



WESTWOOD  
PRIMARY

**Welcome to Westwood  
Primary  
Early Years  
Nursery and Reception**



# Our Early Years Vision

At Westwood we believe that all children are unique, they have the right to create and lead their own learning pathways. We aim to achieve this through an inspiring environment that ignites curiosity and offers meaningful experiences. This is facilitated by highly skilled adults that nurture, care and educate.

**Our Early Years Provision is for children aged 2-5 years old and was judged to be Outstanding by Ofsted in February 2017.**

**“The provision is very carefully thought out and activities are exceptionally well put together to generate not only strong and secure learning but also excitement.”**

**The 2022 Ofsted report also states**

**Pupils, including the youngest children, take turns and play together well. Pupils are keen to be the best they can be. They enjoy receiving praise and rewards when they have worked hard. Pupils enjoy learning and like to be set challenges. Pupils can explain what they are learning and can link it to experiences they have had, such as going to the farm, the local museum and the theatre.**



# Our Ethos

Child-initiated learning through play is at the heart of our practice and is embedded in every aspect of our learning environment. We believe that children learn best through active engagement with the world around them and through meaningful and relevant experiences, supported by responsive adults. We aim to give children the broadest opportunities to play and make sense of the world. We observe their play and plan around their interests. Self-initiated learning and exploration are key ingredients to having independent children who are motivated to learn.



## Key Person System

Your child will be allocated a key person who will work closely with your child helping them to feel safe and cared for, building a close relationship with you and your child.

There is a Key Person display in each classroom so you can see who your child's key person is and which other children are in their key group.

## **Tapestry**



We use Tapestry as our assessment tracker, to record our children's knowledge, skills and learning dispositions. It is a consistent and reliable way of demonstrating progress through the EYFS.

The statements within Tapestry correlate with Development Matters and Birth to 5 Matters that reflect an 'age related expectation'. Tapestry recognises the importance and values the 'how' of learning and so the characteristics of effective learning and levels of well-being and involvement are recorded too.

Through daily observation and interaction, we are able to build a rich and accurate understanding of each child across all aspects of learning and development.

Our assessments are meaningful and impact on our children's learning and development as we use them to inform our children's next steps which are personalised and challenging. Our observations then inform the assessments we make on Tapestry as children approach the end of each range milestone. We bring our knowledge of a child together to make a summative assessment about where they are in relation to key developmental milestones.

## **Learning Stories**

We use the electronic online Learning Stories provided by Tapestry to record the observations and then use them to support our ongoing assessments. These observations can then be shared with families. You can share all the wonderful things you do with your child at home using Tapestry, by uploading via the website or App.

We love to show you all the wonderful things your child has been doing throughout the day, but we also know and value the importance of actually being with the children and not having a tablet in between us. Therefore, some weeks you will have more observations than others, because we have been engaging and playing and didn't want to stop the flow to take a photograph.

You will be given an access code to Tapestry when your child joins our school to see their learning story at home. At the end of Reception their learning story can be downloaded for you to keep and treasure.

# Nursery Class

## Nursery Session Times

### Morning Session 8:30am to 11:30am

8:30 am: Children and parents/carers arrive.

8:30-8:45am – Open door, time for parents/carers to talk to the nursery staff

9:00am – Carpet Time

9:20 am - free flow play indoors and outdoors

10:00-10.30am – Snack bar

11:00 – Tidy up time

11:10am – Carpet time maths then story time

11:30am – Home time, time for you to talk with your child's key person

# Reception Class

All children will start Reception full time in September.

## Reception Daily routine

8:30am: Children and parents/carers arrive.

8:30am – 8:45am: Open door, time for parents/carers to talk to the reception staff

9:00am – 9:20am: Phonics teaching.

9:20am – 11:10pm: Independent learning indoors and outdoors.

10:00 – 11:00am: Snack bar open

11:10- Tidy Up time

11.20 – Carpet time Maths

11:50pm – 12:50pm: Lunch time

12:55pm – 1:20pm: Circle time, teaching

1:20 pm – 2:50pm: Independent learning indoors and outdoors.

2:50pm – Tidy up time and story.

3:15pm – Home time.

## Snack Bar

There will be a daily snack bar that will be open for an hour each session. The children will be invited over to the snack bar by an adult and supported whilst they enjoy their snack. The snack bar takes place at a table, with plates, bowls, cups and healthy snacks, milk or water. The children will pour their own drinks, choose their own food/drink and wash up their plates and cups once they have finished. We believe that the snack bar system helps children to have daily good quality conversation with key adults building their independence and supporting them to make choices. The food on offer helps the children develop important skills, for example pouring cereal and toasting bread.



## Where to go....

When arriving and leaving, please use the side gate, which is on the right of the school main entrance. This gives direct access to the Reception/Nursery classrooms.

