

# Ladysmith Federation

**Welcome!**

Ambition  Adventure  Achievement

# **New Reception Parents' Meeting**

- Introduction
- Our Vision for Every Child
- Better Together – Partnership with Parents / guardians
- Transition Arrangements
- The characteristics of effective learning
- What will the day be like for my child?
- Questions

## The School Team.....



**Dave Broad**  
Head of School



**Karen Featherstone**  
Assistant Head  
/ KS1 Lead



**Fran Collinge**  
Assistant  
Head



**Sarah John**  
EYFS Lead /  
EYFS Teacher



**Helen Keenor**  
SENDco



**Louise Williams**  
Assistant Head:  
SENDco and  
Inclusion



**Sandy Williams**  
Family Support



**Mark Wilkinson**  
Executive Head  
Teacher



**Miriam Alford**  
Administrator



**Emma Wills**  
Administrator



**Andy Hawkins**  
Site Manager

# The Reception Team.....



Hedgehog Team



Rabbit Team



Squirrel Team



**Mr Bastyan**



**Mrs Martin**



**Mrs Joomun**



**Mrs Edwards**



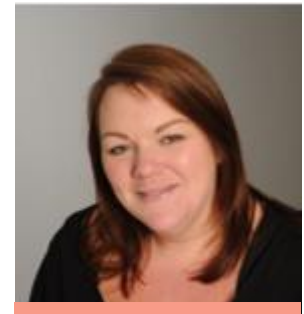
**Mrs Steer**



**Mrs Youde**



**Mrs Jewell**



**Mrs Brown**



**Miss Moore**

# Ladysmith Federation



## Ambition

- To develop self-motivated, ambitious, independent, caring and happy children
- To provide a rich and exciting curriculum which engages and motivates
- Everyone has the ambition to be as good as they can be in all aspects of their learning
- To promote an active and healthy lifestyle with good mental wellbeing and an understanding of how to stay safe



## Adventure

- Provide enrichment opportunities for all which challenge, capture curiosity and develop imagination
- Provide opportunities for children to discover and develop their unique interests and talents
- We help children to understand our rapidly changing world
- We embrace and value diversity within our own community and beyond

## Achievement

- We recognise and celebrate achievement in all its forms
- We have high expectations in everything we do
- We do everything we can to ensure that every child is successful
- We provide a secure supportive environment in which children can achieve their full potential





# Better Together: Partnership with Parents / Guardians



# Induction.....

## Important Dates

**Thursday 1st July - Transition Day**

**9.45am - 11.15am OR 1pm - 2.30pm**

You and your child will attend either a morning or an afternoon session on our transition day. There will be chance to talk to the reception team, time to play in the environment and a story time for the children.

**Wednesday 7<sup>th</sup> July and Tuesday 14<sup>th</sup> July 9.30am - 11.30am - Stay and Play**

If your child does not attend the nursery at Ladysmith Infant School you will be invited to attend stay and play sessions to help them become familiar with the reception environment. These sessions will, again, give you time to talk to the team and for your child to join our environment with children who are currently in our reception year.

## **Starting School in September**

### **Wednesday 8<sup>th</sup>, Thursday 9<sup>th</sup>, Friday 10<sup>th</sup> September**

Home Visits. The visit by your child's teacher and teaching assistant lasts for approximately 20 minutes and provides the opportunity to share information about our school, answer any queries you have and find out a little more about your child. We will let you know the date and time of your home visit by the last week of term.

### **Monday 13<sup>th</sup> September until Wednesday 15<sup>th</sup> September –**

All the children will be in for a morning session 8.50am - 11.30am.

On **one** of these days, children and their parents are invited to our Rainbow Café for either a packed lunch or a hot dinner, so you can join the children for their first lunch time at school. Details of which day are in the pack you will receive this week. Information about how to order a lunch will be sent out via parentmail in September.



# Characteristics of Effective Learning

## Playing and exploring:

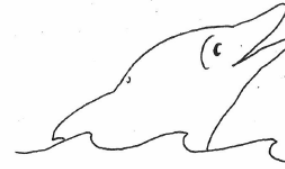
### Curious cat:



- showing curiosity about objects, people + events.
- using senses to explore the world around them.
- engaging in open-ended activity.
- showing particular interests

## Active Learning

### Concentrating dolphin:



- maintaining focus on activity for a period of time.
- showing high levels of energy + fascination.
- not easily distracted.
- paying attention to details.

### Playful puppy:



- pretending objects are things from their experience.
- representing their experiences in play.
- taking on a role in their play.
- acting out experiences with other people.

### Persevering bear:



- persisting with activity when challenges occur.
- showing a belief that more effort or a different approach will pay off.
- bouncing back after difficulties.

