



Edison Primary School

Igniting young minds today, for a brighter tomorrow



Welcome to Reception

Contents

Our Principles	3
Early Years Foundation Stage (EYFS) at Edison	4
Learning and Development	6
Observation, Assessment and Planning	9
The School Day	11
Behaviour and Restorative Practice	12
Attendance and Absence	13
Preventing Spread of Illnesses	15
Administering Medicines	17
School Uniform	18

Appendices

- Term Dates
- Steps to Starting School
- Characteristics of Effective Learning
- School Uniform

Our Principles

At Edison our core purpose is to build on children's curiosity, knowledge, confidence, enthusiasm and all-round abilities towards independent learning. We endeavour to help each individual child in their journey to grow into active, responsible and successful young adults who are able to make the choices necessary to shape their own future. We are an open, welcoming school where efforts are valued, ambition is nurtured and where the potential of every child is realised.

Furthermore, at Edison we want to develop citizens who have a strong sense of right and wrong. In an age when the media brings the world to their homes, we challenge pupils to think for themselves.

Edison's Four Key Principles

- High expectations
- Broad curriculum
- Science and practical learning
- Strong parent partnership

Our four principles play a key role in developing well-rounded individuals and educational excellence. The Edison community including parents aims to inspire and support every child for a future of success and well-being.

During their first year at school, the children are introduced to the Edison Learning Characteristics, which are influenced by the concept of 'Growth Mindset'. Our children are taught to be:

- **E**nthusiastic in Approach
- **D**etermined Individuals
- **I**ndependent Learners
- **S**elf-Confident
- **O**pen and Respectful
- **N**urturing in Nature

Every child deserves the best possible start in life and support to fulfil their potential.

Early Years Foundation Stage (EYFS) at Edison

“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.”

Early Years Foundation Stage Profile

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year.

The **EYFS** is based upon four principles:

- 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**
- 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 and/or carers
- **Children develop and learn in different ways and at different rates.**

A Unique Child

At Edison we recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We know that children develop in individual ways and at varying rates. Children’s attitudes and dispositions to learning are influenced by their school and home environments therefore, we recognise the importance of building good links with all our families. We observe how each child learns to gain an understanding of the characteristics they develop to become effective learners. We use questioning, praise and encouragement to develop a positive attitude to learning and high self-esteem.

Inclusion

All children and their families are valued within our school. We value the diversity of individuals within the school and do not discriminate because of differences. All children at Edison are treated fairly regardless of race, religion or stage of learning. We do not group children based on notions of fixed ability, our groupings are fluid and change as children develop over time. We teach children that practice and effort lead to learning and improvement. Teachers plan **low stress, high challenge** tasks which

enable all children to access the learning and to achieve to the best of their ability. In Reception, children begin to learn to take responsibility for their learning and begin to understand the concept of challenge.

We give our children every opportunity to achieve their best by taking account of our children's range of life experiences when planning for their learning. Planning for children with additional needs is in line with the Special Educational Needs and Disability policy.

In the EYFS we have realistic and challenging expectations that meet the needs of all our children through:

- planning opportunities that build upon and extend children's knowledge, experience and interests and develop their self-esteem and confidence through a creative curriculum and learning environment
- using a wide range of teaching strategies based on children's learning needs
- providing a wide range of opportunities and environments to motivate and support children and to help them to learn effectively
- providing a safe and supportive learning environment in which each child's contribution is valued
- monitoring children's progress and taking action to provide support as necessary

It is vital that all children in the school are safe. Through PSHE and citizenship teaching and the Edison Characteristics, we provide children with opportunities to help them develop the skills they need to keep themselves safe. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards both in the real and virtual world.

Positive Relationships

At Edison we recognise that children learn to be confident and independent through the development of secure relationships. We develop caring, respectful, professional relationships with the children and their families.

Parents as Partners

We recognise the important role parents play in educating the children. We do this by:

- talking to parents about their child before their child starts our school;
- inviting all parents to an induction meeting during the term before their child starts school
- encouraging parents to attend consultation meetings to discuss their child's progress

- providing parents with a written report on their child's attainment and progress at the end of each school year
- encouraging parents to contribute to their child's observations
- sharing our approach to reading and numeracy by inviting parents to curriculum meetings where the topic is explained.

Staff develop good relationships with all children, interacting positively with them and taking time to listen to them.

We have good links with the local feeder Early Years settings and discuss our new intake of children with their previous keyworkers.

