



Millfield L.E.A.D. Academy
A L.E.A.D. Academy

Welcome to Millfield LEAD Academy



An introduction to the Reception Class
provision at Millfield LEAD Academy.



Contact details

Millfield LEAD Academy
Hat Road
Braunstone Town
Leicester
LE3 2WF

Telephone: 0116 289 7151

Email: office@millfieldacademy.co.uk

School Website: www.millfieldacademy.co.uk

Headteacher: Mr P Wood (DSL)
Assistant Headteacher Phase 1: Mr P Smith (DDSL)
Assistant Headteacher Phase 2: Mr A Jordan (DDSL)
SENDCO: Mrs A Joyce (DDSL)

Contents Page

3.	Welcome	18..	Indoor Facilities - Reception.
4-5.	EYFS Intent	19.	Outdoor Facilities - Reception.
5.	Early Years Vision Statement	20.	ClassDojo App
6-10.	The Early Years Foundation Stage Explained	20.	Early Years Quality Mark Award
10.	Helping Your Child Prepare For School	20.	EYPDP Community Friending
11.	Attendance		Setting Status Award
11.	School Uniform	20.	Impact & Data
12.	PE Kits	21.	How You Can Help Us.
12.	Outdoor Clothing	22.	One Last Important Thing ... Poem
13.	Spare Clothes		
13.	Footwear		
13.	Jewellery		
13.	Book Bags		
14.	School Lunchtimes		
14.	Dietary & Medical Issues		
15.	Head lice		
15.	Emotional Support (ELSA)		
15.	Toys		
15.	News Updates		
15.	Stay and Play Sessions		
15.	Behaviour Policy		
16.	Millzone Child Care Facility		
16.	After School Clubs		
16.	Morning Routine (in Reception)		
17.	Afternoon Routine (in Reception)		
17.	A Typical School Day (Timetable).		

Welcome to Millfield L.E.A.D Academy

Dear Parents/Carers,

It is with great pleasure and excitement that we welcome you and your child to our school. Millfield LEAD Academy is a special place to come, as our recent OFSTED report shows, and we are thrilled you have chosen us as your child embarks on their first steps in their learning journey.

We continue to achieve higher results than most schools nationally because our highly skilled staff work extremely hard and believe that every child is unique, capable and full of potential. Our school however, is about more than just academic results. We ensure we also have lots of fun and enrich our curriculum through trips, visitors and carefully planned events.

Each member of our early years team will aim to provide the best possible care and learning experiences for your child, ensuring that they feel happy, safe and secure at school.

Starting in the Reception class brings about a big and exciting change in your child's life. Perhaps this is your first child starting school and you are feeling a little apprehensive as to what school is going to be like for him/her. Perhaps you have experienced this all before and you can't wait for that first morning where you share in the excitement and memory of dropping them off for their opening day at school.

Whatever your experience, rest assured that for the vast majority of children, especially those who have already attended nursery settings or playgroups, the transition is normally trouble-free.

Our school prides itself on really knowing our pupils as individuals. As your child takes their first important steps into our school, it is important for us to know a little bit about them before they arrive.

Along with this booklet, you will find a '**Getting To Know You**' document. It is particularly important for you to fill it out **with your child** in order to support the staff in learning more about them. We will read these over the Summer and use all the information to begin having conversations with your child when they start.

A sense of familiarity and understanding will help us build relationships with your child and hopefully settle them in quicker as we talk to them about things they know and enjoy.

Please return this to us at the next meeting or bring it into the school office before the Summer!

We know that you will have lots of questions to ask us and will want to make sure you and your child are well prepared for this important event. Hopefully, the information through the rest of this booklet will begin to answer some of those uncertainties that you have.

Our staff are happy to help in any way we can, so please do not hesitate to contact us should you have any questions or worries about your child. We look forward to building a strong and positive partnership with you as you begin your exciting journey with us at Millfield LEAD Academy.