## What to bring....

Nursery & Reception children all need:

- A rain coat.
- A pair of wellies
- A bag with a change of clothes (including underwear)
- A sun hat & sun cream (summer)
- Warm coat, hat, scarf & gloves (winter)
- A named water bottle.
- A book bag or small backpack

Reception children also need:

- A packed lunch if required – all Reception children are eligible for government funded lunch

***Please name all of the above items and all school uniform.***



## Outdoor Learning

Outdoor learning is fundamental to children's development and the children have daily free flow access to our outdoor area. The free flow system allows the children to follow their interests and move their learning indoors and outdoors.

We promote active outdoor learning and will be using the outdoor space in all weathers so please ensure that your child is dressed appropriately for the weather conditions.



## Woodland Learning

The children will have a weekly one hour session in our woodland area at the bottom of the school field every other half term. These sessions are led by class teachers and are carefully linked to the Early Years curriculum.



The woodland area provides the children with an opportunity to develop their exploratory play alongside familiar adults and friends as well as investigating and exploring the natural environment using all of their senses.

We also hold a family woodland session during the year for the children to share their woodland learning with members of their family.

## Parents as Partners

At Westwood Primary we welcome parental involvement, so please come and see us! We operate an open door policy and a member of staff should always be available to talk to you before or after school.

In Reception and Nursery we send a weekly information sheet home. This contains information about our Topic or theme for the week, activities and key vocabulary so that you can talk to your child about their learning.

In both classrooms, there is a 'Learning Journey' display which is updated at the end of each week with information and photos of the learning that has taken place – this information is also shared on our school Facebook page.

## Come and join in

Throughout the year there will be regular opportunities for you to come into school and take part in activities alongside your child. We will be running regular Family Café sessions where you will be welcome to bring along any younger siblings and we welcome parent helpers for trips and to support with reading – please let us know if you are able to help.



# The EYFS Curriculum

Our curriculum fosters a play based approach to individualised learning. All children will be given the opportunity to develop and extend their interests.

## Learning and Development

Prime areas:

**Personal and Social  
Development**

**Physical Development**

**Communication and  
Language**

Specific Areas:

**Literacy**

**Mathematics**

**Expressive Arts and Design**

**Understanding the World**

## The Characteristics of effective learning

### Playing and exploring – engagement

- Finding out and exploring
- Playing with what they know
- Being willing to have a go

### Active Learning

- Being involved and concentrating
- Keep trying
- Enjoying achieving what they set out to do.

### Creating and thinking critically - thinking

- Having their own ideas
- Making links
- Choosing ways to do things

## Playing and exploring

**Curiosity** – shows curiosity about objects and the world around them, and has particular interests.

**Representing experiences** – acts out experiences in their play, using objects to represent different things.

**Taking risks** – willing to try out new things and is open to new experiences.

## Active Learning

**Concentration** – maintains focus for a period of time, showing high levels of engagement and paying attention to detail.

**Persistence** – keeps on trying and doesn't give up at the first difficulty.

**Sense of achievement** – shows satisfaction when they accomplish something they set out to do.

## Characteristics of Effective Learning

What learning looks like in the Early Years

## Creativity and Critical Thinking

**Having own ideas** – thinks of their own ideas and different ways of doing things, use imagination in play.

**Making links** – makes links and connections in their experiences, developing ideas of grouping, sequences or patterns.

**Reviewing** – reviews activities as he/she does them and changes the approach as required.

## Playing and exploring



I am willing to take a risk and engage in new activities.

## Active Learning



I show joy and a great sense of satisfaction when I achieve what I set out to do.



# Characteristics of Effective Learning

What learning looks like in the Early Years

I am keen to explore and investigate to help me make sense of the world.



I can remain focused and engaged during activity and persist when challenges occur.

## Creativity and Critical Thinking

I can think carefully about what I am doing and try a different strategy if necessary.



I can select and use a variety of resources and techniques to make a rocket.



## Book Sharing

Your child will bring home a story book for you to share with them each day. We have a School Reading Tube Challenge and every time you read with your child and record it in their Reading Record, they receive a cube to put in their class' tube. Once the tube is full, they earn a class treat, these have included a trip to the zoo, an exercise session at Waveney Gymnastics club and even a water fight!

All children visit the library once a week where they can choose an extra book to bring home and share. The books will be changed every week.

Book sharing is really important as it helps your child to develop their use of words and improve their ability to talk and communicate.

### Top tips for book sharing

- Sit close together when sharing a book & encourage your child to hold the book themselves and/or turn the pages
- If your child has a dummy ask them to take it out and put it away.
- Don't be afraid to use funny voices – it's a great way to make your child giggle. And don't be afraid to sing either – they won't care whether or not you sing in tune or know the words!
- When you talk to your child about what's going on in a book, give them plenty of time to respond. Try to make comments about what is happening in the story. For example, you could comment "that giant has very big feet". Try not to ask too many questions.
- Sharing books isn't just about the words - point to the pictures and relate them to something your child knows.
- And lastly – make it fun! It doesn't matter how you read with a child, as long as you both enjoy the time together.



Scan this QR code to visit our website and hear your teachers read you a story.