

Clapgate

Primary School

Inspiring Young Minds



Foundation Stage

Prospectus 2023/24







“My son has blossomed in reception, both socially and academically, making lots of new friends in such a lovely environment with approachable staff.”

Parent of Reception child.



A Welcome From Us

This brochure is designed to give parents and carers an insight into the Early Years Foundation Stage at Clapgate Primary School.

The Early Years Foundation Stage is a very special place, being the first link between home and school. Our aim is to build upon the experience provided by you as parents and to set the fundamental foundations that allow your children to thrive through their primary education. We aim to create a happy, secure, and stimulating environment, encouraging independence, confidence, and growth in all areas of child development.

Parental involvement and strong home-school relationships are viewed as an integral part of early years education in our setting. Our staff will gladly and readily discuss your children, their progress, and what they have been learning whilst in school. Our staff are also always keen to find out about what children are interested in and what they have been doing at home. This can be discussed with staff in person, or photos and comments can be uploaded through Tapestry.



What is the Early Years Foundation Stage?

The Early Years Foundation Stage is the educational provision for children between the ages of three and five.

At Clapgate Primary School we have a large Nursery with spaces for 39 children at the beginning of the week and 39 children at the end of the week.

We have two Reception classes with their own dedicated spaces as well as shared provision and outdoor areas for all the children to access.

“As a parent, you worry about your child starting Nursery, but as soon as my daughter started at Clapgate I knew I had chosen the right place for her. The staff are amazing, so friendly, welcoming, and supportive. My daughter, who

All three-year-olds are entitled to 15 hours provision

Admissions

Most children begin the Early Years Foundation Stage after their third birthday, with a small number starting in the term in which they are going to be three years old (e.g. rising threes). The Nursery teacher will be in touch prior to your child starting school to discuss the transition arrangements.



All three-year olds are entitled to 15 hours provision (at the beginning of the week or at the end of the week). Currently, we also offer some 30-hour places for parents who are eligible for this. For children who attend 30 hours a full school week actually equates to 31.5 hours and not 30 hours. Therefore, please note that there is an additional payment of £3.47 a week to cover the extra hour and a half. This charge is split into 3 payments of £44 per term and will be added to your Arbor account. Over due Nursery Fees may affect your child's place in school, and arrears on the account that remain after the payment date will be passed to the Finance Department at Leeds City Council.



Children can attend full-time school during the academic year in which they are five. These children will be taught in our reception classes. Places are allocated by Leeds City Council. Details can be found here: <https://www.leeds.gov.uk/schools-and-education/school-admissions>

In the middle of April, you will receive an email from Leeds City Council confirming whether your child has been given a place in Reception at our school. It is important that you then contact the school to confirm that you wish to accept the place. In the summer term, the Early Years Leader will write to you explaining the transition process for Reception children.

In September, we provide the children with a gradual introduction into full-time school. Children starting in our reception classes will have one full taster day in the first week of term, where they will spend the day in a reduced class size of around 10 children. This introduces the children to their new routines gradually and enables the children to be less overwhelmed when building initial relationships with the staff and their peers.

For children that have not attended our Nursery, the reception staff liaise with and, in some cases, visit the local nurseries and preschools to familiarise themselves with the children and to fully understand



The Early Years Foundation Stage Curriculum

At Clapgate, all teaching staff deliver our early years curriculum through immersion in high-quality teaching alongside an enriched environment. Our philosophy is to nurture every child's curiosity, creativity, and enthusiasm for learning, developing both skills and confidence as they take their first steps on their own unique journey of lifelong learning. We follow the Statutory Framework for the Early Years Foundation Stage (2021). Within this framework, there are four guiding principles which shape our practice.

These are:

1. Every child is a unique child, who is constantly learning and can be resilient, capable, confident, and self-assured.
2. Children learn to be strong and independent through positive relationships.
3. Children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents, and/or carers.
4. Children develop and learn at different rates. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND).

