



FULFEN
Primary School

Leading the way
to a brighter future

Love of Learning... Encouraging... Adaptable... Determination...

Information for Reception Parents



September 2025

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Love of Learning... Encouraging... Adaptable... Determination...

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We are delighted to welcome you to Fulfen Primary School. This booklet is designed to introduce you and your child to Fulfen Primary School. We are very proud of the high-quality education and care that we provide within our Early Years unit.

Pupils begin their life-long learning journey in a happy, safe and secure learning environment where they can flourish and achieve their true potential.

Learning in Early Years, adopts a highly successful play-based approach within the classroom and in our outdoor learning spaces. Through play, children are encouraged to explore, negotiate, take risks and develop their language skills and relationships with others- skills which are essential to their development.

Our Early Years team are highly adept at bringing learning to life and developing a sense of curiosity, awe and wonder to inspire and motivate our pupils to achieve their very best physically, emotionally, socially and intellectually.

We place great value on establishing a genuine partnership between home and school. Shared goals, encouragement and support from both home and school lay a firm foundation for our pupils' learning and well-being. It also helps to prepare them for their next stage in education.

We hope this booklet will be a useful source of information.



Miss J Davies
Head teacher



Miss N Chapman
Head of Early Years

If you have any questions or wish to arrange a visit, please do not hesitate to contact the school office to arrange an appointment.



Our School Values



Our EYFS Vision

- To provide a safe, nurturing and stimulating environment which supports the growth of independence, collaboration and a love of learning.
- To provide an excellent and enjoyable education, where each unique child, is valued and enabled to achieve the highest possible outcomes and realise their true potential.
- To value and develop a close partnership with families to facilitate close links in children's learning and wellbeing between home and school.



EYFS Curriculum

Play helps young children to learn and develop their physical, social, emotional and intellectual skills through doing and talking, which research has shown to be the means by which young children learn to think. It is also how they learn to socialise, as children engage in learning through play experiences with other children and adults.

We carefully plan purposeful play-based activities and offer first hand experiences, as we believe these have the greatest impact on children's progress and enable them to thrive. We ensure we offer a careful balance of adult led and child-initiated activities throughout the day in order to maximise potential for learning and development across all 7 areas of learning.

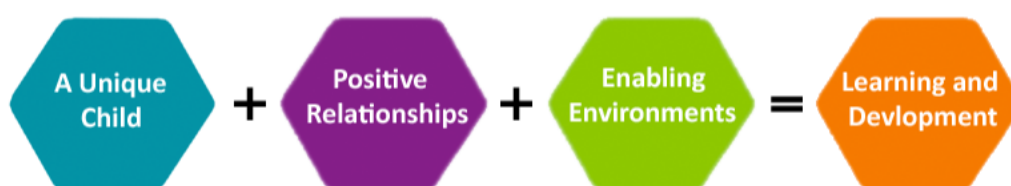
We uphold the following Early Years Principles:

A Unique Child- Every Child is a competent learner from birth who can be resilient, capable, confident and self-assured

Positive Relationships- Children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key person.

Enabling Environments- The environment plays a key role in supporting and extending children's development and learning.

Learning and Development- Children develop and learn in different ways and at different rates, and that all areas of learning and development are equally important and interconnected.



