

Founded 1642



New Hall School
The Best Start in Life

Early Years Information Booklet



newhallschool.co.uk
The Best Start in Life

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Welcome to Foundation Stage

New Hall School's Foundation Stage classes are located in a secure ground floor area within the Preparatory Divisions building. They look out onto the beautiful and historic grounds which provide opportunities for extending classroom learning in activities such as nature walks and going on bug hunts.



The Foundation Stage classrooms are bright and spacious and are equipped with a wealth of resources and equipment including an Interactive White Board, computers and iPADS with age-appropriate software. They have the additional benefit of two separate, secure and canopied outdoor gardens, where children can learn and explore throughout the year.

The Early Years Foundation Stage (EYFS) provides the guidance for the broad and stimulating experiences that we plan to allow the children to develop in all areas of the curriculum. For Reading, Writing and Mathematics a more structured approach to teaching and learning is taken. In addition, children have lessons in French, Music, Dance and PE, all taught by specialist teachers. The children also have regular opportunities to integrate with the rest of the School, promoting confidence and familiarity, thus enabling a smooth transition into the next year group.

Our highly qualified team have a passion to extend all children to reach their full potential. Continuous assessment and a high staff ratio allow for activities to be differentiated to support the learning needs of each child.

In Foundation Stage, we recognise the importance of a firm foundation for each child's future learning and development. We are dedicated to giving every child the best possible start as they begin their educational journey at New Hall School.

We aim to provide a happy and nurturing environment for the children based on the Gospel values of love, trust and respect. This ethos creates a community where every child can flourish and grow to achieve their personal best.

Mrs Alison Hilder
HEAD OF FOUNDATION STAGE

Mrs M White
PRE-RECEPTION MANAGER



Mission and Ethos Statement

New Hall, a Catholic boarding and day school, provides **the best start in life**, enabling students to meet confidently the challenges of the wider world.

Here **academic excellence** is achieved in surroundings where relationships are based on **care, trust and respect.**

We **welcome** students from many traditions, building a Christian **community** that has at its heart **prayer** and **service** to others.



What is the EYFS?

The Early Years Foundation Stage is the mandatory framework used by early years providers in Ofsted or ISI registered settings. It is the stage of your child's education from birth to the end of the academic year in which a child has their fifth birthday. At New Hall Pre-Prep Division this begins in our Pre-Reception class and is then built upon in our Reception classes.

The EYFS framework which we follow describes how early years practitioners should 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 your child achieves the most they can in their earliest years of life.

Whilst we have a legal obligation to deliver the EYFS at New Hall, we remain ever mindful that there is an expectation to encourage our children to perform to their greatest ability and support them towards academic excellence. We therefore endeavour to further the children's learning with co-curricular activities and more formal teaching of reading, writing and mathematics.

The EYFS framework is based on four overarching principles:

Theme: A Unique Child

Principle: Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.

Theme: Positive Relationships

Principle: Children learn to be strong and independent through positive relationships.

Theme: Enabling Environments

Principle: Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and carers.

Theme: Learning and Development

Principle: Children develop and learn in different ways. The framework covers the education and care of all children in the early years provision, including children with special educational needs and disabilities.

What will my child learn?

The Early Years Foundation Stage consists of seven areas of learning. Each one contains a number of 'Early Learning Goals' which set out what most children are expected to achieve by the end of the Reception year in school.

What are the Areas of Learning?

Prime Areas

Communication and Language Development

This area involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

The Early Years Foundation Stage (EYFS)

Physical Development

This area involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.

Personal, Social and Emotional Development

This area involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

Specific Areas

Literacy

This area involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems and other written materials) to ignite their interest.

Mathematics

This area involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems and to describe shapes, spaces and measures.

Understanding the World

This area involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

Expressive Arts and Design

This area involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play and design and technology.

At the end of Foundation Stage, children are assessed as 'emerging', 'expected' or 'exceeding' in each of the seven areas of learning. If a child achieves at least 'expected' in the first five areas of learning, they are said to have a 'good level of development'.

Foundation Stage Aims

In Foundation Stage, we aim to provide a happy stimulating environment which, in keeping with our ethos, puts an emphasis on the all-round development of your child.

