

Our Vision for Langham Primary School

At our school children will: -

Discover a love of learning

We make sure this happens by making sure children and their families are fully involved in their learning. Children know where they have come from and where they are going to. Our creative approach to the curriculum makes sure that learning is exciting and relevant to young enquiring minds.

Discover their voice

We make sure that children have a say. They learn how they can contribute to the school, to the local community and to the world and its future.

Discover friendship

Everyone is treated with care and respect. We look out for each other and this helps us thrive. Children learn the value of friendship with each other and wider communities.

Discover a positive lifestyle

Everyone feels happy and safe. Children know how to live healthily, seize the opportunities life can offer and face its challenges.

Discover their talents

In our school children discover and develop passions and talents that will last a lifetime. Every child has opportunities to explore new things and discover their potential. We celebrate their achievements and success.

School Details

Langham Primary School
School Road
Langham
Colchester
CO4 5PB

Telephone: 01206 272266
Fax: 01206 273774
E-mail: admin@langham.essex.sch.uk
Website: www.langham.essex.sch.uk

Headteacher: Mr Andrew MacDonald
Chair of Governors: Prof George Constantinides

Type of School: Community Primary School
Infant & Junior, boys and girls aged 4-11 yrs

Number of pupils on roll
October 2015: 105

Agreed Admission Number: 16



Our School

Langham Primary School has served its village community since the 1840's. Since then it has grown in size with the main buildings being extended and remodelled in 1994, an Early Years play area added in 2002 and a complete new hall and classroom built in 2005. The school now serves a much wider community with pupils drawn from North Colchester as well as the local area.

Admissions

Admission to Langham Primary is in accordance with the Education Authority's policy. This is set out in the booklet entitled "Primary Education in Essex" which is published annually and is available from Essex County Council and online.

Pupils are entitled to enter our Reception class in the September of the academic year that they reach the age of 5. At the beginning of the autumn term, we advocate a "staggered start", whereby for the first week all reception pupils are part-time, i.e. attend only the morning session. In a similar way, small groups of pupils start sequentially each day, until all the reception pupils are inducted. This allows the Class 1 staff to give close attention and support to children on their first day.

Come and visit our school, you are very welcome.... Arrangements can be made to visit our school by appointment with the Headteacher, who will be pleased to see parents, show you around and provide further information. Please contact the school office to make an appointment.

We have an induction programme for new Reception Class entrants. Pupils are invited to attend up to four morning and afternoon sessions in the half-term prior to joining Class 1. Parents of all new entrants are also invited to a special introduction evening in order to meet the Headteacher, governors and representatives of the Friends of Langham School (FOLS).

And the wider community

We continue to develop our strong links with Langham Pre-School, which the majority of our Reception pupils attend prior to transfer.

We are also fully involved in the Tendring Small Schools Cluster, sharing resources and events and we liaise with the secondary schools that our pupils go on to attend. We have well established links with the Grammar School.

The School Day

The school gates are opened at 8:35 a.m. to allow the children to come straight into school and be ready to start at 8:45 a.m.

For the first half term, the new reception children will be able to come into school with their parents/carers. You will be able to go into their class together whilst your child is getting used to the routine and will keep you informed of progressing to the next stage of taking themselves into their classroom.

Classes 1 and 2 (Foundation & Key Stage 1)

Morning: 8:45 a.m. to 12:00 p.m.

Afternoon: 1:00 p.m. to 3:00 p.m.

Classes 3 and 4 (Key Stage 2)

Morning: 8:45 a.m. to 12:15 p.m.

Afternoon: 1:00 p.m. to 3:00 p.m.

Key stage 1 children have an additional break of 15 minutes in the afternoon.

Organisation of classes (September 2015)

We have four classes that are grouped according to children's ages. The staff members in class are listed below: -

KEY STAGE 1

Class 1 – Reception & Year 1

Teacher – Mrs Arter

Teaching Assistant - Mrs Shepherd

Learning Support Assistant - Miss Carpenter

Class 2 - Years 1 & 2

Teachers – Mrs Neale (Mon - Wed) & Mrs Johns (Thur - Fri)

Mrs Cameron is currently on maternity leave.

