



Radley Primary School
A Church of England School

Foundation Stage Unit

Windrush

Foundation Stage Unit

We look forward to welcoming your child to our school.

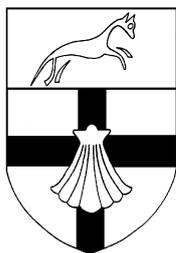
We believe that education is a partnership between home and school. Teachers, children and parents must work together in an atmosphere of mutual respect. You have been your child's first teacher and we take great pleasure in joining with you in that activity to further your child's development.

We want to make the children's entry into Windrush a happy one. There will be opportunities for the children to visit school and spend some time in the classroom with their teacher and the teaching assistant.

Oxfordshire County Council has a policy for admission to schools which ensures equal opportunities and also takes account of the Nursery Grant Scheme. Our entry into the Foundation Stage Unit adheres to this policy.

Parents are invited to a meeting in June each year to introduce the Windrush class teacher, Miss Caroline Luckraft. We hope that this will be a good opportunity for you to ask questions and to complete some of the administration. I look forward to welcoming you to Radley Primary School; and to beginning the process that will help to ensure a happy, successful start to school life.

Grace Slater
Headteacher



Radley CE Primary School
Church Road
Radley
Abingdon
Oxfordshire
OX14 3QF

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Email: office.3238@radley-pri.oxon.sch.uk
Web: www.radley-pri.oxon.sch.uk

Term Dates

2017/2018

Autumn Term

Monday 4th September
Tuesday 5th September
Wednesday 6th September
Thursday 19th October
Friday 20th October

Staff Training Day (School closed)
Staff Training Day (School closed)
Autumn Term begins
End of Half Term (3.00pm)
Staff Training Day (School closed)

23rd to 27th October

Half Term Holiday

Monday 30th October
Tuesday 19th December

Back to school
End of Autumn Term (1.30pm)

Spring Term

Thursday 4th January
Thursday 8th February
Friday 9th February

Spring Term begins
End of Half Term (3.00pm)
Staff Training Day (School closed)

12th to 16th February

Half Term Holiday

Monday 19th February
Thursday 29th March

Back to school
End of Spring Term (1.30pm)

Summer Term

Monday 16th April
Monday 7th May
Friday 25th May

Summer Term begins
Bank Holiday: School closed
End of Half Term (3.00pm)

28th May to 1st June

Half Term Holiday

Monday 4th June
Tuesday 5th June
Wednesday 25th July

Staff Training Day (School closed)
Back to school
End of Summer Term (1.30pm)

Whole School Staff

Headteacher		Mrs Grace Slater
Foundation Unit	Year R Windrush N1 & N2 Nursery	Miss Caroline Luckraft
Cherwell Class	Key Stage One Years 1 & 2	Mrs Julie Ilsley
Isis Class	Lower Key Stage 2 / Years 3 & 4	Mrs Jackie Bratley/ Mrs Mandy Dyer
Thames Class	Upper Key Stage 2 / Years 5 & 6	Mrs Heather Sparks/ Mrs Anne Quigley/ Miss Rosemary O'Reilly
Administrator/Finance Officer		Mrs Jackie Crook
Website Administrator		Mrs Anne-Marie Carshaw
Bursar		Mrs Theresa Turner
Teaching Assistants		Mrs Jude Yates Mrs Claire Burton Mrs Tina McClean Mrs Linzi Neal-Smith Mrs Sonya Paige Miss Alison Grimes Mrs Alison Arnold
Lunchtime Supervisors		Mrs Jude Yates Mrs Claire Burton Mrs Alison Arnold
Cleaners		Mrs Elaine Coles Mrs Alison Morbey

The School Governors

Chair of Governors/Co-opted	Mr Dan Pullen
Parent Governor/Co-opted	Mr Nick Sharland
Parent Governors	Mrs Thalia Teasdale Mr Nick Wright
Staff Governor/Head	Mrs Grace Slater
Staff Governor/Teacher	Mrs Julie Ilsley
Foundation Governors	Mrs Sue Sowden Vacancy
Co-opted Governors	Mr Andrew Ashton Mrs Charlotte Mitchell Mrs Elaine Walton
LA Governor	Mr Peter Stead

Please ask at the school office if you need the contact details for any of the School Governors, or to see the minutes of the most recent Governing Body meeting.