Enabling Environments

At Edison we recognise that the environment plays a key role in supporting and extending the children's development. The role of both the indoor and outdoor environment in learning/organisation of learning provides opportunities for child initiated activities reflecting the topic where they can develop gross motor skills, social skills etc. We provide stimulating resources which are accessible and open-ended so they can be used, moved and combined in a variety of ways. Our focus on Science and Outdoor Learning provides further opportunities for children to immerse themselves in nature and make the most of the valuable resources within their local environment. Thus providing stimulus that can positively impact all areas of the curriculum.

Learning and Development

Each child is valued as an individual and teaching and learning is based on the understanding that children develop at different rates.

At Edison we aim to:

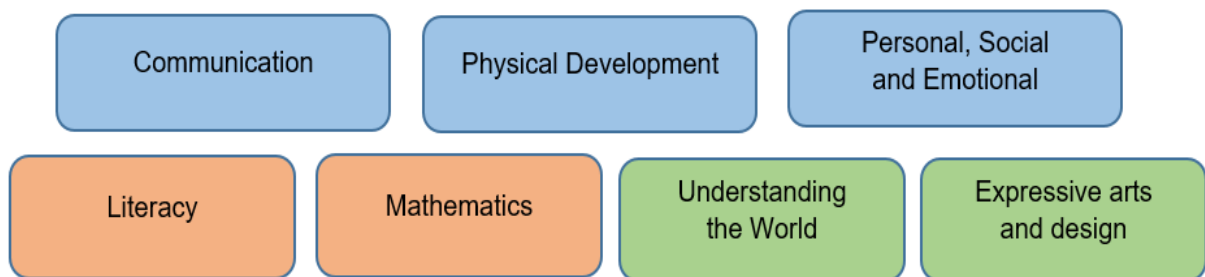
- provide a safe and challenging, stimulating, caring and sharing environment that is sensitive to the needs of all children
- provide a broad, balanced, relevant and creative curriculum that will enable each child to develop personally, socially, emotionally, spiritually, physically and intellectually to their full potential and will set in place firm foundations for further learning and development in Key Stage 1 and beyond
- use and value what each child can do, assessing their individual needs and helping each child to progress
- enable choice and decision making, fostering independence and self-confidence
- work in partnership with parents and carers and value their contributions ensuring that all children, irrespective of ethnicity, culture, religion, home language, family background, learning difficulties, gender or ability have the opportunity to reach their potential
- provide opportunities whereby children experience a challenging and

- enjoyable programme of learning and development
- provide experiences for all children, whatever their needs, which are inclusive rather than parallel.

Characteristics of Effective Learning (EYFS)

The characteristics of effective learning describe factors which play a central role in a child's learning and in becoming an effective learner. They are vital elements of support for the transition process from EYFS to Year 1. The characteristics of effective learning run through and underpin all seven areas of learning and development in Reception. They represent processes rather than outcomes (see additional sheets).

The Seven Areas of Learning in EYFS - Reception



Phonics



Children will:

- Read storybooks and non-fiction books closely matched to their developing phonic knowledge
- Take home Phonics storybooks from October
- Read with fluency and expression
- Learn to spell using known sounds
- Write confidently by practising what they want to write out loud first
- Work well with a partner
- be assessed each half term on their phonic development

One of the most important skills we need is to be able to read. At Edison Primary we want children to enjoy reading and develop a love of books and stories. Throughout the year we encourage children to take books home to share with their families. We want to develop “real readers” and so have a range of books available in each class that include “real books”. Reading scheme books are sent home with the children in accordance to their stage along the Read Write Inc. phonics programme.



All children are provided with a subscription to reading eggs. We request that they login at least 3 times per week for approximately 10 - 15 minutes each time. Pupils should complete the assessments and tasks independently. Computer/technology access should only be given under adult supervision.

Maths

A large majority of mathematical work is practical and learning happens in many different contexts around the classroom and outside. Some whole class work exploring mathematical concepts is teacher-led and children can also freely explore these concepts through a variety of different activities and resources set up each day. Children will have many opportunities to explore number, shape, pattern and measures in the course of their learning. Activities such as role-play, cooking and Science investigations can also offer the chance to understand how Mathematics is used every day. The staff encourage the children to use appropriate mathematical language through modelling and in play situations.



Numicon is the scheme we use in Reception to deliver the number section of the Maths curriculum. *Numicon* is a multi-sensory approach to teaching maths developed by experts in the classroom. It is designed to help children understand connections between numbers and builds on number sense.



Through the multi-sensory activities and mathematical language of *Numicon*, your child will develop the understanding and skills that underpin their later understanding of number.

Observation, Assessment and Planning

The Planning within the EYFS starts with the Long Term Plan which is split into six half term thematic plans. They are used by the EYFS teachers as a guide for weekly planning.

