



# KESTON PRIMARY SCHOOL AND NURSERY NEW RECEPTION PARENTS' MEETING

July 5<sup>th</sup> 2023

# Welcome!



- Brief introduction to Keston
- The EYFS (Early Years Foundation Stage)
- In the Classroom
- Support from Home
- Preparing for School



# INTRODUCTIONS



Mrs Green  
Headteacher



Mrs Eason  
Assistant  
Headteacher  
Standards



Mrs Stevens  
Assistant  
Headteacher  
Inclusion



Mrs Storey  
Assistant  
Headteacher  
EYFS Leader



Miss East  
Red Class  
Monday and  
Tuesday



Mrs Meadowcroft  
Red Class  
Wednesday -  
Friday



Miss Crowther  
Blue Class

# RESPECT, BELIEVE, ACHIEVE



**KESTON PRIMARY SCHOOL**  
Vision 2025

**Standards and Achievements**  
Every child is highly motivated to be an independent learner and **achieve** their full potential. Achievements are recognised, valued and celebrated by all.

**Provision**  
Our children are engaged by a vibrant, diverse and evolving curriculum. Our excellent learning environment is creative and stimulating.

**Partnership and Community**  
Children, families, staff and Governors proudly work together with mutual **respect** to ensure our school's success.

**Wellbeing**  
Every child thrives in a safe, supportive environment. We **believe** in ourselves and each other.

Children, families, staff and governors worked together in the Autumn Term of 2020 to shape the vision for the school.

The collated, shared ideas for the 'Four Pillars' of excellence can be seen below.

The 'Four Pillars' are:

- Standards and Achievements
- Provision and Partnership
- Wellbeing and
- Community



Ofsted  
February  
2023



# THE EARLY YEARS FOUNDATION STAGE

| Areas of Learning and Development                  |  |   |   |
|--|--|---|---|
| Prime Areas  |  |   |   |
| Communication and Language                         | Personal, Social and Emotional Development                 | Physical Development  |   |
| Listening, Attention and Understanding<br>Speaking | Self-Regulation<br>Managing Self<br>Building Relationships | Gross Motor Skills<br>Fine Motor Skills                                 |   |
| Specific Areas                                     |  |   |   |
| Literacy   | Mathematics  | Understanding the World   | Expressive art and Design                                   |
| Comprehension<br>Word Reading<br>Writing           | Number<br>Numerical Patterns                               | Past and Present<br>People culture and Communities<br>The Natural World | Creating with materials<br>Being Imaginative and Expressive |

# ASSESSMENT



Welcome to the  
Reception Baseline Assessment

Please log in below

School ID

Domain

Username

[Login](#)

[Trouble logging in? Click here](#)

[Get more information](#)

[Terms and conditions](#)



## Baseline:

- Completed in the first 6 weeks of school
- An activity-based assessment of pupils' starting points in:
  - language, communication and literacy
  - Mathematics
- No numerical score will be shared and the data will only be used at the end of year 6 to form the school-level progress measure.
- Teachers will receive a series of short, narrative statements that tell them how their pupils performed in the assessment. These can be used to inform teaching within the first term.



# ASSESSMENT

## EYFS Profile:

At the end of the school year you will receive an EYFS report for your child, detailing whether they have met the goals for each area of learning.

- You will be told whether your child's development is emerging or expected in relation to the goals.
- More details about the EYFS Profile are available from [www.foundationyears.org.uk](http://www.foundationyears.org.uk) and we will give out a copy of all the goals during the Autumn term.
- Your feedback and contributions from home on where your child is achieving can help us to make end of year judgements.



