

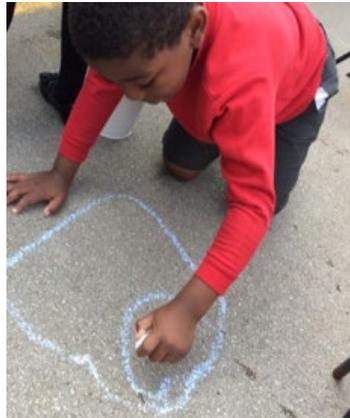
# Temple Meadow Primary School



Temple Meadow  
Primary School

Growing together, learning together

## Early Years Prospectus



## Welcome from our Headteacher



Welcome to Temple Meadow Primary School, I am delighted that you have chosen us as the school for your child. Children at Temple Meadow are really special – full of fun, enjoyment and with a real thirst for knowledge and learning experiences. It is our school aim to continue to raise standards for all children while at the same time keeping them safe, providing fun and enjoyment and linking real life experiences to learning. We are passionate about our irresistible approach to learning which makes learning fun and memorable.

Temple Meadow is a co-operative trust school part of ‘The Rowley Learning Trust’ in association with four other local primary schools. We are a partnership of children, staff, parents and governors working together. In our Early Years at Temple Meadow, our children are excited and motivated to learn through rich and challenging learning and have ample opportunities to explore and take risks. We plan imaginative hands on experiences.

We have high expectations for all our children and recognise that children have different starting points to their learning. Children develop and learn in different ways and at different rates. Each child is unique and is valued as an individual. We offer a breadth of curriculum choices so that all children develop into independent and resilient lifelong learners.

We are very proud of our OFSTED Good grading which acknowledges our quality learning experiences and celebrates so many aspects of our lovely school. We are a vibrant and engaging school and you cannot fail on a visit to our school to be impressed by learning outcomes, from in class topics and pupil interests. We have high expectations for all our learners and our values and visions are rooted in ensuring children from all backgrounds achieve, enjoy and thrive. We are determined to ensure that children leaving Temple Meadow in Year 6 are equipped with all the academic, social and life skills needed to tackle an ever increasing complex and challenging world.

Our Early Years provision is a real strength in our OFSTED inspection, it was highly praised in terms of our provision, experiences and leadership. If any child has particular needs, we pride ourselves on early identification and provision of the required support.

Supporting our whole school approach regarding Safeguarding, we have a comprehensive Learning for Life (PSHE) curriculum which includes: Protective Behaviour, E-Safety, Proud to be me, Fit for Life, Perfect Planet, Be Safe, Be Kind and Aiming High. In autumn, we will be compliant with the expectations regarding RSHE.

Children take part in a range of offsite activities that link to their topics and we also host focus days. We make effective use of our Pupil Premium funding to close the attainment gap (please look at our web site for the latest Pupil Premium Report). Sport's Premium is used to ensure PE is of extremely high quality (please look at our web site for the latest Sport's Premium Report). We also fund whole class music provision in some year groups so that pupils are able to experience specialist music teaching on their journey through Temple Meadow.

We have before and after school provision as well as school holiday cover hosted on our school site by Temple Meadow Kids Club. You will find details regarding Kids Club in this induction Pack. Please note that Temple Meadow Kids Club is a separate organisation with a separate OFSTED registration.

Our newsletter keeps you, the parents, informed regarding the range of activities that happen at Temple Meadow. We also have a vibrant and informative website, [www.templemeadow.com](http://www.templemeadow.com), which gives you a window into our world (including copies of our newsletter). We have created a quick link on the home page to take you to information regarding joining us.

On behalf of the governing body and staff, let me assure you that Temple Meadow will strive to operate with the best interests of your child in mind. We are extremely proud of our safeguarding systems which ensure pupil safety is very high profile. At the heart of our child centred approach are home visits to all new pupils which build positive relationships and initiate any required support rapidly to meet children and family needs.

I do hope this prospectus will help you and your child to understand our school ethos and I am sure that you will agree that achieving a high standard of education requires positive home and school partnership and engagement.

Our School Aims, Vision and Values Policy and our Curriculum Statement is on our website along with other key policies.

*Ms Walsh*  
*Headteacher*

## Rationale



This Early Years Prospectus aims to help you understand the Early Years Curriculum and how at Temple Meadow we arrange and plan for the Early Years learning experiences.

