



Welcome to Westminster Primary Academy

*We look forward to your child joining our
school in September 2021*

Contents

Welcome from the Headteacher

Mission Statement

Parents as Partners

Early Years Provision

Continuous Provision

Language and Literacy

Mathematics

Role Play Areas

Other Provision

Outdoor Provision

Organisation for a 'Typical' School Day

Statement of Equal Opportunities and Special Educational needs

Home Learning

School Readiness

A Final Thought

Welcome from the Headteacher



Mr Roger Farley

Thank you for choosing Westminster Primary Academy for the start of your child's primary education. From now, we will be here to support you and your precious child and try and answer any questions you may have regarding your child's learning and wellbeing at school. We believe this is one of the most important years in their education and will work closely with parents and carers to really understand each child as an individual and their specific needs. Westminster's Early Years (reception) provision is second to none and is staffed with caring experts who are dedicated to getting the best outcomes for the children. I look forward to meeting you and your child in due course. Rest assured, in these uncertain times, we will follow the government guidance in keeping the children safe. If you do have any queries, please contact our school office in the first instance and one of the team will get back to you.

Stay safe.

Roger Farley

Mission Statement

It is our belief that all children in our care should aim to reach their full potential whilst learning in a safe, stimulating and happy environment. Our aim is to build on what the children already know, offering them a wide range of quality activities to extend their learning, together with experienced and committed practitioners who have a sound understanding about how children learn.

We aim to enable every child to be happy, relaxed and self-motivated and to have gained a high degree of independence by the time they leave reception.



Parents as Partners

Our school acknowledges parents as the child's primary educators, having a unique knowledge about how they learn. We value the positive results that are gained by practitioners and parents working together. We can develop effective partnerships with parents in the following ways:

- *By listening to parents' accounts of their child's development.*
- *By acknowledging any concerns when they first arise.*
- *By providing a flexible pattern of attendance initially to allow the children to become secure.*
- *By keeping parents fully informed about the early years curriculum and their child's progress.*
- *By suggesting experiences in the home which can be used to develop learning in school.*
- *By working to make parents feel welcome, valued and necessary.*
- *Through our celebration assemblies, class assemblies, reading and phonics workshops and many other events throughout the school year.*
- *By hearing your child read on a regular basis and comment in the home/school diary.*
- *By talking to your child about their learning and experiences at school.*
- *By checking Class Dojo regularly to ensure you have received important information.*
- *By completing home learning as shared on Class Dojo.*

We are proud of our strong communications with parents, this can almost be on a daily basis and is usually informal.

Please feel free to discuss any aspect of your child's development with the class teacher at a mutually convenient and pre-arranged time.

The Early Years Foundation Stage (EYFS)

The Early Years Foundation Stage (EYFS) curriculum covers the age from birth to five and continues until the end of your child's first year at school.

The key principles of the EYFS are:

- **An Unique Child** - Every child is a competent learner who can be resilient, capable and confident.
- **Positive Relationships** - Independent learning is based on the secure relationships with children, teachers and parents.
- **Enabling Environments** - A stimulating environment plays a key role in a child's development.
- **Learning and Development** - Children learn in different ways and at different rates.

The EYFS states that young children learn best through play and first hand experiences. Therefore, we provide a range of stimulating activities and experiences to help them develop new skills.

The current EYFS is split into **7 Early Learning Goals** in the following areas of learning:

- **Personal, Social and Emotional Development** - Self-Regulation, Managing Self, Building Relationships.
- **Communication and Language** - Listening, Attention and Understanding, Speaking.
- **Physical Development** - Gross Motor Skills, Fine Motor Skills.
- **Literacy** - Comprehension, Word Reading, Writing.
- **Mathematics** - Number, Numerical Patterns.
- **Understanding of the World** - Past and Present, People, Culture and Communities, The Natural World.
- **Expressive Arts and Design** - Creating with Materials, Being Imaginative and Expressive.

Continuous Provision

All classrooms are organised and provide areas that promote the different areas of the EYFS curriculum.



Language and Literacy

- Writing, reading and phonics areas
- Interactive whiteboard and other technology
- Creative area
- Small world
- Investigation areas
- Construction areas
- Role play
- Rhymes and stories
- Outdoor classroom



Mathematics: Number and Numerical Patterns



- Practical equipment for number and shape, space and measure
- Interactive whiteboard and other technology
- Maths games
- Rhymes and stories
- Role play
- Small world
- Construction area
- Outdoor classroom
- Creative area
- Sand and water
- Programmable toys



Role Play Areas

Most role play areas are changed depending on current topics and themes. Here are some examples of different role play areas your child could access throughout the year.



