
Welcome to Reception

— Your Guide to Reception at
High Lane Primary School —

What is important to us at High Lane?

The High Lane Curriculum
Our Core Values

Lifelong Learning

Belonging

Relationships

Curiosity

Respect



Creating the future, today

Resilience

What do we want for your children?

- To feel happy
- To feel safe
- To feel settled
- To build strong friendships and relationship with others
- To be curious
- To love learning
- To develop positive attitudes to learning
- To progress in their learning



How do we do this?

- Building Relationships through a warm, caring manner
- Spending lots of quality time in provision with the children
 - Listening, observing, modelling, playing and having conversations
- Using what we know about our pupils to plan engaging learning experiences and create an enabling environment
- Moving at the right pace for the children
- Having high expectations of behaviour
- Modelling positive learning behaviours for the children



What do we want for you?

- For you to feel you can trust us
- For you to feel you 'know what is going on'
- For you to feel part of your child's learning process
- For you to enjoy being part of your child's learning progress



How do we do this?

- Pupil One Page Profiles
- Discussions with the class teacher
- A friendly, open-door policy
- Regular communication through Class Dojo, letters and newsletters
- Class Dojo stories about themes and learning
- Class Dojo portfolio updates across the half term showing significant learning moments or progress
- Contact via Class Dojo if your child has had first aid, a toileting accident or a change in their general manner
- Termly updates about your child's progress: Parent consultations and reports, annual report
- Opportunities for you to join us in the classroom and on outings/trips to be part of our learning community
- Opportunities for you to share learning moments from home with us



What is Reception all about?



Four Guiding Principles of Practice in the Early Years



Unique Child

*learning constantly
confident, capable, resilient, self-assured*

Positive Relationships

*caring, responding, supporting,
encouraging to support strength and
independence*

Learning and Development

*understanding differing rates of child
development and the characteristics of
effective teaching and learning*

Enabling Environments

*responding to individual interests and
needs

a strong partnership with
parents/carers*

At High Lane Primary School, we follow the Early Years Foundation Stage framework and our practice is built upon the four principles within this framework:



Our carefully planned and sequenced curriculum provides a **play-based** and **experiential** learning environment, combined with **focused teaching** and basic skills, to ensure children make rapid progress and reach their potential before moving into Year 1.



Children in both Nursery and Reception are provided with many learning opportunities accessible in our indoor and outdoor provision. They engage in **planned, focused activities** as well as **self-initiated and free flow activities** with the key features of effective practice embedded throughout:





Engagement

Playing and Exploring

Finding out and exploring

Engaging curiously in open-ended activity
Using their senses to **investigate** and explore the world around them
Make independent choices

Playing with what they know

Pretend objects are things from their own experiences
Represent their experiences in their play
Take on a role and act out experiences with others
Think ahead, sequence and plan their activities and thinking using visual aids

Being willing to 'have a go'

Showing a 'can do' or 'give it a go' attitude
Gaining confidence in taking risks
Initiating activities and seeking challenge
Showing **curiosity** about new experiences



Resilience

Active Learning

Being involved and concentrating

Maintaining attention on an activity
Showing high levels of curiosity
Becoming less easily distracted
Paying attention to details

Overcoming challenges or difficulties

Persisting when challenges occur
Showing belief that more time, effort or another approach will pay off
'Bouncing back' after difficulties by using self-regulating strategies (zones of regulation)

Enjoying achievements

Showing satisfaction in meeting their own goals
Being proud of **how** they achieved something
Enjoying meeting challenge for themselves



Thinking

Creative and Critical Thinking

Developing and having their own ideas

Using what they know more about to think of their own ideas with confidence
Finding ways to solve real problems through the increasing ability to control attention and ignore distractions
Finding new ways to do things by concentrating on achieving something that is important to them

Making links

Make links between ideas and noticing patterns
Making predictions by thinking beyond the here and now
Developing ideas for grouping, sequencing explaining cause and effect

Choosing ways to do things

Planning, making decisions about how to approach a task, solve a problem and reach a goal
Checking how well their activities are going and changing their approach if necessary
Reviewing and reflecting on how well an approach has worked

Characteristics of Effective Teaching and Learning in Early Years

We strongly believe that in order for our children to develop their knowledge, skills and understanding in these seven areas of learning and as they move into Year 1 and beyond, they need to develop the following **positive and effective learning behaviours** which are based upon the 'Characteristics of Effective Teaching and Learning':