Good planning is the key to making children's learning effective, exciting, varied and progressive. Effective learning builds on and extends what children know and can already do. Our planning shows that the principles of EYFS are put into practice and will always be informed by observations made of the children.

The statutory Reception baseline assessment at Edison will be carried out by the class teacher using practical resources. The assessment is presented in a task format, with a number of activities per task. The reception baseline is an age-appropriate assessment of mathematics and literacy, communication and language (LCL) that is delivered in English. It is clearly linked to the learning and development requirements of the Early Years Foundation Stage (EYFS).

When?

An initial baseline assessment will be carried out within the first half term of a child's entry into Reception. We will also carry out a follow up assessment at the end of the first term as this will allow us to track the pupil's progress in their first term.

Where?

The assessment is administered in class by the reception teacher working one-to-one with each pupil in a quiet corner.

What?

The reception baseline assessment lasts approximately 15-20 minutes and consists of practical tasks, using physical resources.

How?

The assessment has an online scoring system for the practitioner to complete as the pupil engages with the tasks. Administration instructions for each task and the recording of the assessment are provided via an online system so that the assessment is delivered and scored consistently across all schools.

Why?

The purpose of the reception baseline assessment is to provide an on-entry

assessment of pupil attainment to be used as a starting point from which a cohort-level progress measure to the end of Key Stage 2 (KS2) can be created. The reception baseline is not intended to:

- provide on-going formative information for practitioners
- be used in any way to measure performance in the early years, evaluate preschool settings or hold early years practitioners to account
- provide detailed diagnostic information about pupils' areas for development.

The assessment will fall under Ofqual's regulatory framework for national assessments.

Feedback reports from the reception baseline assessment can be used to develop appropriate learning plans for each individual child.

As well as the above system teachers will take into consideration records from the child's previous setting and conversation with parents to gain an overall picture of the child. This will help to identify pupils that are gifted in particular areas of development such as maths or phonics knowledge.

Ongoing Assessment

We make regular assessments of children's learning and we use this information to ensure that future planning reflects the identified needs. Assessment in the EYFS takes the form of short, recorded observations for a child's Wow moments and this involves the teacher and other adults as appropriate. We use an app called 'Evidence Me' for recording observations which we also share with parents via the Parent share feature. Parents can comment on the observation and create their own by adding media and notes. In order to gain a complete picture of the child for their profile we will also add parent feedback from the homework book and the 'Learning and Development Outside School' pro-forma that is sent home to be completed by parents and children.

We also post any learning and activities that your child engages in on a platform called 'Seesaw'. Each parent will be provided with their own login details to access the Seesaw application.

At around the third week of June all children have their final assessment recorded for all 17 Early Learning Goals. A child is required to achieve 'expected' in all the first 12 Early Learning Goals to achieve a Good Level of Development (GLD). Parents will be provided more information on this at the first Curriculum meeting in September.

Homework

Edison primary recognises the importance of homework and also appreciates the need for balance so that it does not impinge on quality family time.

Reception children shall be set homework every Friday on the Seesaw application, which will need to be completed by the following Wednesday. Paper copies of the homework will also be provided for those children that are unable to access the Seesaw platform.

The School Day

8 to 8.45am	School day 8.45am to 3.45pm Gates open 8.35am and close at 8.50am	3.45 to 4.45pm	4.45 to 5.45pm
'Early Birds' Breakfast Club		Enrichment Clubs or 'Night Owls' After School Club	'Night Owls' After School Club

A timetable of lessons is provided at the start of the school year

Child Drop Off and Collection

Our school gates open at 8.35am and children are allowed into their classrooms from 8.35am. Parents are welcome to stay with their child until 9am for the settling in period. We request that parents consider what is best for their individual child. Some children will find it helpful for their parent to stay for a few minutes whilst others can find it more unsettling.

If you will be on school grounds for more than a quick drop off, we would ask you to consider if you have driven to school and where you have parked your car. As we are sure that you wish to support our efforts to keep local residents and other road users happy.

Child Supervision and Handover

No child leaves our supervision or care without an appropriate adult. In order to achieve this aim, we operate the following procedures at our school.

Pupils that arrive for breakfast club from 8am are supervised by school staff. They are then walked to their class and handed over to their class teacher at 8.45 am.

Parents whose children arrive after 8.45am will need to report to the school office. The school office records all late and reasons relating to absences onto the register, and follows up any absences unknown to staff.

Afternoon Registration takes place at 1pm.

