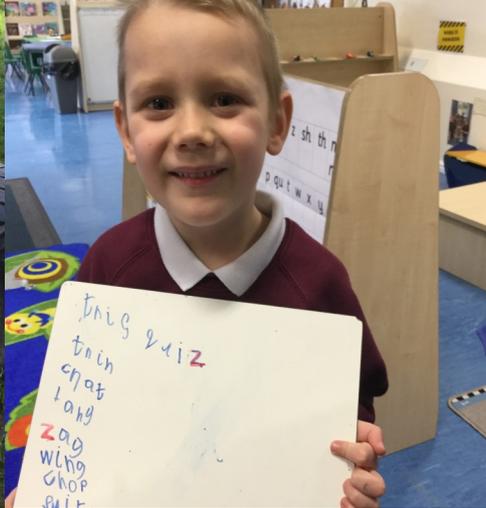


Welcome to Park View Academy

# Reception

INFORMATION FOR PARENTS/CARERS



Places are limited; for further details, please contact the office on 0151 477 8120 or email: [ParkViewAdmin@deantrustparkview.co.uk](mailto:ParkViewAdmin@deantrustparkview.co.uk)

Park View Academy, Park View, Huyton, Liverpool, L36 2LL



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## *Welcome to Park View Academy*

Park View Academy Reception provides children with an outstanding level of care combined with a warm, secure and stimulating environment. We pride ourselves on delivering a fun and balanced curriculum for all our pupils that develops their skills and confidence in preparation for the transition into Year 1.

We work as an integrated team across Nursery and Reception. The Reception is staffed with two teachers and two teaching assistants. The EYFS lead has responsibility for the whole unit. Our adult to child ratio is generous so that all children receive lots of individual attention from staff who are experienced, dedicated and professional.

## *Meet the Team*



**Miss Woodray**  
Reception Teacher



**Miss Lamkin**  
Reception Teacher



**Miss Wright**  
Teaching Assistant



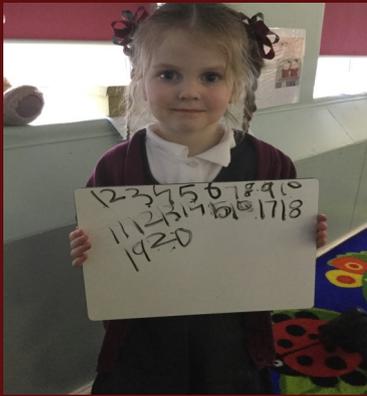
**Mr Grenside**  
Teaching Assistant

## *Early Years*

*“The best way to predict your future is to create it.”*

*~ Abraham Lincoln*





## *The School Day*

The children's day starts at 8.50am and finishes at 3.00pm.

Doors open at 8.40am to ensure a smooth transition into school.

The class teacher or a member of SLT will always be happy to speak with you at the end of the school day or at a mutually convenient time if any issues or problems should arise.

We discourage parents from discussing issues in the morning unless they are urgent.

## *Contacting the School*

**Address:** 71 Park View, Huyton, Liverpool L36 2LL

**Contact:** 0151 - 477- 8120

**Email:** [parkviewadmin@deantrustparkview.co.uk](mailto:parkviewadmin@deantrustparkview.co.uk)



@DT\_Parkview



Park View Academy



DT\_Parkview

## *Attendance and Punctuality*

If your child is ill, please telephone school on the first day of absence explaining why your child cannot attend.

All parents are to ensure their child arrives at school on time. If your child arrives at school late they will be missing key learning opportunities. Arriving late creates anxieties for your child and is not setting a good example for the future.

Holidays must not be taken during term time for any reason and will not be authorised.





## School Uniform

### **Uniform ~ Non-Negotiable**

#### **Boys**

White polo shirt

Plain grey trousers

School jumper/sweatshirt

Plain grey socks

Plain, black, velcro shoes – no trainers, boots or ankle boots

Grey shorts

No extreme haircuts – no less than a three all over

No transfer tattoos

No earrings or studs of any kind

#### **Girls**

White polo shirt

Grey skirt/pinafore/trousers

School jumper/cardigan

Plain grey socks or tights

Plain, black, velcro shoes – no trainers, boots or ankle boots

Baby pink summer dress (Summer term only)

No nail varnish or transfer tattoos

Hair bows/ribbons must be small enough to fit under child's hand

No earrings or studs of any kind

**Please ensure all uniform (including shoes) are clearly labelled with your child's full name. This will ensure clothing does not get mixed up or lost.**

**This is correct as of September 2020. Please see our website for the latest policy.**



## Reading Books & Homework

Book bags are part of the school uniform. Reading books are changed on an allocated day but we do expect you to practice them daily. We ask you to fill in the School Planner when you have heard or read to your child at home.

