



*Nursery & Reception  
Welcome meeting  
2017*

# Meet The Staff

## *Class Teachers*

Richard McLelland

Early Years Phase Leader

Froglets Nursery Teacher

Niamh Keating

Stickleback Reception Class Teacher

Maria Felstead

Newts Reception Class Teacher

Liz Turbitt

Tadpoles Lead Practitioner

## *Nursery Officers*

Susannah Tillocksingh

Fitore Veliu

Hayeser Zorbas

Valbonna Dragusha

Abu Shahidullah

Stefania Cocco

Lucie Evernot

Tadpoles Practitioners – Chin Chu Morley   Roxan Cuerdo

## *Additional Adults Working*

Liz Ghamar & Mireille Alwan – Assistant Head Teachers

Mandy Aplicano – Leader of Learning for SEBN / Rainbow

Syra Sowe – SENDCO

Tom West – Music Teacher

Maggie Muir – EAL Teacher

Jordan Lawal – PE Coach

Alice Farrell – Art Teacher

Dean Farrell – PE Assistant

# Settling In

Transition is a natural part of a child's school life, but is particularly important between Nursery and Reception.

At Primrose Hill and we want children's first experience of school to be a positive one.



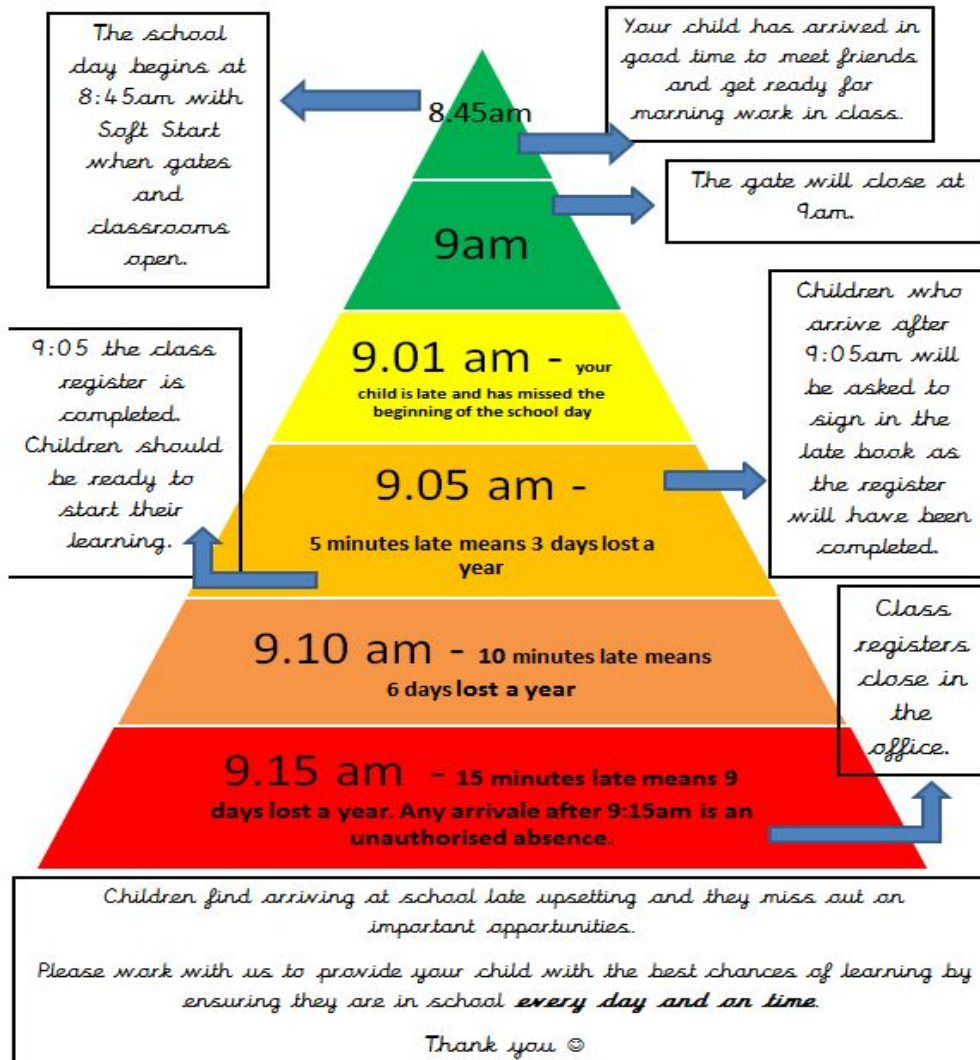
# Attendance & Punctuality



Primrose Hill Primary School



*Every minute of learning counts!*



- Attendance & Punctuality are extremely important in ensuring your child reaches their potential; if they're not at school, they're missing key learning opportunities!