Dismissal is at 3.45pm. The children are dismissed from the Reception playground to a parent or guardian. Children will not be dismissed to other adults without prior notice given by parents (information to be recorded in child collection book). Adults

who are unknown are asked to wait until contact has been made with parents. At 3.45pm children who have not been collected are taken to the Office where a parent shall be contacted. If a child is not collected by 3.55pm they may be placed in the Afterschool Club and a cost will be applicable.

School gates will close at 3.55pm to secure the site for those attending After School clubs.

Snacks and Lunch

Children in Reception and KS1 are provided a snack (usually fruit/vegetable) each day. Milk is only provided free by the Government until a child reaches the age of 5. Parents that wish their child to continue receiving milk after this point should ensure they have registered with Cool Milk and make payment at least two weeks in advance of your child turning five.

Lunch is catered by Wilson Jones in our lovely new kitchen. Currently the government provides free school meals to all children in Reception and KS1. A packed lunch will be provided by the caterers when children attend school trips. A form (provided by Wilson Jones) must be completed for any child with food allergies and signed by your GP.

Snack at Collection Time

We advise parents come to school with a healthy snack for their child at home time as by this point it has been nearly four hours since they have eaten and they are usually extremely hungry! Please give your child the snack once you have left the school site.

Behaviour and Restorative Practice

Edison Primary School shall be following restorative practice. We have high expectations for all our children. We encourage all children to try their best to achieve goals, and also expect school rules to be maintained. Our behaviour chart is based on a restorative approach and displayed in each classroom, where children are trained to become fully aware of impact of their behaviour and encouraged to make good choices. All incidents in the school will be resolved using these four restorative questions and will be discussed with both children present:

1. What's happened?
2. What were you thinking?
3. What needs to happen to put things right?

4. What are you going to do differently next time?

We have high expectations of all of our pupils with positive reinforcement as a consistent approach. Children receive Dojo points for good behaviour and learning. We also reward good behaviour by use of a recognition board. From the second half of the autumn term, children who are consistently over and above in all areas are invited weekly to have hot chocolate with the Headteacher.

Home and School Links

We recognise that parents and carers are a child's first and most enduring educators and we aim for the school and parents and carers to work closely together. This can have a very positive impact on a child's development but relies on a two-way flow of information and knowledge. Please refer to the Communication policy.

We develop this working relationship between school and parents and carers as follows:

- We send home weekly email updates on events taking place at school to the person listed as primary guardian. We also send reminders via the School WhatsApp. Any announcements of updates are also posted on Seesaw.
- We offer parent consultation meetings three times a year to discuss progress
- We send home activities relevant to their learning
- We provide an overview of our curriculum for each half term
- We operate an open door policy that will allow parents and carers to discuss concerns and developments in an informal manner. Conversely if staff have concerns about the progress of a child, they will immediately approach parents and carers to discuss further
- We conduct workshops for parents and carers to enable them to be familiar with the teaching methods used in school to make it easier to emulate them at home.

Attendance and Absence

Registration The law requires regular attendance by pupils at school and schools are required to take an attendance register twice daily. This must be done at the start of the morning session, and once during the afternoon session. Schools must notify the Local Authority if a pupil attends irregularly, or is absent continuously without authorisation for ten or more school days.

Procedure of registration: Morning and afternoon registration is recorded following UK law and Government guidelines. Morning attendance at Edison is taken at 8.45am and is recorded by the class teachers through **Arbor**. It is then checked and monitored

on the school database by the School office. In case of an emergency/fire/evacuation. School office staff must keep and then distribute hard copies of all class lists to the teacher so that the school is aware if a pupil is missing.

Any pupils arriving late into school will be marked as absent from their class, and on their arrival to school they should report to the office where the Admin staff will update their attendance record. A daily list of pupil absences is created on Arbor by 9.30am. Admin staff will then follow up any unauthorised absence by contacting parents.

The school takes attendance and punctuality seriously and will follow-up where either is a concern.

The law in this country requires all pupils, from five to sixteen, who are educated at a school to attend, as long as they are well. The Headteacher can't grant permission for absence, other than for medical reasons, only in exceptional circumstances. If permission is not given the family is in breach of the law and the school is obliged to make annual return of such unauthorised absences to the Government.

An **Absence Request Form**, must be completed by any parent requesting their child's absence from school. This form can be obtained from the school office.

If your child is unwell and unable to attend school, you must call the school office by 9:15 am. (Please do not use email to inform of absence as they are not always checked by 9:15). You should call the school on each day that your child is absent. Parents are requested that dental and doctor appointments are made outside school hours wherever possible.

If a child is reported as absent due to illness and it is found that this is not the case a parent could be in breach of the law.