At Temple Meadow, we greatly value the importance of early years in providing a secure foundation for future learning and development.

This Prospectus is informed by all relevant DfE (Department for Education) guidance and the EYFS (Early Years Foundation Stage) statutory framework and aims to ensure that each child joining Temple Meadow Early Years has a happy and positive start to their school life and that we help them build the foundations for a love of learning.

*“Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child’s experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. The Early Years Foundation Stage (EYFS) sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children’s ‘school readiness’ and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.”*

Our Early Years Foundation Stage seeks to provide:

- Quality and consistency, so that every child makes good progress and no child gets left behind.
- A secure foundation through planning for the learning and development of each individual child, and assessing and reviewing what they have learned regularly.
- Partnership working between practitioners and with parents and/or carers.
- Equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported.

## Our Vision for Early Years



Temple Meadow Primary school is a partnership of children, staff, parents and governors, working together. In the early years at Temple Meadow our children are happy. They are excited and motivated to learn through, rich and challenging learning experiences. They have ample opportunities to explore and take risks. They have imaginative hands on experiences. We have high expectations for all our children and recognise that children have different starting points to their learning. Children are supported and cared for through a nurturing and safe environment. We plan according to the childrens’ stages of development so all children can thrive and develop. We aim for children to develop as well-rounded individuals who are independent, resilient, and confident in themselves and with others. We welcome and

celebrate diverse cultures and encourage good citizenship and values. We are a cohesive team with play-based child centred learning at the heart of our practice. Our expectation is that children will reach their full potential as we strive for excellence in everything we do.

## Our Early Years Philosophy

Early childhood is the foundation on which children build the rest of their lives. We lay the foundations already started in the home environment for the physical, intellectual, emotional, social and cultural potential for each child. These areas are identified as the prime areas of learning, underpinned by the characteristics of effective learning.

We believe that every child deserves the best possible start in life and the support that enables them to reach their full potential. Children develop and learn in different ways and at different rates. Each child is unique and is valued as an individual. At Temple Meadow we offer a breadth of curriculum choices so that all children develop into independent and fearless lifelong learners.

## Our aims

At Temple Meadow we aim to:

- Give each child a happy and positive start to their school life, from which they can establish a solid foundation for a love of learning
- Enable each child to develop socially, physically, intellectually and emotionally
- Encourage children to develop independence within a secure and friendly atmosphere
- Support children in building relationships through the development of social skills, such as cooperation and sharing
- Work alongside parents to meet each child’s individual needs to ensure they reach their full potential
- Promote a child’s well-being, ensuring they always feel at ease and free of emotional tension
- Support pupil’s safety through our protective behaviour culture
- Encourage children to develop positive relationships with their peers and adult
- Ensure smooth transitions from home to nursery, nursery to reception and from reception to year one
- Value each child as a unique individual
- Support and encourage all children to achieve their best in a nurturing and caring environment
- Have high expectations in a ‘can do’ culture where the children rise to the challenge and take responsibility
- Provide a curriculum that is stimulating and develops the children’s, enjoyment, confidence, ability to think and reason, ability to co-operate and share ideas, resilience and independence
- Provide a curriculum that reflects the society in which we live, including, using the latest technology, awareness of cultural diversity, developing tolerance and global responsibility
- Develop the children’s experience of nature and outdoor spaces by using it as a teaching resource
- Foster a sense of community amongst parents, staff, pupils and the local area developing a sense of social responsibility
- Promote every child’s voice and a sense of ownership within school.

## Understanding the Early Years Foundation Stage

The Early Years Foundation Stage applies to children from birth to the end of their reception year. Our Early Year’s Foundation Stage accommodates children from the age of 3 to 5 years old.

## Nursery at Temple Meadow

Our Nursery is split into three cohorts: morning Nursery, afternoon Nursery and our group of 30 hour Nursery children (who stay from 8.50am to 3.30, including lunch time.)

Our Nursery family groups are called Moles, Owls and Rabbits. They have an allocated key worker who they work with in during circle time. Each Nursery family group has 13 places and children are offered a place at the beginning of the term following their third birthday. The School Office facilitates Nursery Admissions (see Nursery Admissions Policy) and you can easily find our Nursery admissions information on our web site.