We are committed to:

- Providing a safe and stimulating environment in which the children feel happy, safe and secure
- Encouraging children to achieve academic excellence and realise their full potential
- Encouraging the emotional, social and physical, creative and intellectual development of the children
- Encouraging children to become active in their learning and to develop their creativity and thinking skills
- Promoting the welfare and wellbeing of the children
- Encouraging positive attitudes to self and others
- Developing confidence and self-esteem
- Providing opportunities for free choice play
- Encouraging children to explore, appreciate and respect their environment
- Providing opportunities to stimulate interest and imagination
- Extending children's abilities to communicate ideas and feelings in a variety of ways



Assessing your child's progress in Foundation Stage

At New Hall, we believe that it is vital to monitor pupils' progress closely so that we can then plan their 'next steps' in learning. In this way, pupils are continually stretched to ensure they are attaining their individual best in all areas of the curriculum.

All Early Years staff are involved in assessing the children's progress as they work their way through the progressive stages of the Early Learning Goals. This is achieved by observing the children as they take part in the various child-initiated and adult-led activities and by giving them practical activities to compete.

Individual observations and assessments are collated over time and evidence of progress is recorded through the EYFS Development Matters. This is all recorded in the child's individual interactive Learning Journey, 'Tapestry'. The progress of every child is regularly monitored by the Pre-Reception Manager, Class Teacher, Head of Foundation Stage and the Head of Pre-Prep Division, ensuring that every child is supported to meet their full potential.

Details of the child's educational journey throughout their Pre-Reception and Reception years are recorded on Tapestry and this is available online for parents to access or discuss with the Key Person or Class Teacher. In Reception, the children will work towards achieving the 17 Early Learning Goals as outlined in the Early Years Foundation Stage Profile.

Your child's progress will be shared with you throughout the year during parents' evenings and in reports.



Forest Schools

All Foundation Stage pupils have the opportunity to attend a weekly Forest School session within the grounds of the school. This will teach skills such as team-building, resilience and develop a respect for nature.

Forest Schools are long term programmes within a natural space, led by a qualified practitioner. They focus on developing personal, social and emotional life skills through learner-led, nature-based learning. A Forest School develops by individuals in a setting becoming qualified Forest School Practitioners, or by using an organisation that specialises in the delivery of Forest School programmes.

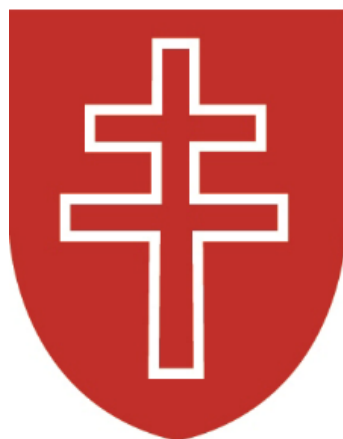
Projects run in the school grounds, allowing the children to become comfortable with an outdoor approach to education and play whilst in familiar surroundings, allowing relationships based around trust and self-exploration to develop with the Forest School Leaders who start to facilitate a more child-led outdoor curriculum. The children will explore the woodland establishing physical and behavioural boundaries, safety procedures, hygiene and routines.

Once groups are established in the woodland and routines are set up, the project develops through a child-led approach with opportunities for projects to be continued indoors.



Pre-Reception Information

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Pre-Reception Session Hours

As Pre-Reception is part of the whole school community, it adheres to the academic convention of 3 terms per annum; Michaelmas Term (September to December), Lent Term (January to March) and Trinity Term (April to July).

Attendance of a minimum of 6 sessions per week is required. A full day is a morning and an afternoon session. Parents are encouraged to increase the number of sessions in the Trinity Term in order to prepare pupils for full-time education in Reception.

Morning session	8.40am - 1.00pm (earliest drop - off 8.00am)
Afternoon session	1.00pm - 3.15pm

After School Care is available from 3.15pm until 6.00pm. All pupils should be collected by 6.00pm. Pupils not collected by 6.15pm will be taken to the Reception Area where they will be supervised by the Receptionist. Every effort will be made to contact parents. Pupils still on site at 6.30pm will join the boarding community for dinner in the Refectory. **Continued late collection of pupils will result in a late collection charge of £30.00.**

Special Events

Throughout the year, Pre-Reception children are invited to and are welcome to attend certain events (such as Christmas and Easter concerts and Sports Day), even if the event falls on a day their child would not normally be in school.

Organisation of the School Day

The children in Pre-Reception follow a class timetable which includes whole class discussions, and small group teaching, including Phonics, Mathematics, Religious Education and Handwriting, as well as adult-led group activities and free play. Learning activities are planned to cover all areas of development and all children are encouraged and supported to participate. The children work with all the adults in Pre-Reception and interact with a wide variety of children to support their social development. Pre-Reception pupils participate in whole school activities through the year, attending Pre-Prep assemblies and Preparatory Divisions assemblies each week, acting in the Christmas production and participating in Sports Day.