Homework will be set on a Monday and will need to be sent back on Friday. Words to read will be sent home fortnightly to learn and children will be tested on these weekly before they are changed.

## Lunch and Snack

### Morning /Afternoon Snack

As part of the National Fruit and Vegetable Scheme, the children will have the opportunity to eat a fresh piece of fruit (such as satsuma's, apples, bananas and tomatoes), or vegetables (such as carrots and sugar snap peas) daily at our snack area. We may also provide an extra healthy snack such as crackers, bread sticks or cheese portions. This is paid for through a weekly donation of £1 per child. If your child has any food allergies please contact the school.

### Water

Fresh water will be available throughout the day for the children to access when required. The children are also invited to bring a bottle of water into school every day. No fruit juice or fizzy drinks. Water only.

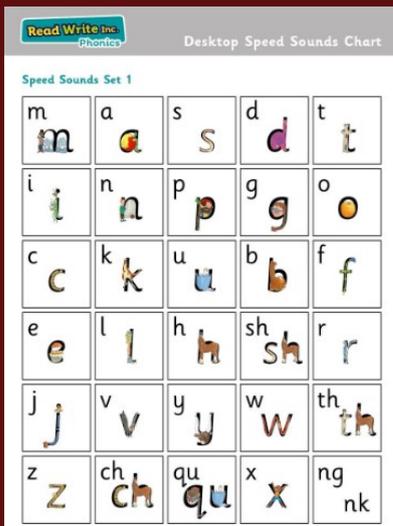
Please ensure your child's name is written clearly on their water bottle.

### Milk

Children are offered skimmed milk each day in class.

### Lunch

For those who choose to stay for lunch, your child has the choice to have a hot school meal, sandwich or a jacket potato. If your child is bringing lunch from home we encourage that your child has healthy options in their lunch box e.g. fruit, vegetables, cheese, yoghurt etc. No fizzy drinks.





## Medical

If your child has a medical condition, please fill in the medical form enclosed; you can tell us about any allergies, asthma, epilepsy or diabetes so that we can make your child's time in our school as comfortable as possible.

Children should be fully toilet trained before starting school. If your child has a medical condition please speak with a member of staff about this immediately.

Should your child receive any kind of First Aid, we will always inform you. If it is a more serious action, we will contact you immediately.

Medicines or tablets should not be brought into school.

If any do need to be administered 4 times per day then please complete a medicine form at the office to be given to your child.

We suggest that antibiotics be administered around the school day i.e. before school, after school and before bed.

## Accidents

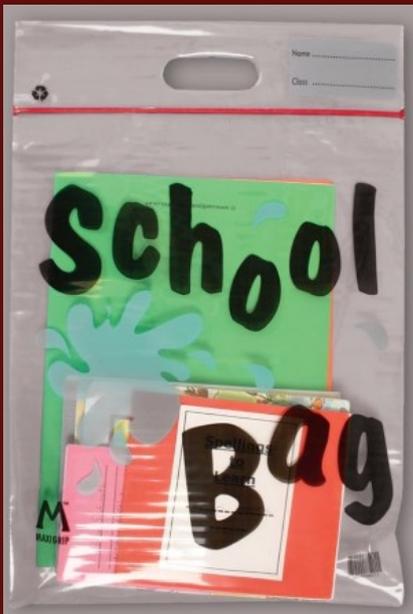
Children occasionally get wet in the water tray, when washing their hands and paint can get on their clothing; even with an apron! We do however, understand that some children may occasionally have rare toileting accidents, this is another reason for asking you to provide a change of clothes for your child.

Although we try our best to prevent these accidents, they do occur.

Please could your child have a change of clothing in a labelled bag, which can be left in school on your child's peg.

This is useful for whatever reason your child may need to be changed.

We will always inform you of any accidents or medical treatment your child has received either by a telephone call, first aid note or by a member of staff speaking to the person picking up your child.



## Safeguarding



It is very important that your child is brought and collected from school by a known, named adult.

Please fill in the authorisation pick up letter enclosed and return to school as soon as possible.

We will not let your child leave the school premises with a sibling in the school or adult unknown to us.

