



FOREST PARK
PREPARATORY SCHOOL

Pre-Prep - Class Handbook



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The Early Years Foundation Stage

The Early Years Foundation Stage (EYFS) is the stage your child is at when they attend a setting between birth and the age of five. It is the stage that they are in until the end of the Reception year.

We all agree that children do best when parents and professionals work together. We recognise that you know more about your child than anyone else and, as practitioners, we will be asking you about your son or daughter and sharing information with you about their progress. Understanding what your child is doing when they are with others will help you to notice how well they are developing and learning. The part you play in their learning and the choices you make will make a difference to their future.

The new 2017 EYFS Framework describes how Early Years practitioners work with children and their families to support their development and learning. It describes how your child should be kept safe and cared for and how all concerned can make sure that your child achieves the most that they can in their earliest years of life. It is based on four important principles.

The EYFS Principles

Theme: A Unique Child

Principle: Every child is a competent learner from birth who can be resilient, capable, confident and self-assured.

Theme: Positive Relationships

Principle: Children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key person.

Theme: Enabling Environments

Principle: The environment plays a key role in supporting and extending children's development and learning.

Theme: Learning and Development

Principle: Children develop and learn in different ways and at different rates and all areas of Learning and Development are equally important and interconnected.

The years from birth to five are so special. In these years we can see the greatest growth and learning for all children. We have specific aims for all our children. These are:

- good health
- to be happy
- to feel safe
- to be successful

Early learning is the key to your child's future and families make the greatest difference at this stage.

Our Foundation Stage Aims

We aim to offer a firm foundation for lifelong learning. We promote independence and value learning through play and exploration. We provide more structured activities for those children that are ready to build on what they already know. By developing self-esteem and confidence in an atmosphere that makes learning exciting and enjoyable, we aim to offer high quality teaching. Children are given time to produce work of quality and depth, as focusing on the learning process is seen to be the most important aspect. At Forest Park Preparatory School, we promote a positive attitude and uphold the school ethos, 'I can and I will!'. We celebrate achievements and deliver the curriculum by using a variety of teaching.

Transition and induction in EYFS

All children go through various changes and stages as they develop in their lives. Some of these changes are a natural part of child development, such as the transition from crawling to walking, whilst others are due to the circumstances in which they live, for example, moving house, birth of a sibling, moving childcare settings etc. The way in which children cope or manage transitions will depend on their previous experiences, family support and support from our staff and teachers.

Transitions are an inevitable part of all of our lives and effective transitions are vital to providing continuity throughout the EYFS. We see transition as a process, not an event. We ensure that it is planned for and discussed with parents. We know that no two children are the same and recognise that our new children have experienced a

range of home and Early Years settings. Transition into school can be a challenge for children and parents so we strive to:

- manage carefully the transition between home and setting and between different settings, to support everyone involved
- treat children as individuals to ensure each child has equality of opportunity
- find out about the child's ethnic, faith and cultural heritage and home experiences, so that familiar experiences and interests can be used as starting points for learning and teaching
- promote self-confidence and a positive attitude to learning in all children
- recognise that being successful and feeling confident and secure are major factors in protecting children against failure

Parents play a vital role in their child's learning and development

Parents are their children's first teachers. When they are with you, learning can happen at any time and anywhere, for example through:

- being generous with praise and cuddles;
- reading things together;
- playing games, singing nursery rhymes;
- talking about what you can see in the park or on the street;
- counting the stairs as you go up and down.

Welcome to Pre-Prep

Our Early Years children are supported by a highly qualified specialist team with many years' experience to ensure that we can deliver an outstanding quality of care and education. Mrs Richardson, Head of Early Years/Teacher/Pre-Prep Manager, ensures that we maintain outstanding levels of education and care throughout the Pre-Prep and Reception classes. She is highly qualified in leadership and management and is an experienced keyworker. Mrs Smith also has a wealth of experience, and supports Teaching and Learning within her role as Deputy Pre-Prep Manager. All our team are committed to their continued professional development in order to keep up to date, implement leading practice and follow an extensive programme of both internal and external based EYFS update courses. In addition to this, the staff within the Early Years department complete pediatric first aid and safeguarding training.

Meet the Staff



Mrs Richardson



Mrs Smith

In the Pre-Prep and Reception class, we follow the Early Years Foundation Stage (EYFS) curriculum as a starting point for our children's development. We recognise that all children's learning is different, some children learn at a rapid pace and as a result, their skills in specific areas develop well beyond those highlighted in the EYFS curriculum. We cater for each child's development needs on a very individual level to ensure that even at this young age, all the children receive effective support to ensure that their needs are met and their strengths are built upon.



