

Welcome to St. Giles' CofE Primary School



**New to Reception transition
parents meeting
July 2024**

Key people in school

- ▶ Mr Pipe – Headteacher
- ▶ Mrs Dowdall – Deputy Headteacher & Class 4 teacher
- ▶ Mrs Watt – EYFS Leader, cover teacher & SENCo
- ▶ Miss Koca – Reception class teacher
- ▶ Miss Morrison – Reception class TA

School Vision/ Aims

Our children are at the centre of everything we do:

- ▶ They are nurtured through the teachings and values of Christianity, and respect other faiths.
- ▶ They are fully aware of their value, their role within the school and the wider community.
- ▶ They feel safe at St. Giles' knowing they can make mistakes and face any challenges that life brings.
- ▶ They understand themselves and are respectful and compassionate.
- ▶ They realise their potential and are equipped with the skills to face a changing world.

What our children say



Marnie: I like my classroom because I learn.

Bobby: PE is good. I like the sports coach and swimming is amazing.



Lily: School is interesting. Adults are kind and generous



Marnie: I like my classroom because I learn.



Isabella: I love the opportunity to play in a big field and be safe.



Poppie: School is very positive and they care for others.



Isla: We have lots of equipment so we don't get bored.





Jimmy: I love how well our sports teams play as a team and how skilful and fast they are. I like the art lessons when we paint.



Pen: If you are struggling with a subject teachers are there to help you.



Eric: The lessons are challenging but in a good way. I learn new things every week. We have lots of after school fairs and things with the PTA.



Isla: The adults are really kind.



Marshall: I like PE and our hall.



Lily: I like our teachers teaching me.

Isabella: Teachers recognise our different levels. Teachers know what we need help with.





Isabella: I like how the teachers really think about the students and try to see their points of view.



Abigail: Children always have the choice to do something and you're not forced to do it. We are encouraged to try things.



Ellie: I love how there is always an event for everyone to do and you always have an option to take part. There are good options for dinner.



Tianna: St. Giles' is a really nice school and I love it.

The Early Years Foundation Stage

- ▶ *“The Early Years Foundation Stage (EYFS) sets standards for the learning, development and care of children from birth to 5 years old. All schools and Ofsted-registered early years providers must follow the EYFS, including childminders, preschools, nurseries and school reception classes.”*
- ▶ *“The Early Years Foundation Stage Framework supports an integrated approach to early learning and care. It gives all professionals a set of common principles and commitments to deliver quality early education and childcare experiences to all children.”*

<http://www.foundationyears.org.uk/eyfs-statutory-framework/>

Child development

- ▶ Children are born ready, able and eager to learn. They actively seek interactions and engagement.
- ▶ Development is not automatic – they need to have the opportunities to interact in positive relationships and enabling environments.
- ▶ Not every child will progress at same speed as their peers. It is important to see each child as unique and to not compare them to their peers or siblings.
- ▶ So how do we do this?

Element 1: The Unique Child

- ▶ Every child is unique.
- ▶ Every child is constantly learning.
- ▶ Every child can be resilient, capable, confident and self-assured.

Practitioners understand each child, provide the support needed and value and respect all children and families equally.



**A Unique
Child**

Element 2: Positive Relationships

- ▶ If children have positive relationships with parents, carers, siblings, practitioners etc then they will learn to be strong and independent.