Many Thanks,
The Early Years Foundation Stage Team



EYFS Intent

Intent

Our early years intent at Millfield LEAD Academy is to 'improve the lives and life chances of every child' by creating a culture of learning where children acquire the solid foundations (skills and knowledge) needed to develop into independent and lifelong learners.

'To improve the lives and life chances of every child.'

We intend to develop our children from a holistic point of view and foster a love of learning within them through play so that they have the best possible start in life. We want to form happy, confident and well-rounded children who have a natural desire to learn and consider all areas of EYFS as important in developing the whole child.

'Develop children from a holistic point of view.'

Play underpins the delivery of the EYFS provision here at Millfield LEAD Academy and we understand that children learn best through practical, hands-on experiences and interactions with their environment. Play is therefore championed, valued and encouraged to help children learn about the world around them.

'Play is the highest form of research.'
Albert Einstein

Our school promotes the prime areas of learning as the golden threads that are woven into all aspects of our curriculum. Through a broad, balanced and flexible offer, we help to address any learning gaps in order to facilitate and unlock a world full of potential for our children.

'Unlock a world full of potential.'

Our caring staff treat every interaction as a positive opportunity to create a connection and shape a life. Through attentive observation, thoughtful questioning, and purposeful adult-child interactions, we promote curiosity, enrich vocabulary and extend the learning in the moment.

'Create a connection and shape a life.'

We believe our curriculum is bespoke to our children here at Millfield LEAD Academy. It is designed to recognise the children's prior learning and experiences begun at home and, for some children, in other pre-school settings.

Each child is unique and has their own individual starting points that we value and recognise as important.

We effectively plan a wide range of experiences and learning environments that are suitably challenging and meet the needs of all of our children and builds upon their interests and fascinations.

We ensure that the learning experiences we provide our children are based on identified needs at baseline, emerging trends and our continual gap analysis that informs our planning and provision. One of our mantras is to 'find the gap and close the gap' (in learning).

'Find the gap and close the gap.'

Let the learning journey begin!

Our Early Years Vision Statement

*"It is our privilege to have a role in shaping our pupil's future.
We give all of our children the life chances they deserve and the
opportunity to reach their potential.*

*We nurture our children's interests, gifts and talents to see them
grow and to prepare them for a successful future.*

*We are an inclusive community where everyone feels safe and
supported and where no-one is left out.*

*Here, mutual respect and acceptance is key.
We celebrate our differences and we help each other to thrive.*

*We empower our learners to make a difference by being
responsible, reflective and resourceful.*

*Our pupils develop resilience and a love of learning through a
range of experiences and memories which positively impact them.*

*Millfield LEAD Academy is a community where we all learn,
enjoy, develop and succeed."*



What is the Early Years Foundation Stage?

The Early Years Foundation Stage (EYFS) is the stage of development (education) from birth to the end of Reception Class – which is the year children turn 5.

It is based on the recognition that children learn best through play and active learning. When ready, children will be introduced to more formal learning through small group adult-led activities.

The EYFS is based on 4 themes:

1. The Unique Child
2. Positive Relationships
3. Enabling Environments
4. Learning and Development



The Unique Child

Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured. Children mature in every area of development at their own pace and in their own individual ways.

Positive Relationships

Children's learning is helped when they feel safe and secure and when their parents/carers, and the people in the settings they attend, work together to ensure that the child's needs are met. Building a close working relationship with us is crucial in helping your child develop.

Enabling Environments

An enabling environment can contribute greatly to supporting children's learning and development in the early years. An enabling environment is about providing a setting in which children can play, explore and learn in a safe, caring and supportive space.

Learning and Development

Children develop and learn in different ways and at different rates. The EYFS learning statements are split up into different age bands. Learning and development occurs best when all the previous expectations mentioned are securely in place.