Curriculum

The EYFS curriculum consists of the seven areas of learning and development, which are as follows:

The Prime Areas

- Communication and Language
- Physical Development
- Personal Social and Emotional Development

The Specific Areas

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

Personal, Social and Emotional Development

Making relationships

Children play group games with rules. They understand that someone else's point of view can be different from theirs. They resolve minor disagreements through listening to each other to come up with a fair solution. They understand what bullying is and that this is unacceptable behaviour.

Self-confidence and self-awareness

Children know some ways to manage their feelings and are beginning to use these to maintain control. They can listen to each other's suggestions and plan how to achieve an outcome without adult help. They know when and how to stand up for themselves appropriately. They can stop and think before acting and they can wait for things they want.

Managing feelings and behaviour

Children 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.

Communication and Language

Listening and attention

Children listen to instructions and follow them accurately, asking for clarification if necessary. They listen attentively with sustained concentration to follow a story without pictures or props and can listen in a larger group, for example, at assembly.

Understanding

After listening to stories, children can express views about events or characters in the story and answer questions about why things happened. They can carry out instructions which contain several parts in a sequence.

Speaking

Children show some awareness of the listener by making changes to language and non-verbal features. They recount experiences and imagine possibilities, often connecting ideas. They use a range of vocabulary in imaginative ways to add information, express ideas or to explain or justify actions or events.

Physical Development

Moving and handling

Children can hop confidently and skip in time to music. They hold paper in position and use their preferred hand for writing, using a correct pencil grip. They are beginning to be able to write on lines and control letter size.

Health and self-care

Children know about and can make healthy choices in relation to healthy eating and exercise. They can dress and undress independently, successfully managing fastening buttons or laces.

Literacy

Reading

Children can read phonically regular words of more than one syllable as well as many irregular but high frequency words. They use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary. They can describe the main events in the simple stories they have read.

Writing

Children can spell phonically regular words of more than one syllable as well as many irregular but high frequency words. They use key features of narrative in their own writing.

Mathematics

Numbers

Children estimate a number of objects and check quantities by counting up to 20. They solve practical problems that involve combining groups of 2, 5 or 10, or sharing into equal groups.

Shape, space and measure

Children estimate, measure, weigh and compare and order objects and talk about properties, position and time.



Understanding the World

People and communities

Children know the difference between past and present events in their own lives and some reasons why people's lives were different in the past. They know that other children have different likes and dislikes and that they may be good at different things. They understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect.

The world

Children know that the environment and living things are influenced by human activity. They can describe some actions which people in their own community do that help to maintain the area they live in. They know the properties of some materials and can suggest some of the purposes they are used for. They are familiar with basic scientific concepts such as floating, sinking, experimentation.

Technology

Children find out about and use a range of everyday technology. They select appropriate applications that support an identified need – for example, in deciding how best to make a record of a special event in their lives, such as a journey on a steam train.

Expressive Arts and Design

Exploring and using media and materials

Children develop their own ideas through selecting and using materials and working on processes that interest them. Through their explorations, they find out and make decisions about how media and materials can be combined and changed.

Being imaginative

Children talk about the ideas and processes which have led them to make music, designs, images or products. They can talk about features of their own and others work, recognising the differences between them and the strengths of others.

Three Characteristics of Effective Teaching and Learning Identified by the EYFS

- **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.

Play is an important factor in your child's learning. Many children play spontaneously, although some may need encouragement and support. It is through play that your child will develop intellectually, creatively, physically, socially and emotionally.

We aim to encourage our children to learn through activities such as:

- Sand and water
- Modelling clay
- Role play
- Construction
- Outdoor play
- Book corner
- Writing corner

- Active Maths / Mini Bootcamp
- French
- Creativity
- ICT
- PE
- Music
- Rhythm Time

These activities will help your child to learn, understand and gain knowledge and skills that are required to equip them to learn throughout their lives.

A Sample of a Typical School Day in Pre-Prep

In addition to the information below, structured learning sessions take place throughout the day, where teachers support children's learning on a one to one level or in small groups. Often, these sessions specifically focus on reading, literacy and numeracy areas.

08.45	Registration and carpet session
09.00	Assembly (on set days)
09.15	Individual and group activities – choosing a learning area
10.00	Snacktime
10.25	Playtime with Reception
10.45	Individual and group activities – choosing a learning area
11.45	Lunch time
12.15	Playtime
13.00	Registration and circle time/carpet session
13.15	Individual and group activities
14.40	Snacktime
14.50	Playtime with Reception
15.15	Circle time - review, storytime and games
15.30	Home time – please collect your children as close as possible to 3.30pm
	Uncollected children will be booked in to Little Stars

Enriching the Curriculum

ICT

Children have access to class computers, the interactive screen and tablets during the school day.

Music

On Tuesday mornings the children will have a music lesson with a specialist teacher.

P.E

These flexible sessions are highly active, fun and lively.

Fun Friday: Children also enjoy a weekly PE session with our specialist sports coach, who introduces them to many team sports. Your child should come to school wearing a white FPPS T-Shirt, black joggers and black / white trainers.



