



**Stretton Sugwas**  
**Church of England Academy**



*"Each bee plays a part in the hive."*  
Inspired by 1 Corinthians 12: 12-31

**Reception Information Pack**



[www.strettonsugwas.com](http://www.strettonsugwas.com)



# Welcome to Reception



Dear Parents/Carers,

We are very lucky to be starting the academic year in a new building with the new EYFS team. We will be working together to make this the best start for your child.

My name is Miss Gwynne and I had the privilege of teaching in different primary settings for nearly twenty years, six of those being in Reception. I am very excited to welcome you and your child into our community and continue their learning journey with them. I would also like to introduce Mrs Plumb and Mrs Yarnold, who are much loved team members of the school. They will be working alongside me to provide the very best education and support for your child.

I hope this booklet will give you the information you need to start your child's first year of school confidently. If you have any questions at all please do not hesitate to get in touch. I have an open door policy and no question or concern about your child is ever too small or too silly.

We will look forward to meeting you and your child in the Summer Term in preparation of them starting in September.

Best Wishes  
Miss Gwynne  
EYFS Manager

## Contact details:

01432 760282

[egwynne@strettonsugwas.hereford.sch.uk](mailto:egwynne@strettonsugwas.hereford.sch.uk)



# Our Vision

## Our Aims

At Stretton Sugwas Academy we aim to provide the highest quality care and education for all our children in the Early Years Foundation Stage, thereby giving them a strong foundation for their future learning. We create a safe and happy environment with motivating and enjoyable learning experiences that enable children to become confident and independent. We value the individual child and work alongside parents and others to meet their needs and help every child to reach their full potential.

“Every child deserves the best possible start in life and support to fulfil their potential. A child’s experience in the early years has a major impact on their future life chances. A secure, safe and happy childhood is important in its own right and it provides the foundation for children to make the most of their abilities and talents as they grow up.”

We adhere to the Statutory Framework of the EYFS and the four guiding principles that shape practice within Early Years settings.

- Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured
- Children learn to be strong and independent through positive relationships with other adults and children
- Children develop and learn in different ways and at different rates
- Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents/carers

## Principles into practice

As part of our practice we:

- Provide a balanced curriculum, based on the EYFS, across the seven areas of learning, using play as the vehicle for learning
- Promote equality of opportunity and anti-discriminatory practice. We provide early intervention for those children who require additional support
- Work in partnership with parents/carers and within the wider context
- Plan challenging learning experiences, based on the individual child, informed by observation and assessment
- Provide opportunities for children to engage in activities that are adult-initiated and child-initiated, supported by the adult
- Provide a secure and safe learning environment indoors and out



# Areas of Learning

## The Curriculum

We plan an exciting and challenging curriculum based on our observation of children's needs, interests, and stages of development across the seven areas of learning to enable the children to achieve and exceed the early learning goals. All the seven areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning. These three areas of learning are the **prime** areas:

***Communication and Language***

***Physical Development***

***Personal, Social and Emotional Development***

Children are also supported through the four **specific** areas, through which the three prime areas are strengthened and applied. The **specific** areas are:

***Literacy***

***Mathematics***

***Understanding the World***

***Expressive Arts and Design***

Children are provided with a range of rich, meaningful first-hand experiences in which children explore, think creatively and are active. We aim to develop and foster positive attitudes towards learning, confidence, communication and physical development.

## Physical Education and Extra Circular Opportunities

Developing the children's gross motor skills and ABC's (Agility, Balance and Co-ordination) is the foundation towards any physical activity. Imbedded in the weekly timetable there are a selection of different opportunities for the children to move their bodies like Forest Schools, Yoga and PE sessions. On a daily basis the children will be given the opportunity to enjoy playing on the outside equipment such as the Pirate Ship and trikes and bikes.

We will always endeavor to organize school trips in support of the 'Theme' where possible for each term.

## Inclusion and Equal Opportunities

Children with special educational needs will be supported as appropriate to enable them to access the curriculum fully. This includes children that are more able and those with specific learning difficulties and disabilities. Pupil Passports identify targets in specific areas of learning for those children with additional learning needs with the school's SEN Policy. The school's SEN Co-ordinator is responsible for providing additional information and advice to staff and parents and for arranging external intervention and support as necessary.