### Can-do bird:



- initiating activities.
- seeking challenge.
- showing a 'can do' attitude.
- taking a risk, engaging in new activities/ experiences, + learning by trial + error.

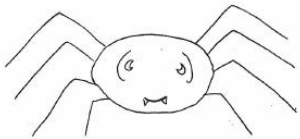
### Achieving beaver:



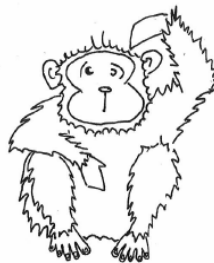
- showing satisfaction in meeting their own goals.
- being proud of how they accomplished something - not just the end result.
- enjoying meeting challenges for their own sake rather than for external rewards or praise.

## Creating and thinking critically

### Linking spider:



- making links + noticing patterns in their experiences.
- making predictions
- testing their ideas
- developing ideas of grouping, sequences, cause + effect.



### Thinking chimp:

- thinking of ideas.
- finding ways to solve problems.
- finding new ways to do things.

### Strategy squirrel:



- planning, making decisions about how to approach a task, solve a problem + reach a goal.
- checking how well their activities are going.
- changing strategy as needed
- reviewing how well the approach worked.



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Early Years  
Foundation Stage  
Assessment



The Early Years Foundation Stage (EYFS) covers Nursery and Reception.

Assessment in this stage is set out by the Department for Education. There is a Reception Baseline Assessment and a final term assessment called The Early Years Foundation Stage Profile.





In the first few weeks with us, your child will take part in a short Baseline assessment, with a familiar adult. This will give us a picture of your child's developmental stage, to allow us to support you child with appropriate next steps.

At the end of the Foundation Stage, your child will be assessed inline with the Early Years Foundation Stage Profile. This provides a well rounded picture of your child's knowledge, understanding and abilities against the 'expected' levels in readiness for Year 1.

**In Foundation Stage, there are  
7 areas of learning and development.**

**These are divided into  
3 prime areas and 4 specific areas of learning.**

Children should mostly develop the **3 prime areas** first as they are most essential for a child's healthy development and future learning.

These are:

- ✓ Communication and language
- ✓ Personal, Social and Emotional Development
- ✓ Physical Development





As children grow , the prime areas will help them to develop skills in **4 specific areas**.

These are:

- ✓ Literacy
- ✓ Mathematics
- ✓ Understanding the World
- ✓ Expressive Arts and Design





# Communication and Language



- Listening, Attention and Understanding.
- Speaking



# Personal, Social and Emotional Development



- Self-Regulation
- Managing Self
- Building Relationships





# Physical Development



- Gross Motor Skills
- Fine Motor Skills

# Literacy



- Comprehension
- Word Reading
- Writing





# Numeracy



- Number
- Numerical Patterns.

# Understanding the World

- Past and Present
- People, Culture and Communities
- The Natural World





# Expressive Arts and Design.



- Creating with Materials
- Being Imaginative and Expressive

**These 7 areas are used as we observe, plan and support your child's learning around their individual interests. The professionals teaching and supporting your child at Ladysmith School will make sure that they are guided by your child's unique needs, to help them reach their full potential.**



# Special Educational Needs and Disabilities

- It is really helpful to gather as much information as possible about your child before the term begins, as this will enable us to cater for any individual needs your child may have.
- If you have any concerns that you feel the school should know about, please make contact with the school either by telephone, email, or by having a chat with your child's teacher or our school SEN co-ordinator: Mrs Keenor.

# Pupil Premium Grant

The Pupil Premium was introduced by the Government in April 2011. It was designed to give additional money to support schools in 'closing the gap' in attainment and progress of children:

- Whose parents have a family income of under £7400
- Whose parents are service personnel (SCEI)
- Who are looked after by the local authority (CLA)

How do I apply?

To apply for Pupil Premium you will need to apply online: at [https://oneonline.devon.gov.uk/CCSCitizenPortal\\_LIVE/Account/Login?Ret](https://oneonline.devon.gov.uk/CCSCitizenPortal_LIVE/Account/Login?Ret) or you can search for 'Pupil Premium Citizen Portal'

This is the quickest and easiest way to apply and will result in you getting an instant decision. You will need to register on the portal using an email address before you can apply.

- Sandy Williams – Family Support Worker

CPTT.....



Kim and Tarin – co chairs of the CPTT

- Events
- 2<sup>nd</sup> hand uniform

# **Any Questions?**

- We will share questions raised in the chat box
- Your pack will be delivered by the end of the week or will come home with your child if they are already in our Nursery
- Contact the school office if you have any further questions

**Thank you for joining us!**

**We look forward to seeing you on the 1st July**