French

The children in Pre-Prep class benefit from a thirty-minute French lesson each week with specialist teacher, Madame Cotton. They are introduced to a range of vocabulary through songs, rhymes and simple role-play activities. We believe that by showing that language learning can be fun and by giving children experience of successful communication, early learning encourages a 'can do' attitude to foreign languages. This will enable the children to approach further development of language with greater enthusiasm and anticipation.

Library

Children have a library session on a Tuesday morning. They are invited to take a book home to share with their parents. This teaches the children how to care for books and helps them to explore and enjoy stories. We ask that you return the book the following Monday.

At Forest Park Preparatory School, we love to celebrate success and recognise achievements and development of all children. At some point in the year, you will meet our lovely friends, Big Ted and Little Ted. Your child will receive one of our friends as a reward for good work or excellent behaviour. This will be handed out during our Award Assembly on a Friday morning. Please ensure that our friends are back in school no later than the following Thursday.

Snack Times

The School provides a healthy snack each morning and afternoon. They have a choice of milk or water along with some fruit and a savoury snack.

What Happens in the Morning?

Children line up with their parents outside the Pre-Prep class door at 8:45am before being taken in to class by the keyworkers. In order to develop independence, the children hang up their blazers and put away their hats and book bags. Children all have named trays where they can keep their pictures and other work.



Outside the Classroom

Before and after school, at lunchtimes and during holiday provision, children within the Early Years setting are supported and cared for by specialist EYFS practitioners to ensure we maintain continuity of approach and cater for their individual needs. When the Early Years children enter Forest Park Preparatory School, they quickly become known by all the staff and older pupils. Each child in the Early Years has a Year 5 prefect 'buddy', and, even at this young age, they forge close friendships with the older children throughout the school.

The Early Years children love to be part of our whole school assemblies, especially when they themselves have the chance to showcase their achievements.

'Circle time', observations and group teaching sessions provide teachers with a clear insight into each child's development. On-going observation of the children participating in everyday activities is a very effective way of building up an accurate picture of what children know, understand, feel, are interested in and can do. Judgement of children's development and learning is based on skills, knowledge, understanding and behaviours that are demonstrated consistently and independently. Our practitioners plan observations and are ready to capture the spontaneous but important moments. We use these opportunities to inform planning for next steps, provide intervention support and extend learning both in group and one to one situations.

Working with Parents

Working with parents is very important to us. Each week, parents receive an Early Years newsletter and a whole school newsletter (Tucker's Times) plus a fortnightly whole school newsletter to inform you of forthcoming events and keep you up to date with what we have been up to in our classroom. Our 'open door' policy means that staff will keep you informed on a day to day basis of any issues relating to your child and happily arrange a meeting time should you wish to discuss any areas in more detail.

Reporting

Each term, a written report on your child will be sent home. It will indicate your child's progress and achievement in relation to key learning objectives from the previous term, as well as providing information about your child's behaviour and general demeanour. Also, individual targets are sent home (Steps to Success book) which outline your child's focus area for development in the seven areas of learning. These are reviewed by teachers on a regular basis.

In addition, an annual academic summative report will be sent home in the summer term. This covers progress across the whole primary curriculum. You will be given the opportunity to meet with the class teacher to discuss your child's progress and development each term.



Useful Information

Other Useful Points

- Please label your child's reading book bag at the top near the handle. Key rings attached to the bags are a good idea to encourage easy identification
- We also recommend that you send a labelled water bottle to school with your child each day. This will enable children to help themselves to drinks throughout the day
- Throughout the week, the Pre-Prep and Reception children join together on many different occasions, for example during 'free flow' sessions. This provides them with opportunities to choose to move freely between both learning environments and make effective use of outside play areas
- The Early Years newsletter provides information about the week ahead
- The Pre-Prep children attend educational trips each academic term; these may include a visit to a farm, park, aquarium or visitors to school. Trip consent forms and a medical form must be completed in order for children to participate in these activities

Photography and Video

We make use of video and photography in the Early Years Foundation Stage. If you have any concerns about this, please contact Mrs Richardson, the Pre-Prep Teacher / Manager or Mrs Smith, the Pre-Prep Deputy Manager.

School Policies

Throughout the school, we strive to ensure that the very best of standards are met. Our school policies closely reflect the aims of the school and our working practices. Many of these policies are available on our school website. All other policies are available by contacting Mrs Ronan in the school office. We regard our policies as open, working documents and they are continually updated and reviewed by all teachers and staff within the school.

We are looking forward to you joining our special family. We will endeavour to ensure that your child finds Forest Park Preparatory School to be a very happy place to learn and grow up.

If you have any questions or concerns about your child, please do not hesitate to come and discuss them with any member of staff.

We value our 'open door' policy.

Mrs Richardson

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