



Going into Reception at Blue Bell Hill Primary School

At Blue Bell Hill we want our school community to enjoy coming to school, be happy and have fun.



**Blue Bell Hill
Primary School**



What we stand for

Mission Statement

- Aim High
- Respect and Care for Each Other
- Celebrate Success

At Blue Bell Hill we want our school community to enjoy coming to school, be happy and have fun.

We aim high

- We put everyone's learning at the centre of all we do
- We provide innovative, creative, challenging and high quality teaching
- We provide a rich curriculum that ensures exciting experiences for all
- We teach children to be 'Resourceful', 'Resilient', 'Reciprocal' and 'Reflective'
- We set challenging targets and expect the entire school community to aspire to be the best
- We have high behaviour expectations for all.

We respect and care for each other

- We encourage and support one another
- We believe that everyone deserves the same respect
- We listen to children, staff, parents and the community
- We ensure people feel safe and cared for
- We expect everyone to use good manners and be polite
- We work in partnership with our families and the community.

We celebrate success

- We encourage pride in our achievements both in and out of school
- When someone succeeds we are pleased for them
- We share our successes with families and the wider community.



Welcome to Reception

Rebecca Edge, Headteacher, says...

At Blue Bell Hill, we offer a safe, welcoming and creative environment which allows the children, families and staff to thrive and reach their full potential.

Getting to know you

Whether you have come from our Nursery classes, or are starting your journey with us, I look forward to getting to know you and your child.



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Coming from our Nursery?

A quick guide to what's different in Reception

What's changed?

- In the first two weeks the day looks the same as Nursery for transition and learning to learn. After this, Reception will be doing daily English, maths, phonics and curriculum lessons.
- Throughout the day, the children have ample opportunity to learn through play, both indoors and outdoors.
- The children eat lunch in the hall, before going outside onto the bottom playground for their playtime, supervised by reception teaching assistants and midday supervisors.
- In Reception reading is very important and all children read at school across the week and have reading books changed. Children should also be reading at home at least three times during the week.
- Full uniform is compulsory.
- Expectations in relation to behaviour for learning and general behaviour are introduced throughout the first two weeks.



Building Learning Power Curriculum Overview

We aim to develop children who are:



Reflective- Being ready, willing and able to become more strategic about learning – by planning, taking stock and drawing on your experiences to get the best out of yourself.



Resilient- Being ready, willing and able to lock into learning – knowing how to work through difficulties when the pressure mounts and the going gets tough.



Resourceful- Being ready, willing and able to learn in different ways – using both internal and external resources.



Reciprocal- Being ready, willing and able to learn alone and with and from others.



Curriculum

Broad and balanced

At Blue Bell Hill we believe that all children are entitled to a broad and balanced curriculum which is interesting, engaging and provides a range of learning opportunities that help develop children's life-long love of learning. The curriculum is based on the Early Years outcomes for learning and the early learning goals.

Learning

Children are taught maths and English every day and have a guided reading session at least once a week. From entering school in Nursery the children are taught phonics and follow the 'Letters and Sounds' programme.



Areas of the curriculum

The curriculum is divided into seven areas. Three prime areas and four specific areas, through which the three prime areas are strengthened and applied.

- communication and language
- physical development
- personal, social and emotional development
- literacy
- mathematics
- understanding the world
- expressive arts and design.

Assessments

Staff use ongoing assessments in order to inform future planning and to set interventions. Children are also assessed on a more formal basis using the Early Learning Goals and the Development Matters Document. At the end of the reception year staff will complete the Foundation Stage Profile.





Moving into Reception

Attendance

We take attendance very seriously at Blue Bell Hill because we know that a child who attends school every day will make good progress and do well. If a child misses valuable learning time it will lead to gaps in their understanding. If your child has to be away from school due to illness please ring the school office before 9am.

NO holidays should be taken in term time as there are 13 weeks a year school holidays.

Assemblies

At Blue Bell Hill we have three assemblies a week that all children attend. Parents are also invited to join our assemblies. It is important to come together as a school community.

Three a week!

Every week we have a BLP assembly; this is when we learn about our school captains. A class assembly, where each class takes it in turns to talk/show what they have been learning about. Also a celebration assembly, to celebrate learning achievements and attendance.

Behaviour

At Blue Bell Hill we use a traffic light behaviour system. All children are expected to follow our school rules. Every child starts each day on green. If a child chooses not to follow the school rules all staff will follow the behaviour policy moving children on the traffic lights.

Green all week

Children who stay on green all week are invited to the tea party on Friday. Each half term a celebration/reward will take place for all children who have stayed on green every day.

