

Inclusion

At Gig Mill Primary School we believe that every child matters. We endeavour to give all our children every opportunity to achieve their best. We ensure that we always consider our children's range of life experiences when planning for their learning.

In the Foundation Stage we set realistic and challenging expectations that meet the needs of our children alongside personalised induction plans as required.

Our planning reflects the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those for whom English is a second language.



Session Times:

8.50 am – 3.15 pm: with lunch at
11.30 am – 12.30 pm

Behaviour:

How to behave and interact with others is taught through PSED in foundation stage. Children learn boundaries and rules very quickly and respond well to a good routine. They are praised and rewarded for good behaviour. We follow a behaviour pathway if children do need reminding.



Gig Mill Primary School

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Gig Mill Primary School

Reception



Introduction: School Values



At Gig Mill we are extremely proud of our Early Years Foundation Stage which gives children a really good start to their learning.

Our intake for Reception classes is 90, with three classes working closely together. Children in Early Years work alongside each other happily, learning from each other through a wide range of opportunities on offer.

At Gig Mill our aim is to provide an environment that:

- is safe, happy and secure;
- offers high quality teaching;
- provides clear expectations and routines for your child;
- values children's contributions;
- offers experiences that cover all developmental areas;
- makes good use of a wide range of resources.

RRSA (Rights Respecting Schools Award)

We are a RRSA school and have an RRSA Award. All staff use a range of teaching strategies and routes to learning, recognising that our children are unique individuals and all have the same rights. Children and staff respect and value each others similarities and differences and support each other to ensure that children make progress to the best of their abilities.

How do children learn in the Foundation Stage?

Young children learn through active exploration. Through structured and supported play our children explore and develop learning experiences which help them make sense of the world.

Children are taught skills in adult focus sessions and then are given opportunities to practise these skills through their play. There is an emphasis on children learning how to interact with others and developing communication; how to develop their own ideas, and develop links across different areas of learning; and how to solve problems.

Our children have the opportunity to access a range of activities in both 'structured' and 'free' play and both adult and child initiated activities. We also have regular focus days.

We have a lovely outside area which we access all year round to enhance children's learning experiences. Our Reception children enjoy our "forest schools" sessions in our copse area.



The Foundation Stage Curriculum



There are seven areas of learning in the foundation stage curriculum

Three prime areas:

- Communication and Language;
- Personal, social and emotional development;
- Physical development.

and four specific areas:

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

In the Early Years Foundation Stage (EYFS), our children's learning is presented through themes which are flexible and take into account children's interests.

Autumn theme - 'Here I Am',

Spring theme - 'Splish, Splash, Splosh'

Summer theme - 'It's a Wonderful World'

Children are assessed against developmental stages related to chronological age. At the end of foundation stage teachers assess children against the Early Learning Goals.