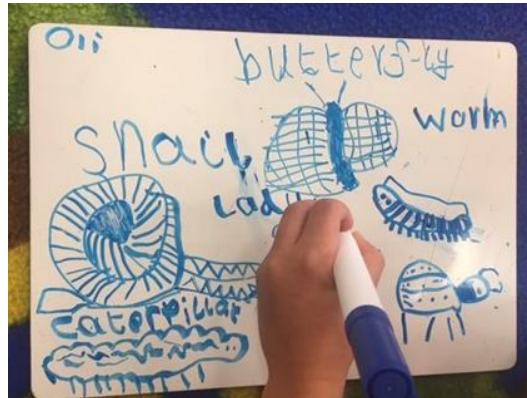




Welcome!
Reception
2023





At the Trumpington Federation we believe that learning is a lifelong adventure. We aim to inspire and encourage all members of our community to grow and learn together.

Through determination, communication and collaboration we encourage each other to reach for the stars, no matter who we are or where we come from.



Exploring spiral patterns in snail shells
Jasmin - age 4

Our schools, governors, children, parents and staff have agreed a shared set of common values and rights which underpin our dynamic curriculum and which encourage creativity, problem solving and a love of learning.



Introductions



Executive Headteacher Mrs
Ori Dalton



Head of School for Fawcett
Mrs Jemma Calverley



Head of School for
Trumpington Meadows
Mr Ollie Monro



Mrs Clare Wilkinson



Assistant Headteachers
Miss Katie Fisher



Miss Charlotte O'Toole



Our Federation

- Fawcett and Trumpington Meadows Primary Schools
- Two form entry at both schools
- Staff work across the schools to collaborate on planning
- Shared governing body and leadership team

Breakfast and After School Clubs

- Trumpington Meadows
Denise Larkey
office@trumpingtonmeadows.cambs.sch.uk
- Fawcett
Caroline Cubitt
FPS_ASC@trufed.org.uk





Our Trumpington Meadows Team



Anna Carter
Newnham
Class Teacher



Polly Tulitt
Newnham Class
Teacher



Claire Andrews
Clare Hall
Class Teacher



Our Fawcett Team



Louisa Joyce
Clare Class
Teacher



Nicole Stephens
Queens' Class
Teacher



Working across both schools



Clare Wilkinson

Assistant Head
Teacher



Anna Cusano

EYFS
Inclusion
Coordinator

Induction Process

JULY

- Play sessions - Monday 3rd July

Morning or afternoon session

- Phone calls or visits to feeder settings
- 12th July - Teddy Bears Picnic @ 11.45 on the school field

SEPTEMBER

- Half days for the first 3 days beginning Tuesday 5th September
- Full time from Friday 8th September



First Day Routines

- Find their peg
- Self-register
- Welcome to spend some time with your child in class at the start of the session
- Supporting children that are upset





School Meals

Visit the school website for more information:

<https://www.trumpingtonfederation.co.uk/page/?title=School+Meals&pid=132>

All Reception and Key Stage 1 children will automatically receive a free school meal, meaning that parents do not have to provide a packed lunch.

Qualifying families should still register for Pupil Premium Funding and/or Free School Meals with the County Council. Pupil Premium funding is used to provide extra support and learning opportunities.

Packed Lunches

<http://www.nhs.uk/Livewell/childhealth6-15/Pages/Lighterlunchboxes.aspx>

<http://www.nhs.uk/change4life/Pages/healthy-lunchbox-picnic.aspx>

Snack

- Free Fruit Scheme
- Water bottles accessible throughout the day





Uniform

- How to order – Big Fish/ Local shops
- NAME ALL ITEMS
- Comfortable shoes
- Shoes with velcro or easy buckles
- No laces
- Spare clothes
- Clothing with relatively easy fastenings
- Wellies and waterproof coats
- No jewellery, only stud earrings
- PE kit
- September – hats/ apply sun cream at home



<https://www.trumpingtonfederation.co.uk/>

| Fawcett | Trumpington Meadows |
|--|---|
| <p>Navy blue sweatshirt, jumper or cardigan</p> | <p>Bottle green sweatshirt, jumper or cardigan</p> |
| <p>White polo shirt, shirt or blouse</p> <p>NURSERY AND RECEPTION ONLY - NAVY BLUE T-SHIRT OR POLO SHIRT (white is acceptable but less practical!)</p> <p>Grey trousers, skirt, pinafore, dress, shorts</p> <p>Grey, black, white or navy socks or tights</p> <p>Black school shoes</p> | <p>White polo shirt, shirt or blouse</p> <p>NURSERY AND RECEPTION ONLY - BOTTLE GREEN T-SHIRT OR POLO SHIRT (white is acceptable but less practical!)</p> <p>Grey trousers, skirt, pinafore, dress, shorts</p> <p>Grey, black, white or bottle green socks or tights</p> <p>Black school shoes</p> |
| <p>Coat</p> | <p>Coat</p> |
| <p>PE kit, (white T-shirt, navy or black shorts, navy or black tracksuit bottoms, black or white plimsolls/trainers)</p> | <p>PE kit, (white T-shirt, black shorts, black tracksuit bottoms, black or white plimsolls/trainers)</p> |
| <p>YEAR 6 ONLY: Purple v-necked jumper with Year 6 logo</p> | <p>YEAR 6 ONLY: Purple v-necked jumper with Year 6 logo</p> |