Teaching Assistant – Mrs Newman

KEY STAGE 2

Class 3 - Years 3 & 4

Teacher - Miss Emrich

Teaching Assistants – Mrs Holdbrook (Mon – Thur) & Ms Liuzzi (Fri)

Learning Support Assistant – Mrs Dhanraj

Class 4 - Year 5 & 6

Teacher – Mrs Deller

Teaching Assistants – Mrs Harrow (Mon & Tue)

Mrs Dawson (Wed-Fri)

Other Members of Staff

Here at Langham Primary everyone will be working to ensure your child receives the best possible education.

<i>Headteacher:</i>	<i>Mr MacDonald</i>
<i>Office Manager:</i>	<i>Mrs Martins</i>
<i>Finance Assistant:</i>	<i>Mrs Hobson</i>
<i>Caretaker:</i>	<i>Mr Hobday</i>
<i>Middy Assistants:</i>	<i>Mrs Hobday</i>
	<i>Mrs Maskell</i>
	<i>Mrs Holdbrook (Mon-Thur)</i>
	<i>Ms Liuzzi (Fri)</i>
	<i>Mrs Newman (Tue-Thur)</i>
<i>Kitchen Assistants:</i>	<i>Mrs Dhanraj</i>
	<i>Mrs Arnold</i>

Our Governors

Our governing body is fully committed to the school's aims and works in partnership with the Headteacher and staff to make these a reality.

The governing body consists of:

Mr Andrew MacDonald	Headteacher
Mr Colin Wright	Clerk to Governors
Mr David Morrell	Co-opted
Mrs Melanie Everett	Co-opted
Mr Michael Sherring	Co-opted
Prof George Constantinides	Co-opted & Chair
Mrs Christine Dale	LA
Mrs Gemma Havord	Parent
Mrs Eve Oxley	Parent
Mr Colin Parker	Parent
Mr Richie Rouse	Parent
Mr Ron Smith	Parent
Miss Lisa Emrich	Staff
Mrs Sarah Shepherd	Co-opted
Mrs Liz Deller	Associate

Home-School Partnership

To work in close partnership with parents is one of the fundamental aims of Langham Primary. We believe that a positive relationship between home and school will enhance every pupil's education.

Getting to know the school

We have a "Meet the Teacher" session at the beginning of each academic year, where parents can gain information about their child's new class. We also hold information sessions for parents throughout the year. Recently this has included Early Years activity days and an information evening about internet safety. There is also a termly parents' forum which we use to keep parents up to date with school developments.

A learning partnership

We want to keep parents fully informed about the progress their children make in school and foster a genuine partnership. Each class has a 'link book' to maintain a dialogue throughout the year. There are parent consultation evenings in November and in March, when parents discuss with the teacher how their child is progressing towards personal targets and against national expectations. A full written report is issued to parents towards the end of the summer term. This includes SATs test and teacher assessment results for Year 2 and Year 6 pupils and teacher assessment results for Reception, Year 1, Year 3, 4 and 5 pupils.

An exciting curriculum

In their first year at school, children follow a curriculum designed specifically for the **Foundation Stage**. Alongside gaining a secure grounding in basic skills, children are encouraged to explore a range of themes gaining skills in speaking, listening and problem solving.



Once Reception Year has been completed, children are taught the **National Curriculum**. Here at Langham we organise our topics and themes into a two year rolling programme. In planning our curriculum, we make sure children are engaged by intriguing questions and make our topics interesting and learning fun. Alongside gaining knowledge, children secure their basic skills by using them in a range of ways in different ways.

Reading is taught carefully and systematically in order that children develop skills they will need to read with fluency and understanding. Children are taught early phonic skills through 'Letters and Sounds' which provides a solid foundation for developing confident, effective readers. In Year 1 children have had a national phonic screening check which enables us to make sure children are on track and quickly put measures in place if they show signs of falling behind. Children are encouraged to take home reading books to share with their parents. We have a 'Home-School Diary' that is used for regular contact between home and school. Our library books, both fiction and non-fiction, are bar-coded for use with our computerised library system and every pupil has their own library card.



Laptop computers are used throughout the school to support many areas of the curriculum. All classes have direct access to the Internet, allowing children and staff to obtain the most up to date information on work they are studying in school. The school has its own website **www.langham.essex.sch.uk**. Knowledge in the use of computers is important in our modern society, so our children are introduced to using computers, in the

course of their work, right from the youngest age.