|                | Areas of Learning                          | GLD | Early Learning Goals                         | Valid Values         |                     |
|----------------|--|-----|--|----------------------|---------------------|
| Prime Areas    | Communication and Language                 | ✓   | E01 - Listening, Attention and Understanding | 2<br><i>Expected</i> |                     |
|                |  | ✓   | E02 - Speaking                               |                      |                     |
|                | Personal, Social and Emotional Development | ✓   | E03 - Self-regulation                        |                      |                     |
|                |  | ✓   | E04 - Managing Self                          |                      |                     |
|                |  | ✓   | E05 - Building Relationships                 |                      |                     |
|                | Physical Development                       | ✓   | E06 - Gross Motor Skills                     |                      |                     |
|                |  | ✓   | E07 - Fine Motor Skills                      |                      |                     |
| Specific Areas | Literacy                                   | ✓   | E08 - Comprehension                          | 1<br><i>Emerging</i> |                     |
|                |  | ✓   | E09 - Word Reading                           |                      |                     |
|                |  | ✓   | E10 - Writing                                |                      |                     |
|                | Mathematics                                | ✓   | E11 - Number                                 |                      | A*<br><i>Absent</i> |
|                |  | ✓   | E12 - Numerical patterns                     |                      |                     |
|                | Understanding the world                    |     | E13 - Past and Present                       |                      |                     |
|                |  |     | E14 - People, Culture and Communities        |                      |                     |
|                |  |     | E15 - The Natural World                      |                      |                     |
|                | Expressive Arts and Design                 |     | E16 - Creating with Materials                |                      |                     |
|                |  |     | E17 - Being Imaginative and Expressive       |                      |                     |

\* If any goal is marked A, then all goals must be marked A

# DAILY TEACHING

Each day there will be a mixture of:

- Whole Class Work (number rhymes and songs, counting, games, listening to stories, learning and talking about number facts, shared writing activities, phonics).
- Small focus group activities.
- Exploration and Play.
- Child Initiated Learning. This is where children access different learning areas within the environment. This is a great opportunity for children to apply and consolidate prior learning.



# PHONICS

We use Little Wandle Letters and Sounds Revised to teach phonics, this is the method of teaching reading through the identification of sounds.

Phonics is taught everyday and in a session they will learn a new sound, how to form the letter and they will begin to blend sounds to read words.

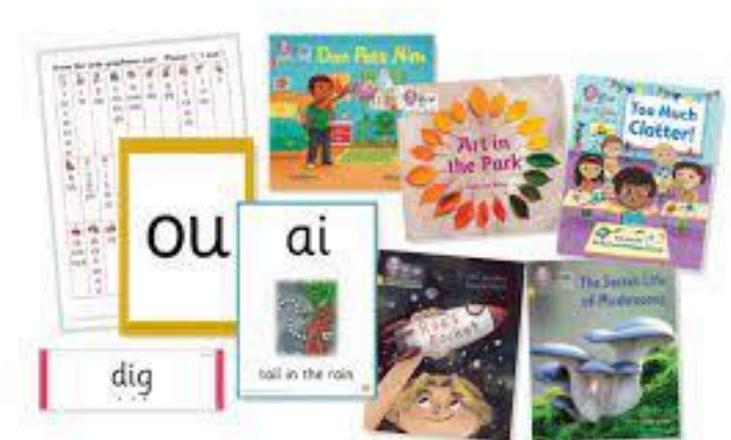
- We are keen to share with you how we teach this and we will invite you to a phonics meeting during the Autumn Term.

- If you would like to find out more information on Little Wandle then you can visit the link below:

<https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>

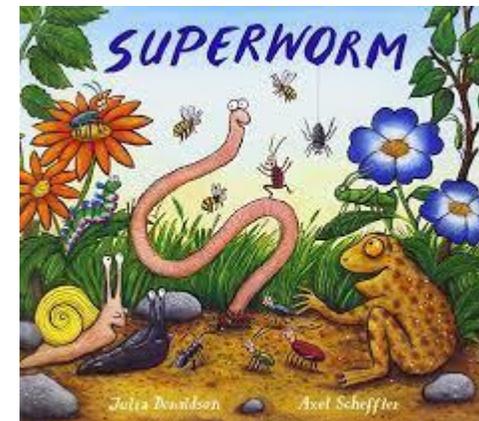
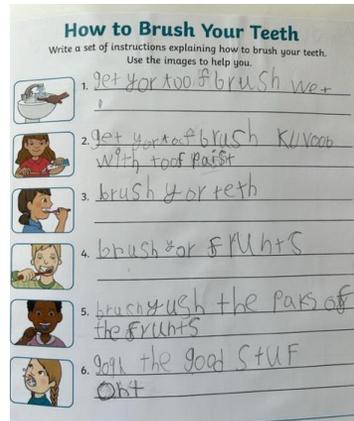
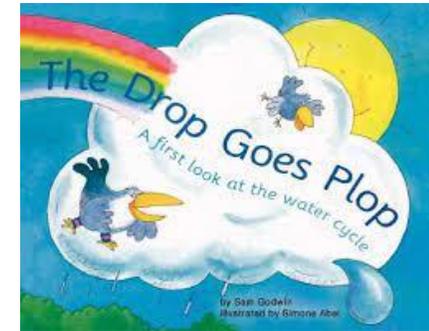
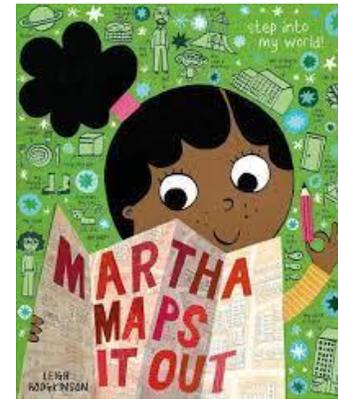
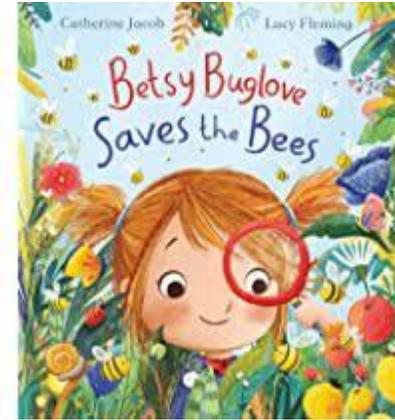
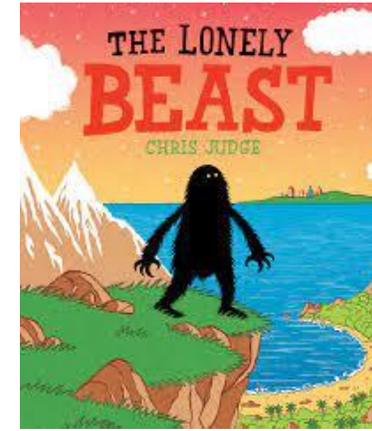
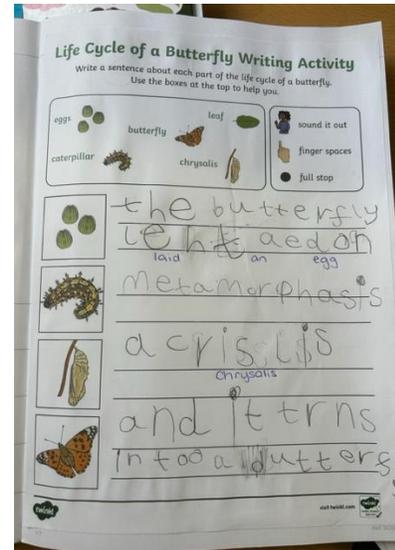
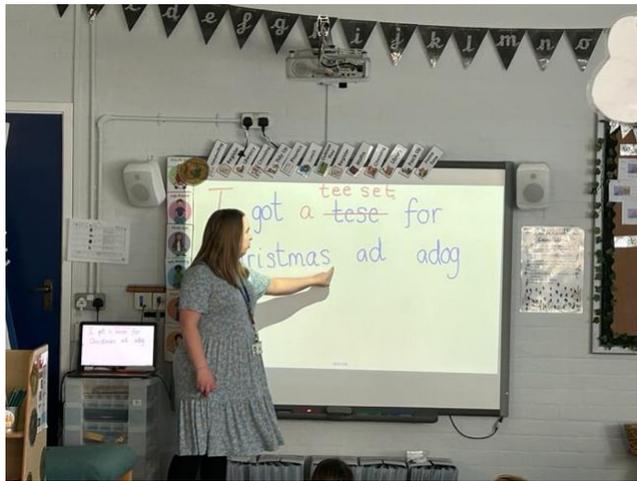


