

# Welcome to Grimsdyke School

New Parents Induction to the EYFS and  
Reception



# Ethos at Grimsdyke School.

**Respect**

**Family**

**Caring**

**Growth Mindset**

**Creative**

**Challenge**

**Supportive**

**Aspirational**

**Child centered**

**Responsibility**

**Forward thinking**

**High Expectations**

**Learning Focused**



# What is the Foundation Stage?

- The foundation stage begins when children reach the age of three, when children attend a nursery setting.
- The final year of the Foundation stage is when children are in a Reception class in a primary school.
- It prepares children for learning in their future school career.
- The curriculum is based on the recognition that children learn best through **play and active learning**.
- As we get to the end of the year we do implement a staged transition to prepare the students for Year One.
- This is based on skills developed as they have moved through the year.

# Key Areas of Learning...

There are seven areas of learning...

## Prime Areas

- Communication and Language
  - Physical Development
- Personal Social and Emotional Development



## Specific Areas

- Literacy
  - Mathematics
- Understanding the World
- Expressive Arts and Design

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# Understanding the Key Areas of Learning...

## Prime Areas

Communication and Language	Physical Development	Personal, Social and Emotional Development
<ul style="list-style-type: none"><li>• involves giving children opportunities to experience a rich language environment;</li><li>• to develop their confidence and skills in expressing themselves;</li><li>• to speak and listen in a range of situations.</li></ul>	<ul style="list-style-type: none"><li>• involves providing opportunities for young children to be active and interactive;</li><li>• to develop their co-ordination, control, and movement.</li><li>• be helped to understand the importance of physical activity and health food choices.</li></ul>	<ul style="list-style-type: none"><li>• involves helping children to develop a positive sense of themselves, and others;</li><li>• to form positive relationships and develop respect for others;</li><li>• to develop social skills and learn how to manage their feelings;</li><li>• to understand appropriate behaviour in groups;</li><li>• to have confidence in their own abilities.</li></ul>

# Understanding the Key Areas of Learning...

## Prime Areas

How could you help your child at home?

### Communication and Language

- Read stories together
- Sing Nursery Rhymes
- Play listening games
- Model a range of vocabulary
- Play word games
- Listen to a range of audiobooks

### Physical Development

- Encourage active play – indoors and outdoors
- Completing jigsaws
- Scissor activities
- Riding a bike
- Slides, swings and climbing frames
- Cook together

### Personal, Social and Emotional Development

- Opportunities for students to socialise with each other.
- Play board games
  - Turn taking
- Opportunities for maintaining personal hygiene or dressing and undressing.

# Understanding the Key Areas of Learning...

## Specific Areas

### Literacy

- Involves encouraging children to link sounds and letters.
- To begin to read and write.
- To have access to a wide range of reading materials to ignite their interests.

### Maths

- To develop and improve their skills in counting, understanding and using numbers.
- Calculating simple addition and subtraction problems.

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# Understanding the Key Areas of Learning...

## Specific Areas

# How could you help your child at home?

### Literacy

- Visit the local library or bookstore.
  - Use magnetic letters or wipe boards.
- Celebrate opportunities for mark making.
- Create an environment for reading at home e.g. book corner or quiet space.
- Read together, sound out together

### Numeracy

- Play memory games e.g. Shopping List or Kim's game.
  - Sing counting songs
- Use of online maths games
- Handle and use money in real terms.
- Compare size and weights of different objects
- Talk about distance and time



# Understanding the Key Areas of Learning...

## Specific Areas

### Knowledge and Understanding of the World

- Guiding the children to make sense of their physical world and their community.
- Providing opportunities to explore and observe.
- To find out about people, places, technology and the environment.

### Expressive Arts and Design

- To explore and play with a wide range of media and materials.
- Providing opportunities and encouragement for sharing their thoughts ideas and feelings through a variety of activities in art, music, movement, dance, role-play and design and technology.

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# Understanding the Key Areas of Learning...

## Specific Areas

### How could you help your child at home?

#### Knowledge and Understanding of the World

- Where possible take your child to places of interest e.g. local museums, nature trails or parks.
- Discuss the environment around them to foster and develop curiosity.