Personal, Social and Emotional Development

- Crucial for happy and healthy lives and cognitive development
- Understanding own and others' feelings through strong, warm and supportive relationships with adults
- Managing emotions
- Developing a positive sense of self
- Confidence in their own abilities
- Develop good friendships knowing how to cooperate and resolve conflict
- Persistence, Patience and Attention
- Learn how to look after their bodies, eat healthily and independently manage personal needs

Communication and Language

- Foundations of language and cognitive developments
- High quality interactions and conversations
- Language rich environment
- Effective building of children's language
- Reading a range of texts
- Opportunities to use and embed words in a range of contexts
- Roleplay and storytelling
- Opportunities to express points of view, articulate ideas and extend and elaborate upon ideas
- Large repertoire of songs and rhymes

Physical Development

- Children's all round development enabling them to live happy, healthy and active lives
- Gross Motor skills to develop healthy bodies and social and emotional well-being
- Fine Motor precision to support hand-eye co-ordination
- Strength, stability, spatial awareness, co-ordination, agility and positional awareness
- Developing proficiency, control and confidence

Prime Areas of Learning

The learning experiences within our Early Years environment are driven by the seven areas of learning and development of EYFS Framework and Development Matters. These areas are split into three prime areas and four specific areas.





Mathematical Development

- A strong grounding in number
- Confident counters
- Deep understanding of numbers including the relationships and patterns between them
- Positive attitudes and interest in Mathematics
- Spatial Reasoning: Shape, Space and Measure
- Solving real life problems

Understanding the World

- Making sense of the physical world through exploration
- Making sense of their community starting with family, special places and celebrations
- Frequent range of experiences to increase knowledge and sense of the world both past and present
- Listening to a broad range of stories to foster curiosity and understanding of our culturally, socially, technologically and ecologically diverse world
- Building new vocabulary to support understanding of the world including similarities and differences



Literacy

- A lifelong love of reading
- Meaning and purpose of print
- An enjoyment of rhythm, rhyme and sound
- Language comprehension
- Skilled word reading (Phonics)
- Early writing: spelling, handwriting and composition

Expressive Arts and Design

- Development of children's artistic and cultural awareness
- Supporting children's imagination and creativity through the **arts**: drama (role play), music, dance and art
- Developing understanding, self-expression, vocabulary and ability to communication through the **arts**
- Imaginative storytellers, artists and performers
- Interpreting and appreciating the **arts**
- Explore and play with a wide range of media and materials
- Creating and improvising through singing and playing instruments and movement

Specific Areas of Learning



The learning experiences within our Early Years environment are driven by the seven areas of learning and development of EYFS Framework and Development Matters. These areas are split into three prime areas and four specific areas.

Assessment in Reception

- **Baseline Assessment** (September 2026) Reported to the LA
- **Ongoing Assessment** (observations, quality time with the children):
Parents receive feedback around progress through a report and parent consultation in Autumn and Spring Terms and a written annual report in Summer Term which includes their profile assessment
- **Reception Profile** (June 2027): Reported to parents and Year 1 teacher
 - Good Level of Development (GLD): Communication and Language, Personal, Social and Emotional Development, Physical Development, Literacy, Mathematical Development
 - All Areas of Development: As above but including Understanding of the World and Expressive Arts and Design

An EYFS Unit - Nursery and Reception Together

Enabling Environment:

- 2 classrooms with easy access to an outdoor space
- Areas of learning tailored for the needs of individuals
- Planning specific to the development of individuals in Nursery and Reception

A Knowledgeable and Supportive EYFS Team:

- Relationship centred
- Shared, consistent high expectations and understanding of each individual's development
- Strong communication

A Partnership with Parents

Knowledge: One Page Pupil Profiles

Learning and Experiences at Home: Share these with us through Class Dojo Portfolios

'A Heads Up': Communicating when things haven't quite gone as expected

Supporting Independence: Naming belonging, zipping coats, velcro shoes

Supporting Learning: Enjoying books together, spending quality time together

Staying informed: Class Dojo, ParentMail, School Website

Being part of the school community: Stay and play, school events, trips

What does a typical day in Reception look like?

8.40	Playground gates open.
8.58	A class teacher will be on the playground ready to greet your child. A whistle blows and the children line up to be taken into the Reception cloakroom door.
9.00	Register and a short adult-led session around the day of a week, our weekly rhyme and a 'check-in' to understand how each child is feeling at the start of the day.
9:15	Learning Time in Continuous Provision. This is child-led learning, where the children can follow their interests and explore the indoor and outdoor environment. Adults may lead group activities or model or observe in provision.
10:15	Adult-led session focused session
10:30	Snack Time: Children are offered milk, water and fruit
10:45	Learning Time in Continuous Provision with short adult led mathematical activities
11.30	Adult-led session focused session
11:55	Lunchtime: Children go into the dinner hall before having playtime on their section of the playground
1:00	Register
1:05	Adult-led session focused session
1.30	Learning Time in Continuous Provision
3:00	Story Time
3.15	Children go home from the Reception cloakroom door to parents/carers who will be waiting on the playground.