Intimate care

This is any care that involves washing, touching or carrying out a procedure that most children are able to carry out themselves. However, depending on the age and stage of a child's development, they may need some support, for example, dressing, wiping their bottom after using the toilet and changing underwear and clothes following a (toilet) accident.

Parents inform staff of those children likely to require such care and a discussion takes place regarding how their needs can be met as closely in school as they would

be met at home. Parents provide clean clothing and are always informed when a child has needed such care.

Every child has the right to privacy, dignity and a professional approach from all staff when meeting their needs and it is important that staff work in partnership with parents to give the right support to an individual child.

Privacy is maintained as far as possible and staff are always encouraged to change a child in the presence of another member of staff.

Intimate care is given to children who need it in line with our school policy.

Parents are always informed when this care is given.

Preventing the Spread of Illnesses

It is our policy to encourage and promote good health and hygiene for all the children in our care. This includes, but is not limited to, monitoring the children

For signs and symptoms of communicable diseases such as chickenpox, measles, mumps, rubella, meningitis, hepatitis, diarrhoea, vomiting and fevers of 101°F/38°C or over.

With the welfare of the sick child in mind and in the interests of the remaining children in the school, if in the opinion of the staff a child is ill, then the parent/carer will be contacted and requested to collect him/her as soon as possible.

In the case of the following communicable diseases the minimum Periods of Exclusion from school are thus:

COVID-19 - The preventative measures we have in place are:

adhering to social distancing in the classroom, washing hands regularly, smaller groups in classrooms, frequent cleaning of all classrooms and toilets, frequent cleaning of touched surfaces.

- If a child shows symptoms of a persistent cough or fever, they will be isolated and the parent will be contacted to collect the child and take them home.
- The child must be taken for a test and child and family must isolate for 10 days to stop the spread of the virus. This is according to current Government guidelines and may be subject to change.

Temperature - must be off for 24 hours

Vomiting - 48 hours from last incident

Conjunctivitis - Keep at home for a minimum of day; longer if eyes still sore

Diarrhoea - 48 hours from last incident

Chickenpox - Seven days from appearance of the rash

Gastro-enteritis, food poisoning, salmonellosis and dysentery - 48 hours or until advised by the relevant public health

Infective hepatitis - Seven days from onset

Measles - Seven days from appearance of the rash

Meningococcal infection - Until recovered

Mumps - Until the swelling has subsided and no less than seven days from onset

Pertussis (whooping cough) - 21 days from the onset of paroxysmal cough

Poliomyelitis - Until declared free from infection by the appropriate public health

Scarlet fever and streptococcal infection of the throat - Until appropriate medical treatment has been given and no less than three days from the start of treatment.

Tuberculosis - Declared free from infection by the appropriate public health

Typhoid fever - Declared free from infection by the appropriate public health

Impetigo - Until the skin is healed

If antibiotics have been prescribed a child must remain at home until at least one day after the first dose of medication.

In the first instance it is always the priority of Edison staff to prevent the spread of illness at all times. The children are taught through play and routine about how to care for themselves and others. They recognise the need to wash hands after toileting and before eating to prevent the spread of germs and are encouraged to eat a healthy range of food both at lunch time and snack.

Administering Medicines

- i. Asthma – A child with Asthma may only attend school if two ‘in date’ pumps are provided and a care plan is in place
- ii. Epipen - A child with an epipen may only attend school if two ‘in date’ pumps are provided and a care plan is in place
- iii. Medicine will only be administered to children with a Medical Care plan is in place or when a child is required to take at least four doses of antibiotics in a day (we will not be able to administer ad-hoc over the counter medicines or herbal remedies)
- iv. Written consent from parents must be received before administering any medicine to a child at school
- v. Medicines will only be accepted for administration if they are:
 - a. Prescribed
 - b. In-date
 - c. Labelled
 - d. Provided in the original container as dispensed by a pharmacist and include instructions for administration, dosage and storage.
 - e. The exception to this is insulin which must be in date but will generally be available inside an insulin pen or pump, rather than in its original container (if necessary they will be stored in the Fridge located in the medical room)
- vi. Medicines should be stored safely. Children should know where their medicines are at all times
- vii. Written records will be kept of all medicines administered to children

It is the parent’s responsibility to inform the school if a child has been given any medicine before coming to school.

Parents should also ensure that they can be easily reached during the school day in case of an emergency.

School Uniform

Uniform

Our Uniform is available from Sanco on Bell Road, Hounslow



Please refer to additional uniform sheets for full details.



"Tell me and I forget, teach me and I remember, involve me and I learn"

BENJAMIN FRANKLIN