The Reception department will be supported with a fully qualified and skilled Learning Mentor. The team will work closely together to ensure that any Speech and Language and SEN needs are identified quickly and intervention is put in place promptly.

In line with the school's Equal Opportunities Policy, we will provide all children, regardless of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender or ability with equal access to all aspects of school life to ensure that every child is valued as an individual. All staff are role models and are aware of the influence they have in promoting positive attitudes and use that influence to challenge stereotypical attitudes.



# Planning and Assessment

## Planning

As a team, we write long term and medium term plans using the EYFS based on a series of topics each of which offers **experiences** in all seven areas. The mid term plans are made up of mini topics which are sent home for parents to see. This allows you to have an understanding of some of the experiences your child is having in school and for you to link their home experiences into our topic at school. These plans then inform our short-term weekly planning, alongside our observations, which remains flexible for unplanned circumstances or children's responses.

A love of books and stories is promoted throughout linking all mini topics to a specific text. The children are constantly surrounded by all the aspects of the curriculum given them opportunities through play and enhanced learning activities.

You can visit [www.early-education.org.uk](http://www.early-education.org.uk) 'Development Matters in the Early Years Foundation Stage' for a detailed look at the areas of development we observe and assess in New Bees.

## Observation and Assessment

We use **Evidence Me** App to monitor and record observations which will link to the Early Years aspects of learning. Parents are regularly emailed with their child's learning journey and are encouraged to add their own observations from home if they wish.

In the Reception class children work in ability groups for a focused Phonics, Maths and Literacy activity each day. In the afternoon children are more likely to be spending time on child initiated activities where there is a chance for practitioners to observe their interests and further develop their learning.



# Children's Welfare

## Safeguarding

The Welfare Requirements stipulate that, 'providers must be alert to any issues in the child's life at home or elsewhere' (2021). Therefore the 'welfare of children is paramount'. We have robust policies and procedures (please see safeguarding policy) in order to safeguard children. If we have a concern about a child we will share these concerns with parents/carers. However, if sharing these concerns puts the child at risk of significant harm we will seek advice from Herefordshire Council staff within the MASH team, which may result in a referral to social services. Where there is a concern regarding the welfare of the children that has been shared with parents, staff have a responsibility to record details in a communication log, which is kept in the family file and locked in a cabinet.

## Home School Links

In Reception, we recognize that the child's first educators are their parents/carers. We will keep you regularly informed with what is happening in Class, through **Parent Mail**. This is an APP where staff can communicate directly. We would use this platform to inform you about any important information, planning, first aid that may occur or requests to meet after school. We do also encourage an open door policy, allowing parents to make an appointment or talk to the teacher about any issues they may have.

We also use **Evidence Me** to share your child's experiences in school. this also allows parent/carers to share their child's 'Wow' moments with school. Together we are able to build a picture of the child learning journey.

We are always open to positive and constructive feedback and see this as a way to reflect and make these early experiences the best they can be.

## First Aid and Medical

If your child has any incident in school it will be dealt with and recorded. We will inform you of a head incident through Parent Mail and/or contact you to discuss options if needed. For other minor injuries a 'Green Slip' would be sent home informing what has happened and what action has been taken.

It is extremely important that staff are made aware of any medical conditions or allergies your child may have. Please ensure that you declare these on the relevant forms which you will be given for completion. If your child is ill, please could you inform us directly on 01432 760282 as soon as possible in the morning.

In order to maintain health and safety requirements within the Early Years setting any child who has or who have had diarrhoea/ sickness within 48 hours of the incident will not be allowed to attend. Should your child become ill whilst in our care you will be contacted and asked to collect her/him.

## Toileting

We expect children to be toilet trained by the time they reach Reception, unless they have a SEN or medical needs. Our pre-school is very happy to support parents with toilet training, however, it is vital that this process is fully committed to at home.