## Reception at Temple Meadow

Admission to Reception is handled by Sandwell School Admissions. Children are eligible for reception in the academic year in which they turn 5. We operate two reception classes, with thirty places available in each class; therefore an overall PAN (Pupil Admission Number) of 60.

## Our curriculum aims and principles

The four themes of the EYFS underpin all the key guidance. The document-Development Matters shows how these themes, and the principles that inform them, work together for children in EYFS. Children joining our school have already learnt a great deal. Many have been learning in one of the various educational settings that exist in our community. The early year’s education we offer our children is based on the principles below:

- To provide a balanced curriculum, based on the EYFS, across the seven areas of learning, using play as the vehicle for learning
- To build on what children already know
- To ensure that no child is excluded or disadvantaged
- To work in partnership with parents and within the wider context
- To plan challenging learning experiences, based on the individual child and their interest, informed by observation and assessment
- To provide rich and stimulating environments for all children both indoors and outdoors
- To have a key person approach to develop close relationships with individual children
- To ensure every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured
- To ensure children learn to be strong and independent through positive relationships.

## Overarching principles (taken from the statutory framework)

- Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured
- Children learn to be strong and independent through positive relationships
- 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
- Importance of learning and development. Children develop and learn at different rates.

## Outside learning environment



We have an outside learning space which children have access to each day. We like the children to be outside whatever the weather to ensure that we are not providing any barriers for learning. The outside area is an extension of our continuous provision and there are a range of resources to facilitate learning. The Early Years staff provide planned activities for children as well as giving opportunities for them to make their own choices.

## Forest School



Reception children have a Forest School opportunity built into their timetable. We believe that our Forest School provides a child-centred inspirational learning opportunity, in which children have many opportunities for play, exploration and take safe risks. Forest School develops their confidence and self-esteem through hands-on experiences.

## Seven areas of learning

All the seven areas of learning and development are important and are inter-connected. Three areas are particularly crucial for igniting children’s curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three areas are the **prime** areas:

### Prime areas

#### Communication and Language

The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing and echoing back what they say with new vocabulary added, practitioners will build children’s language effectively. Reading frequently to children and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

#### Personal, Social and Emotional Development

Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive 9 relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

#### Physical Development

Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives<sup>7</sup>. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence

## Specific areas

Children are also supported through the four **specific** areas, through which the three prime are strengthened and applied. The **specific** areas are:

### Literacy

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)

### Mathematics

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, ‘have a go’, talk to adults and peers about what they notice and not be afraid to make mistakes.

### Understanding the World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.

### Expressive Arts and Design

The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

### Characteristics of teaching and learning:

At Temple Meadow, we believe that how children learn has huge potential on empowering our children as confident, creative lifelong learners. We support children with the experiences they encounter. Children are encouraged to follow their interests, make independent choices about their learning and are supported to develop their thinking skills through skilful adult interactions. Below are three characteristics of effective teaching and learning that we teach our children:

- 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 enjoy achievements
- Creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for
- Doing things.

## Parents as partners and the wider context

At Temple Meadow, we strive to create and maintain partnership with parents and carers as we recognise that together, we can have a significant impact on your child’s learning.

We make links with the community to enrich children’s experiences by taking them on outings and inviting members of the community into our setting, such as: the vet and fire fighters and we take the children to Cradley Heath library.

There is a programme in place where health services come into school on a regular basis to check weight and height and vision. Health professions areas also invited into school to talk to the children about healthy lifestyles and how to look after their teeth. We also have close links with our school nurse who attends our parents evening to support any parents with toileting needs.

Sandwell LA runs a parent referral system where staff assess children’s speech and language development on entry to nursery using the Wellcomm toolkit.

## How are parents involved in the Foundation Stage curriculum?

At Temple Meadow, we firmly believe that the EYFS cannot function without the enduring support of parents. We believe that parents and carers are a child’s first educator and therefore work very closely to ensure they are involved in what their child does at school. We want parents to feel they can speak to us about their child and to feel comfortable in our setting. Every term, parents have the opportunity to come to our ‘stay and play’ which gives them the opportunity to share their child’s learning environment, have time to talk informally with the staff and to meet other parents. We also offer parents a variety of learning workshops to provide advice and information on how they can support their child’s learning. Parents are welcomed and encouraged to share information about their child, to ask questions and to discuss their child’s learning with their teachers. Parents are also invited to termly parents’ evenings; however, the school has an open-door policy and parents are welcome to talk to teachers at the start and end of the school day.

