



LONG CRENDON SCHOOL

the place to grow



Mr  
Poote



Mrs  
Wallace

## FOUNDATION

### Welcome to Foundation Class!

This is a parent's, carer's and children's guide to starting school in the Foundation Class at Long Crendon School. We hope that it is informative, without being too overwhelming and will give you and your child a starting point from which to relate.

This booklet will highlight the main features of our setting and will take you through a typical day. Please take time to read through it with your child and don't hesitate to contact us if you have any questions or concerns.

## OUR SPACE

### Inside the Classroom:



The classroom is bright and spacious, with dedicated learning zones to facilitate all aspects of the Foundation Stage Curriculum. The resources are easily accessible and child-friendly aimed at stimulating interest and enabling independent learning opportunities.

## OUR SPACE

### Outside the Classroom:



The outside space includes an all-weather sheltered area, designed to reflect the interior, which is accessible all day and enables children to move freely from inside to outside.



The outdoor space is continued with an artificial grass and road layout, a large sand pit and a 'loose parts' construction area providing opportunities for gross-motor development and physical exercise. There is access to two sheds containing bikes, scooters and sports equipment. There is further access to an extensive wild area, which includes; a greenhouse, mud kitchen and workshop, water pulley systems, 'trim-trail' obstacle course, bird hide, den making resources, 'mini-beast hotels' campfire area, planting and digging areas as well as a range of wild flowers and plants to explore.



## **OUR ETHOS**

### **Working together:**

At Long Crendon School we believe it is absolutely essential to develop a relationship with the children and the family/carers and establish a high level of trust from the outset. We value the opportunity to work collaboratively with you and promote an 'open door' policy throughout the year to ensure good levels of communication whenever possible.

Our aim is to support and nurture your child's interactions using positive reinforcement and praise. We seek to use your child's interests as a platform for highly motivational learning opportunities and appreciate any information you can provide to enhance this process.

From the moment you arrive at school, we ask that you work with us to support your child and model the expectations and values that we expect from them. Initially, we ask that you encourage your child when managing their daily routines and help them to settle by interacting with the resources that have been set up within the environment. This is often a good time to pass on any relevant information you have about your child to the class teacher or learning support assistant. If your child starts their day in the breakfast club, please pass on any messages to them and we will endeavour to contact you if needed. We will also look to pass on information that we feel is important such as achieving a milestone at school or raising a concern.

*Please refer to the following pages for information about the general routines and timetables.*

## Activities:

Once your child has put away their belongings and have self-registered they are free to explore the environment to see what they might like to engage with. Initially, the activities will encourage group participation, sharing and turn-taking. As the children become more aware of the resources and how to use them, they should start to develop their own ideas of what to do and how to initiate them independently. This is when we will be making observations and assessing next steps for individuals and groups. We encourage parents and carers to spend the first 20 minutes of the morning helping their child to settle into an activity and taking the opportunity to share information with us if needed (*please don't feel you have to stay if your child is happy and engaged*)

## Examples of activity areas in the classroom:



**Writing/Mark-making Area**



**Maths/Problem Solving Area**



**Creative Area**



**Quiet/Reading area**



## OUR ROUTINES AND EXPECTATIONS

### Uniform and personal belongings:



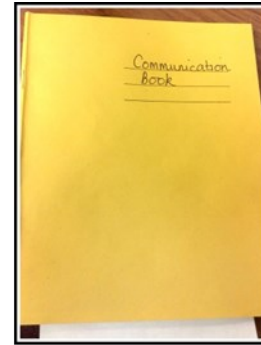
Please ensure that your child is wearing the correct school uniform and shoes. We ask that long hair is tied up and out of the face and clips and hair bands should be school colours. The book bag is an important item that will be used for communication via letters as well as a place to put the children's work. We also use this for sending home support resources and reading books etc.

### Drinks and snacks:



Please provide your child with a named and non-leak drink bottle and fill it with water only. We have a daily snack time and there is a selection of fruit and vegetables provided. If you would like to give your child their own snack we ask that it is a piece of fruit or vegetable only and not a snack bar (grapes to be halved please). We also have water available if your child forgets their drink bottle.