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# Literacy

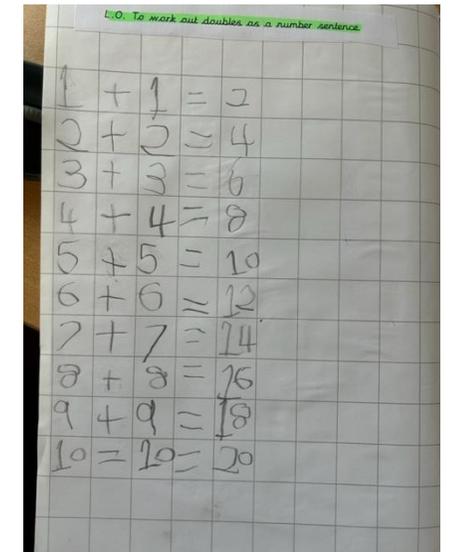
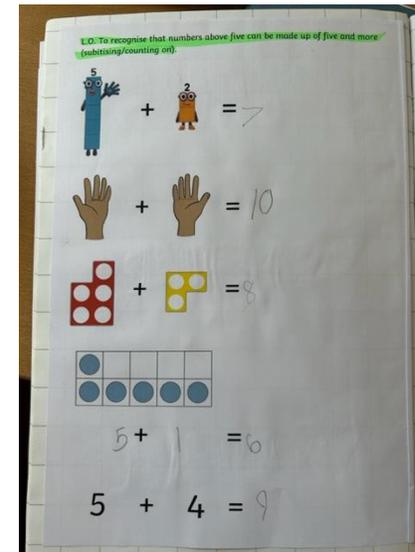
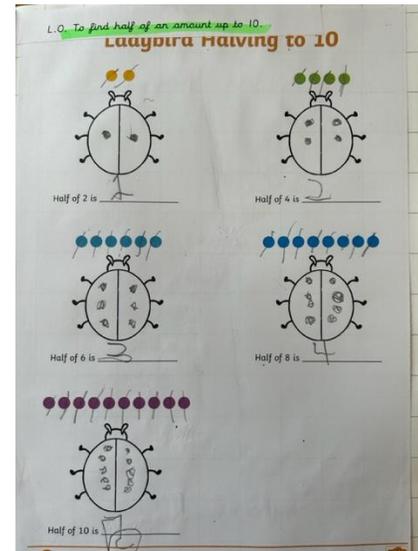
Our Literacy and Topic learning is based around stories and high quality texts.



# Maths

Maths is taught daily.

- The children access a whole class carpet session and they will then work in smaller groups to consolidate their learning.
- Maths sessions are practical and children are given the opportunity to use a variety of resources to deepen their understanding of number and number patterns.



*‘Parents are children’s first and most enduring educators. When parents and practitioners work together, the results have a positive impact on children’s learning and development.’*

Ways in which you can share your child’s learning:

- Evidence Me – an app that we use to observe learning and development. We encourage parents to comment on observations and upload their own too.
- Half-termly ‘Stay and Play’ sessions – a chance to look through your child’s learning journal and see their learning and development in the classroom
- Class Assembly once a year
- A formal termly parents evening
- An end of year school report



# Evidence Me



The EYFS recognises that you, the parents, are the main educators of your child. As a result, we can use information about your child's learning at home to help inform our judgement of your child's development.

We use Evidence Me to share what your child has been learning in school.

Please upload photos of some of the wonderful things your child does at home. We enjoy asking the children about these.

We will ask for your permission to use photos within the app, Evidence Me.



# Lunchtimes

- All children in Reception, Year 1 and Year 2 are entitled to free school meals, which are provided by Olive catering
- Weekly menus are available - displayed in the school and uploaded to our website
- Alternatively, your child may bring a packed lunch; please follow the school's packed lunch policy and make these as healthy as possible
- We are a nut free school here at Keston so please **do not** send in any products that may contain nuts
- If your child has any food allergies, please let us know **before** their first day of school, on the Admissions form provided
- Children provided with a free piece of fruit each day. Free milk until they are 5 and then for a small fee after this time. Cool Milk forms are available in packs.



# Preparing for school



## Book Bags:

- All children require a bookbag to carry Reading Records, School Letters and work etc. from school and home.
- Please name the book bag and send it in daily.
- Please check them at home daily for any school letters or messages and to check Reading Records.

## Snacks:

- Snacks are provided for all EYFS and Key Stage 1 children through a government scheme to help promote Healthy Eating.
- The snack is always a piece of fruit or vegetable, usually either an apple, banana, carrot, tomato, orange or raisins.
- We never know what will arrive – it is a surprise!