There are 7 areas of learning

3 Prime areas:

Communication and Language

Physical Development

Personal, Social and Emotional
Development

4 Specific areas:

Literacy

Mathematics

Understanding the World

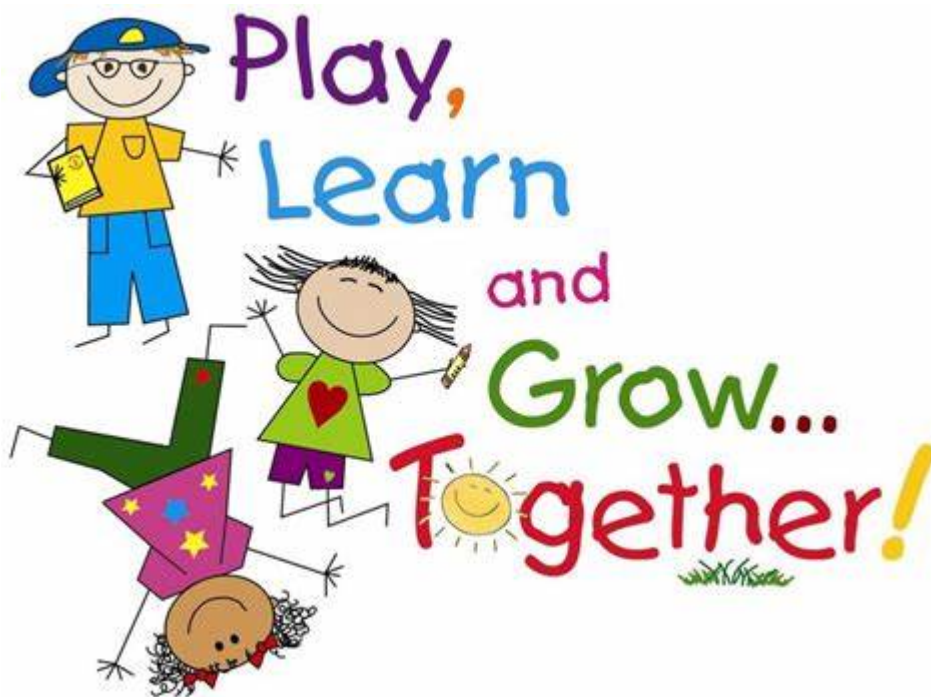
Expressive Arts and Design



Characteristics of Effective Learning

When planning and supporting children, we know that it is important to consider the different ways children learn and reflect this in how we teach, organise our learning environment and support individual children and groups of children. The statutory framework identifies three characteristics of effective teaching and learning; these characteristics encompass children from birth to the end of the reception year and children will demonstrate them in different ways depending on the development of the child:

1. ***Playing and Exploring***- children investigate and experience things and 'have a go'
2. ***Active Learning***- children concentrate and keep on trying if they encounter difficulties and enjoy their achievements.
3. ***Creativity and thinking critically***- children have and develop their own ideas and make links between ideas. They develop strategies for doing things.





Reception Timetable



8.45-9.05am	Morning Registration
9.10-9.40am	Adult Led Input (Maths/Phonics)
9.45-10.15am	Child Initiated Learning (Indoors/Outside)
10.15-10.30am	Snack Time
10.30-11.15am	Child Initiated Learning (Indoors/Outside)
11.15-11.45am	Adult Led Input (Maths/Phonics)
12pm	Lunchtime
1pm	Afternoon Registration
1.05- 1.45pm	Class story time/Adult led Guided Reading Groups
1.45pm	Outdoor break
2-2.50pm	Adult led Input +Child Initiated Learning (Indoors/Outside)
2.50-3.10pm	Snack Time/Reflection
3.10-3.20pm	Hometime routine



Organisation

There are 2 reception classes (R1 & R2). They are each led by a teacher. Each class has a full-time teaching assistant. Children are organised into different groups at certain points during the day for adult led sessions, snack and child-initiated learning time. Children spend time with both their teacher and teaching assistant every day and take part in learning indoors and outside.

School Uniform

Children are required to wear:

- White polo shirt
- Blue school jumper or cardigan, including the school logo
- Grey trousers/shorts/skirt/pinafore
- White socks
- Sensible school shoes



PE Kit:

- Navy polo shirt (with school logo)
- Black/Navy shorts
- Navy jogging bottoms or black/navy leggings (unbranded)
- Navy Hoodie (with school logo)
- Black Trainers

Children come to school dressed in their PE kit on their PE Day.

Items with the school logo can be purchased at Uniform Plus in Burntwood or A&J Designs in Norton Canes.

Spare Clothes

We ask all parents to provide a **spare change of clothes** for their child. This is to be kept in School on your child's peg. Please include underwear and a spare pair of shoes if possible. This is in case of any toileting accidents or any other incidents where it may be necessary to change your child.

Book Bags

Every child will need a book bag.

Please note we do NOT have room to store rucksacks or other large bags in school so please avoid sending these into school.



Your child will also need to bring a **water bottle** into school every day plus one **healthy snack** for morning break. Please ensure that both of these are **clearly labelled** with your child's name.



Reception Learning Environment

Our indoor and outdoor spaces are carefully planned and divided into different learning areas. We offer children different resources and experiences to meet the requirements of the Early Years Curriculum. Different areas are continuously available and regularly enhanced according to the children's developing and changing interests and also linked to different topics.

Children have the opportunity to play and explore within lots of different learning areas both indoors and outside including the following;

Indoors:

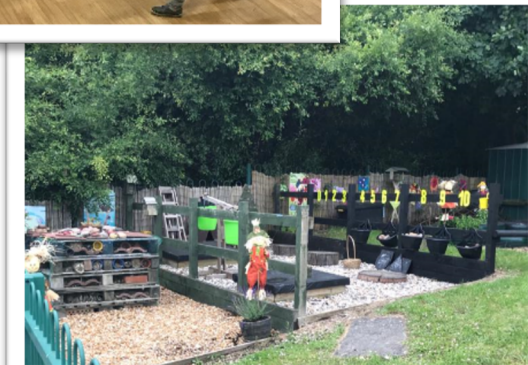
Book corner, Role Play, Creative Area, Construction Area, Loose parts, Malleable Area, Investigation Zone, Funky Fingers, Listening Area, Writing Area, Maths Area, Small World Area, Technology Zone, Sand & Water Area, Puzzles.