#### Expressive Arts and Design

- Encourage creativity through the use of clay, paint and play dough.
  - Role play with your children.
    - Sing songs and dance.
  - Complete scrap modelling projects.
- Complete and discuss different artworks that they have completed.

# The most effective teaching and learning will take place through:

- **Playing and exploring** – children investigate and experience things, talk about them and 'have a go'.
- **Active Learning** – children concentrate and keep on trying if they encounter difficulties, they develop strategies to solve problems and become independent.
- **Creating and thinking critically** – children have and develop their own ideas, make links between ideas and develop new concepts they can use to learn new things.
- We report on all these areas to Parents and Year 1 Teachers at the end of the year.
- These are called the 'Characteristics of Learning' which will develop throughout their school career.
- They are hugely important to the development of many different skills as the students move through their primary education.

# September 2020 Induction...

- The induction process is a key settling period for both you and your children. We feel that it is a vital part of the transition process into Reception from a wide variety of Nursery settings.
- Normally the induction process takes around three weeks. At the end of the three weeks all 90 Reception students are in school full time.
- However given the current circumstances and the fact that we have been unable to conduct or stay and play visits we are looking at revising this process.
- More information regarding this will follow once we have confirmed the arrangements for it.

# A typical day in Reception...

Please note that while this is what a normal day in Reception looks like, given the current situation the provision in September may look slightly different.

- 8.30 - Gates open
- 8.35 - Soft Start
- 8.45 - Come in and find name to self register
- 8.45 - 9.00 - Child initiated learning
- 9.00 - 9.30 - **Numeracy carpet time**
- 9.30 - 10.15 - Planned learning activities
- 10.15 - 10.30 - Snack Time
- 10.30 - 10.55 - **Literacy carpet time**
- 10.55 - 11.20 - Planned learning activities
- 11.20-11.40 - **Phonics**
- 11.50 - 12.50 - Lunch time
- 1.00 - 1.20 - **Creative/Physical/Knowledge and Understanding of World/R.E./PSHE Carpet time**
- 1.20-2.30 - Planned learning activities
- 2.40 - 3.10 - Story/singing/circle time
- 3.20 - Home time / dismissal

# What you will see in Reception...

Traditional Teaching and Learning



Creative Based / Learning through play



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# Key day to day information...

- Children will read regularly with their Teacher and Classroom Assistant—please bring reading folder everyday! Your support with this is vital.
- Parents must support the teaching of enthusiasm and respect for reading and school books when they go home.
- The School Newsletter is used to inform you about the ongoing learning and opportunities for additional home learning.
- DB Primary (MLE) is also widely used (from the Summer Term )to share information with Parents and promote wider learning experiences.

# Key day to day information...

- Please ensure that names are in **EVERYTHING!!!**
- Send coats **EVERYDAY** as the children will be experiencing an outdoor curriculum.
- No jewellery .
- P.E. kits in school everyday. We will send them home to be washed at half term.
- If you are not taking the FSM, please don't over fill the children's lunch boxes. A sandwich, piece of fruit and a healthy snack item are usually plenty.
- Children will need a bottle of fresh water each day for the classroom as well as a drink with their lunch.



# School Uniform

Detailed information on the uniform for the students of Grimsdyke School can be found on the School Website or by clicking the link provided.

[School Uniform Information](#)

## Key Information...

- All things must be named – permanent marker is best.
- Students will experience learning outside – jackets are needed as rain does not stop learning at Grimsdyke School.
- Please have you're your children practice getting changed independently.
- Please do consider how much your child may grow by September when considering which size to buy.

# During the holidays

- Please encourage the children to dress themselves.
- Please take time to show them how to fasten their coats and tie their shoe laces.
- Independent use of the toilet facilities.
- Go to the park, kick a football around and enjoy your time with them.

# Expectations of Parents...

- You are a key stakeholder in the whole primary education journey. We expect that you take full involvement in supporting the school as much as possible.
- This means that you will be asked to –
  - Supporting with home learning.
  - Encourage positive behaviours.
  - Encourage the taking of responsibility.
  - Be on time and punctual at drop off and collection.
  - Be a role model for your child.
  - Engage with all school communication.