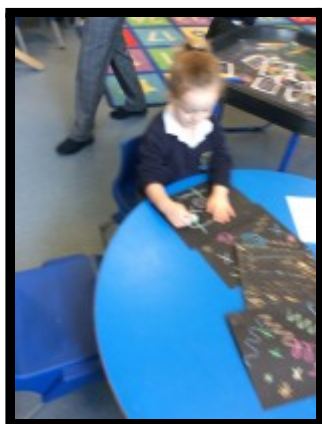
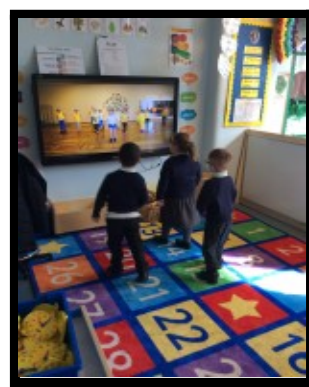
Home Corner
Garden Centre
Space Station
Dinosaur Land
Shops
Travel Agents
Post Office
Cafe
Bakery
Antarctica



Other Provision



- Music
- Art
- Knowledge and Understanding of the World
- STEM (Science, Technology, Engineering and Mathematics)
- PE
- Reception Club Night - including clubs such as; *Gardening, Crafts, Games*
- School Trips
- Visitors into school
- Homework
- Celebration Assemblies



Ready, Respectful and Responsible

Outdoor Classroom



All children in Reception will regularly be using the outdoor classroom. Outdoor activities are seen as an integral part of the Early Years Provision and are made available for the children throughout the day. The outdoor provision is considered to be equally as important as the indoor provision and many of the activities planned for the children are mirrored in both learning environments. The outdoor areas provide the following opportunities for children's learning and development.

- Time to develop social skills and interaction with peers.
- The freedom to explore and investigate.
- The opportunity to take risks and engage in physical activity.
- Helping children to learn how to be safe.
- Showing awareness of others.
- Exploration of living things and experiences of the real world.
- The opportunity to experience awe and wonder.



The safety of young children outside is paramount and all children using the outdoor area are closely supervised by an adult.

Organisation of a typical day in Reception

8:45am: Doors opened to the children and their families. All children are to enter from the main reception door.

8:45am - 9:00am: Self Registration and morning activity ie name writing

9:00am: Registration

9:00am - 9:30am: Breakfast (provided at school) and morning activity

9:30am - 10:00am: Letters and Sounds (taught in small groups)

10:00am - 11:30am: Reading and Writing activities (Guided with a teacher, supported by a teaching assistant or independent learning challenges within the continuous provision)

11:30am - 11:45am: Story / sharing children's learning from morning

11:45am - 12:30pm: Lunch

12:30pm - 1:00pm: Registration and whole class Maths input with class teacher.

1:00pm - 2:30pm: 'Free Flow' learning across all areas of the continuous provision.

2:30pm - 2:45pm: Activities that may include; music, PSHE, vocabulary and RE.

2:45pm - 3:15pm: Fruit and story and or songs and sharing children's work from day

3:15pm End of the school day

At the end of the day parents will collect their child from the outside door. RW collects from the classroom external door and RP from the main door into the department.



Statement of Equal Opportunities and Special Educational Needs

Equal Opportunities

All teaching and support staff at Westminster Primary Academy work to ensure that all pupils, irrespective of gender, ability, ethnicity and social circumstances have access to the whole curriculum and opportunities to make the greatest progress possible in all areas of the Early Years Stage.

Staff ensure that all children feel secure, included and valued, no child should feel excluded or disadvantaged because of ethnicity, culture, home language, family background, special needs, disability, gender or ability.

Special Educational Needs

Please see the school's policy on special educational needs which can be found on the school website:

At Westminster Primary Academy we aim to provide a happy, stimulating and secure environment for all children where individual abilities are recognised.

All children are given opportunities to develop skills to the very best of their ability.

Early intervention is encouraged and equipment resources and learning activities to meet the individual of the child are provided.

Westminster Primary Academy works with parents to identify learning needs, to respond quickly to any area of difficulty and to formulate an effective strategy to meet these needs so that later difficulties can be avoided.

The Special Education Needs and Disability Coordinators (SENDCO's) and their team at Westminster often hold SENDCO 'surgeries'. These are drop-in sessions held at school at which you can go and speak to them about any questions or concerns you may have. You can also speak to your child's class teacher any time.



Home Learning

Children will be given access to reading books via our whole school online reading programme - **Bug Club**.



Bug Club

However, if you would like your child to bring home a reading book and reading log please ask.

The team also provides additional homework where necessary including talk based, topic based and practical homework tasks.

The team will keep you regularly updated on homework via Dojo, our half termly newsletters and regular conversations.



Is Your Child School Ready?

To ensure a smooth transition into the setting, we ask that you ensure your child is ready for the school environment. The top five things to do are:

- 1) *Ensure your child is toilet trained. They will not be able to start school full time until they are toilet trained. (This does not apply for children with SEN)*
- 2) *Be able to dress and undress themselves.*
- 3) *Be able to hold a pen/pencil and make marks with it.*
- 4) *Be able to join in with and sing nursery rhymes.*
- 5) *To listen to and discuss stories.*

Ready, Respectful and Responsible

A Final Thought

Finally a few thoughts from the children who have enjoyed their first year at Westminster Primary Academy.

Quotes from children

"I like drawing shapes like cones, cylinders and spheres."

"The Gruffalo is my favourite story. I wrote a story about it."

"It is fun in Reception and we get to look after tadpoles and caterpillars."

"We had a teddy bear's picnic in Reception and we got to bring in our teddies. It was a good day!"

"I have made lots of new friends in Reception."

"I have enjoyed learning about Space and how space rockets work."

"I love being in Reception because there are lots of things to do."

"I liked playing in the Space station."

"I love colouring and making things at the creative table."

"I enjoyed seeing the penguins at Blackpool Zoo."

