

Welcome to St. Giles' CofE Primary School



**New to Reception transition
parents meeting
June 2026**

Key people in school

- ▶ Mr Pipe – Headteacher
- ▶ Mrs Dowdall – Deputy Headteacher, Class 4 teacher and EYFS leader
- ▶ Mrs Abeyasekera (Mrs Abey) –SENCo & Cover teacher
- ▶ Class 1 Teacher
- ▶ Mrs Franklin – Class 1 teaching assistant

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



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



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.

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



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



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



What Ofsted and SIAMS say

There is a happy, family-like atmosphere at this friendly village school. From the moment children join in Reception, they build positive relationships with staff.

Pupils feel safe and well cared for.

Pupils have a strong sense of belonging. The school's house system encourages teamwork and collaboration. House captains lead their teams ably, developing responsibility and confidence. Pupils socialise happily across age groups in the playground and dining room.

Leaders have designed a comprehensive and highly inclusive provision for pupils' personal development and wellbeing.

The school provides excellent pastoral support for pupils.

The school's values of respect, kindness, honesty, courage and perseverance are key drivers of positive behaviour and attitudes throughout the school.

What Ofsted and SIAMS say

Leaders have developed robust systems for identifying pupils' needs and any barriers to learning they face. They ensure that all staff know pupils' needs well and carefully plan the support that will help pupils overcome these barriers.

The Christian vision, with its strong biblical underpinning, is well matched to the context of the school. Dedicated leaders ensure that it informs strategic development and remains central to the daily life of this community.

The curriculum is engaging and promotes pupils' broader development. Visits and extracurricular opportunities enrich their personal growth.

Pupils have a strong understanding of justice and responsibility, appropriate to their age. These themes are explored well in the curriculum. Leadership roles and activities empower them to make a positive impact in their community.

The Early Years Foundation Stage

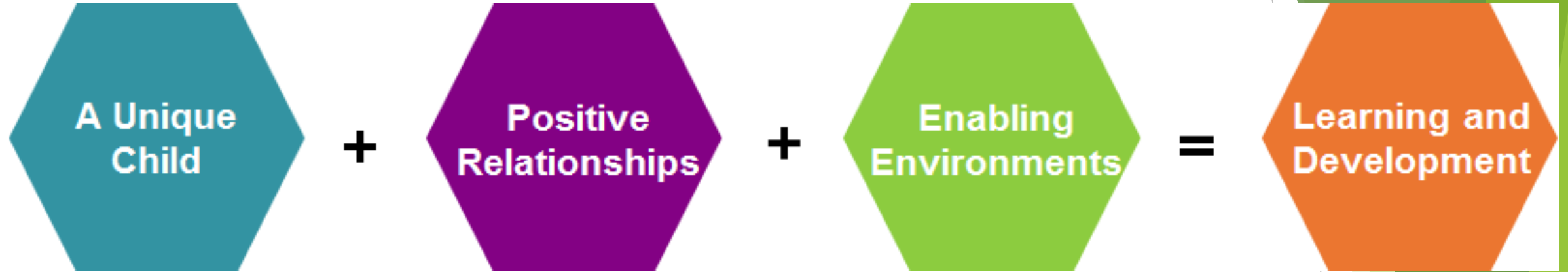
- ▶ *“The Early Years Foundation Stage (EYFS) sets standards for the learning, development and care of children from birth to 5 years old. All schools and Ofsted-registered early years providers must follow the EYFS, including childminders, preschools, nurseries and school reception classes.”*
- ▶ *“The 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?

It all comes together.....



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.
- ▶ These include engagement (playing and exploring), motivation (active learning, keeping trying) and creating and thinking critically.

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.

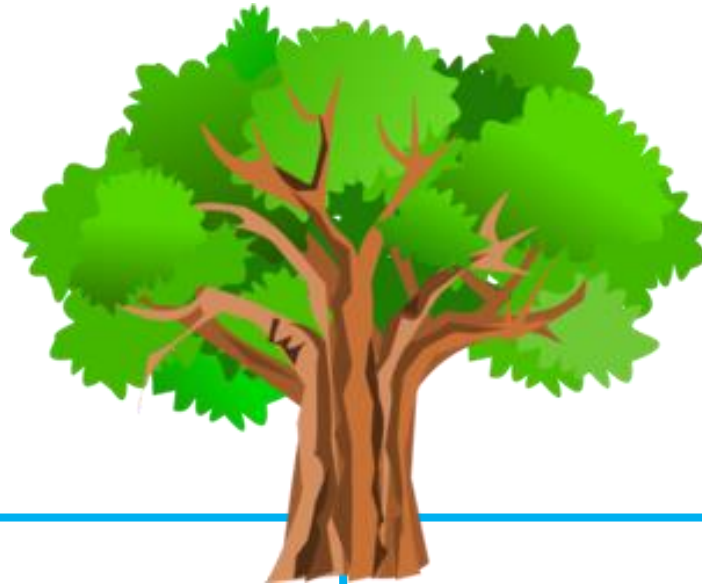
The Early Years Curriculum

- ▶ 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.