Characteristics of Effective Learning:

In the Early Years Foundation Stage (EYFS), children learn through play, exploration and active engagement. The characteristics of effective learning describe 'how' children learn rather than 'what' they learn. These are the different ways in which your child engages with other people and their surrounding environment. The characteristics of effective learning include the headings: **Playing and Exploring, Active Learning, and Creating and Thinking Critically**. All of these characteristics underpin learning and development across the different areas of learning and support your child remain an effective and motivated learner.



Executive Function:

Executive Functions are a set of skills that help children manage their thoughts, actions and emotions to achieve a set goal. These skills act like a control system, enabling children to focus their attention, remember instructions, control impulses and manage tasks in order to get things done. While these abilities continue to develop as the children get older, the foundations are laid in the early years – making this a critical time for growth.

The Department for Education (DFE) refers to three main components with regards to executive function. They are:

1. **Working Memory** – the ability to hold and use information in mind.
2. **Mental Flexibility & Focused Attention** – the ability to pause, think before acting and resisting distractions to be focused.
3. **Self-Control** – the ability to resist immediate impulses, demonstrate self-control, manage emotions and set goals.

These abilities contribute to the child's growing ability to self-regulate:

- concentrate their thinking
- plan what to do next
- monitor what they are doing and adapt
- regulate strong feelings
- be patient for what they want
- bounce back when things get difficult and show resilience.

Executive functions are closely linked to school readiness, building relationships and long-term success. By understanding and supporting these skills from an early age, staff and parents can help children build a strong foundation for lifelong learning and well-being.

The Seven Areas of Learning and 17 Early Learning Goals

The Early Years Foundation Stage is divided into 7 areas of learning. All areas of learning and development are important and inter-connected.

The areas of learning are :

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

Prime Areas
of Learning

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

Specific Areas
of Learning

Within these 7 areas of learning are 17 different aspects that the teachers report against to say whether the children have reached the Early Learning Goal (ELG).

Communication and Language

CL is divided into two areas of development:

- **Listening, Attention and Understanding**
- **Speaking**



Communication and Language Development (CLD) – This area of development focuses on how your child communicates with others, their understanding of speech, language and listening skills.

Physical Development

PD is divided into two areas of development:

- **Gross Motor Skills**
- **Fine Motor Skills**



Physical Development (PD) – This covers how your child moves and controls their own body, both in large movements (gross motor) such as running, jumping and climbing and small movements (fine motor) such as how they hold a pencil, use scissors or use a knife and fork.

Personal, Social and Emotional Development

PSED is divided into three areas of development:

- **Self-Regulation**
- **Managing Self**
- **Building Relationships**



Personal, Social and Emotional Development (PSED) – This covers how your child works and plays in school, builds relationships with other children and adults, and their attitude to learning and playing. It also includes how they control their emotions and behaviour.

Literacy Development

LD is divided into three areas of development:

- **Comprehension**
- **Word Reading**
- **Writing**



Literacy Development (LD) - This involves children reading and listening to lots of different texts (stories, poems, non-fiction) and developing early reading and writing skills. Children will begin to link letters to the sounds they make and use these in their reading and writing.

Maths Development

MD is divided into two areas of development:

- **Number**
- **Numerical Patterns**



Mathematical Development (MD) – This area of learning will develop your child's understanding of numbers (including counting, ordering and recognising numbers), patterns and the beginnings of simple, practical addition and subtraction, doubling and halving.

Understanding the World

UfW is divided into three areas of development:

- **The Natural World**
- **Past and Present**
- **People, Culture and Communities**



Understanding the World (UfW) – This covers a wide range of skills including how your child investigates the world around them. It also includes how they use maps, their understanding of how things change over time and appreciating the differences that exist between themselves and others. UfW also involves learning about some historical figures and their impact in the world as well as handling artefacts from the past.

Expressive Arts and Design

EAD is divided into two areas of development:

- **Creating with Materials**
- **Being Imaginative**



Expressive Arts and Design (EAD) – This area focuses on your child's imagination while they play with others or on their own, and supports the development of their skills and imagination in art, music and role play activities.

Helping your child prepare for school.