Outdoors:

Mud Kitchen, Messy Maths, Garden Patch, Builders Area, Sand & Water Area, Role Play, Reading Garden, Stage/Music Area, Bike & Scooter Park, Physical Zone, Small World, bug hotel.

Forest Area:

Story Circle, Kitchen Area, Den building zone, Bug hotel, Fire Pit, Rope Swing.



Forest School

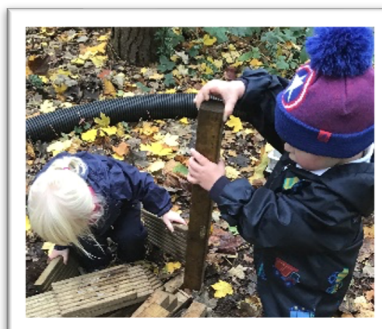
At Fulfen, we offer all Reception children the opportunity to participate in forest sessions in our on-site woodland area every week. It is proven from research that the learning that takes place in the outdoors can be much more powerful and memorable as all the senses are involved.

The philosophy of Forest School is to encourage and inspire individuals of any age through positive outdoor experiences. By participating in engaging, motivating and achievable tasks and activities in a woodland environment each participant has an opportunity to develop intrinsic motivation, sound emotional and social skills. These, through self-awareness can be developed to reach personal potential.

Children take part in a programme of sessions running once a week. Sessions are theme-led but are flexible to accommodate child-led learning. Staff work with children on an individual, small group or whole group level. This ensures a nurturing environment where children can learn at their own pace, as a result their skills and confidence accumulate over time. During sessions, following a brief safety talk, the children will take part in teamwork skills, which are developed through games and activities and individual skills and self-esteem are heightened throughout activities such as hide and seek, shelter building, or environmental art.

Benefits for children

- Increased confidence and self esteem
- Group cohesion and a sense of community
- Understanding own and other's needs, developing empathy
- Lots of new skills
- Understanding of healthy choices
- Heightened self-awareness and behaviour modification
- Understanding risk and how to stay safe
- Knowledge of the natural environment
- Loads of fun



We go out in all weathers, making sure that children are suitably dressed and that conditions are safe. All activities are thoroughly risk-assessed, staff encourage safe risk-taking.



Safety in Forest School

In Forest School the children use tools including potato peelers, palm drills and when they are competent, small knives and bow saws. The Forest School leader will be the supervising adult when tools are being used and the ratio will be no more than 1:6. The Forest School leader will give the children a safety talk each session and, when appropriate, will explain how a tool should be used and when it can be used safely. If a child is not using a tool in a safe manner, the activity is stopped and safety instructions will again be given.

Palm Drills allow children to drill through a thin disc of wood and create a hole to thread string or a piece of dowel through. Gloves are kept on site and can be worn if the child wishes or if the Forest School leader feels that the child needs to. All activities using tools are fully risk assessed.

We always have a minimum of 1 teaching assistant and first-aider with the children. The Forest school leader is also Outdoor First Aid trained with paediatric first aid. A First Aid kit is kept on the site as well as a First Aid Burns kit, Fire Blanket and Water to extinguish fire. If there is an accident the child will be taken into the first aid area inside the school and parents notified. Asthma inhalers are taken down to the forest area for the duration of the session and are supervised by a teaching assistant.

Forest time Kit:

- Wellington boots (to be left in school)
- Navy polo shirt (same as PE T Shirt)
- Navy jogging bottoms/leggings
- Navy school hoodie with (with school logo)
- Waterproof coat and trousers
- Spare socks



NB Children come to school dressed in their Forest kit on their Forest Day.

In cold weather

- Hats and gloves
- Jumper/fleeces (with warm under garments)
- Warm socks (and some spare socks)
- Waterproof clothing
- Coat

In hot weather

- Sun cream protection
- Sun hat (preferably one that offers protection to the back of their neck)
- Sensible sturdy close toed shoes.
- Covered legs (**no shorts**)
- Waterproof clothing



Safeguarding and Pupil Welfare

Safeguarding

Fulfen Primary School takes its responsibility for safeguarding children very seriously. Pupil welfare is of paramount importance to us and we recognise the contribution that we make to keeping them safe.