# Attendance...

- Excellent attendance is the cornerstone for excellent progress and attainment.
- The curriculum moves at such a pace that a student can easily fall behind.
- The Government expects a minimum attendance of 95%
- We monitor attendance on a weekly basis, communication regarding concerns about your child's attendance will be sent to you either as and when or on a half termly basis.
- It is the intention of the school to work in partnership with the parents to improve attendance.
- Don't be surprised if you receive a letter at some point during the year regarding attendance – it is part of the monitoring process in school and we are required to do it by the Department for Education.

# Exceptional Leave...

- Exceptional Leave is authorised by the Headteacher only in exceptional circumstances as outlined within the schools Attendance Policy.
- A number of considerations are made when agreeing to exceptional leave e.g. current and past attendance, past applications made, reasons for exceptional leave.
- Applications must be made, at the latest, two weeks before the requested date to be considered.
- Extra documentation to support the application is often requested.
- A paper trail for audit purposes is created from this process to ensure we can prove everything was completed appropriately from both sides.
- An education penalty notices are issued to families not following the school procedure.

# Walk to School Champions

- As a School we firmly believe in the benefits of walking to school. It is not only for the safety of the students but also for their health and development.
- It's a great way to start the day, adds to exercise/movement across the day, boosts your immunity and it is a wonderful social exercise.

# Walk to School Champions

We ask all parents to be both responsible and sensible when it comes to issues around traffic around the school.

## Parents should...

- Park and stride.
- Be considerate and careful of foot traffic.
- Pay careful attention to the road markings around school.
- Be a positive role model to all others.

## Parents should not...

- Park on any zig zag or yellow lines.
- Park over or on residents driveways.
- Let children out in the middle of the road.
- Complete 3 point turns around the school.

# Walk to School Champions





# Communication with Parents.

- Although the teachers will try to give as much time to talk to parents if it is an emergency with 30 children in a class this can be a challenge.
- Therefore if you have any concerns please contact them by email and you will receive a reply within 24 hours.
- However if a reply is required immediately then please email Mr Sutherland on his personal school email –

[isutherland@grimsdyke.harrow.sch.uk](mailto:isutherland@grimsdyke.harrow.sch.uk)

# Communication cont....

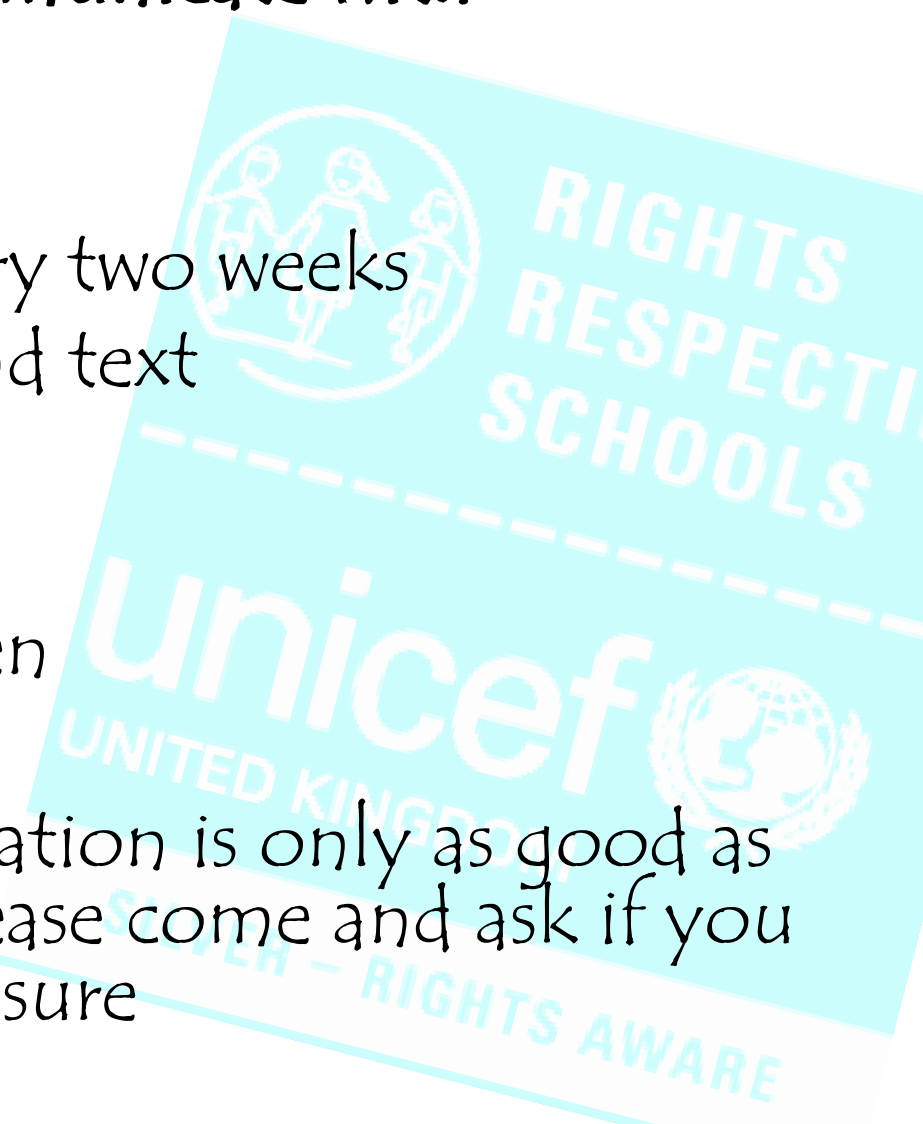
As a school we try to communicate with parents as fully as possible.