**Positive
Relationships**

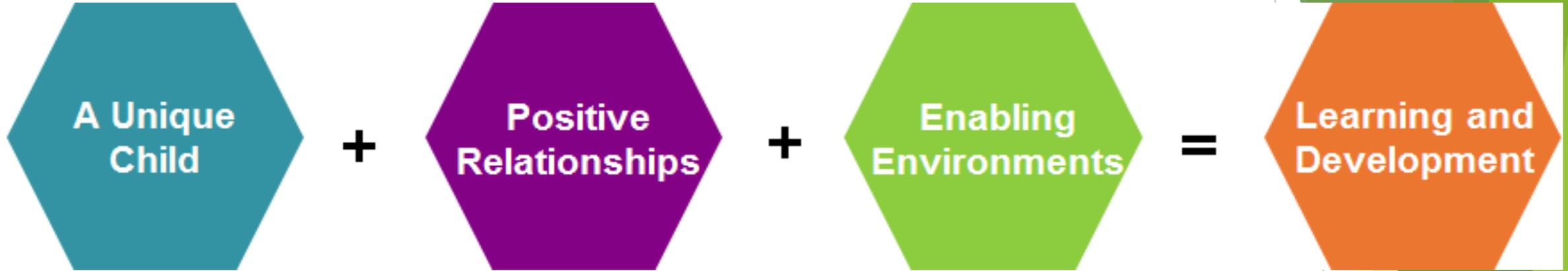
Element 3: Enabling Environments

- ▶ Children learn and develop when their environment responds to their interests and there is a strong supportive and positive relationship between parents and practitioners.
- ▶ Stimulating resources, rich learning opportunities through play and playful learning, support to be able to take risks and explore.



**Enabling
Environments**

It all comes together.....



Learning & Development

- ▶ Children learn and develop at different speeds and in different ways.
- ▶ Practitioners know each child and teach them by ensuring challenge, playful opportunities across all areas of learning and they foster the Characteristics of Effective Learning.



Learning and
Development

Characteristics of Effective Learning

- ▶ These are the ways that children learn and develop in all areas of learning.
- ▶ They underpin everything and support the child to become an effective and motivated learner.

Engagement

Characteristics of Effective Learning



Motivation

Characteristics of Effective Learning



Thinking

Characteristics of Effective Learning



Our EYFS ethos

- ▶ Learning through play throughout the year
- ▶ Each session is a balance of Child Initiated learning (CHIL), Adult led (AL) and Adult Directed Activities (ADA).
- ▶ ADA is about 30-40% of the time in September, building to 75% in July. Sessions are 10 minutes in September and build to about 25 minutes in July.
- ▶ Remainder of session time is CHIL where we respond to children's interests and play with them helping to scaffold and build upon their skills and learning.
- ▶ Adult led – this is often during CHIL, when an adult might set up an activity and support children to engage in it; but children choose whether they access it or not.

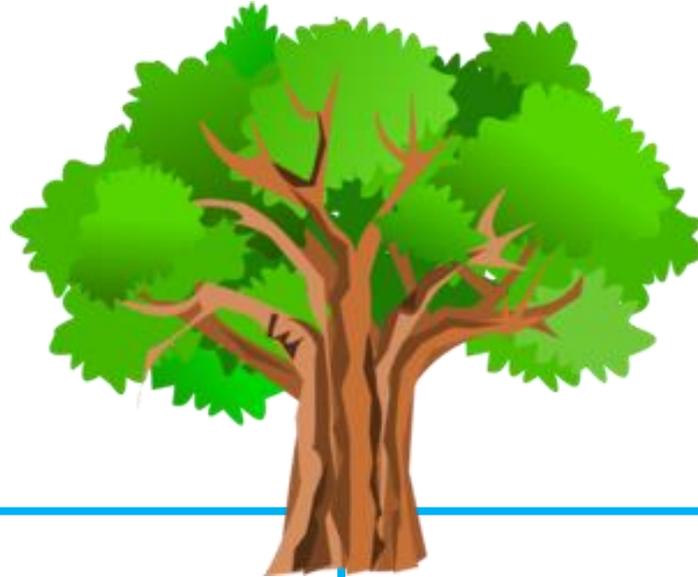
The Early Years Curriculum

- ▶ 7 Areas of learning
 - ▶ 3 are called Prime areas of learning
 - ▶ 4 are called Specific areas of learning



Prime Areas

Prime areas – underpin everything and are the key to good learning. The Prime areas are also a good indicator of future progress. They develop quickly in response to relationships and experiences.