Your child will feel more confident and will settle quickly into school if they can:

- Dress and undress themselves (socks and buttons tend to be particularly tricky).
- Be able to do up and undo zips on their coat.
- Have easy shoes to take off and put on (Velcro fastenings are very helpful).
- Use the toilet independently and flush it after use – then wash their hands.
[Please encourage your child to ask us to go toilet as this really helps.](#)
- Tidy up and clear away after themselves.
- Share toys and be prepared to take turns during games / conversations.
- Use a knife and fork.
- Recognise their name. Try to write their first name.
- Hang up their own coat and bag on a peg.
- Attend the planned transition day (if not at Millfield Community Nursery).
[Children at Millfield Community Nursery will have a separate transition time with us during a normal school week where the staff next door bring them through to us.](#)
- Share photos of the Reception class just before starting after the Summer to re-familiarise your child with the setting (indoor and outdoor provision).

Attendance



At Millfield LEAD Academy, we make every second count so it is vitally important that your child is in school every day, unless they are particularly ill. This will help them settle in well, build relationships with their peers and not miss out on valuable learning time.

Attendance and punctuality are closely monitored by the office.

If your child is not well enough to be in school, please call the office to inform them of the reason why your child will be off (0116 2897151).

Each week the class with the highest attendance will win the 'attendance trophy' - we are aiming for our attendance to be at least 96% to be in line with national expectations.

If you have any worries or concerns about your child and their attendance, please come and see the class teacher / office staff as soon as possible. We will be happy to help.

Office Email: office@millfieldacademy.co.uk



What does your child need at school?

School Uniform:

You can order school uniform with our Millfield logo from the school office or purchase the correct uniform from other shops/supermarkets.

The school uniform has been chosen to be smart, practical and to enable a sense of belonging to the school and wider community.

Our uniform is outlined below:

- Navy blue sweatshirt, cardigan or fleece
- White shirt, blouse or polo shirt
- Grey or black trousers, skirt or pinafore dress
- Light blue gingham dress in summer
- White or black socks or tights
- Plain black footwear



P.E Kits

- Black shorts or leggings (jogging bottoms can be worn over the top in the colder months)
- Plain white round neck t-shirt
- Black or Dark Blue jacket (again for the cold months)
- Your child **does not need plimsolls** for PE as our lessons are indoors and barefoot.
- Please ensure all **jewellery is removed** for PE lessons and long hair is tied back.



We ask parents to label all children's clothing and belongings for easy identification when things have been misplaced.



Outdoor Clothing:

We like to get outdoors whatever the weather! This is an expectation for all children in EYFS.

Please ensure your child has:

- a warm and, or waterproof coat.
- a pair of wellington boots to keep at school throughout the week.



They will also need a hat, gloves and scarf in the winter and a sun hat for hot weather. Unfortunately, children are not permitted to bring sun cream into school. Instead we ask that parents apply sun cream in the morning before the start of the school day.



Spare Clothes:

Many young children have occasional accidents at school. When this happens we provide spare clothes which we ask that you wash and return as soon as possible. If your child is prone to accidents it would be very helpful to have a spare set of their own underwear, socks and trousers or skirt in school. They are likely to be less upset if they have their own clothes.

Footwear:

Children will need a pair of welly boots that can stay in school all year (there will be a space in the cloakroom for these). We also ask that any shoes that the children wear for school are ones that they are able to do up and undo by themselves as much as possible – **NO LACES** please if it can be avoided!



Jewellery:

We advise children do not have their ears pierced during the school year if possible as they are unable to participate in PE or other sporting events, as fully as possible, when wearing earrings. We ask that earrings be **removed** on PE days. Only stud earrings are permitted at other times. Micropore tape must be used to cover stud earrings that cannot be removed during PE sessions.

Please also ensure pupils do not come to school wearing gel or acrylic nails, or nail polish.



