falling off. She then was able to travel across the stilts to complete the task. She knew that she needed to put her foot on the correct stilt and then which foot to move at a time. She knew that to help her hold her balance she should hold on to the upright posts.

When using the computer independently Holden was able to use the mouse to scroll across the screen accurately and click on the icon to open up the application.

Ellie was able to grip a fine paint brush between her thumb and fingers and then dip the brush into her palette and make desired point marks on the paper.

After a heavy
rainfall at midnight,
children were inspired
by their parents
listening to musical
standards.



Our Classroom Environment

At St Minver School, our EYFS environment enables children to become fully immersed in purposeful play of their own choice and interest. Their play is sensitively supported by the adults in the room to develop specific skills and to broaden the children's experiences. The children at St Minver School benefit from both outdoor and indoor areas which allow for learning in all areas of development and which

are carefully set up to promote independence, creative thinking and to stimulate the children's imaginations and thoughts.



It is our aim to support children's ability to regulate their thoughts, feelings and emotions, whilst pursuing activities that require the children to exercise their perseverance and determination. Our classroom environment also promotes a positive relationship with health and exercise; ensuring that both gross motor and fine motor skills are being developed along with providing children with the knowledge and opportunities to be safe and healthy.

Our children have the opportunity to initiate their own learning with the adults joining, supporting and teaching them within the context of their play. They also benefit from direct teaching time in small groups where specific skills and next steps are worked on. At all times, the classroom resources are available and accessible to the children; this is known as the continuous provision. It is through the organisation of these resources that our children become independent in their purposeful play and learning. When any resources are added to the continuous provision, it is taught to the children first, ensuring they are equipped with the correct knowledge and experiences to utilise the environment.

Enhanced provision is planned for and responds to the children's interests and the topics that we may be learning about at that time. It is through these enhancements that further progress is made for all children in specific skills and knowledge.

Areas in the classroom are well thought out and planned for. Resources are carefully selected and regularly enhanced with new opportunities to meet the developing needs and interests of our children. Specific and organised resources can be found in the following areas.

- Role play
- Sand
- Water
- Small world
- Investigation
- Maths
- Writing
- Reading
- Creative

Curriculum

At St Minver School we enhance the EYFS curriculum to ensure that teaching in all areas is covered in a robust and meaningful way. We use the following schemes to support our teaching:-

PSHE – Jigsaw

The Jigsaw programme uses The Mindful Approach where children benefit from being aware of their thoughts and feelings as they happen,



in the present moment, on purpose and with no judgement. Mindfulness can be learnt, and techniques to develop it are taught. Jigsaw brings together PSHE Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning.

PE – Leap into Life and Healthy Movers



The material in 'Leap' and 'Healthy Movers' is delivered in four 20-minute sessions with the children taking part in our whole school active mile every Friday. The resources within 'Leap' and 'Healthy Movers' are designed to provide complete coverage of all aspects required to enhance physical development in the foundation stage.



Music – Charanga



The learning within this Scheme is based on: Listening and Appraising; Musical Activities — creating and exploring; and Singing and Performing.

Phonics – Letters and Sounds

Letters and Sounds is a phonics resource published by the Department for Education and Skills in 2007. It aims to build children's speaking and listening skills as well as to prepare children for learning to read by developing their phonic knowledge and skills. It sets out a detailed and systematic programme for teaching phonic skills for children starting by the age of five, with the aim of them becoming fluent readers by age seven. At St Minver School phonics is taught daily in 20 minutes sessions from the first day of the children's school career. For further information please visit the following website; <http://www.letters-and-sounds.com/>.



Reading



At St Minver School we believe that being able to read is a priority. Children take part in daily phonics sessions each day at school and are immersed in a language rich environment. Our reading scheme supports the phonics teaching where the books that the children take home are in line with the sounds and tricky words they have been learning that week in school so that they can be practised and consolidated at home.

Depending upon each child's individual reading needs they will take home a minimum of 1 book per week and a maximum of 3. We believe that it is practice and repetition that will ensure that learning is embedded, confidence will grow and progress in learning to read will be secure.

The phonics (decodable) book that each child brings home for the week will only consist of sounds and words that they have been taught in school. We ask for parents/carers to share this book with your child every evening.

We also believe that there is so much more to reading than phonics alone. Comprehension, new vocabulary, expression and fluency are also vitally important but in the early days of learning to read these skills can be kept a little separate and worked on in different ways. These are the skills that the children will learn by being read to, listening to story tapes and shared reading experiences. So, alongside your child's phonic book we will also send home a library book for each child to keep for the week. Our expectation is that parents/carers share as many stories and reading books with their children as possible; that children are encouraged to talk about the characters, predict what might happen next, point out sounds or words that they know and find out the meaning of new and exciting words.