Recent Change to Uniform

Trumpington Meadows



White for both schools



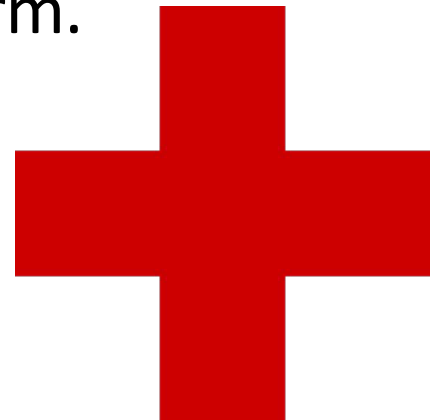
Fawcett



Early Years children are now able to wear coloured polo shirts instead of white so they don't have to worry about getting dirty! (Please note that these items are not available from Big Fish)

Medical Policy

- Allergies – Information needs to be on admission form
- Inhalers/ Epipens – named box that remains in school. Parents are responsible for checking and renewing medication. Please ask the office for an ‘Administering Medication’ form.
- Update staff when necessary
- Several up-to-date emergency contacts
- **NUT FREE SCHOOL**



Four Guiding Principles

- Unique child
- Positive relationships
- Enabling environment with teaching and support from adults
- Learning and development



New EYFS Framework

September 2021

A Guide for Relatives

Since 2012, Early Years have had a guidance document called '**Development Matters**' to use to help support the development of the children.

You may be familiar with seeing **age bands**, such as 22-36 months or 40 to 60+ months, appearing in observations, linked to the 17 areas of learning that are used in Early Years.

What to expect

Rather than seeing the age bands you might have noticed before with observations about your child, you may now see the observations are **flagged** with the Areas of Learning. This shows you which Area of Learning that observation falls in. For example, if there is an observation of your child using tools to do some gardening, it may be flagged with the Physical Development and the Understanding the World areas.

A new framework is being introduced in September 2021, and with it, new guidance to replace the current Development Matters. This won't mean a big change for your child, the setting, or for you. The new framework will enable staff to continue to use their knowledge of your child, and of typical child development, to inform their professional judgement, ensuring each child is making expected developmental progress. They will be providing experiences to meet your child's needs, based on what they know about your child – and you can help them with this...

...to help staff know what your child can do, and what they are interested in, you can provide observations from home. These could be of them helping others, talking about things they see when out on a walk or a photo of something they have created. This will support staff to build up a bigger picture of your child and develop the curriculum for them.

Remember – the setting will be continuing to monitor your child's development, with a focus on professional judgement combined with knowing your child and working in partnership with each family, so staff can meet children's individual learning needs.



<https://foundationyears.org.uk/wp-content/uploads/2021/09/What-to-expect-in-the-EYFS-complete-FINAL-16.09-compressed.pdf>



Partnership with parents

The adults who work with your child know a lot about children – but not as much about *your child*. It's important to tell them what they need to know. Then they can understand your child and help them.

- It's important for parents and early years settings to have a strong and respectful partnership.
- A strong, trusting partnership will support two-way communication between you and your child's key person or childminder.
- Throughout the EYFS, settings must share information about your child's progress.



The three Characteristics of Effective Teaching and Learning

[When we see a baby in their cot](#), we're looking at 'the greatest mind that has ever existed, the most powerful learning machine in the universe.'

We can help children become even more powerful learners through three **Characteristics of Effective Teaching and Learning**:

- ***playing and exploring*** - I investigate and experience things, and 'have a go'.
- ***active learning*** – I concentrate and keep on trying even when I encounter difficulties. I enjoy achieving.
- ***creating and thinking critically*** – I am learning to develop my own ideas, make links between ideas, and develop strategies for doing things.



Motivation is more important than knowledge and is the key to success for children and adults. Think of the 'Characteristics of Effective Learning' as instilling motivation to not only succeed in Early Years, but to also become lifelong learners.

Play as a Vehicle for Learning

‘Playing – indoors and out, alone and with others, quietly or boisterously – allows children to find out about things, try out and practise ideas and skills, take risks, explore their feelings, learn from mistakes, be in control and think imaginatively. Playing is an important centre of learning for young children.’