Book Bags:

Children will need a book bag which they should bring into school daily. It will help to keep the books in good condition and book bags are required throughout your child's time at school. These can be purchased at the school office. Alternatively you can purchase them from elsewhere but please keep to a standard book bag size as we have limited space in the cloakroom.

Your child will be given a reading book appropriate to their level of development and it will closely match the sounds that they know. Your child will be heard reading and their book will be changed weekly by an adult in school. Please try to read this book with your child each day at home to support them to develop reading fluency and sight recognition (reading words at a glance without needing to sound them out). We ask parents/carers to sign the home-school diary each day so staff can be aware that your child has been read with at home.



Monday ✓
Tuesday ✓
Wednesday ✓
Thursday ✓
Friday ✓

School Lunchtimes

All children are entitled to a free school dinner until the end of Year 2. School dinners are an excellent way of introducing a varied menu and encouraging your child to develop a good appetite.

There is always a choice of meals and these can be looked at with your child in advance on the menu available from the school office. Please make the decision with your child so they are not surprised when going to collect their meal for the day.

Staff will give the children a coloured band that will match the meal you have ordered. Pink band = main option, green band = vegetarian option, blue band = jacket potato option and yellow band = school made packed lunch (cheese sandwich).

Meals are delivered by Chartwells and prepared and served on the premises.

Adults are around to help the children in the hall in order to collect their food from the hatch, get settled at a table and cut up their food. However, children will always be encouraged to have a try using their knife and fork independently beforehand.



If your child does not wish to have a school meal they may bring a packed lunch from home instead but please make sure that the lunchbox is clearly labelled with your child's name and does not contain nut products (including Nutella) or fizzy drinks, sweets or chocolate. We have a healthy lunchbox policy in school so please ask about this if you require further information.



Dietary / Medical Issues:

Please ensure your child's class teacher is informed of any special dietary requirements, food allergies or medical needs by filling out the form provided.

If your child needs medicine at school at any point during the year, then please inform the class teacher and fill out a medical form at the office. Medicines can only be administered by prior arrangement at the office. All medicines must be in their original container / package - clearly labelled with the child's name, dosage to be given, frequency and the name of the drug.

However, if your child is unwell and too ill to attend school we recommend that you keep your child at home until they are better. Please ring the school office to notify them of any period of absence as mentioned earlier.

With sickness and diarrhoea, please keep your child off for 24 hours from the last bout.

If your child suffers with asthma, please give the class teacher a labelled inhaler which will be kept in a safe place and on-hand at all times.



Head lice:

Please be vigilant! These can appear in school from time to time, especially among younger children. It is important that your child is treated before returning to school.



Conditioner and a nit comb are the cheapest and most effective treatment for removing lice and their eggs (nits). When we are notified by a parent that

there is an outbreak in class, a letter will be sent home to recommend all parents check their child's hair.



Emotional Support:

We are fortunate enough to have an ELSA at Millfield LEAD Academy . Their role is to support children who may be struggling emotionally. This could be due to a bereavement, separation or any other significant event in the child's life. They will do regular check-ins with all children and they are available to talk to on a regular basis. You will find Mrs Cope on the playground most mornings if you need to talk to her.



Toys:

Please encourage your child NOT to bring in any toys into Reception from home as we do not allow this. We cannot be held responsible for any lost or damaged toys brought in from home. However, if your child is really struggling to settle in for some reason, we may allow a comfort toy (or photo) to be brought in for a period of time to help with this.

News:

The School Newsletter will go home half termly with whole school information and events. We will also share information about what we have been learning, any reminders, upcoming events and ideas for how you can support your child's learning and development at home through our school website and via Classdojo. Our curriculum maps on the school website show you what we will be learning each term.

Stay and Play Sessions:

Each half term we have a stay and play session where you are invited into school to see what your child has been learning and to be actively involved in some current learning. We hope that you will be able to join us in some of these sessions and that they will be an enjoyable memory for you and your child.

Behaviour Policy:

We follow the school behaviour policy with effective rewards (including Classdojo points, stickers, certificates and special helper roles) and sanctions (including time out within the classroom or in another classroom). To read the whole policy please see the school website.