- School newsletter – Every two weeks
- School Coms – Email and text
- School Website
- Twitter
- A-Frame / Display Screen

Of course the communication is only as good as the person reading it – please come and ask if you are unsure

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# Governance of the School.

- The day to day running of the school is the responsibility of the Headteacher.
- However the major decisions of the school are made by the Governing Body whose role is to make sure the school is run effectively.
- There are 3 types of Governors: LA Appointed; Community Governors and Parent Governors.

# Governance of the School.

Parent Governors are elected into post.

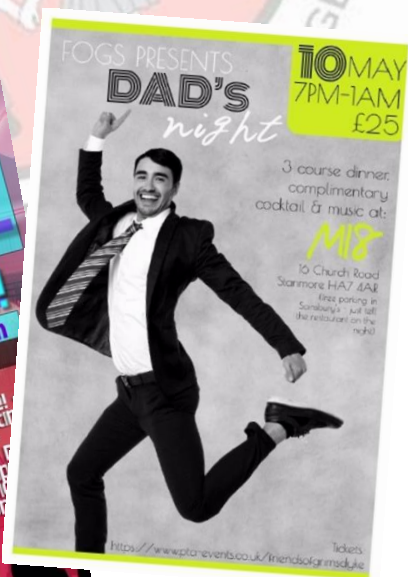
The Governors' main responsibilities are:

- Safeguarding;
- Financial;
- Staffing;
- Premises;
- Health and Safety;
- Pupils standards and achievements;
- Pupils pastoral care.



# Parental Involvement in the School

- The Friends of Grimsdyke (FOGs) are a very active parent group (PTA).
- They raise money for the school and organise events such as the Christmas Fair, Summer Carnival, Quiz Nights, Mums and Dads Nights and Family Discos.



# Parental Involvement in the School

Some of FOGs successes include...

- School Mini Van
- Junior School Adventure Playground
  - Power to the School Field
  - IT Equipment (Whiteboards)
- Whole School First News Publications
  - Curriculum Enrichment Visits
- Annual Infant School Pantomime and Junior School Disco
  - Replacement PVC Windows

**By supporting them you are supporting  
your children**

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# And Finally...

- If you have any further questions regarding this then please either use the Survey Monkey link below or email me directly at...

[isutherland@grimsdyke.harrow.sch.uk](mailto:isutherland@grimsdyke.harrow.sch.uk)

[Click here to submit a Survey Monkey Question](#)

- We will be in touch as we get closer to the end of the current school year with some of the answers to your questions.
- We look forward to working with you and your child in September 😊

Mr Sutherland, Mr Tidd, Mrs Curry, Mrs Lane & The Reception Team