The School Day

Breakfast Club (additional charge)	8.00 am
Doors open	8.45 am
Registration	8.55 am
Lunchtime	12 noon—12.55 pm
Windrush Home Time	3.00 pm

As of September 2017, we will have a Breakfast Club in school. This will operate between 8.00am and 8.45am each morning.

Children in Windrush class line up inside the black gate, alongside the school wall, in the mornings and are able to come in once the doors are opened. Children should arrive no earlier than 8.45 am. Please do not leave your child unattended without an adult in charge of them before the doors have been opened.

Children arriving after 8.55 am should report to the Main Entrance where they will be taken to their classroom. Children arriving after 9.20 am are marked as late as this is the official time we close our registers each day.

Throughout the school day, children will be engaged in a variety of activities throughout the Foundation Stage Unit and in the rest of the school building and playground areas.

During free play children are able to choose the areas they would like to explore and to move in and out of the building freely. All areas are fully supervised.

There is no set break for Windrush children as they are engaged in a wide range of play activities which form learning experiences for them. During the summer months, however, we take Reception children onto the school field at break time and lunchtime in order that they may play with the older school children. This forms part of our transition into Cherwell class.

Goodbyes

We aim to support all children and parents in separating at the beginning of the day. We foster care and consideration of parent, child and teacher.

Your child will learn confidence from you.

Autumn Term

In the first term you are most welcome to come to the cloakroom area of the classroom to see your child is safe, talk briefly to the teachers and say goodbye.

Although it is hard, if your child is crying have the courage to leave. We will take great care to ensure your child is happy and following years of observations most children develop confidence more quickly if their carer is not around. They understand that you trust us to care for them. We will always ring you if there is a problem or to simply let you know that your child has settled.

At the end of the day please could you go through the Foundation Stage side gate to the outdoor area in time for 3 o'clock to collect your child. To make the process as streamlined as possible, please could you wait in a line on the ramp outside the Foundation Stage classroom door, keeping any younger children with you.

The Nursery and Reception children will be inside the classroom and will be released to you by the teacher. Please exit via the stairs (unless you have a pram or buggy) to avoid congestion.

Once you have collected your child, please could you leave the school by the Foundation Stage side gate. Could we also ask you, for Health and Safety reasons, not to allow your child, or any younger siblings, to play on the Foundation Stage outdoor equipment either before or after collection of your child. Thank you.

Spring Term

Your child will become increasingly confident as the year progresses and, in the Spring Term (January 2018), we encourage the children to say goodbye at the door.

Coffee Morning

In the September of the Autumn term we will be offering a coffee morning. This will give you the opportunity to meet and chat with other parents and share experiences of this important milestone in your own and your child's life.

Caring for your Child

Medicine in School

If your child needs medication during the day we can administer it, but you will need to take the medicine to the school office and complete a consent form. If your child is taking antibiotics, then these should be given outside the school day. Please remember that if your child is ill, then they should not be in school and that their absence will be authorised as 'illness'.

We can also ensure that your child takes his or her inhaler, when appropriate. You will need to send a labelled inhaler in a bag. Please make sure the inhaler is in date.

If your child has an ongoing medical condition, please do arrange to speak to the class teacher about this and appropriate care and treatment.

First Aid

Many members of staff are First Aid trained and this includes Paediatric Emergency Aid. We will deal with minor injuries and administer first aid as necessary.

We will always advise you of a bumped head during the school day. In the event of a more serious accident, or your child being taken ill, we would contact you straight away and so ask that the contact details we hold for you in school are up to date.