At Temple Meadow we value the importance of the three-way relationship between children, parents and staff, as it enables children to make good progress and to maximise their potential. Parents can contribute to their child’s Learning Journey (Tapestry) and it is a two way communication tool for celebrating progress and achievements, and to share areas for further development.

We use Tapestry to support communication between home and school and we encourage parents/carers to share weekend news on Tapestry so children can share this during circle time on a Monday. This supports their listening and speaking skills.

Parents/carers also have the opportunity to be a ‘mystery reader’ where they can read a story to our Nursery/Reception and share their favourite story. Photos are then added to our mystery reader floor book which is kept in our class book corner.

## Home learning

At Temple Meadow we believe that home learning provides additional learning opportunities for all pupils. It allows children to practise and rehearse key skills; to research and explore topics and ideas and to apply their learning in imaginative ways. We aim to provide opportunities to support key skills in Communication and language, phonics and maths.

## Inclusion

Our whole school ethos, as well as that of the foundation stage, embraces inclusion. We recognise and respect the abilities and strengths of our children at all levels of development and the wealth of knowledge and experience that they bring from their differing backgrounds and cultures.

We give our children every opportunity to achieve their best. We do this by taking account of our children’s range of life experiences when planning for their learning and we set realistic and challenging expectations that meet the needs of individual children so that children are able to reach their full potential. We achieve this by planning to meet the needs of boys and girls, children with special educational needs, children who are more able, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds. We aim to build upon and extend children’s knowledge, experience and interests, and develop their self-esteem and confidence using a wide range of teaching strategies based on children’s learning needs.

We will provide: a wide range of opportunities to motivate and support children and to help them learn effectively; a safe and supportive learning environment in which the contribution of all children is valued; resources which reflect diversity and are free from discrimination and stereotyping; challenging activities for all children and for these whose ability and understanding are advanced. We will monitor children’s progress and take action to provide support as necessary. Where a specific need is identified we will liaise with the Special Educational Need co-coordinator and seek advice from outside agencies, such as the speech and language service. We adhere to appropriate school policies.

## SALT (Speech and Language)

Children who are identified as being on SALT are given targets from the Speech and Language therapist. These are then shared with the team who can provide opportunities within the provision to meet their needs. Do let us know if you have concerns regarding your child’s speech and language so that we can help you.

## SEND (Special Educational Needs and Disability)

Children who have been identified as having SEND needs will have an individual provision map and child friendly targets. If you have any concerns around SEND do contact us so we can arrange for our SENDCO (Special Educational Needs Co-ordinator) to make contact with you.

## Holistic assessment practice

Assessment plays an important part in helping us to recognise children’s progress, understand their needs, plan activities and assess the need for support. We use formative assessments to assess the learning and development of children in the EYFS. Staff members observe children to understand their level of achievement, interests and learning styles. This information is then used to shape experiences for each child.

All children are assessed by ongoing observations, adult-led activities, through discussions with parents/carers, through talking to children, child-initiated writing evidence and through professional discussion with members of the team, on a regular basis. These ongoing assessments are used to inform future planning and to help identify children who may have learning or behaviour difficulties, or who may be more able. They also help us to plan for children’s next steps in learning.

In the Summer term the EYFS profile must be completed for each child. This provides parents, carers and staff with a well-rounded picture of the child’s knowledge, understanding and abilities, their attainment against expected levels and their readiness for Year 1. Each child’s level of development must be assessed against the early learning goals.

## Safeguarding and welfare

*Children learn best when they are healthy, safe and secure, when their individual needs are met, and when they have positive relationships with the adults caring for them. The safeguarding and welfare requirements, specified in this section, are designed to help providers create high quality settings which are welcoming, safe and stimulating, and where children are able to enjoy learning and grow in confidence. (Statutory framework 2021)*

Temple Meadow take all necessary steps to keep the children in our care safe and well. Any safeguarding or welfare issues are dealt with in line with our Safeguarding and Child Protection Policy and our Health and Safety Policy.