# Transitions and Settling

## **Transition and Settling in**

We aim for a smooth transition when children start Reception. We want to make this process as positive and supportive as possible.

### **Home to Reception**

Its really important for children who are not in New Bees Pre-School to feel ready and prepared for their new adventure. Part of this process will include a Home Visit from the Reception Teacher and a relaxed settling session with their Parents/Carers in the Summer Term. There will also be an opportunity for a meet and greet session especially for the parents. This is where you will get to discuss future expectations for their Reception year ahead.

### **Pre School – Reception**

During the Summer Term the Reception teacher will undertake Preschool Class visits. You and your child will also be invited in for an afternoon session where your child will get to meet any new friends and the teaching team. There will also be an opportunity for a meet and greet session for the parents too. This is where you will get to discuss future expectations for their Reception year ahead.

### **Reception to Year 1**

We believe the transition into primary school in Year 1 is something that must be handled sensitively as they will be moving over to the 'Big School'. Sessions during the Summer Term where the children come to school, this allows them to become familiar with their new classroom and the staff. It also allows the staff to begin to get to know the children, their capabilities and interests.

## **Documentation**

Prior to your child's arrival we would require you to complete a data collection form and a Questionnaire about your child, which will be sent to you via the school office.



# Daily Routines

## Attendance

Reception	
8.30-9.00	Flexi Arrival
9.00-3.00	School Day
3.00-3.30	Flexi Departure

## Flexi Arrival/Departure

For the department to work harmoniously, with the amount of children entering at once, **we are going to trial** a free flow system where the children can enter at any point in the allocated arrival and departure time.

If you are running late or your child is ill please inform the office where you can leave a message or talk to a member of the team. If your child is not picked up and we are not informed then they will be taken to join the Afterschool Club where you will be charged at an hourly rate.

## After School Club

We provide wrap around care from 7.50 am until 5.30 pm (Breakfast club from 7.50-8.50, Afterschool club 3.30-5.30) It's a set fee for whatever time you drop off and pick up.

Timings	Total price
Breakfast Club (7.50-8.40)	£3.50
Afterschool Club (3.30-4.30)	£4.50
Afterschool Club (3.30-5.30)	£7.00

If you wish for your child to attend any of these clubs please book through your account on Parent Mail Prior to the session 24 hours before. If its on the day that you need to book last minute, then please ring directly to Miss Turner at the Office 01432 760282.



# School Preparation

## Uniform and Clothing

In Reception we would require all children to be in their school uniform. Navy Jumper/cardigan, Light Blue T-Shirt, Grey shorts/trousers/skirts, grey socks (boys) white socks (girls), Grey tights and black school shoes.

Reception will have Forest School and PE sessions where children will be expected to come in, in appropriate clothing on the allocated day.. All branded school uniforms can be found on <https://myclothing.com>

## Personal Items

Each child attending preschool will require the following items, all of which should be **named** and put into a clearly **labelled bag**:

Reception
<ul style="list-style-type: none"><li>• Blue Book Bag - for your child's Reading Record/Book</li><li>• A water bottle and lunch box if required</li></ul>

All of the above need to be in Reception every day if we are to ensure that all children have the opportunity to be outside whenever they want to be. If it's raining we will splash in the puddles, if it's snowing or frosty we will make footprints, if it's muddy we will still play on the fields, therefore appropriate clothing and particularly spare clothes are needed.

## Food and Drink

Fruit will be provided at snack times, daily milk is provided up until the age of 5. When your child turns 5 you will have a letter giving you the option to pay for your child to continue to have milk. fresh drinking water is accessible at all times.

Lunch time will run from 12.00-1.00. If you choose hot lunches the children will be taken over to the school hall to enjoy their lunch. You will be sent a menu and order form if you wish to order these through Parent Mail. Alternatively you can send in a packed lunch which they will enjoy in their classroom.

Please remember that if you supply your child with a packed lunch it does need to be healthy in order to support our Healthy Eating Policy. (Sandwich, fruit, yoghurt, breakfast bar, for example). Please avoid sending anything containing nuts, including chocolate spread as we may have children with nut allergies.