If your child is ill, then please telephone the school on the morning of their first day's absence with details of their illness. We advise that in cases of tummy bug (where the child has vomiting or diarrhoea), that children are well for at least 24 hours before returning to school to prevent the spread of the virus.

Birthdays

As a school we are committed to promoting healthy lifestyles, and would ask that you do not send sweets, chocolate or cake on your child's birthday.

Attendance

Pupils from statutory school age attend school for a maximum of 190 days in each academic year. Full attendance is very important for your child's progress. The Local Authority expects all parents and carers to ensure their child attends school whenever possible. Absence due to holidays taken during term time could hinder academic attainment. If a child misses two weeks every year for holidays then they will miss more than six months education during the time they are of statutory school age.

The Headteacher is unable to grant any leave of absence during term time unless there are **exceptional circumstances**. Parents/carers should apply in writing to the Headteacher prior to the leave of absence for the period in question, to be followed by a meeting. The Headteacher will determine the number of days a child can be away from school, **if** the leave is granted. Parents/carers who remove their children from school without authorisation, or who do not return their child to school on the agreed date following an authorised period of leave of absence, may face a Penalty Notice Warning which could lead to a fine or prosecution.

Walk to School

At Radley Primary School, we are keen to encourage children to get used to and enjoy coming to school by sustainable means. This can include walking, cycling, scooting or coming by bus. Even car sharing is more sustainable than a single child being driven to school alone. We participate in Walk to School Week each October and May.

Child Protection

The Headteacher is the designated and trained member of staff with responsibility for Safeguarding. Mrs Julie Ilsley is the deputy Designated Lead for Safeguarding. Any other member of staff will also liaise with the Headteacher with any query. We take our responsibility for safeguarding children very seriously, and our Safeguarding Children Policy is available from the school office. Mrs Sue Sowden is the governor with responsibility for Safeguarding and her details can be obtained from the office.

Special Educational Needs (SEN)

Mrs Julie Ilsley is the SEN Co-ordinator. Please do get in touch with any questions.

School Routines

Communication

We always encourage the children to put letters into their school bag. Please can you check your child's bag every night. Each child will also be given a home/school diary which you can write any questions for the class teacher or vice versa. If you have written in the home/school diary please send your child in with it in their hand to give to an adult.

Our website has copies of all recent newsletters and the calendar section details forthcoming events. In addition, there are photos and individual class pages which you may find useful.

Parents Consultation Evenings

These are held in October and in early March. Parents are asked to sign up for a convenient appointment on the sheets in Reception. We offer 10 minute slots initially so that all parents can be seen.

If you would like to arrange a time outside the slots given, please speak to your child's teacher about this. We cannot guarantee many additional slots, but will do our best.

Parents in School

Parents and members of the school community are always welcome to come into school to help on a regular or occasional planned basis in the classroom. For example, listening to children read, cooking, mounting art work, coaching sports etc. Do talk to your child's teacher if you are able to help in any way.

Parents are invited to attend special occasions at school including the Christmas play and summer productions. Our whole day event known as the Celebration Day is a combination of sports day, celebration of achievements and family picnic and is held every year in July.

Friends of Radley Primary School & FSU

We are very fortunate to receive fundraising and volunteer support from the Friends of Radley Primary School. Throughout the year there are events and activities for children and families and we hope that you will be able to support us in helping or attending such events.

Please do look out for information on this through the year, or contact Kelly Greenslade, the Chair of the Friends for further information.

School Uniform

To order school uniform online please log onto the School Trends website www.schooltrends.co.uk or ask at the school office.

You will be asked to enter Town: **Abingdon**

School Name: **Radley CE Primary School**

From here you will be able to select the desired items and pay by credit or debit card. Items will be delivered two weeks after the monthly deadline date direct to Radley Primary School.

For Boys:



Black shoes – these should be easy for the child to fasten independently. Grey socks.