We will have PE sessions twice a week. Through these sessions the children will have the opportunity to work independently and collaboratively, use different pieces of equipment and develop fine and gross motor skills. On PE days, children come into school in their PE kits.

We have a 'forest' session once a week where the children spend the afternoon outdoors on our school field exploring and learning in nature. We are privileged to have such beautiful grounds to carry out these sessions. We have splash suits to use when exploring the outdoors in all areas, but do ask that your child has a change of clothes on these days.

Information about when PE days and forest sessions will begin will be shared on our Class Dojo Page.

What does your child need to bring to school with them?

- A **named** coat
- A **named** water bottle
- A healthy snack - **no nuts and please cut up grapes**
- A **named** packed lunch if not having school dinners
- A book bag for their reading book and other activities we may send home
- A spare set of clothes in case of an accident or messy play (to be left in school)
- **Named** wellies



What do you do if you have any worries or concerns?

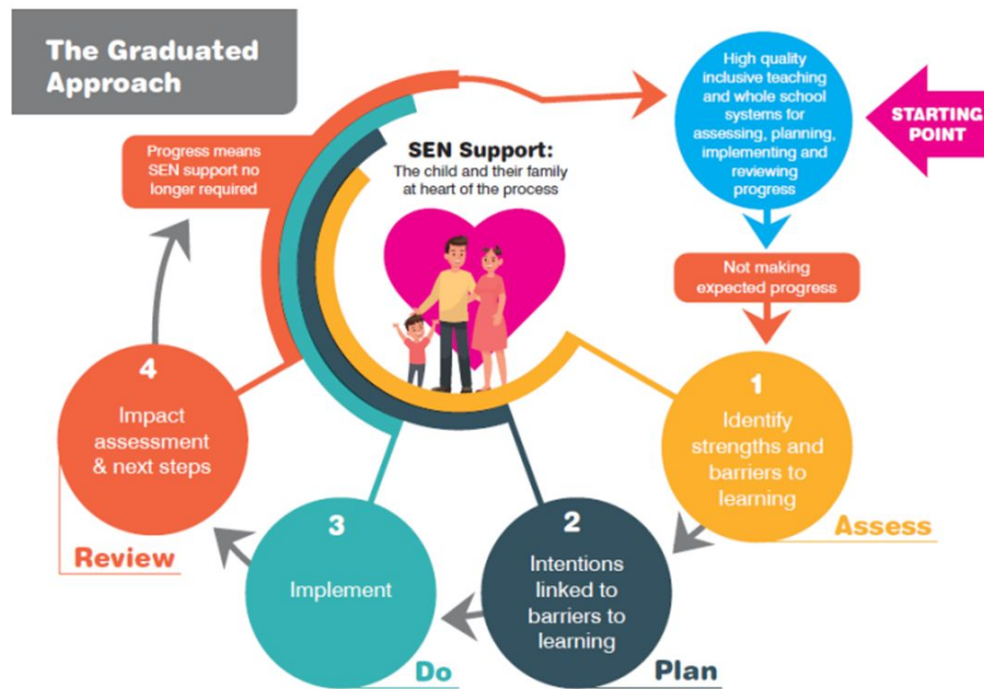
- 1) Talk to or arrange a meeting with the class teachers: Miss Roper and Mrs Thomas/Miss Hallam
- 2) Arrange a meeting with our SENDCo, Miss Lloyd
- 3) Arrange a meeting with our Headteacher, Mrs Humphries

You can message all of the staff above through private Class Dojo message. You can also contact the school's office via telephone to arrange a telephone or face to face appointment: 01663 762378

