

Welcome to Reception



Vision Statement

To Question is to Grow

The Park Federation wants more children to enjoy and benefit from a first-rate education. Our academies are safe, happy and inclusive places where hard work, good behaviour, creativity and progress are prized.

All families irrespective of background are welcome, respected and encouraged to play an active part in their children's learning. Each and every child experiences success, grows in self-belief and increases in confidence.

Thank you for choosing Wood End Park

we hope you and your child will enjoy their time with us.

We aim to provide your child with a safe, secure and caring environment where carefully planned activities take place with experienced and qualified staff.

We aim to nurture the individual child, catering for their needs and development.

Why Choose Wood End Park Academy

We provide the children with an amazing start to their education journey. Our skilled practitioners focus on your child and giving the children experiences to develop them not just in learning but also in life.

By joining Wood End in Early Years they get to grow into the school.

Achievements

In 2015/16 73% of our children left Early Years achieving GLD compared to a national figure of 69%

In 2015/16 94% of the children passed the year 1 Phonic Screening compared to a national figure of 81%

Facilities

We have an amazing environment for the children to learn and grow in.



Up to date ICT Suite

MUGA Pitch

Large Field



Experiences

Our Early Years is filled with a variety of exciting experiences for the children. For example



Hatching Ducklings and Chicks

A visit from Zoo Lab

A day trip to London Zoo Trip

A Farm Day

A visit to Ruislip Lido



Early Years Vision

Children who attend Wood End Park Academy feel welcomed, safe and secure in an environment that builds upon each individual's wants, needs and interests.

Children build strong relationships and bonds with key adults ensuring they feel valued, allowing them to explore and learn.

They develop good communication skills through positive interaction with adults and peers which aids them in learning skills that help them throughout their lives.

We foster their creativity throughout the Early Years. Children develop lively, enquiring minds with a love of learning and a lifetime of curiosity. They have many opportunities to ask questions and be interested in the answers, to solve problems and think critically. Children develop their knowledge and skills to their full potential in every area of the curriculum so they may grow into independent, self-motivated, caring and sharing members of society.

We offer a variety of real life experiences to help the children link all of their learning together. Children are offered a wide and varied curriculum utilizing both indoor and outdoor environments.

Our aim is to nurture children so that they have a great attitude to learning and have all the basic skills they require to achieve all of their aspirations.

Early Years Staff

Early Years Vice Principal

Miss Knight

Every class will have a qualified teacher and a nursery nurse within the classroom.

School Times

After the initial settling in period children will be full time in school from 8.45 – 3.20pm.

We will give details of the settling in period during our intake meeting.

Holidays

School holiday dates are published on the school website.

Attendance

We ask that you ensure your child makes full and regular use of the place offered to them. If for any reason your child will not be able to attend, for example due to illness, please could you telephone to let us know. Please call the front office on 02085737829. Attendance is monitored by senior leads and meetings held if it falls below a certain percentage. Please do arrange to speak to a member of staff if you have any concerns.

Curriculum

The Early Years Foundation Stage is made up of seven areas of learning. None of these areas can be delivered in isolation from the others. They are equally important and depend on each other. All areas are delivered through a balance of adult led and child initiated activities. In each area there are Early Learning Goals that define the expectations for most children to reach by the end of the Foundation Stage.

The curriculum is also set around the following learning characteristics:

- Playing and exploring
- Active learning
- Creating and thinking critically

Our Curriculum

Prime Areas



PSED: Successful personal, social and emotional development is critical for very young children in all aspects of their lives and gives them the best opportunity for success in all other areas of learning. This area of learning underpins everything we do in Reception. Through positive praise, we encourage children to share, be independent, a good friend to others and display good manners. We listen to every child and ensure that they feel valued and are happy and confident individuals.

CL: This area focuses on language for communication and thinking. We provide opportunities for conversation, role play, giving the children confidence and skills in expressing themselves and to speak and listen in a range of situations.



PD: Early physical development is about improving co-ordination, developing a sense of space and awareness of the space around them. It focuses on gross motor skills such as running, riding a bike, climbing, throwing and catching and fine motor skills such as pencil control, threading beads, using a paintbrush, rolling pin or using scissors. This will then help them to hold a pencil correctly to enable them to write.



Specific Areas



L: Literacy development involves encouraging linking sounds to letters, mark making and early reading and writing skills. Children have access to a wide range of books to ignite their interest. We foster the skills needed to help children prepare for more formal reading and writing when they start school.