Grey trousers
or shorts in the summer



White polo shirt with school logo

School sweatshirt with our Radley logo



For Girls:



Black shoes or sandals in the summer, with white socks



Grey skirt or pinafore dress



White polo shirt with school logo



School sweatshirt or cardigan with our Radley logo



Blue and white checked summer dress



Black shorts and a royal blue polo shirt are worn for PE. We sell the polo shirts with the school logo.



You will also need a drawstring PE bag (available for purchase from school) which will contain these items and a pair of trainers for outdoor PE.

We ask that the PE kit should remain in school and be sent home termly for washing.



Book bags can be purchased from school. These are an ideal size for the purposes required.

ALL UNIFORM SHOULD BE CLEARLY NAMED

Outdoors

Children need to explore and play outdoors. All areas of the curriculum can be covered outdoors! Our outdoor area is an excellent resource which provides a wonderful learning environment for the children to learn in. It includes quiet areas, areas for exploring the natural world, areas for large scale construction and for imaginary play.



We would like your help in enabling the children to use the outdoor environment at all times.

- Wellies should remain in school
- Waterproof Coat (when required)
- Sun hat (when required)

Forest School

Forest School is the name for an approach to educating children in the outdoor environment. It has a strong emphasis on raising children's self-esteem and independence. An integral part of Forest school is that children experience the outdoors in all weathers (except in high winds and thunder storms). Children in Reception will take part in Forest School one morning each week, led by a trained Forest School Leader.



Food in School

Drinks

Oxfordshire County Council provides a daily carton of milk free for four year olds. This ceases at the child's fifth birthday.

If you would like to continue with milk after this time please contact the school office for a form to complete or visit the Cool Milk website www.coolmilk.com

If you do not wish your child to have 'school milk' then they may have water at snack time and throughout the day.

Snacks

Oxfordshire County Council provides free fruit and vegetables for all Reception children. This continues throughout Year One and Year Two.

Dinners

School dinners for Reception, Year One and Year Two children are currently government funded and therefore free of charge.

Reception, Year One and Year Two children will receive a weekly pupil choice menu. These are sent out on a Monday and need to be completed and returned by Wednesday of the same week so that we can pre-order the meals for your child.

The children in Windrush eat in the hall with the first sitting and are supervised separately by a member of our staff. They are encouraged to eat as much as they are comfortable with. Please speak to Miss Luckraft or Mrs Slater if you are concerned about any aspect of school food.

As a school we ask you to commit to healthy options for your child's packed lunches and snacks.

The Curriculum

Your child will:

- Develop confidence
- Establish a good relationship with the teacher and teaching assistant
- Develop relationships with other children
- Learn new routines
- Learn to listen to the teacher and each other
- Develop the ability to concentrate
- Develop independence
- Help the teacher establish the correct learning environment and curriculum through carefully focused observations



The EYFS

Children begin the Early Years Foundation Stage Curriculum from birth. The Reception Year at school is the final year of this stage. The Foundation Stage Curriculum was revised September 2012. It is broken down by the Characteristics of Effective Learning and the seven areas of learning, which include:

Prime Areas

Personal, Social and Emotional Development
Physical Development
Communication and Language

Specific Areas

Literacy
Mathematics
Understanding the World
Expressive Arts and Design

Characteristics of Effective Learning

Playing and exploring - engagement

Finding out and exploring
Playing with what they know
Being willing to 'have a go'

Active learning - motivation

Being involved and concentrating
Keeping trying
Enjoying and achieving what they set out to do

Creating and thinking critically - thinking

Having their own ideas
Making links
Choosing ways to do things

Personal, Social and Emotional Development

This area of learning is about emotional well-being, knowing who you are and where you fit in and feeling good about yourself. It is also about developing respect for others, social competence and a positive disposition to learn.

