

Welcome to Reception at Manston St James!



Things we will cover today:

Staffing in Reception

General overview of a day in Reception

The Early Years Foundation Stage

Assessment in the Early Years

Housekeeping and questions



Staff in Reception:



Ms Blackmore is a class teacher. She will be in Reception two days.



Miss Holmes a class teacher and Early Years Lead. She will be in Reception every day.



Mrs Barnett is a teacher. She will be in Reception three days.

Support Staff in Reception:



Mrs Brooke



Miss Willard



Miss Wilson



Mrs Bashir



Our other team members:



Mrs Cockerham
Office Manager



Mrs Bambrook
Administrator



Mrs Bennett
SENCO



Mrs Skinner
PTFA



Mrs Spofforth
Learning Mentor &
Child Protection
Officer



The image features a central text overlay on a white background, framed by watercolor illustrations of various green leaves and herbs. The leaves are in shades of light and dark green, with visible veins and some darker green stems. The herbs include leafy greens like parsley and basil, and a small sprig of rosemary with its characteristic needle-like leaves and a dark flower spike is visible in the bottom right corner. The text is centered and reads:

A Day in Reception

Daily Timetable

	8.40 9.00	9.00-9.30	9.45 – 10.00	10.00-11.30	11.30 11.45	11:45 1.00	1.00 1.30	1:30 – 2.50	2.50- 3.00	3.00 3.10
Monday	Morning Job	Phonics	Assembly Focussed writing groups	Provision Children work in areas of provision following their interests and fascinations, supported by adults (indoor and outdoor learning experience provided)	Tidy	Lunchtime	Maths	Provision	Story Scribing, Yoga, Story, Class Worship.	Home time
Tuesday		PE / Music alternate	Assembly	PE / Music alternate	Tidy		Maths	Provision		Home time
Wednesday		Phonics	Assembly Focussed writing groups	Provision Children work in areas of provision following their interests and fascinations, supported by adults (indoor and outdoor learning experience provided)	Tidy		Maths	Provision		Home time
Thursday		Phonics	Assembly Focussed writing groups	Provision Children work in areas of provision following their interests and fascinations, supported by adults (indoor and outdoor learning experience provided)	Tidy		Maths	Provision		Home time
Friday		RE	Assembly Focussed writing groups	Provision Children work in areas of provision following their interests and fascinations, supported by adults (indoor and outdoor learning experience provided)	Phonics	Tidy	Maths	Provision		Home time

This is a very flexible timetable and it can change depending upon the children' s needs and interests. We have various activities going on throughout the week such as PE (it was Tuesday morning this year), focussed writing and intervention groups, The Daily Mile and sometimes we will visit the Library or Nurture Room.



What is the Early Years Foundation Stage (EYFS)?

- In Reception Class, the children will be following the same curriculum they have been following in Nursery/Pre-school. Your child will move onto the National Curriculum once they are in Year 1.
- However, your child will now be working towards the Early Learning Goals (ELG), which they are expected to achieve by the end of Reception.
- There are 7 areas of Learning and Development which are outlined on the next page.
- The EYFS also sets out the Legal requirements to keep children safe and also assessment expectations.
- We use Development Matters alongside the EYFS. Development Matters sets out age related expectations from birth to 60 months and helps us track your child's progress towards the ELGs.
- I will post a parents guide to the EYFS on the website, remember the Early Learning Goals are where we expect children to be at the END of the year.



Areas of Learning in the EYFS

Prime:

Communication and Language (Listening and Attention, Understanding, Speaking)

Physical Development (Moving and Handling, Health and Self Care)

Personal, Emotional and Social Development (Making Relationships, Managing Feelings and Behaviour and Self Confidence and Self Awareness)

Specific:

Literacy (Reading and Writing)

Maths (Shape, Space and Measure and Number)

Understanding the World (People and Communities, The World, Technology)

Expressive Art and Design (Using Media and Materials, Being Imaginative)

Characteristics of Effective Learning

Engagement

Playing and Exploring

Finding out and exploring

- Showing curiosity about objects, events and people
- Using senses to explore the world around them
- Engaging in open-ended activity
- Showing particular interests

