



Grove Lea
Primary School

Grove Lea Primary School



Brochure for Parents and Guardians

"If it is to be, it is up to me!"

Our School Vision and Values

On behalf of the Governors, the staff, the pupils and myself it gives me great pleasure, as Headteacher, to welcome you to the Grove Lea Primary School.

We are all extremely proud of our school and committed to providing the very best possible education for all of our children. We know that Grove Lea Primary is a school where:

- Children feel safe within a happy stimulating and attractive environment.
- Each child is encouraged to enjoy learning and develop a lively and enquiring mind.
- Children develop skills as independent learners.
- Children have a thirst for acquiring knowledge.

This is echoed in our School Rights and Core Values:

SCHOOL RIGHTS

To be **Respectful**

To keep ourselves and others **Safe**

To come to school and **Learn**

CORE VALUES- ALSO KNOWN AS THE 4C'S

We are **Courageous**

We are **Curious**

We are **Caring**

We are **Collaborative**

We take great pride in the fact that we have a happy and inclusive school in which the children's voice is clearly heard in an atmosphere that encourages respect for all and respect for the environment. When any visitor walks round school they comment on happy children engaged in their learning.

At Grove Lea Primary we look forward to building strong relationships with parents. Parents are welcomed as partners in their child's education. We believe that our children learn best when members of staff and parents work in partnership so we value your involvement with your child's education.

I feel privileged to lead a team of professional, talented and committed staff who provide well planned and engaging lessons and activities. A wide range of curriculum enrichment activities are also provided to enhance children's learning, for e.g. After School Clubs. We have a supportive and hard working group of governors who are highly skilled in different areas. Governors and staff work together to provide our children with the very best learning opportunities. We encourage our pupils to be responsible for their learning, to grow in confidence and become independent. This is represented in our School Motto... *'If it is to be, it is up to me'*.

Mrs S Henshall
Executive Headteacher

Senior Leadership Team

Executive Headteacher: Mrs S Henshall (Designated Safeguarding Lead) Deputy
Headteacher: Mrs N Wilson

Special Educational Needs Coordinator: Mrs A Dransfield (Acting SENCO Mrs N Wilson)
Learning Mentor: Miss E Litchfield

Chair of Governors: Mr J Garrick

Early Years Team

Early Years Leader / Nursery Teacher: Mrs N Wilson
Reception Class Teacher: Mrs E Burton / Mrs J Walker
Nursery Nurse: Mrs A Fletcher
Teaching Assistants: Miss G Hyde, Mrs N Batch, Miss K McGuire and Miss C
Liversidge

Welcome to the Early Years Foundation Stage Unit

The unit incorporates a 52 place Nursery (we offer 8, 30-hour places within this number) and 30 place Reception class.

We are pleased to welcome you to the unit and hope that the information in this booklet will help to answer some of your questions about the Nursery and Reception. We believe parents are children's first and foremost educators and we work hard at Grove Lea to involve parents in every aspect of their child's education. We are passionate about providing a unique learning experience both indoors and outdoors.

"Educate each child as if they were your own" (R. McMillan)

We know how special your child is to you and how starting school can be difficult. We want to work with you to ensure that you and your child have a positive, enjoyable and stimulating time.

Coming to School

The entrance to the school is situated on Grove Terrace, once on site please follow the signs for the Foundation Unit.

There are no facilities for parent parking or drop-off points near the main entrance. However, there are allocated spaces available in Tesco's car park.

Session Times:

Nursery session (am): 8.30-11.30

Nursery session (pm): 12.30-3.30

We politely ask that all children be collected on time, as the nursery staff have a very short period of time in which to set up for the following session.

Reception class: 8.50-3.20

Reception Class is full time, and is the beginning of statutory school age. Children must attend.

Please note that acceptance of a place in our nursery unfortunately does NOT guarantee a place in our Reception class.

Allocation of places in Reception is administered by the Local Authority.

Uniform

Plain grey or black school skirt or trousers. Red and white checked dress or plain grey or black knee length tailored shorts in summer. White school blouse or polo shirt. Berry red cardigan or sweatshirt. White, black, red or grey socks/tights. Headbands, slides & bobbles in school colours (red/white/grey/black). Our logo is available through Tesco Uniform (myclothing.com).



Shoes

Plain black shoes or plain black trainer with no visible logo (no canvas shoes). No flashing lights please. Velcro shoes are easier to support independence as the children change into wellies for the outdoor / sand area at times.

We do ask for a spare bag of clothes to be brought daily to the session. Just in case. We do also ask children to bring a pair of wellington boots with their name in to leave at school, as we do access the outdoor environment in all weather (we provide puddle suits).