Please inform us of any concerns about changes in your child's behaviour, so that we can investigate this thoroughly and ensure your child's happiness at school.

Millzone Child Care Facility (Before and After School):

We are continually looking for ways to enhance and improve our education of all our children but are also aware of our responsibilities to support parents and carers with their needs around child care arrangements.

We therefore offer parents and carers the opportunity to drop and collect their children from school at a time that fits in with their work / personal commitments.

Our pre and afterschool care centre, Millzone, child care is available from 7:30 am to school opening time and then through to the school closing time at 6:00pm. Prices and session times can be found on the school website.

The centre has a dedicated area in the small hall with access via the double doors. It is full of games, toys and fun play equipment as well as arts and craft resources. It also has a large interactive whiteboard display and sound system for playing computer games.

Millzone is run by our own fully trained and qualified staff and whilst priority is given to advance term bookings, we also accept casual bookings subject to availability.

Sessions run Monday to Friday, term time only for children age 5 years of age and over. Availability and booking information can be obtained from the office

<https://www.millfieldacademy.co.uk/pupils/after-school/>

After School Clubs:

We run numerous after school clubs at Millfield LEAD Academy to enhance the over provision we offer to parents and carers. This extensive programme of enrichment offers children the opportunity to develop skills beyond the school curriculum.

We have carefully considered the breadth of provision on offer to cover a range of areas including the arts, sports, STEM, well-being and humanities. Each club will run over a six week block (which may cross over a holiday period) to ensure an equal offer is available.

All clubs will run straight after school for an hour. Children will need collecting from the main school car park/reception area (please wait outside as the reception area is used to dismiss the children from).

Some after school clubs will be run by external providers. A number of sessions will also be run by school staff, who will be giving their time to offer enrichment after school.

Due to the high quality of external providers, all clubs require a charge to ensure these can be offered to all children. Staff-run clubs are also subject to a charge, to ensure high quality resources can be purchased to support the offer. Staff do not receive any of this money themselves.

We have deliberately planned for blocks of six weeks. This gives children the opportunity to get really involved in the club rather than just 'having a go'. Just like clubs children may attend in an evening or at a weekend, the more they commit to it the more successful they will become.

<https://www.millfieldacademy.co.uk/after-school-clubs/>

What Happens In Foundation Stage:

Morning Routine:

The Reception children are welcomed at the door at **8:40am**. Please arrive promptly as lateness can be disruptive and means the children miss valuable learning time. The children will each have a peg in the cloakroom and space beneath (or nearby) for their coats, packed lunches and welly boots. A member of staff will support your child in finding their peg, hanging up their coat and putting their book bag onto their peg. The children will then check-in by finding their picture and placing it in the happy or nervous emotional check-in jar. They will then choose an activity to complete in the classroom.

Staff members are always available to talk to in the morning if you have any questions or concerns but if you would like a longer, more private conversation please book an appointment through the school office.



Home Time Routine:

The children in the Reception class finish school at **3.20pm**. Please pick up your child **promptly** from the foundation stage door at this time. We will be lined up outside and we will send your child to you from behind a barrier. This helps ensure your child's safety. If you are unable to pick up your child then please let the Reception staff know who will be collecting them or telephone the school office. All children must be collected by:

- A Parent or Carer known to the Foundation Stage staff.
- A person authorised by the child's Parent/Carer. The authorised person must be written on a permission form included in this pack.
- The person you have informed us will be collecting your child if it is someone different to the names on the permission slip (e.g. a playdate has been arranged and the other parent is collecting)



A Typical School Day

Morning:

8:40 – Arrive at school, morning registration and carpet session.

9:00 – Little Wandle Phonics Session

9:30 – Continuous Provision in the classroom and outdoor area (Carousel 1)

10:00 – Continuous Provision in the classroom and outdoor area (Carousel 2)

10:30 – Continuous Provision in the classroom and outdoor area (Carousel 3)

11:00 – Carpet Session (Tricky Word reading and captions)

11:30 – Lunchtime in the dinner hall.