Playing with what they know

- Pretending objects are things from their experience
- Representing their experiences in play
- Taking on a role in their play
- Acting out experiences with other people

Being willing to 'have a go'

- Initiating activities
- Seeking challenge
- Showing a 'can do' attitude
- Taking a risk, engaging in new experiences, and learning by trial and error

Motivation

Active Learning

Being involved and concentrating

- Maintaining focus on their activity for a period of time
- Showing high levels of energy, fascination
- Not easily distracted
- Paying attention to details

Keeping on trying

- Persisting with activity when challenges occur
- Showing a belief that more effort or a different approach will pay off
- Bouncing back after difficulties

Enjoying achieving what they set out to do

- Showing satisfaction in meeting their own goals
- Being proud of how they accomplished something – not just the end result
- Enjoying meeting challenges for their own sake rather than external rewards or praise

Thinking

Creative and Critical Thinking

Having their own ideas

- Thinking of ideas
- Finding ways to solve problems
- Finding new ways to do things

Making links

- Making links and noticing patterns in their experience
- Making predictions
- Testing their ideas
- Developing ideas of grouping, sequences, cause and effect

Choosing ways to do things

- Planning, making decisions about how to approach a task, solve a problem and reach a goal
- Checking how well their activities are going
- Changing strategy as needed
- Reviewing how well the approach worked

Another important part of the EYFS is the Characteristics of Effective Learning. We promote these skills throughout the Reception year to help your child develop strong learning dispositions that will stay with them for the rest of their education and beyond. We will report on the Characteristics of Effective Learning in your child's end of year report.

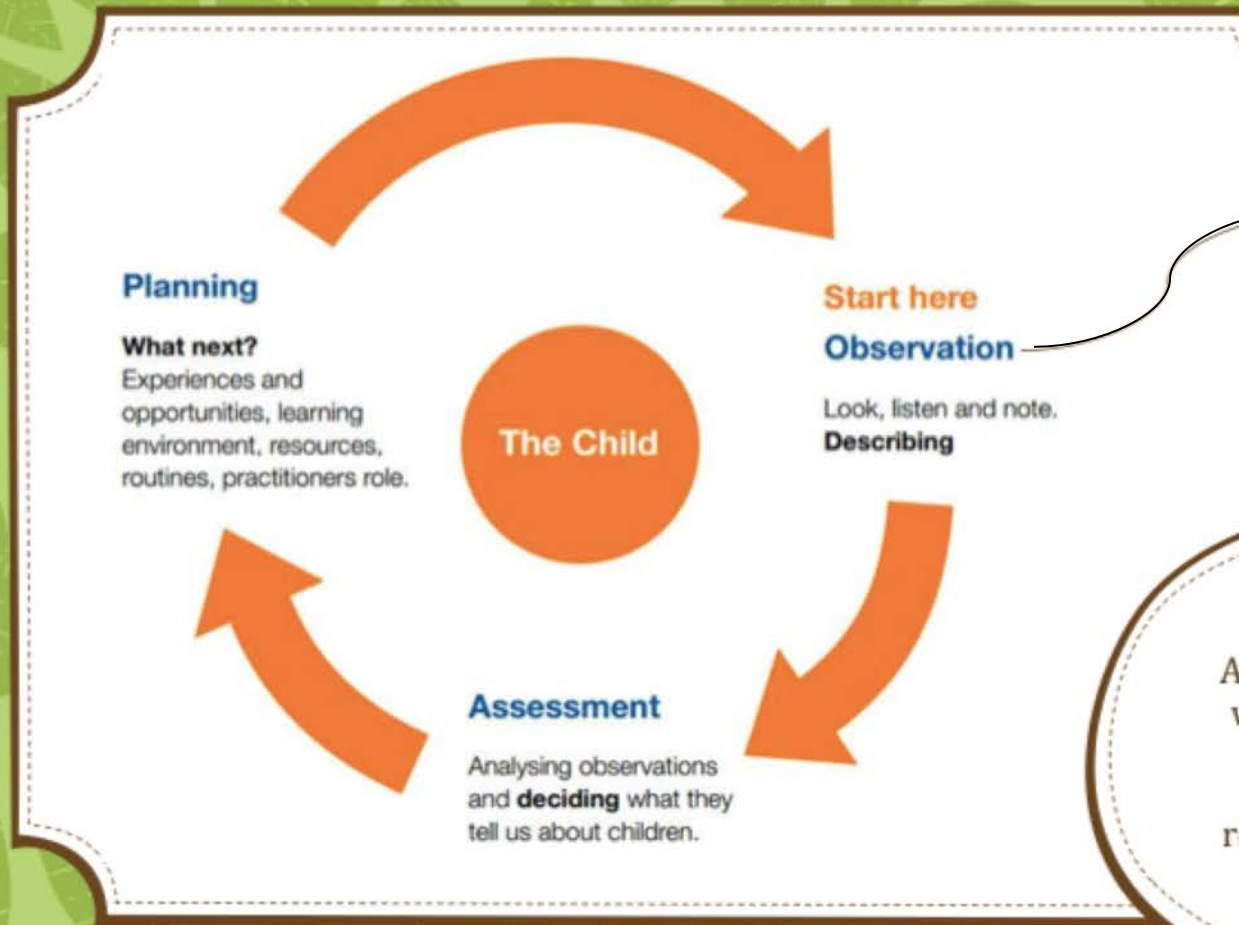
Play!