Communication
and Language

Personal, Social &
Emotional development

Physical
Development

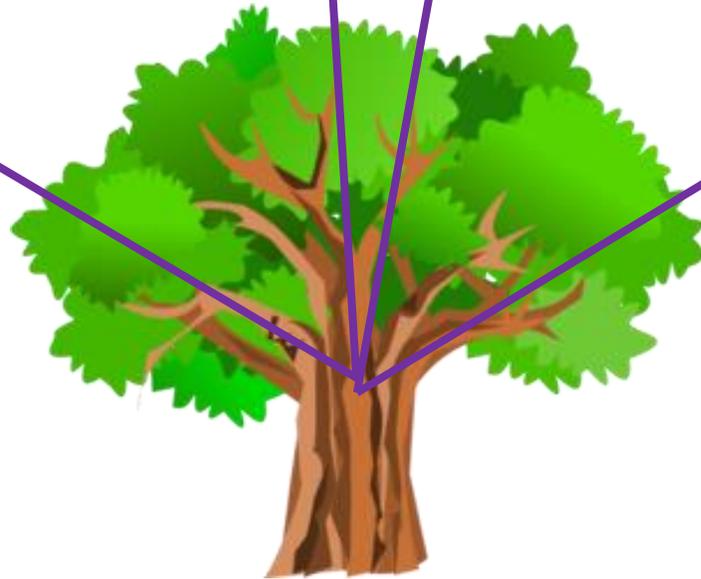
Specific Areas

Understanding the world

Expressive Arts & Design

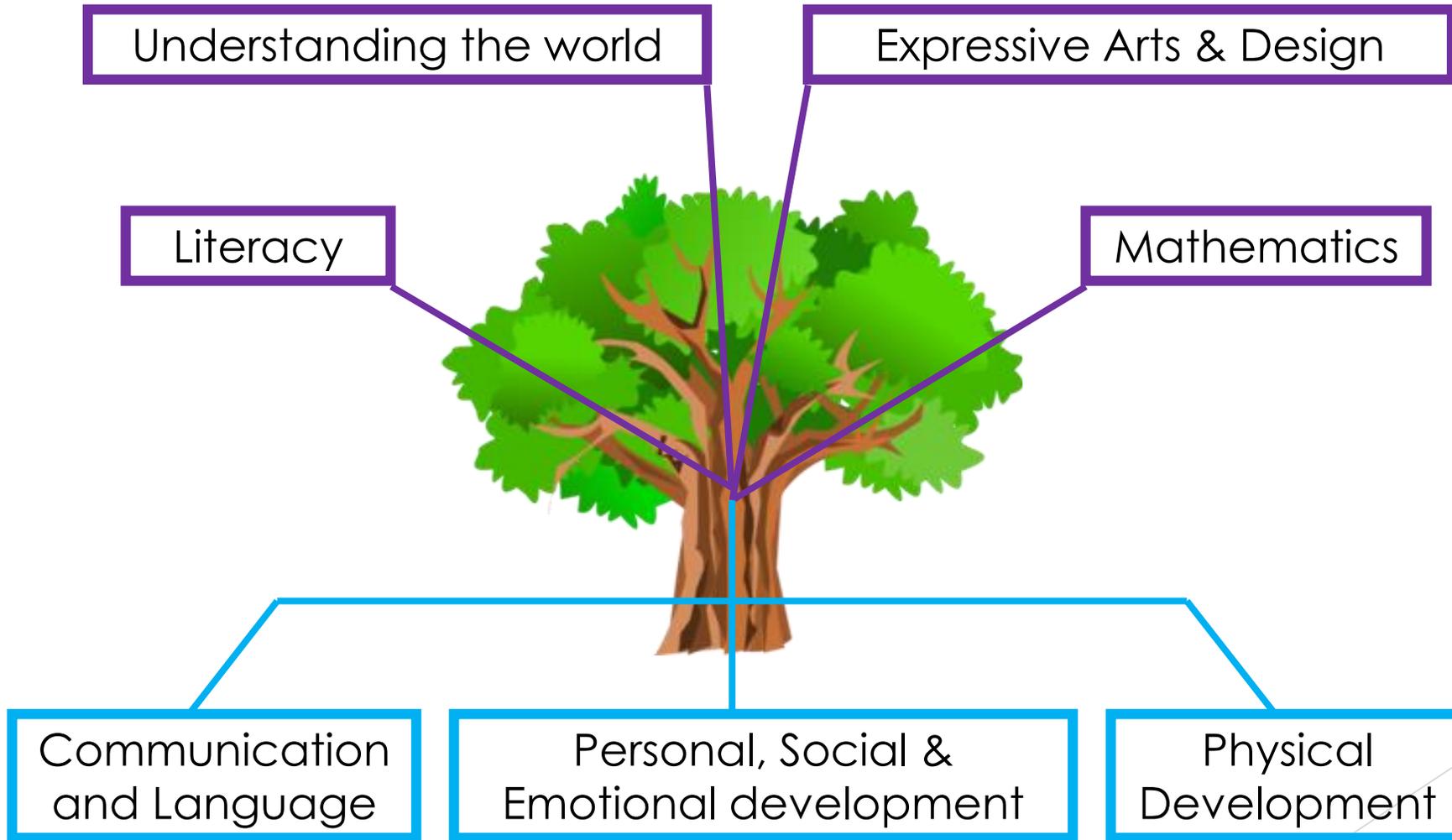
Literacy

Mathematics



Specific areas – include essential skills and knowledge for participation in society. They come out of the Prime areas and provide contexts for learning.

7 Areas of Learning



So what do our Reception children say?