We share our love of books and reading with the children throughout the day. Class R have a special box of books that 'everyone must read ... whether they are nearly 5, 5 or bigger than 5'. The children get to know and love these books, write reviews and recommend them to the wider school community. We have an inviting book corner in the classroom for the children to access during their 'Let's

Explore' time and all activities set up within the classroom are supported with a variety of texts; fiction, non-fiction and/or poetry. The children also enjoy visiting the school library each week to choose a book to take home to share with their family. Towards the end of the Reception year we share a chapter book together; in the past this has been 'The Faraway Tree' by Enid Blyton and 'Charlotte's Web' by E.B White. Sharing classic stories with the whole class opens the children's fictional world, enhances their imagination, and develop their vocabulary. We also absolutely love sharing books and stories with the children.

Throughout the year your child will be given lists of tricky words that they will need to work on being able to read by sight. These are words that cannot be sounded out using phonics.

Your child will have a reading record book which is a home/school link and a way of communicating with your child's class teacher about how your child has managed their phonics, words and book. Is there a particular word they are stuck on? Did they enjoy the story? Please sign your child's reading diary every evening.



Special Education Needs

Our vision for children with special educational needs and disabilities is the same as for all children and young people – that they achieve well in their early years, at school and in college, and lead happy and fulfilled lives.

Our school aims state that:

We value the thoughts, feelings, skills and opinions of every child, providing them with equal opportunity to participate fully in their learning.

We provide high quality teaching and accurate assessment systems to target rapid and sustained progress for our pupils, maximising their chances of exceeding national expectations.

Being part of Team St Minver: BE BRAVE, BE KIND, BELONG

St Minver School is a team and all children, parents, staff, and our community are included. Our school ethos promotes Learning for Life and our high-quality education is based on traditional, community values. Within our school community are the two further teams of PENTIRE and ST ENODOC. The children work in these groups to collect house points and rewards and work together for events like Sports Day.

We have a regular weekly assembly structure, and these are used as a place to develop the children's understanding of our school values. The assemblies are led by different staff members and include celebration of children's work plus sporting and musical achievements. Children's behaviour, kindness, and the way they respond and adopt our school values are acknowledged.

For KS1 children a local bible group visits weekly to act out bible stories. 'Open the Book' are a group of local people who give the children the opportunity to learn about Christianity and join in with prayer if they so wish. You can find out more about the Open the Book Charity at https://www.biblesociety.org.uk/get-involved/open-the-book/?source_code=99012_openthebook.net.

Each class has personalised reward systems at St Minver School however we recognise that a consistent approach to positive behaviour management is successful. Children are rewarded with house points and 'green cards' when they complete great work, persevere and try their best. Mrs Rodwell is always delighted to spend time talking to the children about their work and their positive attitudes. Class R children also LOVE stickers!

Trauma Informed School

An understanding of trauma and childhood adversity underpins our approach to relationships within our school community. We are committed to ensuring that this informed approach empowers children to develop positive mental health and resilience, enabling them to fully engage in life and learning. Please visit our school website at <https://www.stminver.org/web/policies/319050> in order to read all of our policies including 'Behaviour and Relationships'.

Above all else the children of St Minver School are kind, they work hard and they have fun. We provide opportunities for the children to develop skills, attitudes and dispositions that will stand them in good stead for their future as young citizens.

Preparing for Reception at St Minver School

In preparation for your child starting school we will ensure that we make contact with your child's preschool setting and with yourselves to find out more about your child, their interest and needs. Accompanying this booklet will be some things for you to share and do with your child including

- A story about Class R
- All About Me Booklet
- All About Me Box
- Memory Folder and letter

Please take some time to complete these activities and be ready to bring them back to school to share with us when we start the Autumn term in September.

As your child settles into school life, they must come to terms with leaving you and also learn about their new environment. Advance preparation can make the separation much easier. It helps if you talk about Reception in a positive manner; all the fun activities that will be on offer and all the new friends they will make.

It helps if children can recognise their name on their peg and simple things like having their favourite character on their bag and water bottle can help them find their belongings. Being able to put their own coat and shoes on can help anxiety.

Settling in

Settling in normally takes a few days. If your child is unsettled when they arrive at school a member of staff will be available to look after and reassure them. We will then encourage parents to say goodbye and then to contact us. From experience the quicker you leave the less upsetting it is for children. A quick goodbye is less painful than extra hugs and kisses.



All About Me Box

Please provide a decorated shoe box containing photographs, objects and artefacts that are important to your child. This will help us to get to know your child and support the settling in process. These will be returned to you during the end of the first half term.

What does my child need for school?

Uniform

Below is our compulsory school uniform, we think that we look really smart. The majority of the school uniform can be purchased from local shops and supermarkets however the school jumper and PE t-shirt can only be bought at Vivienne's in Wadebridge.

- white polo shirt
- royal blue sweatshirt or cardigan
- grey trousers, shorts or skirt
- grey or black tights
- plain black, grey or white socks
- completely black shoes.

PE kits should be in a small bag which stays at school and is sent home half termly for washing. Our PE kit is as follows –

- blue t-shirt, black shorts or skirt, trainers or plimsolls, black leggings or tracksuit bottoms (for colder weather), royal blue embroidered hoodie (optional).