- The EYFS is a play based curriculum. We balance long periods of uninterrupted play (both inside and outside) with adult led sessions such as phonics and Maths.
- The classroom is set up in an open-ended workshop style to encourage the children to become independent, autonomous learners who have to think critically and creatively about their learning. This enables them to follow their own interests and become deeply engaged in their learning. We work alongside them as collaborators, enhancing their play through our interactions to hit the EYFS objectives.



The image features a central text overlay on a white background, framed by watercolor-style illustrations of various green leaves and herbs. The leaves are in shades of light and dark green, with visible veins and some darker green stems. The text is in a green color that matches the foliage.

Assessment in Early Years



In September we will carry out a baseline assessment and observe your child to see where they currently are in their learning, this will help us to give them the best start to school. I have/will be speaking to your child's Key Worker at Pre- school/Nursery to gain an idea of how we can support your child in the best possible way in their transition to Manston St James.

Assessment
Assessment is ongoing. You will be aware of how your child is doing through parents evenings, mini reports and informal chats.

Early Learning Goals- Reporting in June

At the end of the year we will report to you whether your has met the age related expectation in each area of learning.

Age Related Expectation is 'Expected'

'Best Fit' children do not have to have equal mastery of all aspects of the ELG.

Expected (2) the level of development expected at the end of the EYFS.

Emerging (1) When a child is not securely working in the ELG, they will be emerging. You will be aware of this for your child from conversations with myself.

Exceeding (3) When a child is confidently working beyond the expected ELG, there are 'exceeding' descriptors to measure against.

For each of the 17 areas, they are all assessed individually. Your child may be exceeding in some areas and expected in others. Or expected in most areas and emerging in one or two. For other children, they may be emerging in most areas. We see each child as a unique individual who progresses at their own rate. Learning is not a race and we strive to support each child to make good progress from their own starting point.