School is great,
I love making
lots of things.
Amara

I love to read
to me Lego
man at school.
Arlo



I learn so much
and it is fun.
Diesel

My teachers
are the best.
Rebel

My friends are my best friends and I like coming into school.
Ellis

I like playing games in my reading group.
Mary

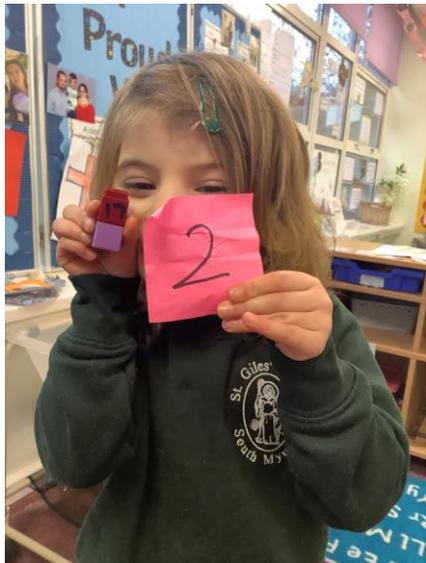
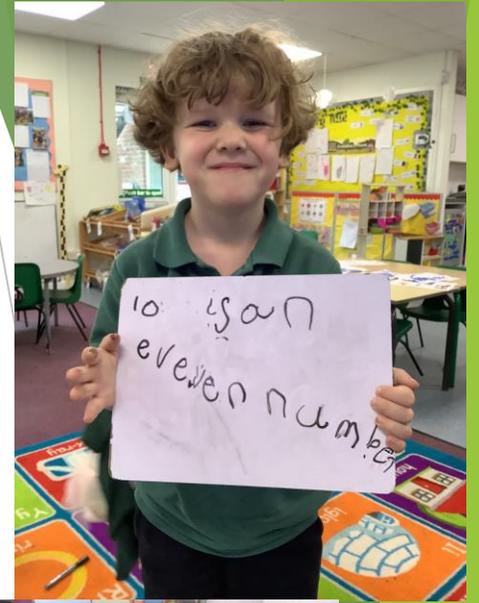
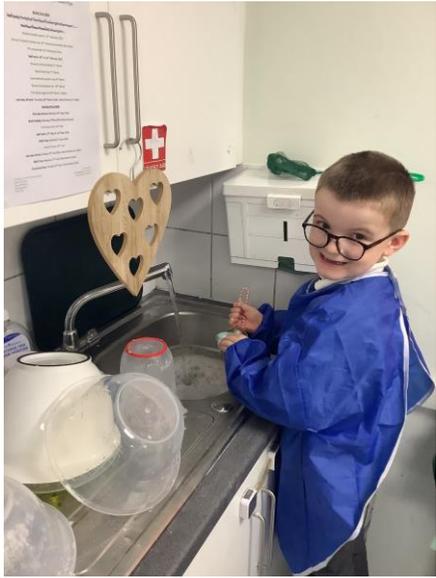
I love playing with my friend. She makes it fun for me and I learn.
Riley