Wider Opportunities

We work really hard to make sure that children continue to develop in confidence and experience through opportunities beyond the National Curriculum. Each year children elect representatives from their year group to be part of the School Council. Our school council makes an important contribution to the school and last year were instrumental in introducing a house system to school. We also have a very active Eco Team who amongst other things organize regular 'Tasty Tuesdays' selling tasty fruit kebabs for the rest of the school to enjoy. We make the curriculum richer by inviting specialists to work alongside the children and visiting places related to our work. For example, we have had visiting theatre groups and links with the Pimlott Foundation which have provided valuable opportunities for our children to perform music in public. We like to offer a range of extra curricular activities including sport, choir, dance, performing arts and we are very proud of our Code Club in which children learn the skill of computer programming.

Health Education

The school has achieved the Healthy Schools Award. The drinking of water throughout the day is encouraged and a filtered water dispenser is provided for children to use. Children learn about healthy lifestyles and are encouraged to make healthy choices. This includes enjoying regular exercise and eating a balanced diet. Children in Key Stage 1 are provided with fruit to eat as a snack through the day. The formal teaching of sex education occurs in Class 4 during the summer term.

Religious Education

Religious Education forms part of our school curriculum with children studying Christianity and other major world religions. This follows the Essex County agreed RE syllabus. This is nondenominational and seeks to inform pupils about how religion affects the lives of all people and their beliefs.

We hold a school assembly each day. Any parent wishing their child to be exempt from assembly should kindly inform the head teacher in writing. A suitable alternative place for such pupils will be provided during assembly.



Meeting Special Needs

Children experiencing learning difficulties or disability (SEND) may need special help. In accordance with the revised SEND Code of Practice (2014) we work closely with parents to support children with SEND. Our Special Needs co-ordinator (SENCO) is Mrs Louise Cameron. Our approach to SEND is explained in more detail in our 'School Information Report' which is available on our website. www.langham.essex.sch.uk/policies.html

The school has a register of more-able pupils which is an important element of our Gifted and Talented Policy. Staff are aware of the needs of highly able children and plan accordingly. Extension activities are planned in each curriculum area.

Child Protection

Our priorities are your child's education and their welfare. Therefore, there may be occasions when a concern about your child means that we have to consult other agencies. The procedures we follow have been laid down by the Essex Safeguarding Board in the SET (Southend, Essex, Thurrock)" procedures. If you want to know more about this procedure, please speak to the Headteacher who is the designated person for child protection at the School. Please note that we also have a child protection policy which is available for inspection at school. We also have a Governor, Christine Dale, who takes a lead on Safeguarding and Child Protection for the Governing Body.

Pastoral Care and Behaviour

The school has an agreed Positive Behaviour Policy. The Governing Body expects all pupils, parents and staff to adhere to the principles of this Positive Behaviour Policy. In exceptional cases, a Headteacher may exclude a child from the school. Procedures governing such exclusions and any resulting appeals, may be obtained from the school office.

Complaints Procedure

Our emphasis is on the home-school partnership and usually most problems can be dealt with speedily by informal means. In the first instance the child's teacher should be consulted and then the Headteacher. However, if informal discussion does not resolve the issue, a formal complaint should be made to the governing body in line with our Complaints Policy which is available from the Headteacher or our website.

Funding of additional activities

Voluntary contributions are requested to help pay for any extra activities organised by the school e.g. school trips. No pupil would be omitted from any activity because his or her parents were unable to contribute but obviously these activities would not be able to take place if parents are reluctant to support them. Please speak to the school office or Mr MacDonald if you have any concerns or worries regarding payment of trips etc. as we are happy to accommodate an alternative arrangement on an individual basis.

Lunchtime

Hot school dinners are available every day and should be requested and paid for at the school office on a Monday morning. Currently all children in Key Stage 1 can have a free school meal each day. For children in key stage 2 the cost is £2.00 per dinner. Monies can be



paid either by cash or cheque (made payable to Essex County Council) and should be enclosed in a sealed envelope with your child's name and class clearly marked on the front. Please ensure that your child knows they are having a school dinner as it can get very confusing if they suddenly ask for sandwiches whilst the register is being completed! Our school dinners are provided by Ramsden Hall School in Langham.

The school dinner menus have a three week cycle and are changed seasonally. There is also a vegetarian option available and we have included a sample menu for you.