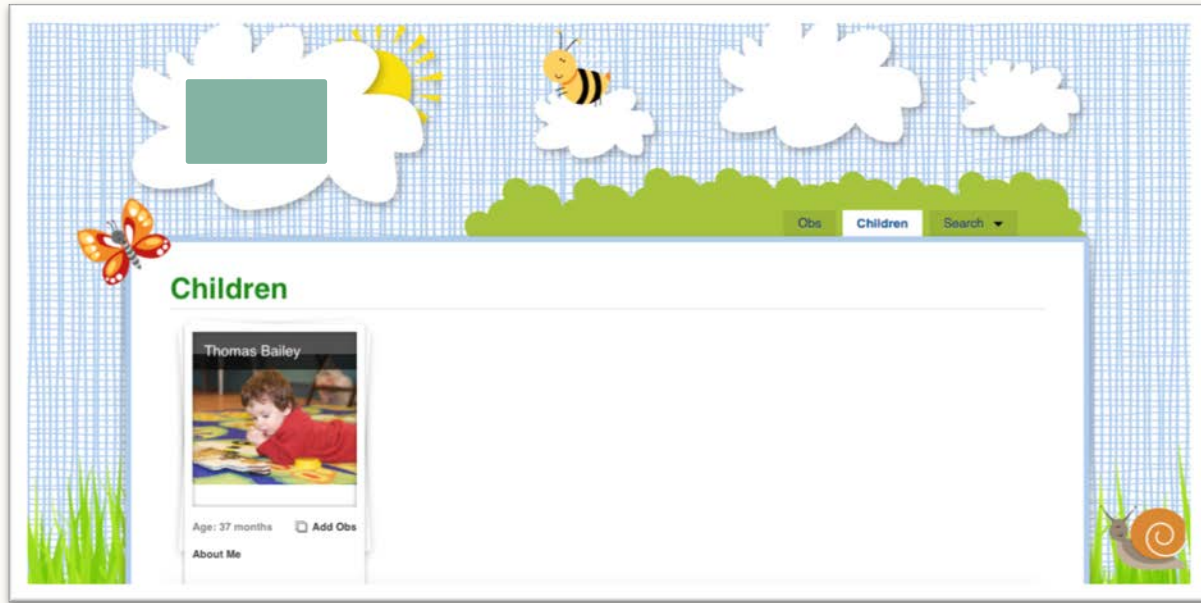


Tapestry

A secure, online learning journal, used to record observations of children's learning and development. School staff or parents can add to the journal.

- Used to assess children's attainment and progress against the ages and stages in 'Development Matters' and the Early Learning Goals..
- Parents can access their child's journal with their own password. Only password holders can access the features.
- Parents can only see their own child's learning journal.
- We normally only create children's accounts in September but under current circumstances it has been a brilliant way to send videos and communicate with our children. We therefore want to get Tapestry activated as soon as possible to communicate with you and your child. We can only activate your child's account when we have EVERY child's letter back so please send that letter back to school as soon as possible.

What you'll see when you log on...



Select the observation you want to see...

The screenshot shows a user interface for a child's observation profile. The header features a blue grid background with a large white flower containing a green square, a yellow sun, a bee on a cloud, and other white clouds. A green grassy border is at the bottom. Navigation tabs include 'Obs', 'Children', 'Analysis', 'Snapshots', and 'Search'. The profile for 'Thomas Bailey' (38 months old) has an 'Add Observation' button. Two observations are listed: 'Story telling' by Mike Bailey (FATHER) and 'Filming by Tommy!' by Marie Ware. Each observation includes a thumbnail, title, date, time, author, description, and assessment count. There are also 'Added to journal' buttons for each.

Obs Children Analysis Snapshots Search

Thomas Bailey Add Observation
38 months old

Story telling 09 Nov 2015 11:28 PM by Mike Bailey **FATHER**
Tom was retelling his own version of his storybook to his brother, starting with "one a time..."!
 Thomas Bailey 1 assessment ✓ Added to journal

Filming by Tommy! 02 Nov 2015 10:00 PM by Marie Ware
Reluctant to join in with the singing, Tommy was asked if he'd like to film his friends instead. Holding the iPad, he pressed the red button to start the video. As Tommy moved the iPad around he spott
 Thomas Bailey 3 assessments ✓ Added to journal

Assessment shows the areas of learning and age bands demonstrated in the observation.

Space for parents to respond to and comment on the observation.