Afternoon:

12:30 – Afternoon registration.

12:35 – Maths Mastery Number Sense Session

13:00 – Continuous Provision + Little Wandle Reading Groups

14:00 – Break Time on the main play-ground (milk and a snack is provided)

14:20 – Continuous Provision + Little Wandle Reading Groups

15:00 – Get ready to go home - singing/story time

15:20 – Collected from school.

During the carousel activities, different groups of children will undertake a weekly adult-led early English (reading and writing) and early maths activity.

Our facilities - Indoor

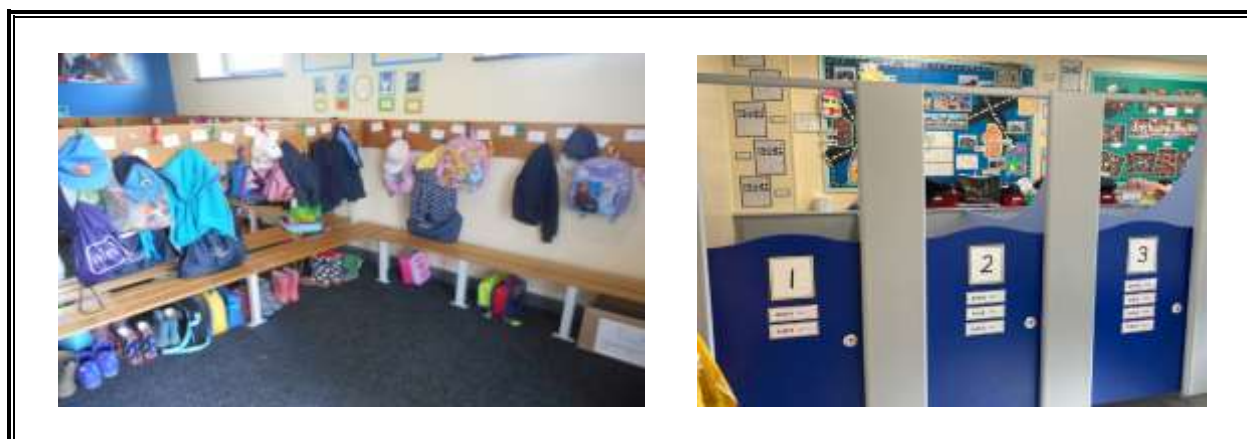
We have a purpose built foundation stage unit (constructed in 2014) which is separate from the school. It is well spaced and allows for 60 children. It is open plan unit with two carpet areas for registering children and for whole class activities.



Around the room are different areas of learning including: reading, writing, maths, role-play, small world, construction, art and creative, sand and water, and an understanding the world areas.

Our carousel approach and rainbow challenges ensure that children experience a balance across all learning areas as well as to have opportunities to free flow and participate in both child-initiated and adult-led activities.

The cloakrooms and toilets are situated inside too.



Outdoors

We take pride in our outdoor learning environment and we are extremely fortunate to have such a large area for our Nursery and Reception children to explore. We have a large area 'the spinney' that offers fantastic opportunities for children to explore nature and the natural changes that occur throughout the year.

We have established different focus areas for the children so they can access all areas of the EYFS whilst engaging outdoors.

We have a sand area, a water area, a construction area, a stage with instruments, mud kitchen, play cabin, a climbing frame and tyres for the children to develop their physical skills.

Children also have regular access to a range of bikes and scooters and are taught how to ride these. In addition to this the children have a trim trail out the front of our settings and large moveable objects to play with.



Play cabin



Performance Stage



Construction Area



Trim Trail



Waterwall



Mud kitchen



Spinney



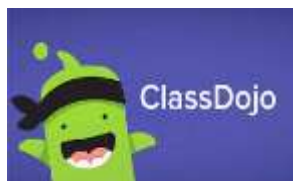
Bikes

Keeping you informed of your child's learning.