The Early Years curriculum at Clapgate Primary School is a heavily skills-based curriculum that is progressive and effectively meets the needs of all our children. Our curriculum clearly outlines what the children will learn, know, and be able to do during each year in the EYFS. We have detailed long-term plans for Nursery 1, Nursery 2, and Reception which carefully map out and sequence the progression of skills and knowledge the children will need to acquire to meet the end-of-year expectations for each year group. As part of our curriculum design, careful thought has been put into ensuring that by the end of EYFS, children acquire the skills they need to prepare them for later school life and that teachers in Key Stage 1 know how to build on these skills effectively.

The Early Years Foundation Stage curriculum is based on the premise that children learn through practical play-based activities. Play is a vehicle for learning which enables children to explore and find out about the world around them.



Underpinning all the teaching within the EYFS curriculum is the 'Characteristics of Effective Teaching and Learning'. The focus of these characteristics is on *how* children learn rather than *what* they learn. A child's individual characteristics when learning will determine the way they respond to both the teaching and learning. There are three characteristics of effective teaching



Playing and Exploring

children investigate and experience things, and 'have a go.'



Active Learning

Children concentrate and keep on trying if they encounter difficulties and they celebrate their achievements and learning.



Creating and Thinking Critically

Children have and develop their own ideas, make links between ideas, and develop strategies for doing things.





The Seven Areas Of Learning

Our curriculum encompasses seven areas of learning and development that are equally important and interconnected. However, three areas known as the prime areas are particularly important for igniting curiosity and enthusiasm for learning and for building children's capacity to learn, form relationships, and thrive both in EYFS and into Key Stage 1.

The three prime areas are:

- Communication and language
- Physical development
- Personal, social, and emotional development

The children are also supported through the four specific areas through which the prime areas are strengthened and applied:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

Throughout their time in the Early Years, our children partake in an ambitious curriculum which is designed in a sequential way to ensure progress towards achieving the 17 Early Learning Goals (ELGs) at the end of Reception.

Personal, Social and Emotional Development

Children will be encouraged and supported to develop a positive sense of themselves and others. They will be encouraged to develop positive relationships, share and be kind to their friends. Children will learn about taking turns and playing together co-operatively. They will talk about their feelings and what makes them happy or sad. They will also begin to respect the different feelings and beliefs of others..





Physical Development

Children will have endless opportunities to be active and interactive. They will develop their skills of strength, balance, coordination, and control using a range of equipment and resources. They will begin to learn about the importance of exercise and keeping healthy in order to make healthy life choices.

Literacy

Children will listen to and join in with stories and rhymes and will have access to a wide range of reading materials. We talk about authors and book language and support children to develop a love of reading. Children will learn sounds and words to help them with their reading as well as writing skills. Children in Reception will take part in a daily 'Read, Write, Inc.' phonics session to support with sound and word recognition when reading and writing

Communication and Language

Communication and language underpin children's thinking, learning and development across all areas of learning. As a school, we strive to ensure that children leave the foundation stage able to learn through talk, be good talkers and communicators, and have broader and enriched childhood experiences.

Children will be given opportunities to develop their confidence in expressing themselves and speaking and listening in a variety of situations. All children at Clapgate will experience a rich language environment.

"Early years staff are intent on developing children's confidence and language skills." Ofsted March 2019



Mathematics

At Clapgate we adopt a maths mastery approach to help our children develop their early numeracy skills. Successful teaching of Mastery Maths in the EYFS lies within the context of high-quality classroom provision, based on our indoor and outdoor learning environments. Our mathematically rich environment provides a range of contexts for our children to explore concepts using different representations on multiple occasions, using concrete, pictorial, and abstract resources.

It is vital that we focus on deepening our children's mathematical understanding, reasoning, problem-solving, and fluency. Our aim is to develop well-rounded, confident mathematicians. As a setting, the emphasis is placed on the enjoyment of mathematical ideas, language, and activities as well as having regular high-quality, purposeful interactions with confident adults.