- If your child is sick please:
  - inform the school before 9.30am on the morning of the first day of absence
  - phone the absence line on 0207 722 8500 / email: [attendance@primrosehill.camden.sch.uk](mailto:attendance@primrosehill.camden.sch.uk)
  - keep the school informed if your child's absence persists

- We want to achieve over 95% attendance each week! This will continue to be monitored weekly in Achievement Assemblies & in the newsletter.

# *Inclusion & Medical Needs*



## **SEN SUPPORT**

SENDCo, parents and teachers will meet to agree:

- *Specific interventions and targets for your child*
- *Outside agency support for your child*
- *Additional adult support in school*

[syra.sowe@primrosehill.camden.sch.uk](mailto:syra.sowe@primrosehill.camden.sch.uk)



# *The Early Years Foundation Stage (EYFS)*



## *Four guiding principles in early years settings.*

These are:

- every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured;
- children learn to be strong and independent through **positive relationships**;
- 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/or carers; and
- **children develop and learn in different ways and at different rates**. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities.

# Planning

Areas of Learning	Aspect
<b>Prime Areas</b>	
Personal, Social & Emotional Development	Making Relationships Self Confidence & Self Awareness Managing Feelings & Behaviours
Physical Development	Moving & Handling Health & Self Care
Communication & Language	Listening & Attention Understanding Speaking
<b>Specific Areas</b>	
Literacy	Reading Writing
Mathematics	Numbers Shape, Space & Measure
Understanding The World	People & Communities The World Technology
Expressive Arts & Design	Exploring and Using Media & Materials Being Imaginative



# Assessment for Learning

Adult works with / observes the children



plans another activity

sees what they can do

thinks about what the child needs to do next

# Assessing Children's Learning



2 build a profile iPad app

“Can concentrate for an extended period of time”



“Gives meaning to the marks they make as they draw, write and paint”



# *Behaviour expectations*

Children are taught that they are responsible  
for their own behaviour

Children are aware of their rights and  
responsibilities.





High  
expectations

# *The School Rules*

- *Listen carefully*
- *Work hard*
- *Be gentle*
- *Be honest*
- *Look after property*



# *Rewards*

## Positive Behaviour Approach

*'Catching them being good.'*

- Praise and positive phrases*
- Celebration of their work in Assembly*
- Showing their work to Robin*
- Sharing the good with you*





# *What happens when things go wrong?*

*Children may need support.*

- Given warnings to remind them of our expectations and gives them a chance to modify their behaviour.*
- Thinking time*
- Incidents book*
- Reported to you*
- Consistency*





# *Inclusion*



- Reading – Book bags
- Home Learning – Google Classroom
- Parent weekly drop-ins
- PE
- Cooking and healthy eating
- Opportunities to be involved – trips, mystery reader, library visits, sharing talents and interests
- Website
- Independence

*Motivated, independent,  
confident happy children*



Working with an adult



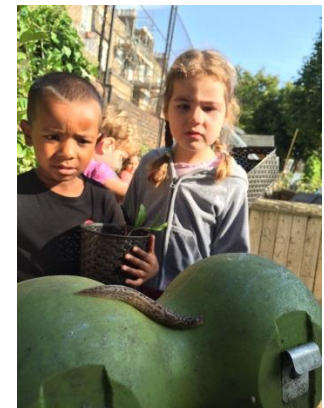
Working independently



Working and playing  
co-operatively



Learning Inside



Learning Outside

# *Saying Thank You*

- Our Governors have created a new way for parents to say Thank You to staff at the school through posting postcards.
- You can complete a postcard at the office, or ask for one, and then hand it back into the office staff.
- It can be to any member of staff, who will really appreciate your kind words.



*Any questions?*