We demonstrate this commitment by:

- Creating and maintaining a school ethos where children feel safe and secure;
- Creating and maintaining a safe and secure physical environment;
- Developing a school curriculum which equips children with the skills they need to keep themselves safe;
- Ensuring that children know what to do if they feel worried or unsafe;
- Taking appropriate action to protect children when recruiting new staff;
- Providing staff with a high level of training to ensure that they are able to respond to safeguarding concerns in an appropriate and sensitive manner;
- Working in partnership with other agencies;
- Supporting parents and families.

The designated safeguarding lead in school is Miss Sturch (Deputy Head teacher).

Miss Davies (Head teacher) and Mrs Haigh are the deputy designated safeguarding leads.

Our full safeguarding policy is available to read on our school website.

Intimate Care

At times children need to be cuddled, encouraged, held and offered physical reassurance.

Intimate care routines are essential throughout the day to meet children's basic needs. This may include supporting children with toileting, changing clothes, and giving first aid treatment, applying sun cream and specialist medical support, where required.

Further details can be found in our EYFS Policy on the school website (Key Information > Policies).



General Information

Induction and Transition

At Fulfen, we believe that all children should feel as comfortable, confident and emotionally secure as possible when entering a new phase of their education. Children need to feel that they are a valuable, competent member of the new social group, and they need to develop positive attitudes towards the range of new experiences they will encounter. During induction, children need to be helped to retain their self-confidence, self-respect and independence, appropriate to their age and stage of development. We aim to welcome all children as individuals and endeavour to meet their needs accordingly.

Transition into School

Children who are due to start in Reception are invited into school with their parents/carers for visits to meet their teachers and become familiar with the indoor and outdoor learning spaces. Children are also invited in on 'whole school' transition morning (without their parents/carers). These visits happen in the Summer term.

All parents are asked to complete an 'All About Me' form prior to their child starting school so individual needs and the child's favourite toys etc can be available for them when they attend school.



Accidents and Incidents

As children develop physically, accidents can occasionally happen. In this event, the majority of staff are trained in first aid. Only qualified staff will ever administer first aid to your child.

If your child has an accident, you will be informed upon collection and will be given an accident slip. The accident will be recorded in our accident book along with details of the first aid administered and by whom.

In the event of a more serious accident or bump to the head, you will be informed immediately by telephone. Your child will be monitored and, in most cases, will be able to continue with their day as normal. In the event of an accident causing concern, you will be asked to collect your child and a visit to your GP recommended.



Illness and Medication

Parents are asked to keep their children at home if they are unwell or if they have an infection. ***Please telephone the school office to tell us if your child will not be attending because they are poorly.***



Parents are asked NOT to bring into school any child who has been vomiting or had diarrhoea until at least **48 hours** has elapsed since the last episode.

We are able to administer medication in school. Please complete and sign a medication permission form, which you can obtain from the school office if your child requires medication whilst at school. We will record all medication we administer within school.

Collection of Children

Children are to be picked up from the reception class doors at 3.20pm. They are released one at a time to a known adult.



A child will only be released into the care of their parents/guardians or other authorised persons. You **must** let us know in advance if someone different will be collecting your child.

Late Collection

If you know you are going to be unavoidably late to collect your child, please contact the school office.

Fulfen Out of School Club

We provide a range of additional child care options before and after school hours. Further information can be obtained from the school office or found on the "Parent" section of our school website.

Lunch Time

Lunch is served in the school hall for Reception children. Teachers accompany children for lunch in the hall for the first 15 minutes of the lunch break. Each day children can choose either to have a hot school meal (free of charge – order on ParentPay) or bring a packed lunch. Please ensure that your child's lunch box is clearly labelled with their name.

Fruit and Milk

As part of the National School Fruit Scheme, each child is entitled to receive a free piece of fresh, good quality fruit each school day. This can help our children to enjoy fruit and understand the benefits of healthy eating. We also offer children a free drink of milk as part of their morning snack.



Behaviour Management

At Fulfen, we believe that children flourish best when they know how they are expected to behave, and should be free to play and learn without fear of being hurt or unfairly restricted by anyone else. We aim to encourage acceptable behaviour whereby the children learn to respect themselves and others. We follow a restorative approach.

We require all staff, parents, volunteers, students and visitors to provide a positive role model of behaviour by treating the children and one another with friendliness, care, respect and courtesy. We expect all adults to apply these rules consistently.

We use positive strategies for managing any conflicts by helping children find solutions in ways that are appropriate for the children's ages and stages of development, for example, discussion, distraction and praise. We praise and endorse desirable behaviour, such as kindness and willingness to share.