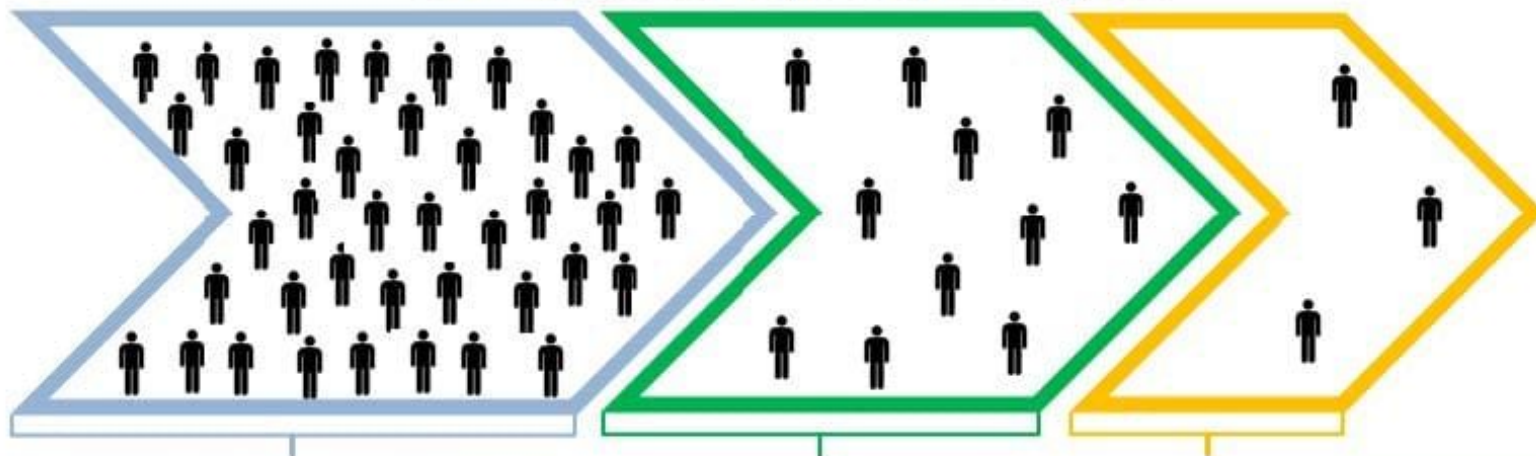
Any absences should be reported to the school office via telephone.

SEND

- **Every child** can flourish
- We fully support the SEND Code of Practice (2015) and work with a graduated response to SEND
- Stockport schools also adopt 'The Entitlement Framework' - Every leader is a leader of SEND, every teacher is a teacher of SEND'



SEN: A Graduated Response to meeting need



Universal provision

*all schools, every classroom, every teacher
and all children.*

Targeted Provision

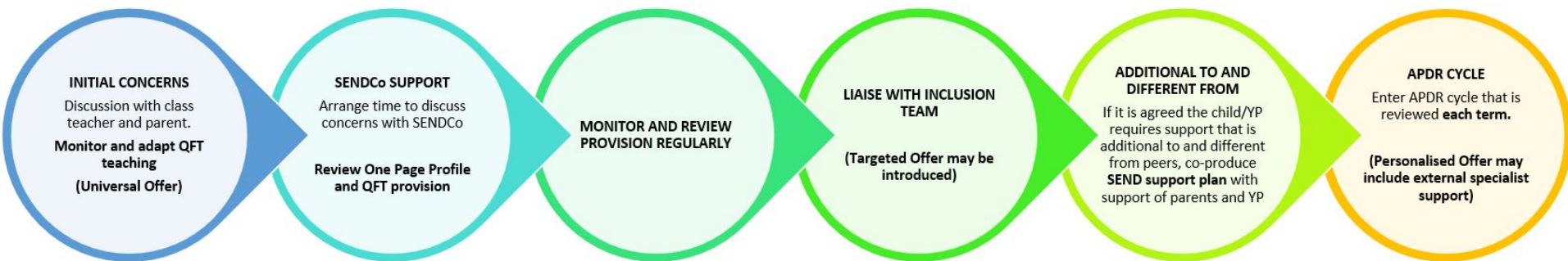
*all schools, every classroom, every teacher,
and some children.*

Specialist Provision

*all schools, some classrooms, every teacher
and very few children.*

SEND

- SEND is viewed by four broad areas of need in the SEND Code of Practice
 - Cognition and Learning
 - Social, Emotional and/or Mental Health (SEMH)
 - Communication and Interaction
 - Sensory and Physical
- Early identification is best in supporting your child
- Concerns?



What do you need to do next?

1. Complete the **one page profile** and return to school on our day
2. Attend the **taster days** on Wednesday 8th July and Monday 13th July
3. **Return all forms** in your welcome pack to allow us to keep you fully updated including on Class Dojo by Wednesday 8th July
4. Bring in or send us (Class Dojo) a **family picture** for our first Autumn theme by Friday 24th July
5. **Check Class Dojo** for updates and videos to support your child's transition and what to do on the first day of school
6. Let us know before September if your child would benefit from a staggered start
7. Share the school dinner menu with your child and choose their meals together ensuring you order these **the week before** the first week at school