Please inform us if a relative or friend we have not previously met is collecting your child. We hope you can appreciate the importance of this.

All staff at Park View Academy have an up to date understanding of safeguarding issues and follow-up procedures inline with Knowsley's Local Safeguarding Children's Board. Therefore your child's safety is of utmost importance.

If you have a concern about any child's safety, please contact the Designated Safeguarding Lead.

## Concerns or Complaints

If you have a concern regarding your child we encourage you to discuss it with your child's class teacher initially. If you still have concerns, an appointment can be made with a member of the SLT who will happily meet with you to resolve any problems. If your problems or concerns still have not been resolved then an appointment with the head teacher can be made through the school office. If you would like to obtain a complaint form; please contact the school office.

## Parental Engagement

We value the great contribution parents/carers make to a child's education and strive to establish an effective partnership with parents and carers.

Parents/carers are kept informed of our curriculum through weekly information letters, which outline the learning activities the children have explored that week, whilst also suggesting ideas of activities they can do at home to follow this up.

Early Years staff may leave notes or messages in your child's planner; this is an excellent source of communication between home and school.

Parents can also access 'Class Dojo' via any electronic device and upload photographs and videos which staff can comment on. You can also use this to message your child's class teacher at the appropriate time.



## The Curriculum

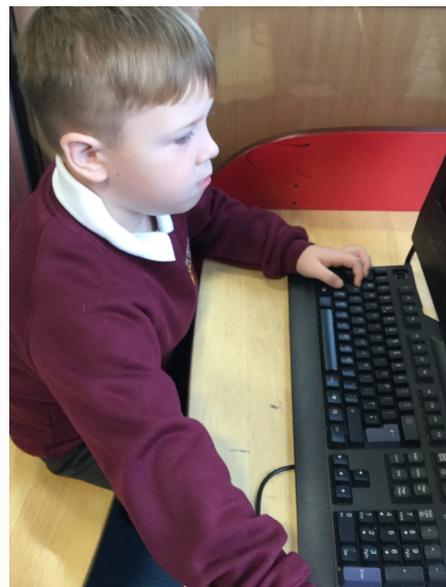
### Playing and Learning..

Playing and learning inside and out is at the core of everything we do in Reception. Prior to the children starting with us usually have a comprehensive transition programme including setting visits and parents meetings to ensure that we are prepared to support and extend each child's next steps in learning. Unfortunately due to COVID-19 this will not be able to take place.

The Foundation Stage curriculum uses EEXAT criteria to support planning for learning in all areas of the curriculum. The curriculum is split into prime and specific areas. We ensure that your child is secure in the Prime Areas before moving on to the Specific Areas.

Prime Areas - Personal, Social and Emotional Development, Physical Development, Communication & Language.

Specific Areas - Literacy, Mathematics, Understanding the World, Expressive Art and Design.



## How we assess the children

We assess the children using 'EEXAT' across all areas of learning. Each area of learning is split into six monthly milestones from birth to 66 months to support planning for progression. This ensures that each child is able to access appropriate activities, matched to their needs and age.

Each child has their own 'Learning Journey' file where any significant new learning is recorded. This can be done in a variety of ways using photographs, notes, learning stories or information collected on the computer programme 'EEXAT'. Using this programme we record new learning in a variety of ways which allows us to take photographs and write about the learning before making links to all the milestones so that we can make the learning explicit. Parents can also access 'Class Dojo' via any electronic device and upload their own observations whereby staff can comment on; through messages or your child's portfolio.

Comments

Name of Person

Comment note goes here Please comment on the child's learning journey. This is a placeholder for a comment.

Name of Person

Comment note goes here Please comment on the child's learning journey. This is a placeholder for a comment.

Name of Person

Comment note goes here Please comment on the child's learning journey. This is a placeholder for a comment.

Name of Person

Comment note goes here Please comment on the child's learning journey. This is a placeholder for a comment.