I love writing. I like making my own story like an author.
Adam



I like drawing, phonics and playing with my friends.
Oakley





Special Educational Needs & Disabilities (SEND)

- ▶ Sometimes children need additional support for various things such as maths, phonics, reading, fine or gross motor skills, speech and language, social interactions, emotional regulation.
- ▶ At St. Giles' we endeavour to include all children in activities we do.
- ▶ We endeavour to identify potential needs early on and put in place strategies to support children. Class staff work closely with the SENCo for this.
- ▶ See the SEND Information Report and policy on our website for more information.
- ▶ If you have a concern about your child in any way (or if preschool have had discussions with you about concerns they have) or if your child has any SEND already identified, please speak to us today or during the Stay and Play session. This will enable us to identify how best to support your child in September.
- ▶ Once your child starts, speak with the class teacher first.
- ▶ SENCo can be contacted on: senco@stgiles.herts.sch.uk

School information

- ▶ Breakfast club – there is no provision before the main school opens at 8:30 but we provide the option for children to have breakfast upon arrival at 8:30am.
- ▶ After school club – currently this runs 3 afternoons a week until 4pm.
- ▶ After school themed clubs with school staff – previous clubs have been art, Turkish. These finish at 4pm.
- ▶ After school club and themed clubs run by school staff have a small weekly fee.
- ▶ After school clubs with sports companies – these are run by external staff from sports companies. Currently, there is football, multi-skills, dodgeball. There is a fee for these.
- ▶ You sign up for after school clubs on the Arbor portal. Reception children will be able to stay for clubs from WC 11th September 2023, once they are full time.

School Council and Houses

- ▶ Head Boy and Head Girl – voted for by the school community
- ▶ Deputy Head Boy and deputy Head Girl – second place from the Head Boy/ Girl votes
- ▶ Each year group has a School Council representative who attends regular meetings – voted for by class members.

- ▶ House system
- ▶ 4 Houses led by a class teacher and TA
- ▶ Elected House Captain and Vice House Captain
- ▶ Siblings kept together
- ▶ Regular House events throughout the year

Dragon

Griffin

Pegasus

Phoenix

Arriving at school

- Be on time in the mornings
- Main pedestrian gate opens at 8:30 and closes at 8:50am.
- Take children to the side gate and let them go in to their classroom. Make goodbyes quick.
- For the first week or so, parents/ carers can come round to the classroom door.
- Ensure they have all of their belongings with them and they're named!

Collecting from school

- Be on time: please inform class staff if someone different is picking up your child; if it changes during the day please call the office asap.
- Wait by the side gate on the path.
- Be ready to greet your child with your full attention; please don't be on your phone.
- Other people collecting: we ask to meet them first if possible or have a password set up in advance.
- If there is a regular pattern of who collects your child each day of the week, please write it down for staff. This can help us to help children manage the expectation for who is going to be picking them up.

Daily routine – morning

■ 8.30 – 12:05

Breakfast/ fine motor activities

Registration

Phonics

Child Initiated Learning (inside and outside) / Snack

Break

Child Initiated Learning (inside and outside) / Snack

Reading or ADA session

Lunch

Daily routine – afternoon

■ 1:05 – 3:20

Register

Adult Directed Activities

Child Initiated Play (inside and outside)

Tidying up time

Collective Worship – daily

Story & rhyme time

Review of the day

Home time

Daily & Weekly activities

- Show and tell – Monday
- Something Special sheets – complete as wanted to. These can be shared with the class. Shared on our Proud Wall
- Class teddy to go home once each half term.
- Weekly Celebration award linked to our theme of the week
- Dojo points – awarded for positive behaviour (more information in September). These link to our House points.