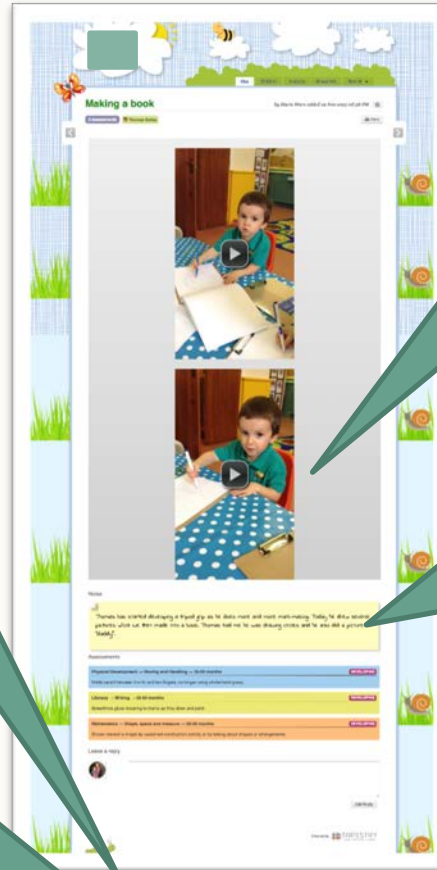


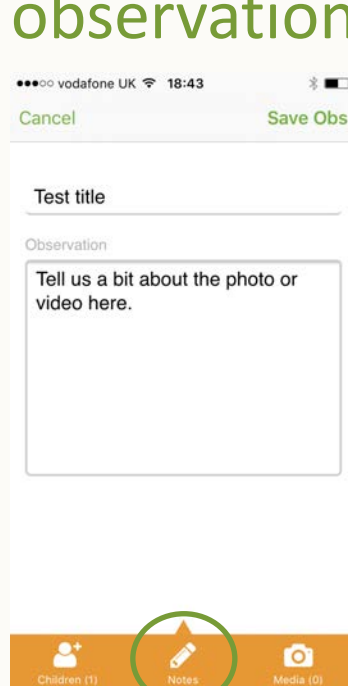
Photo or video taken during the observation

Notes which explain what is happening or what the child is doing.

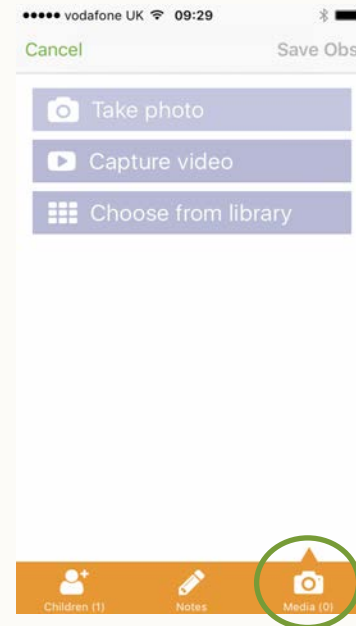
How to add an observation



You will only be able to see your own child.

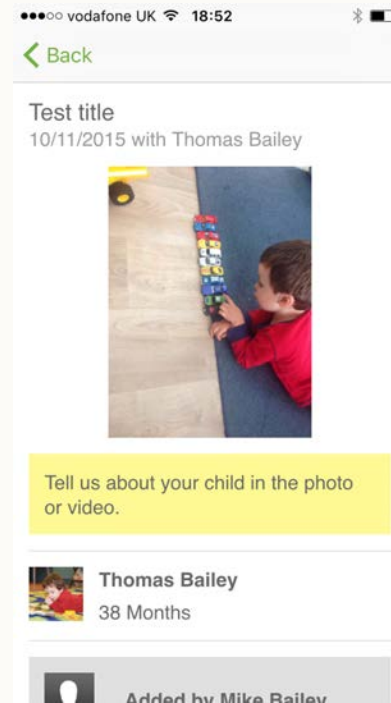
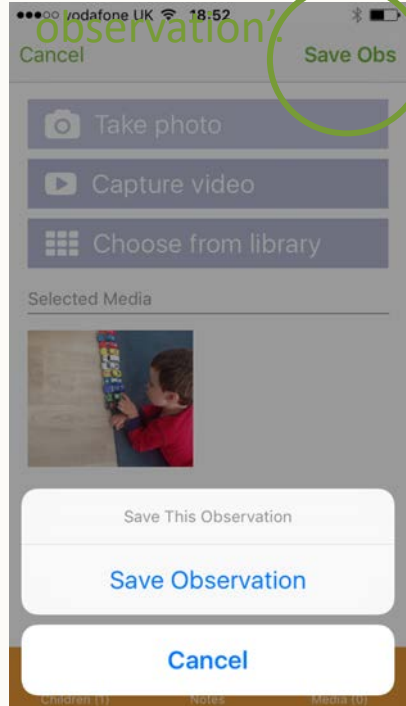


Tell us all about it!