Jewellery is not permitted other than watches and one pair of small gold or silver stud ear-rings. Please ensure that all clothing is named, as we have lots of children!

- In winter, please remember your child's coat and appropriate clothing, as we will always try to explore outside, even on the coldest days.
- In summer, please remember to put sun cream on your child before coming to Nursery/Reception and provide a named sunhat.

Finally, please remember that the Early Years is a "workshop". We encourage children to explore all aspects of the provision (both indoors and outdoors). Although aprons are provided children will occasionally get dirty.

EYFS Curriculum

We follow the newly updated Early Years Foundation Stage Curriculum 2021. All members of the foundation stage team carefully plan a wide range of activities in Nursery and Reception. These activities are carefully planned and delivered each half term using a theme and the seven areas of learning, which are laid down in the Early Years Foundation Stage Curriculum guidance. All areas of learning and development are important and inter-connected. Three areas are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving.

These are the prime areas:

- communication and language
- physical development
- personal, social and emotional development

We also support our children in 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

The education of young children is founded in play. The Nursery/Reception provides a safe and stimulating learning environment, enriched with open ended resources in which children can explore and investigate both inside and outside. The topics are driven by the needs and interests of the children.

At the beginning of each half term and start of each new theme you will receive a knowledge organiser which contains key information regarding topic and will enable you to further support your child at home. Our displays will reflect the work done during the term and anything your child has been busy working on at home linked to the topic we would be grateful if you would share with us to enable us to celebrate learning/involvement in the topic at home.

Prime Areas Personal, Social and Emotional



Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children at Grove Lea are supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts. These attributes will provide a secure platform from which children can achieve at school and in later life

Communication, and Language



The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial.

Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Physical Development

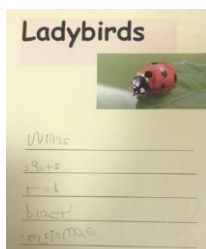


Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Through a combination of indoor and outdoor activities the children will develop their physical skills, both fine and gross motor. By creating games and providing opportunities for play both indoors and outdoors, the adults in EYFS support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allows children to develop proficiency, control and confidence.

Specific areas Literacy



Literacy development involves encouraging children to link sounds and letters and to begin to read and write. It is crucial that children develop a life-long love of reading. Children will be given access to a wide range of reading materials (stories both fiction and non-fiction, rhymes, poems, and other written materials) to ignite their interest. We encourage our children to mark make in a range of ways; painting with glittery water on the playground, twigs in sand. They use a variety of mediums such as chalk, paints, and pens.



Mathematics



During the Foundation Stage children will be provided with a range of resources and materials, both indoor and outdoor, which will support valuable opportunities for mathematical development in a meaningful way. Through many practical activities such as den building, water play, baking, role-play, singing and counting rhymes and construction your child will develop mathematical skills and language.



Understanding of the World



Through activities on offer the children will develop the knowledge, skills and understanding which will help them to make sense of their community and the world around them. The children will explore their natural environment using first hand experiences and learn to ask questions and discuss their observations. They will be provided with opportunities from visiting our local library to welcoming visitors from key members of society, such as nurses, firefighters, police officers and soldiers. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems supports their understanding of our culturally, socially, technologically and ecologically diverse world.



Expressive Arts and Design

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. Children will be provided with a stimulating creative environment in which to express their thoughts and feelings, for example through art, music, dance, imaginative and role-play activities. They will use their senses to explore colour, shape, texture and sound.



Partnership with parents

From the offset secure relationships are formed with children and parents upon starting their learning journey. We value the importance of building trusting and secure relationships and being the foundations of each child's educational journey. Parents are encouraged to participate in a variety of in session activities such as; workshop days, story sessions and Christmas Craft sessions. The Christmas and Harvest concerts are always a must see too!



We see our relationship with parents as an integral part of the Early Years Education and therefore we provide;

- A parent notice board
- An information booklet
- Half termly curriculum information sheets outlining the learning experiences the children will encounter (these are called knowledge organisers and will be shared via dojo)
- Class Dojo-sharing photographs for the day and providing a messaging system to further support communication between home and school
- We love to share and celebrate the activities and achievements at home • Twitter
- Parent consultation evenings
- Library visits
- Parent mystery reader events
- School website
- Busy bags (fun learning activities) / story sacks are available for parents and children to take home
- Creative sessions where parents are invited to join us
- Drop in sessions to look at/share Learning Journeys
- In addition, staff are available to discuss your child's progress or any concerns you may have at the beginning or end of the day. An appointment can be made if at any time you feel a concern warrants a more private discussion.