**School**  
**Fruit and Vegetable**  
**Scheme**

# Uniform

- Children must wear a full, seasonal school uniform at all times.
- Shoes must be easy for the children to put on/take off independently.
- We like to play outside in all weathers and we may ask you (if possible) to provide a pair of welly boots in the future. If you have any old waterproof clothing that you would like to donate, please speak to class teachers as this would be greatly appreciated!
- Uniform can be purchased from Claddish in Wallington.
- More information available in your pack.
- Please make sure all uniform is named.



# Breakfast and After School Club

We offer **Breakfast Club** every day from 7:45am in school.

- Please complete the registration form in your pack.
- This is a non booking facility.

We also offer **After-School Care**

- Registration forms in your pack.
- Open daily 3.00pm until 6pm.
- We offer an early or late session.
- Sessions bookable in advance.



# Other Information

## Educational and Local Visits

- We usually have a class outing in the summer term, which will support the children's learning in all areas of the curriculum
- We also enjoy getting out into the local area when we can!



## Medical Info



- Allergies and medical conditions need to be communicated to the school **before** the first day
- If your child requires regular medication or has been prescribed a course of antibiotics, a medical form must be filled out in order for staff to administer this. Can be downloaded from the website.
- Asthma pumps need to be sent in on the first day labelled clearly with your child's name, along with a completed medical form above

# Other Information

## Emergency Contact with Parents

- Please ensure that we have **2** up to date emergency contact numbers

## Labelling Clothes

- Please label everything (and we mean everything) as items will get lost!

## School Fund

- Used to provide Christmas activities, gifts, cooking, some theatre productions etc
- A voluntary contribution of £10.00 for your first child, plus £5.00 each for siblings, is requested to make these things possible

## Swimming

- Children will swim in the on-site school pool 1x weekly from the summer term
- More information will follow later in the year



# Other Information



- Please complete and return the admission forms **ASAP but no later than Friday 14<sup>th</sup> July**
- Birth Certificates can be scanned and emailed into the school or brought in with your completed admission form
- Parent Pay is the method used to pay for things such as school trips, extra curricular activities and breakfast club. Instructions will be given out in the first week of term
- Pupil Premium – click the link below for an outline of the free school meals scheme. If you think you meet any of the criteria, please fill out a form on [this](#) website/poster in your pack



# Top Tips for School Readiness

- To recognise their own name.
- To speak to an adult to ask for help.
- To enjoy listening to a book.
- To be able to use the toilet independently.
- To follow a simple instruction.
- To get dressed independently.
- To put coats on and do them up.



If you have any concerns about your child starting in Reception, we have an open door policy so please come and speak to us.

# Between now and September...

- Lots of counting, both reciting and counting objects accurately.
- Learning to recognise numbers.
- Singing nursery rhymes.
- Reading stories and talking about them.
- Lots of drawing, colouring, playdough and Lego to help build up hand strength.
- Lots of talking; promoting communication by discussing what you do over the summer etc.
- Lower case letter formation – not capitals.

| Phase 2 grapheme information sheet |   | Autumn 1   |  |
|------------------------------------|---|--|--|
| Grapheme and mnemonic              | Picture card  | Pronunciation phrase   | Formation phrase   |
| s s                                |  | Show your teeth and let the s hiss out <b>ssssss</b>   | Under the snake's chin, slide down and round its tail.                       |
| a a                                |  | Open your mouth wide and make the 'a' sound at the back of your mouth <b>aaa</b>                     | Around the astronaut's helmet, and down into space.                          |
| t t                                |  | Open your lips, put the tip of your tongue behind your teeth and press <b>ttt</b>                    | From the tiger's nose to its tail, then follow the stripes across the tiger. |
| p p                                |  | Bring your lips together and push them open and say <b>ppp</b>                                       | Down the penguin's back, up and round its head.                              |
| i i                                |  | Pull your lips back and make the 'i' sound at the back of your mouth <b>iii</b>                      | Down the iguana's body, then draw a dot (on the leaf) at the top.            |
| n n                                |  | Open your lips a bit, put your tongue behind your teeth and make the <b>nnnnn</b> sound <b>nnnnn</b> | Down the stick, up and over the net.   |
| m m                                |  | Put your lips together and make the <b>mmmmm</b> sound <b>mmmmm</b>                                  | Down, up and over the mouse's ears, then add a flick on the nose.            |