Communication

Curriculum letter – termly

School newsletter – weekly

Consultations & reports

Something Special sheets – as wanted

School holiday sheets

‘Open door’ policy

Arbor – school information management system. Parent communications e.g. letters are sent through this.

Dojo – messaging to the teacher (not to be used for absence reporting or changes to collection reporting- this must go through the school office)

What do children need for school?

Uniform

School shoes, (not trainers) that they can manage themselves

Book bag

Water bottle

Warm coat

Wellington boots

Sun hat if hot/ 'wooly' hat if cold

Hat/ gloves if cold

PE kit with trainers to be worn on PE days (not football kit)

Spare change of clothes (just in case!)

Shoes must not have laces; Velcro or elasticated fastenings only so children can manage them themselves.

NAME EVERYTHING!!!!!!

Transition process

- ▶ Parent meeting and Stay and Play
- ▶ Home visits
- ▶ Preschool visits
- ▶ Transition booklet
- ▶ Do some of the activities over the summer break
- ▶ Something Special sheet/s
- ▶ Staggered start in September for 3 days

Home visits

- To be arranged today
- Please sign up for your preferred day and time.
- To have ready:
Family photo for us put up on our Every Child is Unique board
- What will happen?
 - Miss Koca and a member of staff will visit you at home
 - We will ask you some questions about your child
 - If you're child is there we will engage them in conversation, play, colouring.

Preschool visits

- Will be arranged directly with the preschool at a time when your child is attending.
- Please let Miss Koca know today which preschool your child is attending and days and times they are there.
- Inform your preschool manager that we will be contacting them to arrange a visit.
- At the visit we will see your child engaging in their current environment and chat with key members of staff.

September transition

Staggered start during week commencing 2nd September

Monday 2nd – INSET day; no children in school

Tuesday 3rd – 8:30 until 11am

Wednesday 4th – 8:30 until 12:30pm (parents to come at 12pm and support your child for lunch in the hall)

Thursday 5th – 8:30 until 1:30pm

Friday 6th – 8:30 – 3:20pm

Children will be able to join after school clubs from Monday 9th September once they are in full-time. We have approx.' 6 clubs on offer; some multiple times during a week.

(Sign up and pay on Arbor from this term)

How can I help my child be ready?

- ▶ Share the transition booklet with your child
- ▶ Encourage them to share and take turns
- ▶ Ensure they can manage their own toileting needs including hand washing
- ▶ Ensure they can dress/undress themselves
- ▶ Ensure they can manage their own coat and shoes
- ▶ Encourage the use of knife and fork
- ▶ Ensure they have a consistent bedtime routine
- ▶ Keep screen time to a minimum
- ▶ Talk with your child – exposure to language helps children be successful learners

How can I help my child be ready?

- ▶ Read books with your child! Talk about books. Sing nursery rhymes. This helps develop their language not only for reading but also as a learner.
- ▶ Play games with your child e.g. I spy/ I hear/ I'm thinking of...
- ▶ Get out and about!
- ▶ Talk about the transition with your child; be positive about it.
- ▶ Complete the Something Special sheet
- ▶ Do some of the activities from the HfL pack (given out today)
- ▶ Help them to learn what their name looks like so they can identify it

Useful links and contacts

- ▶ <https://stgiles.herts.sch.uk/uniform-information/>
- ▶ <https://stgiles.herts.sch.uk/lunch-menu/>
- ▶ [Curriculum](#)
- ▶ [SEND](#)

- ▶ office@stgiles.herts.sch.uk
- ▶ senco@stgiles.herts.sch.uk
- ▶ 01707 642170 – school office (8:30am to 3:20pm)

Any questions?

- ▶ Time for Stay and Play
- ▶ Explore the setting with your child, get to know us.
- ▶ At 10:30 current Reception children will come down and join us. They will encourage your child to play with them. Support your child with this.
- ▶ At 10:50 current Reception children will be taken to the playground for their main break time. This your opportunity to ask any other questions you may have.
- ▶ 11:00 – Stay and Play ends.
- ▶ Thank you for coming.