Children will learn how to count effectively beyond 20 and they will be able to recognise the patterns in the counting system. They will develop a deep understanding of numbers within 10 and they will be able to talk about the composition of each number. Children will learn how to subitise, and they will work on their recall of number bonds to 10. Children will learn how to compare quantities in different contexts, saying when something is greater than, the same, or less than the other. Children will explore and represent patterns within numbers, including odds and evens and doubling facts. Children are encouraged to use the appropriate mathematical language.

Understanding the World

Children will be given opportunities to explore and observe the natural world around them, they will learn about themselves, their bodies, animals, and plants and they will begin to understand some of the important natural processes and changes that occur in our world. They will find out about and explore their own immediate environment as well as the world around them using their knowledge from observations and discussions. Using their own experiences, they will know some similarities and differences between things in the past and now. They will also enjoy talking about themselves and the people around them. The children learn about different religious beliefs and cultural communities, and they will be able to talk about how life differs in other countries around the world.



Expressive Arts and Design

Children will explore a variety of materials, tools, and techniques, experimenting with colour, design, texture, form, and function when creating pictures and models. Children will be willing to share their creations and talk about them with their peers.

The children's musical development is supported through weekly music sessions taught by a specialist through our links with Opera North and through our carefully selected songs and rhymes, evidenced in our long-term plans.

Children will explore movement in dance activities and will learn to move in time with the music. They will sing songs and explore the sounds of different instruments. Children will take part in role play, and they will be encouraged to invent and adapt their own narratives and stories. They will love performing with their friends!



Practical Information

We are a **NUT FREE** setting. Children are not allowed to bring food into school that contains nuts or has traces of nuts.

Drop-off/pick-up times vary depending on the child's year group. All drop-offs and pick-ups will use the Foundation Stage entrance.

The School Day

Nursery full-day sessions: 8.55am-3.10pm (half day session on Wednesdays 8.55am-11.25am/12.45pm-3.10pm)

Reception: 8.45am-3.20pm

Key Stages 1 and 2: 8.50am-3.20pm Registration closes at 9.00 a.m for Reception to Year 6 The

School Uniform

All children from Nursery to Year 6 wear school uniform.

The children can wear:

- A purple or grey jumper, sweatshirt or cardigan
- A white, purple or grey school shirt, blouse or polo shirt
- Grey trousers, shorts, skirt or pinafore dress
- Grey jogging bottoms for children in Nursery
- Purple/white check summer dress
- Comfortable, , flat shoes, preferably black

Children in EYFS will **not** require a school PE kit.

Please ensure that all clothing is clearly labelled with your child's name. Jewellery is not allowed in school for reasons of safety and security. However, children may wear a watch and if they have pierced ears, one or a pair of plain studs or sleepers only. Larger earrings of any type are not allowed in school.

Children in EYFS are encouraged to bring to school a coat suitable, a water bottle, wellies that can remain in school for outdoor learning, and sun cream and sunhats for when it is sunny.



Communication

We are a paperless school and all our letters, trip information and permissions, club information, dinner information, and admissions information go through Arbor. This will also be the method that you will use to pay for school trips, residential, dinners, and paid clubs. This is a secure, effective way of communicating with you and allowing you to make payments. When your child is admitted to our school, we will require an email address so that you can be set up on Arbor. We can support you with this in school if you are having any difficulties with the system.