# Timings and Punctuality

## Timings:

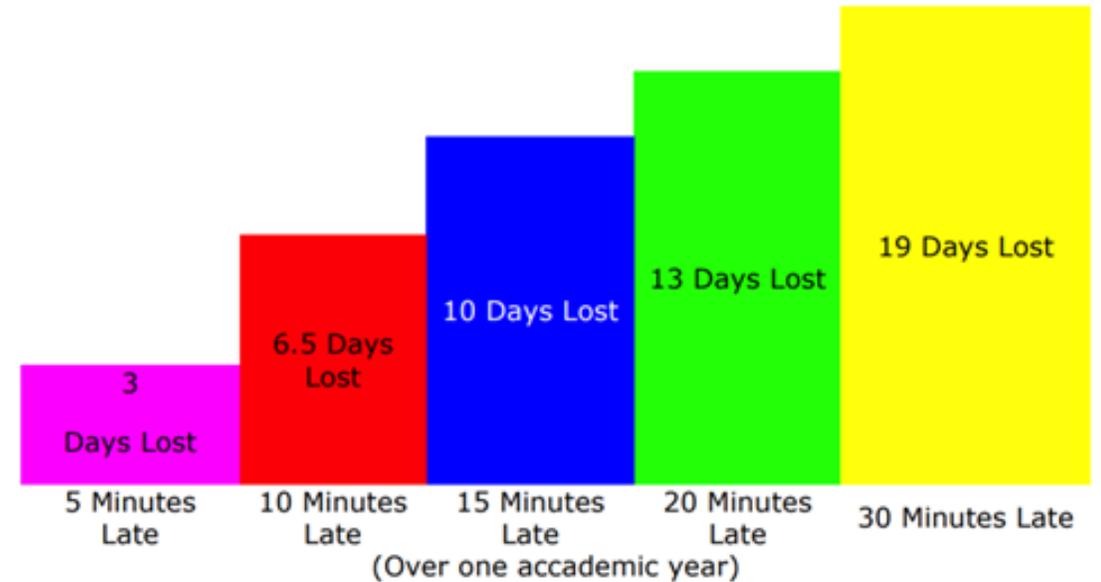
- Doors open at 8:45am (drop off at the classroom doors through the Reception Playground)
- Lunch 12.00 -1.00pm
- End of day 3:00pm

## We expect:

- All children will arrive on time and be appropriately prepared for the day – continued lateness will be followed up by the school office or a senior member of staff.
- All parents are to sign in their child if arriving late on our Entry System in the school office.
- Persistent lateness could be referred to the Education Welfare Officer and be dealt with in the same way as poor attendance is.

## Every Minute Counts

If you arrive late to school everyday your learning begins to suffer. Below is a graph showing how being late to school everyday over a school year adds up to lost learning time.



# Attendance

- Good attendance is essential to the children's success at school. If days are regularly missed, then continuity of learning and progress are significantly hampered as children find it difficult to catch up with missed work.



- The school takes continual absence very seriously and will follow up all non attendance. The Governors and the Government (DfE), monitor levels of attendance and a report is presented to the Local Education Authority on a termly basis.
- Holidays are not to be taken in term time – due to a change in government regulations we are unable to authorise holiday absence even if your child has excellent attendance. Any absence for holidays will be unauthorised and if the attendance falls below an acceptable level may incur fines.
- A leave of absence in term time can only be authorised in exceptional circumstances.

# Transition into School



- We have already started meeting nurseries and visiting some settings to get to find out about the children and meet children in an environment familiar to them.
- Keston Nursery – Transition session meet the class teacher and see the classrooms.
- Other settings – Teddy Bears Picnic. Details are in your pack.
- 1 to 1, 15 minute meetings with the class teacher/s in September – either Wednesday 6<sup>th</sup> or Thursday 7<sup>th</sup>.
- Stay all day, for one day, in small groups (staggered start times) – either Friday 8<sup>th</sup>, Monday 11<sup>th</sup> or Tuesday 12<sup>th</sup> .
- The all in all day from Wednesday 13<sup>th</sup> September.

Do you have  
any  
Questions? 

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