Click the camera to upload a photo or video.

Click 'save obs'
then 'save
observation'.



This is what you'll see
once you've saved your
observation.

Next...



- In order to access your child's learning journal we need to add you to our system and link you to your child. To do this we just need your email address and a signed permission form.
- We ask everyone to give permission for their children to appear in photographs with others. Because of this we also ask you to agree that you will not download or copy any photographs or videos, and that you do not share them to social media or any other platform.
- Once we add you to our system you'll receive an email asking you to set a password. Once this is set up you will be able to see the observations we have already made and begin adding your own.


Parent Partnership

'Parents are children's first and most enduring educators. When parents and practitioners work together in the early years settings the results have a positive impact on children's learning and development.'

Parent workshops: We hold a parents workshop at the beginning of the academic year to talk through the Reception year in more detail. We cover things such as the daily timetable, how you can support your child at home, and the EYFS curriculum in more depth. We also plan on holding a phonics and maths workshop which covers how your child will be taught to read and write.

- Always feel free to come and chat to me about any concerns or celebrations.
- Open days
- Celebration assemblies
- Parents evenings
- Newsletters
- Tapestry



The image features a central text overlay on a white background, framed by watercolor-style illustrations of various green leaves and herbs. The leaves are in shades of light green, medium green, and teal, with visible veins and soft edges. Some leaves are serrated, while others are smooth or have a lobed shape. The foliage is arranged around the text, with some leaves appearing to grow from the bottom and sides, creating a natural, garden-like border.



Housekeeping And Questions



Information pack

You would usually receive an information pack at our New Entrants Parents Meeting. However, due to the current situation, we have emailed these documents out and they will be uploaded electronically to the school website in the New Reception area instead. Therefore, please continue to check this page regularly for any updates.

You can expect to find things such as:

- Parents guide to the EYFS
 - Tapestry information
 - School readiness information
 - Photos around school for the children to see
 - Summer activity ideas for September- such as a holiday postcard or treasure box
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The page features a decorative border of green leaves and foliage along the top and sides. The main content is centered on a white background.

Transition Information

Admissions to our Reception year in September are on a staggered basis. On the week beginning 7th September you and your child will have two stay and play sessions in the morning. The afternoons will then be spent holding individual family and key worker meetings with 15 minutes per family.

A letter will soon be sent with the start date and time for your sessions. On subsequent days the start time is 8:50am and children will go into the playground to be greeted by the teacher at the Reception door. The doors will be open between 8:40 and 8:50 to allow for a staggered start to the day.

- From Monday 14th until Friday 18th September Reception children will finish school at 12pm and will need to be collected on the school playground.
- From Monday 21st September until Wednesday 23rd September all children will all attend from 8.50 until 1.15pm. They will be given lunch during this time. Please drop off your child and collect them in the school playground by the Reception door.
- From Thursday 24th September 2020 all children will start at 8.50am and finish at 3.10pm. If you feel you would prefer your child to continue half-days, this can be discussed with your class teacher/key worker.

School Uniform

The Governors expect all children to wear one of the following versions of the school uniform:



- Grey skirt/tunic OR grey (not black) school trousers
- White blouse/shirt (*to be tucked in*) with a school tie
 - Navy jumper or cardigan
- Summer - Blue check/stripe dress, grey school shorts

Please ensure ALL school uniform, including PE kit is named.

‘My Nametags’ is a great website to order from and you can even start to raise money for the school. Every order My Nametag receives generates a donation to the school PTA who fundraise on behalf of the school.

All you need is our school's unique code which is **64257**.

We politely request that your child does not come to school in brightly coloured, glittery or floral hair bands, bows, bobbles or braids.

Due to the lack of storage facilities children are not required to bring any bags other than PE kit and a bookbag.

Bookbags are given to children on their first day of school, free of charge.

PE Kit

- Black or navy PE shorts
- Plain round necked t-shirt in house team colour
- Pumps or trainers

Pupils must remove jewellery for PE lessons

PE lessons will be once a week. This year they were on Tuesday. Please make sure PE kits are kept in school. We will send kits home each half term for washing.