Alternatively, you can provide your child with a packed lunch from home. We would appreciate it if you would NOT include the following in a packed lunch: -

No nuts or foods that could contains nuts.

No glass bottles.

No fizzy drinks.

No sweets or chocolate bars e.g. Mars, Crunchie or similar

PTA/Friends of Langham School (FoLS)

The school is very fortunate to have an enthusiastic and committed group of parents, villagers and staff called the Friends of Langham School. They give their time to organise many fund raising events such as the Summer and Christmas Fayres, school discos and the Langham 10k run. All of these events raise a great deal of money which is then used for the benefit of the pupils. Examples of this are: -

- ✓ Books for class collections
- ✓ Furnishings for new library area
- ✓ Subsidising visits for each class
- ✓ Special visitors to schools
- ✓ Safety surface for adventure trail

A message from the FoLS

The Friends of Langham School (FOLS) are a group of parents and local people who work to raise funds for the school. Our aim is to enhance the children's experience of school life and help the teachers by providing additional resources which they might not otherwise receive.

Some of the fundraising events we organize throughout the year include the Summer Fete, school discos, the Langham 10K Run, a camp-out in the school field and the Christmas Bazaar. The children and parents alike thoroughly enjoy these events, as you can imagine.

A great event, run by Class 1, is a café where the children make and help sell food and drinks to the parents. All parents of the school are invited, as well as children and their parents who are joining the school next term. This is a fantastic way for new children and parents to meet and get an insight into school life, as well as teaching the children about healthy foods and money.

We have funded the outdoor picnic benches, provided classroom equipment and contributed to the cost of transportation for school trips as well as purchasing a cooker for the kitchen area where the children can learn to bake and cook.

We meet up once a term and are always interested in new ideas, so do please come along. Also, keep an eye on the school notice board & newsletter for details of meetings and forthcoming events.

Mrs. Charlotte Parker – FoLS Chair Person

Uniform

All children should have a red sweatshirt or cardigan with the Langham School apple logo. The Fleece should only be worn as an additional outdoor item and not instead of the sweatshirt or cardigan. The other uniform consists of: -

- Dark grey long trousers or shorts (in warmer weather) for boys
- Grey skirt, pinafore dress or dark grey school trousers for girls
- White shirt or blouse (white polo shirt for Reception and years 1 & 2)
- Red check dresses in warmer weather
- Black school shoes or summer sandals (no trainers please)
- School tie (years 3 to 6)



P.E. & Outdoor Games

- Plain white sports t-shirt or polo shirt
- Black P.E. shorts
- Black plimsolls
- Suitable warm clothing e.g. track suit or old jumper (preferably a dark colour)
- Suitable footwear for the sport e.g. football boots or trainers (mainly key stage 2)

We sell school ties from the school office as well as the following items listed below, which have the school's emblem embroidered on: -

- Bookbags
- Fleece – please note this item of clothing is not to be used as a substitute for a cardigan or sweatshirt.
- Sweatshirts
- Cardigans
- White Polo shirts

We ask that you clearly mark all school clothing with your child's name to ensure that any item of lost clothing can be returned to your child as soon as possible.

Please also note that all forms of jewellery are regarded as inappropriate for pupils in school. Children will be asked to remove earrings for P.E. so please ensure that your child is able to remove them.

Reporting Absences

It is essential that we know whether your child is present in school or absent. All absences must be reported to the school office by 9:30 a.m. this can be done by calling the main school telephone number 01206 272266, selecting option 1 from the menu given and leaving a message on the answering machine detailing the reason for absence. Alternatively, you can email the school with the absence information admin@langham.essex.sch.uk



Some childhood illnesses mean that it is not advisable for your child to be at school due to contact or being a risk to another child or member of staff. The school takes its guidance from Public Health England. In particular, after vomiting or diarrhoea, please ensure your child is kept away from school for 48 hours after the final bout. Please speak to the school office should you have any concerns.

School Term Dates

You can download a copy of the calendar for this year from our website where you will also find a list of upcoming events.

Autumn Term:

Thursday 3 September 2015 – Friday 18 December 2015

Half Term 26 - 30 October

Spring Term:

Monday 4 January 2016 – Thursday 24 March 2016

Half Term 15- 19 February

Summer Term:

Monday 11 April 2016 – Friday 22 July 2016

May Bank Holiday – Monday 2 May

Half Term 30 May – 3 June

As a result of recent Government legislation, family holidays are no longer allowed during term time.