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# PRIME AREAS

**Personal, Social and Emotional Development,  
Physical Development, Communication & Language.**

From these photographs (right) you can see children developing skills in PSED and Communication and Language, including:

- Selects and uses own resources, asks for help and is confident to interact with others.  
PSED - Self confidence and self awareness 54 months
- Is able to negotiate with peers, working as part of a group - understanding and following rules, adapting their behaviours to different situations.  
PSED - Managing feelings and behaviour 60 months
- Is able to respond to stories asking questions and making comments. CL - Listening and attention 60 months
- Answers 'how' and 'why' questions about their experiences and in response to stories or events.  
CL - Understanding 66 months



We use our observations of the children to help plan activities and experiences to enable children to meet milestones in Physical Development including:

- Is dry and clean during the day and manages own basic hygiene. PD - Health and self care 54 months
- Shows an awareness and understanding of the effect of physical activity and what they eat on the body. PD - Health and self care 60 months
- Is able to adjust speed and direction and is able to use precision to control and manipulate resources and small equipment. PD - Moving and handling 60 months
- Shows good control and coordination in large and small movements. Moves confidently in a range of ways, safely negotiating space. Handles equipment and tools effectively. PD - Moving and handling 66 months



## SPECIFIC AREAS

### Specific Areas - Literacy, Mathematics, Understanding the World, Expressive Art and Design

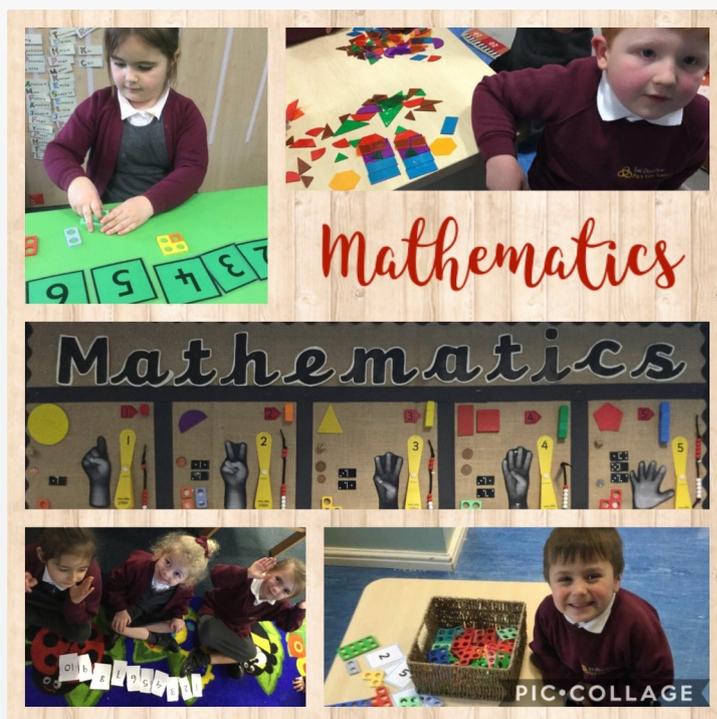


We encourage a love of reading and encourage children to develop their writing skills by providing a wide range of books for the children to share and a range of reasons to write. This helps the children reach these milestones:

- Links sounds to letters when segmenting and blending CVC words. Reading - 60 months
- Writes for different purposes. Writing - 60 months
- Writes simple sentences which can be read by themselves and others, with some words spelt correctly and others phonetically plausible. Writing - 66 months

We provide a wide range of mathematical activities and resources to enable children to meet milestones in number, shape, space and measure including:

- Counts reliably with numbers from 0-10, recognises and places in order and uses resources to say one more or one less than a given number. Number - 60 months
- Counts reliably with numbers from 0-20, place them in order and say which number is one more or one less than a given number. Number - 66 months
- Explores the characteristics of everyday objects, 2D and 3D shapes using mathematical language to describe them. SSM - 66 months



## Early Years Foundation Stage Profile

At the end of the Reception Year your child will be assessed for the EYFS Profile. This is a national assessment and all reception children will be assessed across the country in every school.

Our Reception child's EYFS profile has two main elements. For each of the ELGs, they'll be given one of the following gradings:

At the 'Expected' level of development (2)

At the 'Emerging' level of development (in other words, they haven't quite reached it yet) (1)

'Exceeding' the expected level of development (3)

Your child's teacher will award one of these levels for each of the seventeen EYFS areas of learning.

In addition to the 17 ELGs, the EYFS profile will include information about how your child is developing in 'Characteristics of effective learning'. These are:

- Playing and exploring
- Active learning
- Creating and thinking critically.

These three characteristics play an important part in your child's ability to learn. They also enable their Year 1 teacher to understand their level of development and their learning needs as they move into Key Stage 1.



## Early Reading

***‘The more you read, the more you’ll know. The more you learn, the more places you’ll go’***

**Dr Seuss**

At Park View Academy we have adapted a comprehensive and consistent approach to the teaching of early reading. We know that reading is a valuable and rewarding experience, laying a firm foundation for our children’s future.