It helps develop the child's confidence so that he/she is ready to try out new activities. It encourages the child to think about feelings - their own and those of other people. They learn to develop respect for

their own cultures and beliefs and those of other people. It is about forming relationships with other people and knowing what is right and wrong. It helps develop the child's concentration and encourages interest in learning.

Success in this area is critical for young children and gives them the best opportunity for success in all other areas of learning.

How can you help?

- You have already helped with the development of this area.
- You can continue to do so by encouraging and praising your child.
- You can encourage their independence and listen to their worries.
- You can help encourage their social relationships by inviting other to play and by encouraging turn-taking games.

Physical Development

This area is about improving skills of co-ordination, control, manipulation and movement. It will help your child gain confidence in what he/she can do and also will enable him/her to feel the positive benefits of being healthy and active. It is about developing independence – dressing and undressing and using the toilet.

In the classroom your child will be using tools and construction materials as well as malleable materials such as play dough. There are also plenty of opportunities to use both large and small P.E. apparatus. Your child will use the hall and the field to run, jump, skip and find out about space and moving safely.

How can you help?

- You can encourage your child to develop these skills by encouraging and joining in with physical activities.
- Help your child to learn to put their own shoes and coats on and independently use the toilet.



Communication and Language

This area includes listening and attention, understanding and speaking.

Listening and Attention

- Your child will learn about taking turns in a conversation and about negotiating with others. Listening skills will be developed and each child will be encouraged to respond to what he/she has heard by questioning or making comments. There will be stories, songs, rhymes and poems to listen to. Your child will be encouraged to speak clearly and audibly. The value of talk to help organise and clarify thinking, feelings and ideas will be modelled and encouraged. Your child will learn new words and find out about meanings of words. These skills are very important for the development of writing.
- Talk with your child so that you are having a two way conversation.
- Listen to your child. Ask questions/make comments about what he/she says.
- Make eye contact with your child and encourage him/her to look at you when you are speaking to them.
- Get involved in your child's role play.

Understanding

Your child will learn to understand 'who', 'what', 'where' in simple questions and begin to understand 'why' and 'how' questions. They will respond to simple instructions, e.g to get or put away an object.

They will learn to follow a story without pictures or props.

Listen and respond to ideas expressed by others in conversation or discussion. As well as following instructions involving several ideas or actions.

How can you help?

- Join in imaginative play.
- Encourage your child to talk about what is happening in a story and to act out scenarios from the story.

Speaking

Speaking is a key component of learning.

Your child will learn to express themselves effectively, showing awareness of listeners' needs. They will use past and present and future tenses when talking about events that have happened or are to happen in the future.

How can you help?

- Give thinking time for children to decide what they want to say and how they will say it.
- Provide opportunities for talking for a wide range of purposes.

Literacy

Reading

We place great value on teaching your child to read. Your child will be listening to stories and talking about books. He/she will talk about the cover of the book, including, for example, the title, the author and illustrator and the picture. Your child will learn about print and will track print from left to right and from the top to bottom of the page. There will opportunities to listen to rhyme. Your child will bring a “reading” book home for you to share. They will gradually build up a bank of words that they can read and understand. They will learn about the construction of simple sentences and be encouraged to look for sentence demarcation. We will read with the children individually twice a week.

Alphabet and Phonics

We place a great emphasis on the teaching of phonics – the sounds letters of the alphabet make.

Your child will learn the order of the alphabet, the sounds the letters make and also to name the letters. The name stays the same; the sound can change e.g. ‘c’ as in ‘cat’, ‘c’ as in ‘city’.

We start this process in the very first term and follow a rigorous programme – Read, Write Inc.

How can you help?

- You can help with this – using the rhymes and songs to teach the alphabet order and by naming letters in your child’s name, for example.
- Work together with your child to fill in their weekly Read, Write Inc. homework sheet.
- When reading stories to your child, you can help by encouraging your child to predict what might happen next, by talking about characters, settings and main events that occur.