If for any reason you have a complaint or grievance during your child's time in Nursery/Reception, please contact a member of staff.

Key Information

Attendance

Attendance is of great importance, this also includes children arriving to school on time for children in afternoon Nursery. Parents and Carers have a legal responsibility to ensure their child/children attends school. If your child is absent from school please contact the school directly to inform us. You can do this by contacting us on 017977 615080. Please notify us prior to the session beginning.

As a school we do the following:

- If we do not have contact from you regarding an absence we have a duty of care and will contact you to ask why your child is not attending school.
- Attendance will be posted on the Newsletter
- Reports to parents will include their child's individual attendance
- Letters will be sent home when attendance falls below 94%
- Letters will be sent home when attendance improves
- Meetings with Education Welfare Officer will be arranged when attendance falls below 90% (for children of compulsory school age)
- If your child is in Nursery and their attendance falls below a certain percentage, please be aware that you may lose your child's Nursery place.

Nursery and Reception visits and Outings

It is recognised that many of the most rewarding educational experiences take place outside of the classroom. The trips that we take the children on are an extension of the foundation stage curriculum. These may vary from walks in the local community e.g. the library, the local post office, to more formal organised visits.



Assessments

We assess all children during their first term with us, so we can plan activities best suited to develop their learning. In addition to this, the Foundation Stage staff continually assess your child in all aspects of their learning, using a balance of play based and adult directed activity approach. Children are assessed using the objectives in the Early Years Foundation Stage over the course of a school year. We record observations of your child whilst they choose their learning, accessing the provision. These observations inform staff on an individual basis of your child's strengths and areas for development, their use of language and their social interaction with other children. This will enable staff to effectively plan activities to enable your child to develop and move on to their next stage of learning. If you wish to discuss this further at any time, please see a member of staff.

During your child's time in foundation stage we create floor books for areas of learning, which contains some samples of their work and photographs from each topic. The floor books are a celebration of the children's achievements during their time in EYFS. You are welcome to look at any time (please see a member of the team if you wish to do so).

We also welcome home contributions to your child's learning. This does not mean you have to plan a special trip; a walk in the park/to the shop is just as exciting as a special day out. Please feel free to send in photographs via the class Dojo system for your child to share with the class. We recognise that each child brings a different range of skills and knowledge to Nursery and Reception. We aim to build on the firm foundations that they have begun at home.

Key Person

Each child will be allocated a "key person". This person will be responsible for helping to settle your child in the Nursery/Reception routine. Your child's key worker will gather photographs, examples of work and observations.

Behaviour

Within EYFS the children are praised and encouraged through many positive behaviour strategies, such as:

- Using praise specifically related to the children's actions or behaviours – this could be through verbal praise or use of stickers and other rewards
- If appropriate, we refocus the child's attention on another activity and then praise immediately
- We focus on activities and routines that encourage sharing, negotiation and co-operation
- We encourage responsibility in caring for others, animals and the environment (helping with tidying/watering plants/setting out activities/handing out drinks, snacks and equipment)

- We encourage positive behaviour through play and learning activities (circle time/stories/role-play/puppets)
- We model appropriate behaviours in different contexts and set good examples
- We consult with the children to draw up rules for behaviour within our setting
- We support the children to resolve conflicts with other children
- The children in Reception will also receive
Daily dojo points
Rainbow reward



Weekly achievements

Our weekly achievements are celebrated through our star of the week, award at the end of the week.

Also, for Reception children there will be a weekly dojo points winner.



We support behaviour in ways appropriate to the child's stage of development and level of understanding. Our core school values, **Courageous, Curious, Caring** and **Collaborative** are interlinked into our rewards each week. At Grove Lea, we provide a safe and nurturing environment coupled with strong and secure relationships, allowing children in turn to self-regulate their feelings and behaviour.

Transition

Children respond to transition in different ways. We aim to work alongside children, parents and carers to provide a smooth transition into EYFS. The transition process begins immediately, with informal discussions during stay and play sessions. The relationships we build with our families provide a secure base for effective transitions. Our staff genuinely care and invest in each child. Building such positive relationships enable us to support children's interests and individual needs.

To support the transition, we will:

- visit children in their current Nursery or childcare provision / liaise with staff from childcare settings
- arrange times for children to visit school prior to starting (stay and play sessions)
- share a video tour of the classroom environment and shared areas in school
- carefully plan their start to the year (staggered start dates / times)
- liaise with parents
- information meetings
- Nursery / Reception Readiness Checklists

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