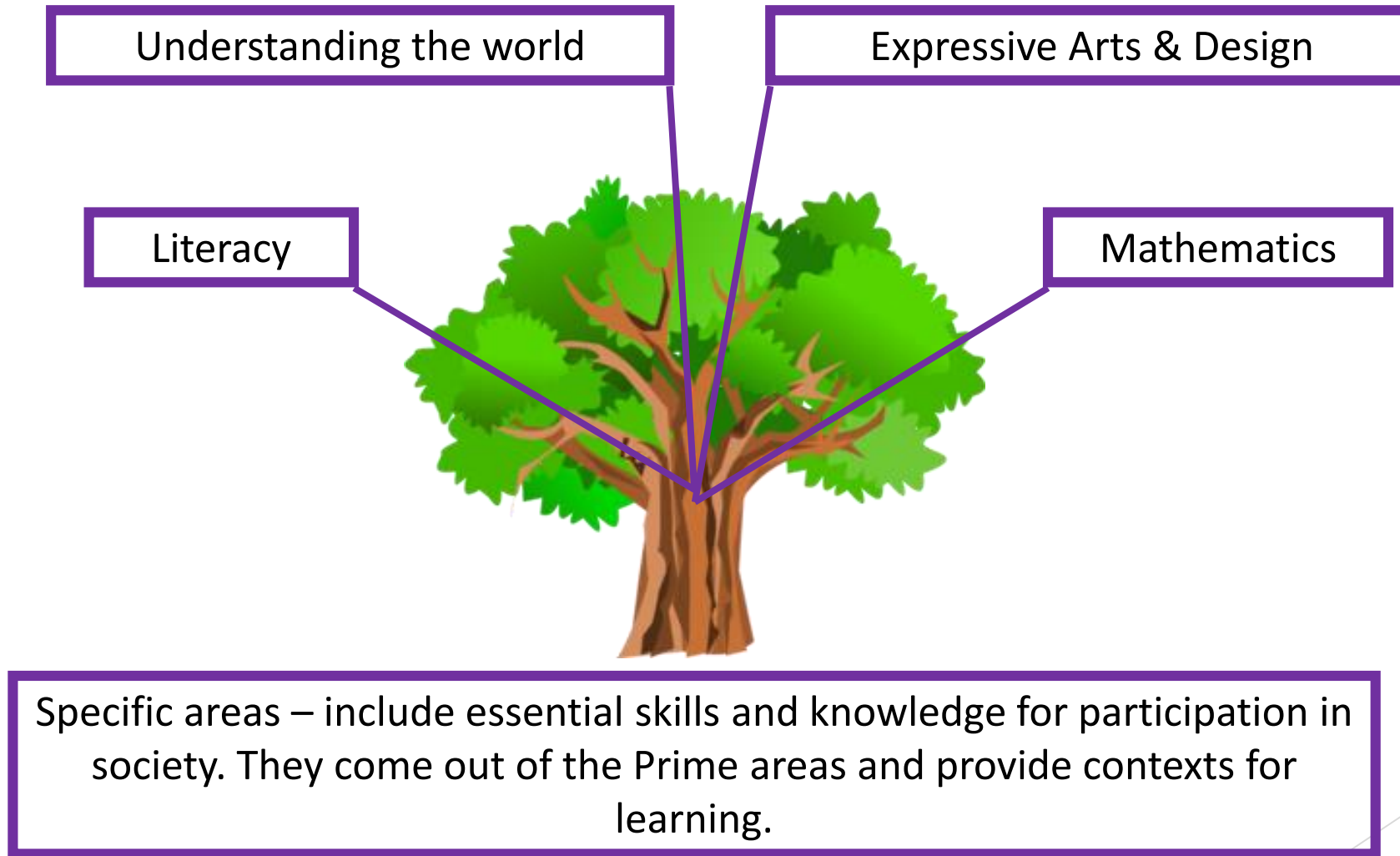


Communication and
Language

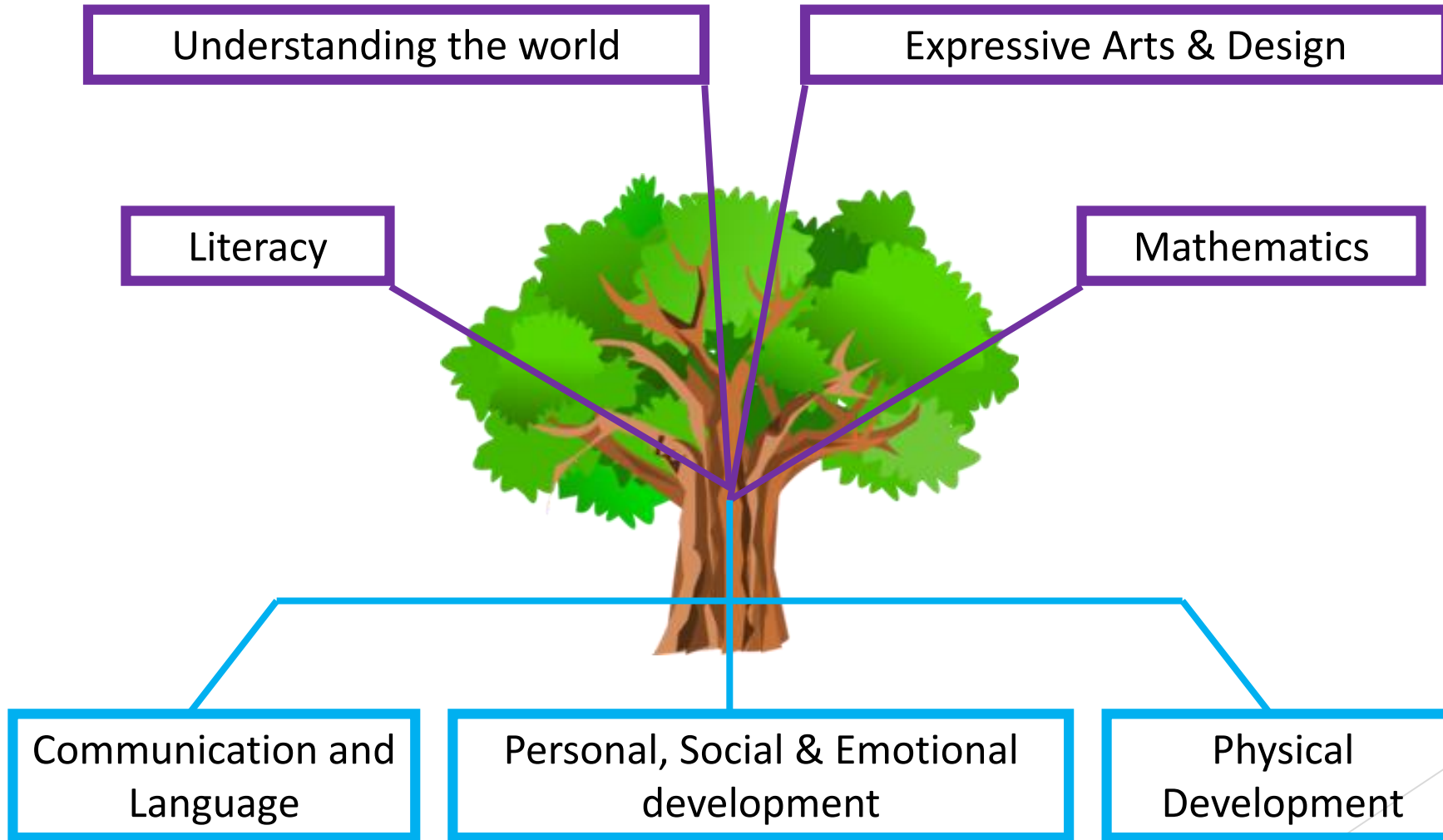
Personal, Social & Emotional
development

Physical
Development

Specific Areas



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
my 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.
Bella



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

School information

- ▶ Breakfast club – We have a breakfast club that runs from 8:00am – 8:30am (booked and paid for on Arbor)
- ▶ We also provide the option for children to have breakfast upon arrival at 8:30am.
- ▶ After school club – we have clubs after school every day that finish at either 4:15pm or 4:30pm. There is a small fee attached to these.
- ▶ 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 7th September 2026, once they are full time.

School Houses

- ▶ 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. Breakfast club available from 8am.
- 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 for the side gate to be opened and then walk into the reception playground.
- Be ready to greet your child with your full attention; please don't be on your phone.
- Other people collecting: please let us know 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

Every day, we have a phonics lesson. There will be reading and handwriting sessions too. These will be using our Little Wandle programme.

The day will also include teaching input for different subjects and lots of child initiated learning too.

Communication

Curriculum letter – termly

School newsletter – weekly

Consultations & reports

‘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 – uniform kit is in the pack you will be given today

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

Book bag

Water bottle

Warm coat (weather dependant)

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 (today!)
- ▶ Home visits (have happened already)
- ▶ Preschool visits (have happened already)
- ▶ Transition booklet
- ▶ Do some of the activities over the summer break
- ▶ Staggered start in September for 3 days

September transition

Staggered start during week commencing 31st August

Tuesday 1st September – INSET day; no children in school

Wednesday 2nd September – 8:30 – 11:30am

Thursday 3rd September – 8:30 until 12:30pm (parents are welcome to come at 12pm and support your child for lunch in the hall)

Friday 4th – 8:30 until 2:30pm

From Monday 7th – 8:30 until 3:20pm (all day)

Children will be able to join after school clubs from Monday 7th September once they are in full-time. There are clubs available every day after school until either 4:15 or 4:30, dependent on the day.

(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.
- ▶ Do some of the activities from the Summer 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.
- ▶ 10:30 Stay and Play ends
- ▶ Thank you for coming.