- Listen to your child reading their school reading book at least three times a week. Little and often is the key to becoming a confident reader.
- Look at print all around – labels on the cereal packet, road signs etc.

Writing

Children need to bring together a variety of skills in order to become writers. Some of the things they need to do are:

- Hold a pencil correctly
- Make marks for a variety of purposes
- Speak or write captions for what they see
- Compose what they want to write
- Take pleasure in discovering new and exciting words
- Spell words – using phonics knowledge if necessary
- To know about word spaces and punctuation

However, your child will be gaining experiences to enable him/her to write imaginatively during role play situations and this is an important step in the development of writing.

In school your child will develop the skills needed for pencil control. There will be opportunities for using play dough, pouring in the sand, threading beads, using scissors, crawling and climbing – to improve upper body strength and develop key muscle groups.

How can you help?

- You can encourage these sorts of activities at home. They are fun and will help to develop hand/eye co-ordination, which is necessary for writing skills later.
- Let your child see you write the shopping list, messages, and cards. Value the scribbles that he/she calls writing.
- Give opportunities for writing – on steamy windows, in sand etch-a-sketch, etc. Bring writing into their play, for example, write a ‘Danger’ sign to go on the train track or place mats for their dolls tea party.
- Begin by teaching the lower case letters at home, capital letters come much later. Support by saying the Read, Write Inc. formation phrases.

Your child will be encouraged to try out writing – for example, making the shopping list in the play house, writing secret letters to wizards and fairies. By the end of the Foundation Stage most children will be writing some sentences independently.

Handwriting

Your child will be taught the correct way to form letters so that he/she can develop a fluent, legible script. Please refer to the letter formation sheet with this booklet. We use the “pinch grip” to hold the pencil with the third (middle) finger supporting it underneath. Please encourage your child to use this pencil hold as it helps handwriting later.



Mathematics

This area includes **numbers and shape, space and measures**.

In this area your child will learn how to count and to “know” about numbers, for example – which number is more and which is less. There will be plenty of opportunities to be involved in practical activities. He/she will learn to count reliably with numbers one to twenty, place them in order and say one more or one less than a given number.

Your child will be learning maths vocabulary – more, less, big, bigger, biggest, tall, short, thick, thin and so on. He/she will be taught position words – in front of, behind, on, below etc. Your child will also be taught the basic principles of addition and subtraction through role

play and other practical activities. They will learn about doubling, halving and sharing and will use these skills in their play.

This area also includes learning about shapes, both 'flat shapes' (2D) – circles, squares, triangles, etc and 'solid' shapes (3D) – cones, cubes, spheres. Your child will also be investigating patterns.

The Foundation Stage curriculum includes far greater emphasis on problem solving. We encourage children to solve a vast array of problems from simple addition problems to how to find the heaviest object.



How can you help?

- You can help by counting the stairs, asking your child to collect three big potatoes, laying the table for the family and counting how many that is.
- Sing Number rhymes – Ten Green Bottles, five little ducks etc.
- Name the shapes and numbers you see in the environment – your door number for example.
- Play games such as “Snakes and Ladders” – counting as you move.
- Encourage children to problem solve in everyday activities, such as sharing out biscuits fairly.

Understanding of the World

This area develops the skills, knowledge and understanding that helps the child make sense of the world. It forms the foundation for later work in Science, History, Geography, Design and Technology and Information and Communication Technology. This area can be summarised under three main headings:

People and Communities

- Your child will be learning about past and present events in their own lives and other peoples. They will learn about different peoples' cultural backgrounds, traditions and the community in which they live.

The World

- Your child will be learning about the similarities and differences in relation to places, objects, materials and living things. We will talk about the features of the environment and how environments might vary from one another, as well as making observations of animals and plants and talking about changes.

Technology

- Your child will use the computer and other technology such as the remote controlled cars. We also have technological toys (e.g. shop till) for use in role play situations.

How can you help?