We would also encourage you to make any relevant medical or dental appointments outside of school time where possible. However, if you are unable to do this please ensure that you let your child's class teacher and the school office know in advance of the appointment.

School Nurse

The school nurse completes a check for height, weight, sight & hearing for all new reception children, and a height and weight check for Year 6 pupils. You will be written to directly by the school nurse regarding these checks and they are only conducted with your permission.

School Performance

Year 1 Phonics Outcomes

This year 87% of children achieved the expected standard in phonics. In 2013 69% of children nationally achieved the standard and 77% at Langham.

Key Stage 1 Attainment (end of Year 2)

The national expectation is that children should reach Level 2 by the end of Key Stage 1. In 2013, 85% to 91% of children nationally achieved this result, and 15% to 29% achieved the higher Level 3 result, depending on the subject. Langham's results are below.

Subject	Level 2+				Level 3+			
	2014	2013	2012	2011	2014	2013	2012	2011
Reading	100%	94%	93%	85%	27%	31%	33%	27%
Writing	91%	94%	87%	90%	27%	13%	13%	11%
Mathematics	100%	94%	93%	90%	45%	19%	20%	11%

Key Stage 2 Attainment (end of Year 6)

The national expectation is that children should reach Level 4 by the end of Key Stage 2. In 2013, 74% to 86% of children nationally achieved this result, and 30% to 47% achieved the higher Level 5 result, depending on the subject.

Subject	Level 4+				Level 5+			
	2014	2013	2012	2011	2014	2013	2012	2011
Reading	100%	100%	88%	93%	60%	50%	65%	60%
Writing	93%	90%	88%	60%	33%	20%	29%	0%
Mathematics	93%	80%	82%	80%	47%	40%	29%	20%
SP&G**	73%	70%	-	-	53%	40%	-	-

Subject	Level 6+			
	2014	2013	2012	2011
Reading	0%	0%	*	*
Writing	0%	0%	*	*
Mathematics	7%	10%	18%	*
SP&G**	0%	10%	-	-

(*) = Level 6 SAT papers were available (optionally) for the first time in 2012. Results marked with an asterisk indicate that no children were entered for this level.

(**) = Spelling, Punctuation and Grammar tests were introduced for the first time in 2013.

Progress between Key Stage 1 and Key Stage 2

The national expectation is that children should make two levels of progress between the end of Key Stage 1 and the end of Key Stage 2. In 2012, 88% to 91% of children nationally achieved this result, depending on the subject, while 30% to 31% of children made three or more levels of progress. Langham's results are below.

Subject	2+ Levels				3+ Levels			
	2014	2013	2012	2011	2014	2013	2012	2011
Reading	93%	100%	88%	93%	43%	22%	41%	27%
Writing	86%	100%	88%	33%	29%	22%	29%	0%
Mathematics	93%	89%	71%	47%	21%	33%	18%	7%

Early Years Foundation Stage Policy

Summer 2012

Rationale

The Foundation Stage is crucial. Children will be experiencing their first major separation from home and family and need to be nurtured and supported so that they will feel secure, happy and confident within the school community. In the Foundation Stage the learning environment is managed, organised and resourced in specific ways. The learning opportunities available to the children are developmentally appropriate and support their learning across all seven areas of learning in the Foundation Stage.

Principles

In the Foundation Stage at Langham Primary School we aim to provide all the children with:

- An exciting and appropriate Foundation Stage curriculum where learning is holistic and meets the developmental needs of individual children.
- A warm, caring and stimulating environment where each child can fulfil their potential.
- Play based learning opportunities that develop their prior skills, knowledge and understanding.

We are committed to the EYFS and the themes and principles embedded within it.

Admissions

Parents apply for a place at Langham Primary through Essex admissions department. They are encouraged to meet the head teacher and are taken for an informal tour of the school. The agreed admission number for September 2013 is 16. Children start in the Autumn term, and will be offered a staggered start date to ensure each child feels 'special' on their first day at school. In order to cope with the significant change to their daily routine, we highly recommend children attend on a part time basis until the third week at school. There may be exceptions to this depending on the individual and/or their circumstances. Parents are entitled to ask for their children to start school full time from their first day. We are happy to accommodate this should it be required.