We avoid creating situations in which children receive adult attention only in return for undesirable behaviour. When children display unwanted behaviour, we help them to see why this was wrong and how to cope more appropriately.

We never use, or threaten a child with the use of, physical, emotional or corporal punishment. We will not single out children, humiliate or embarrass them.

We work in partnership with all parents. You will be regularly informed about your child's behaviour by their key person. We will work with you to address recurring unwanted or unacceptable behaviour, using objective observation records to help us to understand the cause and to decide jointly how to respond appropriately. With your consent, we may engage the assistance of outside agencies.

Special Educational Needs

Any staff member who has a concern regarding your child's development will discuss this with you. The school inclusion manager is Mrs Harris.



Assessment

At the start of Reception, children will undertake the statutory Reception baseline assessment. This is administered in the first 6 weeks of your child starting school. You will be given more information about this in September. It is administered by your child's class teacher on an individual basis. It helps staff to understand what your child already knows and can do when they start school and also set next steps and targets for your child.

At the end of Reception, children are assessed by their teacher against the Early Learning Goals. You will receive a report to tell you whether your child is at the 'expected' level required or are 'emerging' which means they have not yet met the required standard for the end of Reception. They will receive support in year 1 if this is the case so please don't worry.

Assessment plays an important part in helping parents, carers and practitioners to recognise children's progress, understand their needs, and to plan activities and support. Ongoing assessment (also known as formative assessment) is an integral part of the learning and development process. It involves practitioners observing children to understand their level of achievement, interests and learning styles, and to then shape learning experiences for each child reflecting those observations.

We use an app called Dojo to record evidence of children's achievements (find out more about this in the next section). Through this app we are able to share messages and observations with parents/carers. You can also submit your own observations too!





Parent Partnerships



At Fulfen, we aim to make your child's early years experiences as positive as possible. In order to achieve this, we recognise that it is important that we communicate effectively with you and build positive relationships between you and the staff.

Newsletters

Each week we publish a newsletter which tells you all about the topic of the week and our learning intentions. It also contains some suggestions for ways you can help your child at home. Reception Newsletters are uploaded to class dojo and the class page of the school website. The whole school Newsletter will be emailed out to all parents and is also available in the News area of our website.

Parent Meetings

We hold regular meetings throughout the year with you to discuss your child's progress.

Rainbow of Success

We invite parents to share their child's achievements outside of school. We regularly send home slips for parents to record their children's achievements and we display these in School.

Reports

At the end of Reception, you will receive a report to inform you about your child's development and achievement against each of the Early Learning Goals.

Stay and Play Sessions

We regularly invite family members into School to 'stay and play' with their children.

Workshops for Parents

We hold workshops for parents and carers to enable them to be familiar with the teaching methods used in school and assist parents to support their child at home.

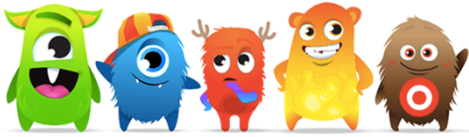
Email Updates

We provide parents with email updates about important matters.

School Website

We regularly update the Reception class page on the School Website.





ClassDojo



ClassDojo is an effective communication system, which we use in EYFS, that allows parents and teachers to connect by sharing photos, videos and messages.

The ClassDojo app can be downloaded for free on any smart iOS or Android device through the app or play store.

Signing up

Once we have your consent, you will receive an email asking you to sign up to ClassDojo. Click on the link in your email to take you to [Classdojo.com](https://classdojo.com). A box will appear asking you to confirm that you are the parent(s) of that child. Press OK and this will take you to the home page.

Once you've signed in, you can view messages and posts under Class Stories. You can respond to these by 'liking' or 'commenting'. You can also upload images and messages to contribute things from home to your child's portfolio.

Messages

Parents can directly message teachers through ClassDojo. Please follow these guidelines:

Do

- Message to share something positive from home;
- Use this feature to ask a simple question;
- Message to ask to meet the teacher;
- Let us know if your child has any minor worries that you think we should be aware of.

Don't

- Message to notify of absences or illnesses – this should be done via the School Spider app or the school office.
- Use this feature for urgent or serious issues, including sensitive or behaviour issues. Please call the school office and the teacher will call you at a convenient time.

Teachers will endeavour to reply as quickly as possible. Staff will aim to reply within 48 hours of the message being sent; however, please bear in mind that school life can be incredibly busy and, on occasions, there may be a delay.

If a message is sent during a teacher's absence, it will be responded to by the teacher on their return to school.