To enable children to become more independent with going to the toilet, we ask parents to dress their child in trousers that do not need belts. Elasticated waists are

preferable and are easier to pull up and down. It would also be preferable if your child's shoes do not have laces or an open toe. Shoes with Velcro straps support children's independence.

Every **Friday** the whole school takes part in running an Active Mile around the school grounds. With this in mind the children should come to school on a Friday dressed in plain, dark, sporty bottoms (joggers, shorts, skort), trainers and their normal white t-shirt and school jumper/cardigan.

Change of clothes

Please provide a spare set of clothing for your child, including a pair of school trousers/leggings, a white t-shirt and two sets of pants and socks. These can be put inside a plastic carrier bag inside your child's PE bag.

Waterproofs and Wellington boots

Please provide a pair of wellington boots and waterproof trousers and coats (that stay at school) for your child so they can access the curriculum in the outside area.



It is very much appreciated when all school clothing is clearly labelled including shoes. The wearing of jewellery, other than stud earrings is not permitted.

Water bottle

Children learn best when they are hydrated. Please provide your child with a named water bottle and fill it with fresh, cool water each morning. We will replenish it throughout the day.

Snack

School fruit is provided by school for all children in Class R. There is no need to send your child in with anything additional.

School meals

Reception children are all entitled to a free school meal and menus will be accessible in the Autumn Term. Each day there is a choice of hot meals or jacket potatoes. However, if you would prefer to provide your own packed lunch please ensure that it is in a clearly labelled lunchbox. Please also ensure that packed lunches are healthy and balanced.

Pupil Premium

Your child may be eligible for Pupil Premium funding which is an additional source of funding for the school. We collect the required data (your DoB and NI number) on the admission form to check whether your child is eligible. This data is shared with the Local Authority as part of the checking process. The data is held securely and is deleted when your child leaves school. Alongside additional funding, if eligible, your child may also qualify for free school meals when they no longer qualify for Universal Free School Infant Meals

Toys

Please discourage your child from bringing toys to school. They can cause disputes and children can become distressed if they are damaged or lost. Personal toys also hinder children from accessing the activities provided at school.

What about security?

Please tell the class teacher or phone the school office if your child is to be collected by a different adult.

Children are not allowed to leave the classroom until the appropriate adult is present. Please inform the class teacher or telephone if there are any last minute changes to normal arrangements.

For security reasons, if a different person is collecting your child and you have not informed the office or the class teacher, we will phone you to check if this is okay before letting your child go. We also operate a password system in the Early Years and you should only give this password to the people you have agreed can pick up your child.

Please make every effort to avoid routine medical appointments during the school day. If you really need to take your child out, please report to the staff at the school office who will arrange for your child to be collected from the classroom. When returning children to school, the system is reversed.

If there are any changes in home circumstances which may affect how your child behaves in school, please let us know. Any information you give us is treated with the strictest confidence. Often, we can help children more effectively if we are prepared. **However, please avoid having to take your child out of school during the day. Only vital and unavoidable reasons should apply.**

What about first aid and medicines?

First Aid in School

All staff members are qualified first aiders and all playtimes are supervised. However, accidents can and do occur. We have strict procedures and staff are trained to deal with minor injuries. In serious cases parents or emergency contacts will immediately be contacted so children can be taken to their doctor or hospital. All accidents are recorded and in the case of bumped heads a note is sent home.

If your child is taken ill and needs to be at home, or the injury needs further medical advice, you, or someone designated by you, would be telephoned immediately. **Please ensure that your contact details are always up to date.** Children who have had an upset stomach (vomiting and/or diarrhoea) need to be absent for 48 hours after their last incident.

Medicines cannot be administered by staff unless they have been prescribed for your child by a doctor, dentist or nurse (medicines containing aspirin/paracetamol should only be given if prescribed by a doctor). You will need to complete a school form prior to this.

Children on special medication such as inhalers will have special arrangements made for them. Again, a medical form will need to be completed.

Sun Protection

On appropriate days please send your child to school with a named sunhat and wearing factor 50 sun cream. Please note that we are not permitted to apply sun cream to children.

Head Lice

Head lice are inevitable and nothing to be embarrassed about. Wet combing your child's conditioned hair with a nit comb will help you spot them. There are several effective preventions and treatments available from chemists or online. Please come and see us if you have any concerns.

Can I become a parent helper?

Many parents help in school as volunteers and are a welcome addition to our team of adults. By law, all these adults must be police checked and follow our induction procedure and probationary period. Parents can help with activities as varied as hearing children read, supporting children within the classroom such as painting, artwork, letter formation and design technology. It is not just mums that volunteer, dads and grandparents do too. If you have some spare time and would like to get involved, please talk to the class teacher. There are lots of classes to help in, you could make a valuable contribution to the school, have some fun and gain real satisfaction.

Alternatively, if you do not want to work directly with the children but would still like to contribute to the education and welfare of the pupils, we would welcome support of maintaining our science garden and plant area around school.