### Arrival, self-registration and home time collection:



Please encourage your child to be responsible for their personal belongings so that they learn to become more independent. For example, let them hang up their bags and coats and put their book bags away in their drawers. Please also help your child to find their name and put it on the register board to indicate they have arrived. There is a communication book, which is for parents and carers to share information with the FS staff such as collection arrangements if they are different from the normal routine. For example, if Granny and Grandpa are collecting or your child is going home with another parent. *Please be aware that it is our duty to make sure the children are safe. If we do not have confirmation that another arrangement has been made, we will not be able to release your child until we have spoken with you.*

### Daily time table:



We have a pictorial timetable, which we refer to daily. It is useful to have an idea of what to expect throughout the day and helps children feel more settled about transition times. Please take a moment to look at it with your child and talk to them about their day.

## Phonics:

Once the children are feeling a little more familiar with the routines and expectations we will introduce a daily phonics session that will introduce regular adult-structured learning times as well as teaching a phonics programme aimed at supporting reading and writing. There will be more information on this in time, but it will involve input from you at home to practise the phonemes taught during the week.



## Lunchtime and playtime:

We take the children down to the lunch hall at 11:45am and they are the first class to sit down and eat. The FS Team will eat with the children alongside the Lunchtime Supervisors to provide continuity and familiarity. The Foundation classes will sit together exclusively and will be encouraged to eat their meals before going outside to play. If there are any concerns about eating, we inform parents at the end of the day.

Playtimes take place on either the field when the weather is good or the playground if it is otherwise unsuitable. We liaise with the Lunchtime Supervisors daily and they report any incidents or accidents so that we can inform parents and carers. The children also have Year 6 'Buddies' who are responsible for helping to look after and play with them.

Please note that we won't take the children out to play during the first 2 weeks until they are settled and have been taken around the school. This also allows time to meet the new buddies and become more affiliated with the wider school network.



Lunchtime Seating



Serving Meals



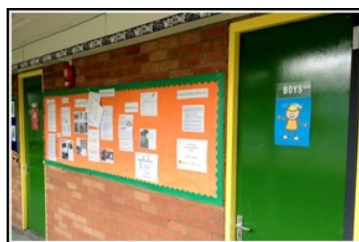
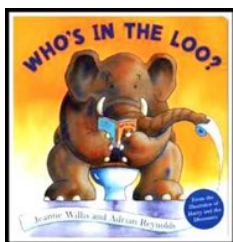
Playtime



Buddies

## Toilets:

We expect that children coming into the setting are able to use the toilet independently, with the exception of any prior developmental delay or recognised physical need. The toilets are in the process of being renovated and will be located in the corridor outside the classroom. We will of course support children if they need assistance and the LSA's will help to change children in the event of a toileting accident. The children are asked to put their names on a 'Who's in the loo' board when they wish to visit the toilets so that we are able to monitor when a child has left the classroom.



*Images show existing toilets (for KS1 use)*

## Home Time:

At 3:15pm the children will be escorted to the home collection point outside the glass corridor. We ask that you make yourself visible by standing near the front of the waiting area and waving when you see your child. We will not release your child until they have told us they can see you and we have acknowledged your attention. Please do not remove your child without letting us know and if your child does run over to you without telling us, please kindly bring them back and remind them to speak to us first. This process is obviously in order to maintain child safety, so your patience is appreciated during this busy time.



## Thank you for taking the time to share this with your child!

We hope that this is a useful guide and will help you to familiarise the environment and routines before your child starts school. We will provide additional information about the term and specific dates using ParentMail via the school office and will endeavour to communicate face-to-face or by email if we need to speak to you about something more personal.

If you have any questions or concerns, please feel free to speak to us anytime. You can arrange to meet in the morning or after school or alternatively email the school office and they will forward any messages accordingly.

Thank you again for your time.

Kind Regards

**Mr Poote**

*Foundation Stage Leader/Teacher*

**Mrs Wallace**

*Learning Support Assistant*

*Notes:*