In Pre-Reception, your child will also benefit from specialist lessons in Music, French, PE, Dance and Forest Schools.

Parent/School Partnership

The school encourages close liaison with parents, especially in the Early Years. A Home/School Liaison Book is provided in which staff will write messages for parents and parents are encouraged to communicate messages for staff regarding their child.

If parents have issues or concerns the normal procedure would be to:

1. Speak to Pre-Reception Manager
2. Make an appointment to speak to the Head of Foundation Stage
3. Make an appointment to meet with the Head of Pre-Prep Division

A Parent Notice Board is displayed in the Pre-Reception entrance hall containing information on:

- Weekly activities
- Lunch menu
- Code of Conduct
- Key Worker Groups
- 'Wow' labels for parents to record their child's achievements at home

Refreshments

Healthy snacks are provided in the morning and afternoon. Water is available all day. The lunch menu is displayed on the Parents' Notice Board and is available on the school website.

Transition to Reception

Throughout the year, opportunities will arise for the children to experience the wider school community through visits to the hall, attending assemblies, liturgies, using the library and familiarising themselves with other members of the school staff.

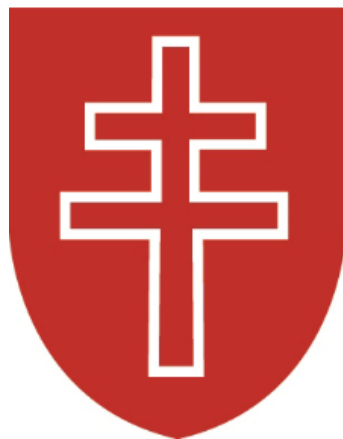
We expect that the majority of Pre-Reception pupils will progress to our Reception Class at New Hall. Reception places will be confirmed by the February half-term holiday. In some very exceptional circumstances, we cannot offer children a Reception place. In such situations, we contact parents as early as possible to discuss any concerns. Please ensure that copies of any specialist reports, e.g. speech and language, are given to the school so that we can support your child in the best way possible. Failure to do so may jeopardise your child's offer of a place in Reception.

During the Trinity Term, Pre-Reception children will be prepared for the transition into Reception. Reception staff visit Pre-Reception to observe the children and the children will visit the Reception classrooms.

There is also a transition morning in the Trinity Term, when the children will spend the morning in their new Reception class. Parents are invited to meetings detailing the curriculum, assessment and practical matters. The Reception staff endeavour to meet with all parents individually, to learn about their child.

Reception Information

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Timings of the School Day

School opens	8.00am
Registration	8.40am
Assembly / Lessons	8.45am - 9.15am
Lessons	9.15am
Morning Break for Early Years	10.15am - 10.30am
Lunchtime	12.00pm - 1.00pm
Lessons begin	1.00pm
Early Years Afternoon Break	2.15pm - 2.30pm
Lessons begin	2.30pm
School finishes for Early Years	3.15pm
After School Care: Early Years	3.15 pm - 6.00pm

In Reception, your child will benefit from specialist lessons in Music, French, PE and Dance.

Parent/School Partnership

The school encourages close liaison with parents, especially in the Early Years. A Home/School Liaison Book is provided in which staff will write messages for parents and parents are encouraged to communicate messages for staff regarding their child.

If parents have issues or concerns the normal procedure would be to:

1. Speak to the child's Class teacher
2. Make an appointment to speak to the Head of Foundation Stage
3. Make an appointment to meet with the Head of Pre-Prep Division

Refreshments

Parents should provide a morning snack of fresh fruit or vegetables. Please note that the Preparatory Divisions have a nut-free policy. An afternoon snack is optional. School water bottles should be brought to school each day containing fresh water. The children will have access to these all day and they will be refilled as appropriate.

The lunch menu is available on the school website.

A snack is provided for those children attending After School Care.

Transition to Year 1

Reception pupils participate in whole school activities throughout the year, attending Foundation Stage and Years 1 & 2 assemblies and whole school assemblies each week, acting in the Christmas production and participating in Sports Day.

The Year 1 staff are familiar to the children as they are on duty at playtimes and they lead and attend assemblies. During the Trinity Term, there are opportunities for the children to meet their Year 1 teacher in their existing Reception classroom initially, and then in what will be their new classroom. Towards the end of term, the children will spend a whole morning in their new classroom with their Year 1 teacher.



Catholic independent boarding & day school (3-18)
The Avenue, Boreham, Chelmsford, Essex, CM3 3HS
Tel: 01245 236 192 Fax: 01245 451 671 Email: prep@newhallschool.co.uk Website: www.newhallschool.co.uk