Induction

Before admission:

- An induction folder containing information about our school is provided for every family
- Parents are invited to an open evening where they can meet the head teacher and EY leader/Class Teacher.
- Pre-school visits are made by the class teacher and support staff before the children begin school.

- Each child is invited to 3-4 afternoon induction sessions prior to starting.
- Children are invited to fortnightly community story sessions, a Class 1 cafe in the summer term, school fairs and other activities.

After admission:

- Staggered intake into Class 1 to allow for 1:1 nurturing on their first day at school.
- Within the first few weeks of school, a parent-teacher Q&A session will be arranged after school.
- A termly letter giving curriculum information will be circulated to parents at the start of each term. Weekly newsletters will follow, giving parents a window into what their children are learning in class and with ideas of what they could do at home.
- Termly workshops based around the EYFS will be open to parents for them to learn more about the curriculum.

Session times

All children must be accompanied to and from school by an adult. Children are only released at the end of the day to a known adult.

An outline of the school day is below. We provide a snack of fresh fruit and water during the morning session. Children can bring an additional snack if they wish.

Time	Day
8:45 a.m.	Registration Phonics / Gym trail
9:15 a.m.	Literacy carpet session Inside/Outside time (small literacy focused group activities)
10:15 a.m.	Assembly
10:30 a.m.	Play time
10:45 a.m.	Numeracy carpet session Inside/Outside time (small maths focussed group activities)
11:45 a.m.	Story
12:05 p.m.	Lunch
1:15 p.m.	Registration Handwriting & Reading
1:40 p.m.	Topic activities Inside/Outside time
2:15 p.m.	Tidy and set up (children encouraged to be actively involved with this)
2:30 p.m.	Topic Story
3:00 p.m.	Home time

Class 1

Due to the small size of the school, reception children are in a mixed class with year 1 pupils. This is known as Class 1.

Guidelines for planning in the Foundation Stage

Proformas for planning ensure that there is continuity for teaching and learning in the Foundation Stage as well as progression from Reception to Year 1. Long-term plans are devised as a team across Year 1 and they reflect the ideas of all members of staff. Planning is topic based. All planning is related to the seven areas of learning as set out in the curriculum guidance for the Foundation Stage (3 prime areas [communication & language, physical development, personal, social and emotional development] and 4 specific areas [literacy, maths, understanding of the world, expressive arts and design]).

Medium-term plans highlight the focus for each area of learning for that half term as well as the intended learning objectives for the activities taking place. Weekly planning details the 3 specific adult focused sessions as well as independent learning objectives and activities. It also identifies children to be observed each week.

Planning is related to the knowledge of the children's learning. Learning opportunities involve a balance of adult focussed (20%) and child led activities (80%) with clearly identified learning objectives for adult focused and intended learning objectives for child led activities. Planning involves learning opportunities for the inside and outside of the classroom.

Children are grouped by ability. When children begin school, a large proportion of their time is allocated to free play. This free programme is gradually directed by staff as children get older and more mature, so that as they approach KS1, they are prepared for the more formal curriculum. If children are ready to do so, there are opportunities for them to work with the Year 1 pupils in the class for literacy and numeracy. In some cases a year 1 child may still be taught the EYFS in the first term of Year 1.

Assessment

A baseline assessment is made within the first 6 weeks of entry. There is a proforma available. Ongoing staff assessment based on observing children in a variety of learning opportunities takes place every day. In Reception, one child is observed each day so five children are observed a week. Samples of children's work and photographs of children engaged in activities are also used to support observations in the seven areas of learning. These assessments are shared with parents and carers during consultations and are used to inform parents and carers about their child's progress at the end of Reception.

There are two ways of including parents in the assessment of their children. The first being half termly opportunities for the parents to read the learning journeys and add their own evidence and comments. The second, being a WOW wall for parents and children to record moments and events of importance to them. Assessments are also made throughout the year according to guidelines set out in the school assessment policy. Each term the children are tracked in reading, writing and maths. At the end

of their time in Reception, parents and carers receive a written report on their child's progress, and the Early Years profile is completed. In Autumn 2012 also began to actively involve the children in their own self assessment, allowing time for the children to explore their learning journeys and comment and add to them.