- You can help your child by encouraging him/her to observe the world around them, talk about the changing seasons, the weather, the plants, animals and themselves. Encourage questions. Let your child help with cooking and gardening. Water play and sand play provide good opportunities for talking and find out about floating and sinking, drying and so on.



Expressive Arts and Design

This area helps your child make connections between one area of learning and another. It includes art, music, dance, role play and imaginary play. This area can be summarised under two headings

Exploring and using media and materials

Your child will sing songs, make music and dance and experiment with ways of changing them. They will safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture and form.

Being Imaginative

This area allows your child to represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

How can you help?

- You can encourage your child by valuing their works of art, talk about what they have created and why they have made certain design choices and listening to the songs he/she learns. You can teach the songs you know. You can encourage listening to different sounds in the environment.



Active Learning

At Radley Primary School we recognise the importance of play in the Early Years curriculum. Young children learn by interacting with their environment – people, materials, information. They want to discover how and why things happen. They learn through ‘doing’. PLAY is an essential part of this learning experience.

However, this play is not just entertaining activities. It is well structured and planned to take account of the children’s needs. Sometimes the children will choose their activity, sometimes it will be more structured, and sometimes they may play alone, other times in a group. All of the seven areas of learning will be taught through ‘play’ activities.

Most importantly, ‘PLAY’ is about encouraging your child to think. To plan their activity, carry it out and then review it, asking important questions such as – What went well? What would I do differently next time? What shall I do next? This promotes higher order thinking skills that will completely revolutionise how your child copes with challenges in the future – whether in the classroom or in life.



Radley CE Primary School

Four Year Olds in School

Aims

Our aim at Radley CE Primary School is to develop the full potential of every child academically, creatively, socially, and physically, whatever their ability, in a caring, Christian environment.

We endeavour to work co-operatively with parents and carers to make sure that information is shared for the benefit of the children in our care.

We aim to play an active part in our parish and to serve the community of Radley, and beyond, well.

This curriculum will:-

- Make the transition from home, Pre-Schools and Nurseries as smooth as possible.
- Develop a partnership between home and school.
- Ensure every child feels safe, happy, secure and valued within the school environment.
- Encourage the development of self-confidence, self-esteem and an eagerness to learn.
- Help children develop physically, spiritually, morally, culturally and academically through having rich, stimulating experiences.
- Support the development of attention skills and perseverance.
- Give opportunities for every child to make effective social relationships with other children and adults.
- Develop children's language and communication skills.
- Provide a degree of choice to help develop responsibility and independence appropriate to the particular child.
- Meet the on-going individual needs of children.

Guidelines

- Children and parents are encouraged to visit school prior to the children starting school in September.
- The Early Years Foundation Stage Curriculum will be used to plan activities. This is a revised curriculum from birth to 5 which was implemented nationally from September 2012.
- Teacher assessment will be on-going and children's learning will be monitored through observations and discussion. Their achievements will be recorded throughout the year.
- The Foundation Stage Profile will be used to record progress and will be used as the basis for a report at the end of the Foundation Stage.
- Formal parent/teacher consultations will take place in the autumn and spring terms. Informal meetings are encouraged as and when the need arises.
- Children who are identified as needing extra support or who are identified as gifted and talented in a specific area will be put on the Special Needs/Gifted and Talented Registers. Parents will be notified and be involved with these procedures.
- Outside agencies (School Nurse, Speech Therapist, Educational Psychologist etc.) will be involved with teachers and parents when necessary.

Equal Opportunities

All children will be included irrespective of their race, culture or religion, home language, family background, special educational needs, disability, gender or ability.

Conclusion

Reception year children will receive an education suited to the needs of the individual.

Your child will be continuing their learning journey as they progress through Radley CE Primary School. The journey will be exciting, enjoyable, and challenging. This journey is strengthened and supported by the partnership between your child, you and the school, and we look forward to this beginning for your child at Radley Primary School.