At Temple Meadow Primary School, we understand that we are legally required to comply with welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage.

## Health and safety

Children’s safety and welfare is paramount. At Temple Meadow we create a safe and secure environment and provide a curriculum which teaches children how to be safe, make choices and assess risks. At Temple Meadow we aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill and we also encourage children to take risks and highlight the importance of keeping themselves safe by teaching them how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all our children.

## Healthy eating

We are a healthy school, our children under five receive free milk, and all children have access to fresh water and free fruit.

Elements of the PSED curriculum are covered at this time where children are expected to wash their hands before eating and are encouraged to make healthy choices regarding their food. It is also a time when the class are able to come together and have a chat, reflect on their morning learning and make friendship groups.

Reception children are eligible for Universal Free School Meals or can choose to bring in a healthy packed lunch. Nursery and reception have access to toileting facilities; we teach the children the importance of hygiene, hand-washing techniques, and throughout the year, we plan cooking activities to give children experiences of a range of healthy foods, for instance making a fruit salad and fruit kebabs.

## Starting school and transition

Starting school can be a difficult time for young children; we therefore plan this time carefully to support children with the transition and to ensure continuity of learning so that it is as smooth as possible for each child and that they settle into their new class quickly and happily. At Temple Meadow, we recognise that starting school and moving up classes has the potential to be a stressful time for both children and parents. To this end, we have established a strong procedure for transitions to ensure that our children and parents are as confident and secure as they can be when facing the challenges of each year group. At any transition, we acknowledge the child has needs and establish effective partnership with those involved with the child and other settings.

## Nursery induction

Our Early Years Foundation Stage values the importance of a smooth transition into our team.

Parents are invited to look around the school and are then invited to a meeting to ensure they know about school procedures, daily routines, and the environment and to get to know the staff. Parents are given a transition leaflet and early years prospectus to take home.

Staff then carry out a home visit to build a relationship with the parents/carers and child and discuss the child’s interests, medical information and family.

The parent and child are then invited for a ‘settling in session’ where they get to know their new environment and can meet new friends and their new teacher.

## Reception induction

Parents are invited to look around the school and are then invited to a reception transition open meeting to ensure they know about school procedures, daily routines, and the environment and to get to know the staff. They can also voice any concerns they may want to share. Children are also given transition packs for the summer holidays, which include items such as a name writing card, number formation sheet, phonic mat, a transition story card for parents so children can talk about how they feel about starting school in order to make them feel at more ease in September.

The early years phase leader also meets any nurseries that children are coming from other than Temple Meadow to share and discuss the development of the child; looking at the child in their familiar environment and looking through their learning journey/next steps. Staff carry out a home visit to build a relationship with the parents/carers and child and discuss the child’s interests, medical information and family.

The parent and child are then invited for a ‘settling in session’ where they get to know their new environment and can meet new friends and their new teacher. A range of shared activities are planned for both classes to help develop children’s confidence and to ensure continuity in experiences throughout the foundation stage. Children in reception make use of the whole school facilities, such as the learning zone and playing field for appropriate activities to ensure that children are confident and well prepared for moving around the school and mixing with older children when they start school.

Children are also invited for our ‘come dine with me’ experience where they get to have their dinner in the school dining hall so they get used to their lunch time environment and get to know the lunch time staff.

When children join the school in September, we find that it is best for all children to start at the same time. We encourage parents to bring their children for full days from day one. Parents are invited to settle their children in the mornings for the first week, but we actively encourage independence.

## Transition to Year 1

The EYS profile is used to support transition to Year 1. Some children in Year 1 continue on the EYFS curriculum and are assessed on Early Learning Goals whereas the majority move onto the National Curriculum and use our Learning Ladder assessment system.

The children are invited to a number of visits throughout the summer to their Year 1 class. They get to meet their new teachers and see their new learning environment. On some occasions, the children are buddied up with a current year 1 child allowing them to feel more secure.

Parents are also invited to attend a Year 1 transition parent meeting where they get to meet the staff and find out all about their routine/time table. Parents are given a transition leaflet to take home.

In the summer term, reception and Year 1 staff will meet to discuss each child’s development in order to support a smooth transition to Year 1. Year 1 staff also have the opportunity in the summer term to visit reception and observe their new children.