Playing, Learning and Interacting



Practitioners carefully organise enabling environments for high-quality play. Sometimes, they make time and space available for children to invent their own play. Sometimes, they join in to sensitively support and extend children's learning.

Children in the early years also learn through group work, when practitioners guide their learning.



Seven areas of learning and development in the EYFS

The **three prime areas** are crucial for igniting children's curiosity and enthusiasm for learning.



Communication and Language



Personal, Social and Emotional Development



Physical Development

The three prime areas are strengthened and applied through the **four specific areas**.



Literacy



Mathematics



Understanding the World



Expressive Arts and Design

Communication and Language (Prime)



Personal, Social and Emotional Development (Prime)



Physical Development (Prime)



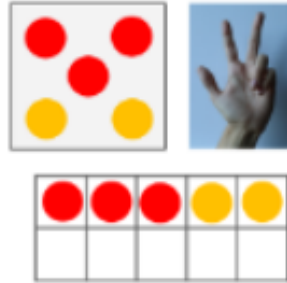
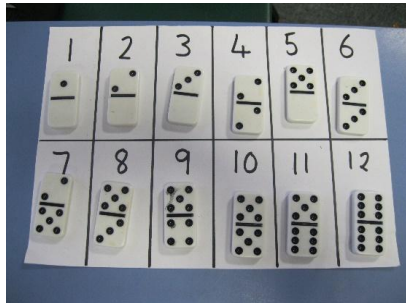
Literacy



| Look and say | Look, say and write | Cover and write |
|--------------|---------------------|-----------------|
| all | all | |
| are | are | |
| my | my | |
| her | her | |

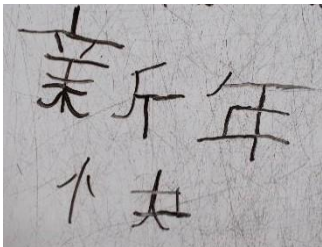


Mathematics





Understanding the World



Expressive Arts and Design





Forest School



Our Inclusion Team

If you are concerned about your child or their progress, we are here to listen to you. The Inclusion Team is available to support all children who might require a little boost, or longer term support. We are happy to work with you, the family/carers, and with our supporting partners within the county. Please feel free to get in touch either via your child's class teacher, or directly with us:

acusano@trufed.org.uk

Understanding your child's development

- *Development Matters* includes some **checkpoints**. They can help you and your childminder or early years setting have a conversation, if you're worried about anything. Then you can decide together what to do next.
 - The 'checkpoints' are not a 'ticklist' to use for every child.
 - Sometimes children have some early difficulties in their development. With the right help, they can quickly grow out of these difficulties.
 - For example, 70% of children with delayed communication in the early years won't have problems later in school. Those 'late talkers' need lots of opportunities to [chat, play and read](#).
 - Some children will have long-term difficulties, so it's important to identify what their needs are and make sure they get the support they need.
 - Every child can make good progress, with the right support.
-
- Children develop and learn at different rates and in different ways. Their development is not neat and orderly!





TAPESTRY

ONLINE LEARNING JOURNAL

<https://tapestry.info/parents-carers.html>



What Is Tapestry?

- It creates a two way communication between us (the EYFS team), and you (the parents and carers). We give you whole class weekly updates of the learning that is taking place and is coming up.
- Staff record a sample of children's activities using tablet devices and PCs.
- Parents can view their child's journal on mobile devices and on their home computers, and can make observations of their own using a secure login system.



How Does It Work?

- Photos, videos, updates and observations are uploaded to Tapestry.
- It is accessed via the Android/iOS app or the Tapestry website.
- It enables you to comment on observations or add your own, so you can show us what your child is doing outside the school day – weekend trips, exciting learning opportunities, trip to the shops etc.
- Email notifications can be sent to inform parents of new memos, photos or comments



How Is The Data Protected?

- A password is required to access Tapestry, and parents can only view observations of their own children, or with permission, group observations.
- Hosted on secure cloud servers within the EU.
- Tapestry uses the same encryption as online banking.
- Data is stored separately for each school.
- Tapestry's developers and support personnel require our permission to access our Tapestry account.

How to find out more...

- School Website – Area dedicated to Early Years
- Reception monthly curriculum newsletters and weekly memos
- Weekly whole school newsletters
- Learning Cafes
- Parent meetings/ end of year report
- Book an appointment
- Get involved – PTA, volunteer
- Governors
- Information in packs





The Parent Teacher Association

What is the PTA:

- Teachers, Staff & Parents

What we do:

- Social Events
- Fundraise
- About getting to know each other

Why get involved:

- Understanding the school and getting to know the community better

What we need:

- Support & Volunteering
- What can you do? Email to sign up: trumpingtonfederation@hotmail.co.uk



Questions?
Thank you for
coming.