Teaching Strategies

The following strategies are considered very important for children in the Foundation Stage:

- Observing and then using what has been observed to plan for all children
- A balance of child initiated and adult focused activities to be provided across the Foundation Stage
- Adult focused activities may be organised for certain groups, individuals or for the whole class to experience. It is important that they are differentiated to meet the needs of all children.
- Teaching children to be independent and self-sufficient is highly important across the Foundation Stage. To ensure this is achievable, resources and equipment must be accessible and clearly labelled. Children are positively encouraged and supported to be involved in tidy up sessions.
- Foundation Stage staff follow the school behavioural policy to ensure that there are high standards of behaviour and all children can access the curriculum.
- Accessing outdoor play is a very important parts of the children's development. Children have regular access to the outdoor area during free-flow play. Children in Reception also have access to the main school grounds, in particular the adventure trail which they visit regularly, whilst supervised by Class 1 Staff.

The Learning Environment

We believe that the pupil's environment plays a crucial role in each child's learning as a safe, secure and stimulating place that promotes curiosity, challenge, creativity and independence. In order to achieve this we:

- Ensure that wall and table top displays reflect and celebrate the children's work and achievements.
- Encourage the children to explore interactive and exploratory displays
- Ensure that equipment and resources are available and accessible
- Ensure that appropriate challenges built into the planning and clearly linked to the EYFS.

Partnerships

The relationship between Foundation Stage staff and children's parents and carers provides a link between home and school as well as having a fundamental effect on children's learning. This relationship is based on a two-way communication, which will support all children's achievement across the six areas of learning. This relationship develops through daily, informal conversations, parents and carers attendance during consultations and involvement in school and community events. Once children have settled into Reception, parents and carers are encouraged to support their children's learning through a variety of ways, these include: -

- Coming into school to read with individual or groups of children
- Coming into school to play games
- Helping during class trips and visits
- Attending our story sessions and EY workshops

Parents and carers are invited to join the FOLS and be involved in whole school social, educational and fundraising events.

The relationship between the Foundation Stage and the rest of the school is highly valued. We try to work with Class 2 as much as possible. The reception children participate in all assemblies; PE lessons/coaching; whole school play time; school productions; fundraising and special curriculum outcomes, days and special weeks.

We endeavour to forge strong links between the Foundation Stage and the various pre-school settings. Please refer to the induction section.

Equal Opportunities

Foundation Stage staff are committed to providing the full range of opportunities for all children regardless of gender, disability, ethnicity, social, religious, or cultural background. All children should have equal access to the curriculum and the right to a rich learning environment, which dispels ignorance, prejudice and stereotyping. Diversity of languages within the school is seen as both positive and valuable.

S.E.N. procedures

Consideration is given to all children with Special Educational Needs, including the most able children, children with learning difficulties, children with physical disabilities and children with emotional or behavioural difficulties. Special Educational needs are considered when planning, to ensure inclusion of all children. Langham Primary is an inclusive school and we believe that all children should have their entitlements and needs met within the classroom setting, involving the support of an outside agency where appropriate.

If Foundation Stage staffs have concerns about a child they will first speak with the parents and devise and discuss strategies to be tried together. If necessary the SENCO would become involved and an Individual Education Plan would be drawn up, parents would be involved in this. If the involvement of outside agencies were deemed necessary, the SENCO would arrange this. (Please see the SEN policy).

Health and Safety

We prioritise children's safety, in accordance with the school Health and Safety policy. Risk assessments are carried out on a yearly basis. And also, risk assessments are carried out for activities where we feel that there may be a potential risk to the children. Prior to educational visits, staff make an initial visit and then conduct a risk assessment according to the venue and group of children involved.

The school ensures that there is always at least one member of staff with an up-to-date Paediatric First-Aid certificate on site at all times in Class 1.

Resources

Resources are audited, maintained and ordered by the EY leader. The EY leader is responsible for the EY budget. The EY leader will access the resources for health and safety, their use and popularity and involve the children in care and maintenance. Children should also be involved in planning for the classroom, ordering new resources and designing their role play areas and other areas in the classroom. ICT is considered an essential resource.

Staff training and development

All staff working in the Foundation Stage has access to Foundation Stage training provided by the LA, appropriate to their own training needs and the Foundation Stage and School Development Plans. It is important that Foundation Stage staff keep in touch with current developments. Some staff meetings and INSET are run separately for Foundation Stage when the content is more appropriate to be looked at in separate key stages. Some of these should be devoted to critical reflection on progress.

This policy will be reviewed in summer 2014