It is a crucial area that will allow children to be fully engaged and enable them to access all areas of the curriculum successfully.

We know that success in reading opens doors to the wider world for our children.

In reception children will begin Phonics from week 1 by consolidating learning from ‘Letters and Sounds Phase 1’ then moving onto the Read Write Inc Programme.

The Read Write Inc programme teaches children the 44 sounds needed to sound out a word using FRED the frog and phrases - along with rhymes to form the letters correctly.



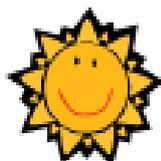
Children will receive a Reading 4 Pleasure book to enjoy with family on their first day and soon after a book suited to their phonics needs: these will be changed weekly on allocated days (noted in your school planners).

Staff, alongside ‘Reading Buddies’ from KS2, will listen to your children daily and read high quality texts throughout the day. This is to immerse your children in an environment where we cultivate a love of reading.



# Behaviour Expectations

## EYFS Behaviour System



All children begin each session in the sunshine.



Any unwanted behaviour and the child is given a choice: to change their behaviour or their name will be moved onto the 'Grey Cloud'. This is their 1<sup>st</sup> verbal warning.



If the child persists to behave inappropriately then their name is moved onto the 'Thinking Cloud'. However if a child hits or kicks another person then they will move straight to the 'Thinking Cloud'. Here they will complete 'Thinking Time' for each minute of their age.

When the behaviour improves their name can be moved back into the 'Sunshine'.



If a child is refusing to follow the school policy then a member of the EYFS Team will be phone called to support. If they do not improve their behaviour, their name is moved into the 'Black Cloud' and the Learning Mentor is informed.

The child must be given a fair opportunity to improve their behaviour with lots of praise for good behaviour.

Each class will display the class rules which will help them to stay in the sunshine.

1. We use kind words.
2. We tidy up when we are finished.
3. We walk in school to keep us safe.
4. We have kind hands and feet.
5. We listen carefully.

Children can be rewarded with extra 'Dojos' for good behaviour.

When a child has 10 'Dojos' in a week they can choose a prize from the 'Golden Box'.

## Key Person

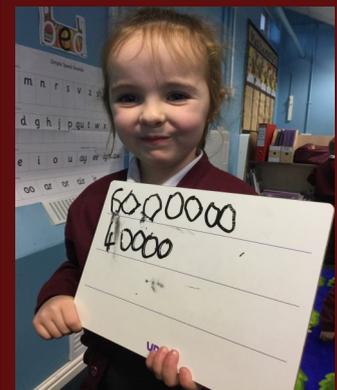
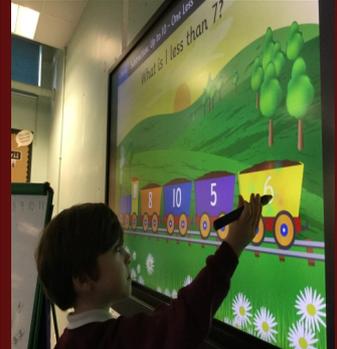
The Statutory Early Years Foundation Stage Framework states that each child must be assigned a key person.

A key person is:

- ◆ Someone to build relationship with the child and parents
- ◆ Someone who helps the child become familiar with the provision
- ◆ Someone who meets children's individual needs and care needs (e.g. dressing, toileting etc)
- ◆ Someone who responds sensitively to children's feelings

Details of your child's key person will follow once your child has built up a relationship with a member of the Early Years team.

There may be times in the year when your child's key worker will change. We will discuss this with you and why we have changed this named person.



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## How can you help your child at home?

### Reading

- Reading with your child is vital. Research shows that it's the single most important thing you can do to help your child's education. We will send library books home for you to share throughout the year.
- Think of ways to make reading fun – you want your child to learn how pleasurable books can be. If you're both enjoying talking about the content of a particular page, linger over it for as long as you like.
- Schedule a regular time for reading – perhaps when you get home from school or just before bed.
- Look for books on topics that you know your child is interested in – maybe dragons, insects, cookery or a certain sport.
- Make sure that your children's books are easily accessible in different rooms around your house.

### Mathematics

- Try to make maths as much fun as possible – games, puzzles and jigsaws are a great way to start.
- It is also important to show how we use math skills in our everyday lives and to involve your child in this.
- Point out the different shapes to be found around your home.
- Take your child shopping and talk about the quantities of anything you buy.
- Let your child handle money and work out how much things cost.
- Look together for numbers on street signs and car registration plates.