ClassDojo App

We will use the ClassDojo App and send you updates of your child's weekly themes (topics) so you can see what they will be learning and how you could support them at home. We will upload the PowerPoints that we will be sharing with them that will include the five core sticky knowledge facts that we want children to learn each week.

You will also have the opportunity to upload your own photos and notes about your child's out of school activities and learning, should you wish to, that the teachers will use as additional evidence when deciding if they are on track or not against the termly expectations.



Early Years Quality Mark Award' and 'Early Years Communication Friendly Setting Status'

Our school achieved the prestigious Early Years Quality Mark Award after an external assessment to view the quality of our provision. We are one of the few schools to hold this award for their early years setting. Our school also achieved its 'Communication Friendly Status' Award through the Early Years Professional Development Program.



Impact:

Over the last two years, 85% of children have achieved a 'good level of development' which places our EYFS provision in the top 7% of settings in the country. Our data has remained above national and local figures consistently for the past nine years now.

EYFS Information Sum 2024	% of children on track (GLD)
Millfield LEAD Academy	85.0%
National	67.7%
Local (Leicestershire)	69.6%

17.3% more children leave the Early Years on track with a good level of development compared to their peers nationally.



How can you help us?



- Talk with him/her and discuss his/her questions.
- Support your child to concentrate on activities for more than just a few moments.
- Encourage your child to share and join in activities with other children. Play family games at home that involve turn taking.
- Make sure your child can recognise his/her name.
- Read and share books with your child at bed time (or other times in the day) to develop a love of reading.
- Give him/her plenty of opportunities to use pencils and crayons. If he/she is ready to write his/her name, show him/her how to use a capital letter at the beginning followed by lower case letters.
- Allow them to practise colouring in pictures / colouring books (this will help with their fine motor skills).
- Introduce your child to as many new words as possible, e.g. Words in the environment (on signs, cereal packets, shop windows, etc.)
- Help him/her to count and use numbers in everyday situations (e.g. when out shopping).
- Encourage them to speak and answer questions in full sentences (e.g. when out shopping).
- Help your child learn to recognise the sounds as we begin to send them home.
- Practise writing the sounds sent home but please make sure you reinforce the correct letter formation (starting and finishing each letter in the correct place).
- Hold a pencil using a tripod grip.

In general:

- Take a keen interest in your child's school day to find out some of the things they have been learning.
- Make sure that we have the correct contact details for you in case we need to get hold of you. If there are any changes to home details (address, phone number, etc.) please inform the school office as soon as possible.
- Make sure you keep us up to date of any medical or dietary changes.
- Please inform us of any changes in your child's behaviour after starting school.
- Ensure your child has a regular bedtime routine where possible.



And finally ...

One last important thing

When your child does start school, this can be a very daunting time for parents/carers. Here is something that will hopefully make you feel better.

Dear Parents,

We understand that you are scared to wave your child goodbye and leave them in a teacher's hands - don't worry if you cry!

We're used to weeping parents, it's hard to leave we know. But it's time to share them (just a bit) to help them learn and grow.

Let me reassure you that we'll give your child our best, we'll wipe their tears, soothe their fears and change their dirty vest!

If your darling child is full of cold we'll blow their nose all day, just like you, we'll care for them in a special way.

We'll treat them like we would our own. We'll catch them from a fall and if there is ANY problem we'll be sure to tell you all.

It's true she'll/he'll grow to love us, they'll talk of school a lot, it doesn't mean they like you less and that you should lose the plot!

We'll tell you a secret... That when your child is here, they talk to me as much of you of this please have no fear.

You'll always be their parent, whilst teachers come and go, to them you are their number one, this we truly know.

Soon you'll see some changes, in your little girl or boy, they'll become more independent and to see this, it's a joy!

We'll teach them all we have to give, to share, read and to write, but to you they safely will return to tuck them in at night.

From The EYFS Staff