We also use Facebook. Keep up to date with the latest school news by adding Clapgate Primary on Facebook. The school website is also a source for information such as newsletters and other letters home, information about the curriculum, links to learning websites, school policies, and examples of children's work. - www.clapgateprimaryschool.co.uk

If you need to contact the school, you can use the following methods of communication:

- Come into the office to talk to Mandy Belt, Kiera Austin or Rachel Johnson
- Ring on 0113 2716700
- **Email clapgate@clapgateprimaryschool.org**
- Tapestry for pupils in the Foundation Stage
- Email teachers or members of the leadership team (see contact page)

Absence

Please inform the school if your child is absent. Parents/carers should ring school before 9.30 on the first day of absence or send a message through Arbor. Our attendance officer Aimee Stamp (stampa@clapgateprimaryschool.org) will ring or email the parents of any child that is not in school if we have not heard from you as part of our safeguarding procedures. If we haven't had any contact about a child's absence in 2 days, then a home visit will take place. We place great importance on good attendance at Clapgate. Children should aim to be in school for at least 96% of the time (this equates to no more than 7 days off school in the whole school year).

Change of circumstances

Please inform the school office (in person or by telephone) if you have changed your address, telephone number or email address. We need to be able to contact you if your child is unwell.

Collection

We use a secure password system in EYFS for when an alternative adult is collecting your child. The adult will be asked for the correct password before we let your child leave school. Please also inform a member of staff at the beginning of the day if you have arranged for an alternative adult to collect your child. If circumstances change between dropping your child off and the collection time, please contact the school office on 0113 271 6700.

Children under the age of 16 are not allowed to pick children up from Foundation Stage and Key Stage 1 without prior arrangement with the headteacher.

Medication

Please inform the school office if your child has any allergies that you have not previously told us about on the admissions information form. Prescription medication or other medication such as Calpol, will be administered as required. A form must be completed in the office

prior to leaving any medication in school.

Milk and Fruit

Under the Government's School Fruit and Vegetable Scheme, children in Nursery, Reception, Year 1 and Year 2 receive a free piece of fruit or a vegetable in school each day.

Children up to the age of five (Nursery and Reception) and those children who are entitled to benefits related free school meals are entitled to free school milk. For children in years 1 to

6 who would like a carton of milk each day there is a charge of £18 per term (£54 for the year).

Class Newsletters

A newsletter will be sent out via Arbor every half term to inform you of the topics that will be covered and upcoming events in your child's class.

School Dinners

All children in Reception, Year 1 and Year 2 are entitled to universal free school meals. Children in Nursery or Key Stage 2 will need to pay for dinners unless they are eligible for benefits related free school meals. All dinners must be pre-ordered and paid for (when applicable) through Arbor. The price of meals in Nursery is £2.17 and the price in Key Stage 2 is £2.55. There are normally four dinner choices.

Active Club

We run a daily active club for children before school from 8.00. This is run by school staff and costs £3.00 per day from 8:00 a.m. and £2:00 from 8:30 a.m. Places must be booked in advance via Arbor.



Tapestry

Tapestry keeps you in touch with your child's day wherever you are.

As parents, the first day of handing over your child to the care of another can be an emotional time. As your child adjusts to experiences without you at school, most parents continue to want to share in these times. Tapestry supports this, by creating a personal journal that can be added to over time by both school and parents. Photographs, videos and notes of special moments are not only recorded but can be made available regularly to you.

You will be given a login to use via the website or app to receive new entries in your child's journal. This will enable you to see the kinds of activities that they are joining in with, celebrate their achievements and follow their progress.



We encourage you to share these special moments with your child and would like you to contribute to this growing journal. You can do this by commenting on the journal entries, or even adding your own. This lets your child's teacher know what activities your child enjoys doing at home

When your child leaves the Early Years Foundation Stage, you will be provided with an electronic copy of their Tapestry learning journal to keep and treasure.

Key Contacts



Natasha Singleton
Headteacher



Heather Taylor
Headteacher



Dave Bache
Chair Of Governors



Emily Smith
Assistant Head



Vicky Woodhouse
SENDCO



Sadie Procter
Early Years Leader



Jacqui Rhodes
Child and Family Support Worker



Keeley Shires
Therapeutic Support



Aston Queeley
Behaviour Support





Contact:

Phone : 0113 2716700

Email : clapgate@clapgateprimaryschool.org

Web : www.clapgateprimaryschool.co.uk