M: This area teaches early skills in counting, number names, calculation and shape space and measure through real life problems and enjoyable challenges. Resources such as building bricks, play-dough, and sand and water play enable children to learn through solving real life challenges.



EAD: Creative development has many links with other areas of the curriculum and a lot of teaching is done through creative activities such as collage, printing or painting. This area also includes music, role play and imaginative play. We display children's work to encourage a sense of pride and achievement.



UTW: Children will develop skills that will help them make sense of the world. This forms the foundations for later work in science, history, geography, design and technology and information technology (ICT) through hands on, practical activities such as planting, cooking, and computer programs.



Our Daily Routine

8.45am- 9.05	Registration and Soft Start
9.05 – 9.25	Phonics
9.25 – 9.30	Funky Fingers
9.30 – 11.30	Literacy Carpet Session Adult-led Focus: This is the time that the key person spends time with their key children focusing on particular skills. Free flow: children have a choice of play inside or outside
11.30 – 11.40	Phonics Games
11.40 – 12.40	Lunchtime
12.40 – 1.00	Circle Time
1.00 – 2.30	Mathematic Carpet Session Adult-led Focus: This is the time that the key person spends time with their key children focusing on particular skills. Free flow: children have a choice of play inside or outside
2.30 – 2.50	Reading Session
2.50 – 3.15	End of Day Reading
3.15 – 3.20	Hometime

Uniform

- All children are encouraged to attend school in full uniform.
- Please ensure that your child's name is in all items of clothing, including shoes!
- P.E kit will be needed – white t shirt, blue shorts , black plimsolls in a drawstring bag
- Your child will be taking part in lots of interesting and sometimes messy experiences, so may come home dirty! It is all part of the fun!
- All children need a named water bottle in school everyday.
- We also encourage you to leave a pair of Wellies in school with your child.
- Uniform
- Uniform should consist of the following:
- Trousers have elasticated waist: eg: jogging bottoms or leggings. No trousers with belts or tricky fastenings that you child cannot do themselves, **NO JEANS.**
- Black or blue sensible shoes or trainers with Velcro: **NO LACES**
- Socks / hair clips: school colours
- **PLEASE MAKE SURE ALL CLOTHES ARE LABELLED**



Online Learning Journeys: Tapestry

Tapestry enhances this special time, helping teachers and practitioners to capture children's experiences as well as monitor development and learning. This unique journal is shared online with parents, who are able to see special moments and view their child's progress. Parents are also able to make comments and upload special events or children's achievements from home.

We will set up a Tapestry account as soon as your child begins Reception. Ensure that you look on Tapestry regularly to see your child's progress

Website, Newsletters and Noticeboards

We try to keep you informed about events in Reception through regular newsletters. We also ask you to keep an eye on the various noticeboards for daily information. The notice boards in the Reception keep you informed of local events. Curriculum information is also displayed. This will keep you informed of activities that the children will be doing in Reception. Communication is a two-way process, so if there is anything you would like to know, please ask. Visiting the school website is an excellent way to keep in touch with school messages and events that are happening in school. We also upload lots of resources for you to take advantage of and use at home with your children! Do log in regularly.

Mobile Phones

When parents visit the Reception, we are unable to permit mobile phone use. We ask that you put your phone on silent, you will be unable to take photographs in the setting. Please do not use your phones when picking up or dropping off your child. Your child may have something to tell you or your child's Key Person may need to relay a message to you

Parent's Partnership

We seek to develop an effective partnership with parents. We show respect and understanding for the role of the parent in your child's education.

All parents are made to feel respected and valued. Children will feel more confident and positive about themselves and their learning when parents and the Key Person work together in an atmosphere of mutual respect.

Parents workshops and parent's consultation meetings are a great time for parents and staff to come together to discuss the children's progress and share how the children learn at Reception. We aim to formally invite you to meet with your child's Key Person during the year to discuss your child's progress, but we are happy for your comments and questions especially on Tapestry. We have a number of workshops across the year. Please take some time to attend these. They will give you the opportunity to see first-hand how we teach the children and how you can support them at home in certain aspects of the curriculum.



**Thank you for taking the time to read through this
information booklet.**

**If you ever have any questions, please do not hesitate to contact a
member of staff and we will be happy to help**

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