Useful Information

Weekly newsletters can be found on the school website and displayed in notice board by the school gates.

They include a lot of useful information including:

- ◊ Christian Value Focus for the Half Term
- ◊ This Week's Ethos Statement
- ◊ This Week in School...

Useful Information

Celebration assemblies - This year they were Friday at 2.45pm – You are invited when your child receives an award.

Church services – You are welcome to join us for ANY of our Church services

PTA – You are all automatically members of the PTA, please join us for meetings or to help at any fundraising events.

Useful Information

- You will be provided with a bookbag on your child's first day. Please bring book bags into school each day. If your child has a school reading book please send it to school every day and leave it in the book bag.
- We love to learn outside in all weathers. Please make sure your child has a coat in school every day.
- Please ensure your child has wellies and waterproofs, including trousers and a jacket, in school at all times.

Communication

The school website: <https://www.manstonstjames.co.uk> includes a copy of all letters, the weekly and half term homework for each class, a copy of all newsletters (which include key dates) and a weekly bulletin of events.

Should you have any questions or concerns about your child the best person to speak to, in the first instance, is your class teacher. Whilst teachers are often available at the start and end of the day, to pass on a quick message, it is usually more productive to make an appointment to meet with the teacher to discuss more lengthy concerns. This gives the teacher the time to listen attentively to your comments in a confidential setting.

Our Assistant Heads of School, Ms Blackmore and Mr O'Dwyer, are happy to meet with you should you feel your concerns, comments or questions have not been answered or require the attention of a senior member of staff.

To contact a member of staff or to arrange a meeting with a class teacher please email or telephone the school office (info@manstonstjames.co.uk / (0113 859 2073); they will be happy to assist with your request. Alternatively you could use the 'contact us' webform located under the 'contact us' tab in the first instance. Please do not email staff directly.

We will regularly communicate with you by email and text message.

Safeguarding – travel

When travelling to and from school please be cautious and considerate.

Please drive at a **safe speed** in the streets around school.

Please **park in a safe and considerate** place.

- **Sadly the streets adjacent to school are often viewed by children as unsafe** due to adults making poor choices – driving too fast or parking in an unsafe manner. This is often due to time constraints; **being 'in a rush' is not an excuse for endangering our children.**

Rule 243 in The Highway Code states that you must not Stop, Park, or Abandon a Vehicle

- In front of an entrance to someone else's property.
- On a road bend.
- Opposite a road junction or within **10 meters (32 ft) near junctions**
- Opposite another parked vehicle if it causes an obstruction.

Safeguarding - Attendance

In line with our school policy parents/carers are expected to:

- ✔ Ensure their child attends school and arrives on time every day.
- ✔ Promote a good attitude to learning by ensuring their children attend school in the correct uniform and with the basic equipment required for lessons.
- ✔ Not arrange medical and dental appointments in school time wherever possible.
- ✔ Telephone to inform the school between 8:15 and 8:40 on the first day of absence for their child.
- ✔ Provide a written explanation of absence, including dates of absence as soon as their child returns to school.
- ✔ Work in partnership with the school and other agencies in the best interests of their child; this includes informing the school about significant influences and changes in the child's life, which may impact on learning.

Attendance

- ✔ It is important that you contact school to inform us on the first day absence as this is part of our safeguarding systems in school. Failure to contact school may result in a home visit and/or school contacting social care, particularly if we are unable to contact you by telephone to ascertain why your child is absent.


Punctuality

- ✔ Classroom (KS1/FS) and cloakroom (KS2) doors will open at 8:40 and class registers remain open until 9:00am. **From 9.00 am classroom and cloakroom doors will be closed and children must enter school through the main office accompanied by their parents. Parents MUST then sign their child(ren) into school as the registers will already be taken in class.**



Any Questions?

If you think of any questions later, please email info@manstonstjames.co.uk FAO Reception and we will respond as soon as possible.

A watercolor illustration of various green leaves and herbs, including parsley, basil, and rosemary, framing the text. The leaves are in shades of light and dark green, with visible veins and soft edges.

Thank you for
coming! We look
forward to seeing
you soon.