PE kit

All children at Blue Bell Hill do PE and need full PE kit every week. Our PE kit is black shorts, black t-shirt and plimsolls.

Houses

Every child is assigned to a 'house'. The houses are: green, blue, red and yellow. Pupils can gain house points for good work and behaviour which go towards an end of term treat for the house with the most house points. On sports day the children compete in their house teams.

Playtime

In reception, the children are able to access high quality outdoor provision throughout the day. In addition to this, they have an outdoor playtime at lunchtime on the bottom playground.

Punctuality

Punctuality is very important. The school day starts at 8.50am and pupils are considered to be 'late' after 9.10am when the registers close. The school day ends at 3.15pm.

Questions and concerns

If you have any questions or concerns the first port of call is your child's class teacher who is available every day before and after school. If you need to see a member of the senior leadership team, they are always present in the foyer in the morning and after school or you can call the office to make an appointment.

Reading

Reading is the cornerstone of educational success. All children read banded books in a guided reading session at least once a week. Every child will bring home two books. One that links to their reading level and one that they have chosen. Reading must continue at home, you should aim to read with your child at least three times over the week and record this in the purple reading record. There are rewards for individual children and for the class that reads the most. Children must bring in their reading bag every day.



Moving into Reception

Reports

There are two parent sharing sessions over the year, this is where you are invited into school to watch a teaching session, look through your child's books and learning journeys and talk to their teacher about their achievements and next steps in their learning. Towards the end of the year you will receive a formal report; this includes an overview of progress and attainment made during the year as well as other school achievements.

Safeguarding

At Blue Bell Hill Primary School, the health and well-being of every child is our paramount concern. On rare occasions our concern about a child may mean that we have to consult other agencies before we contact you. The procedures which we follow are to be found in our Safeguarding and Child protection Policy, available on our website. All staff are trained in Child Protection Awareness. The School follows local authority guidelines in relation to safeguarding children.

Trips

All children go on a range of trips to support their learning throughout the year. You will receive more information about trips as the year unfolds.

Uniform

Children wear full school uniform every day. This consists of jumpers, cardigans and t-shirts. These are sold at the school office.



Early Learning Goals (ELG): what you need to know

Emerging, expected or exceeding

At the end of the year every child is assessed at whether they are working below, in line or above the national average. You will receive this information as whether they are emerging, expected or exceeding the early learning goals. There are 17 early learning goals.

Prime areas of learning and their associated Early Learning Goals are...

Communication and language development

This involves giving pupils opportunities to speak and listen in a range of situations and to develop their confidence and skills in expressing themselves.

ELG 01 Listening and attention: pupils listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

ELG 02 Understanding: pupils follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

ELG 03 Speaking: pupils express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

Physical development

This involves providing opportunities for pupils to be active and interactive, and to develop their co-ordination, control, and movement. Pupils must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.

ELG 04 Moving and handling: pupils show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

ELG 05 Health and self-care: pupils know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

Personal, social and emotional development

This involves helping pupils to:

- develop a positive sense of themselves and others
- form positive relationships and develop respect for others
- develop social skills and learn how to manage their feelings
- understand appropriate behaviour in groups
- have confidence in their own abilities.

ELG 06 Self-confidence and self-awareness: pupils are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

ELG 07 Managing feelings and behaviour: pupils talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

ELG 08 Making relationships: pupils play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.



Early Learning Goals (ELG): what you need to know

Specific areas of learning and their associated Early Learning Goals are...

Literacy

This involves encouraging pupils to read and write, both through listening to others reading, and being encouraged to begin to read and write themselves. Pupils must be given access to a wide range of reading materials for example books, poems, and other written materials to ignite their interest.

ELG 09 Reading: pupils read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

ELG 10 Writing: pupils use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

Mathematics

This involves providing pupils with opportunities to:

- practise and improve their skills in counting numbers, calculating simple addition and subtraction problems
- describe shapes, spaces, and measures.

ELG 11 Numbers: pupils count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract 2 single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.

ELG 12 Shape, space and measures: children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

Understanding of the world

This involves guiding pupils to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

ELG 13 People and communities: pupils talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

ELG 14 The world: pupils know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

ELG 15 Technology: pupils recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

Expressive arts and design

This involves supporting pupils to explore and play with a wide range of media and materials. It involves providing pupils with opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role play, and design and technology.

ELG 16 Exploring and using media and materials: pupils sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

ELG 17 Being imaginative: pupils use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.



**Blue Bell Hill
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