



WELCOME TO BEAVER ROAD

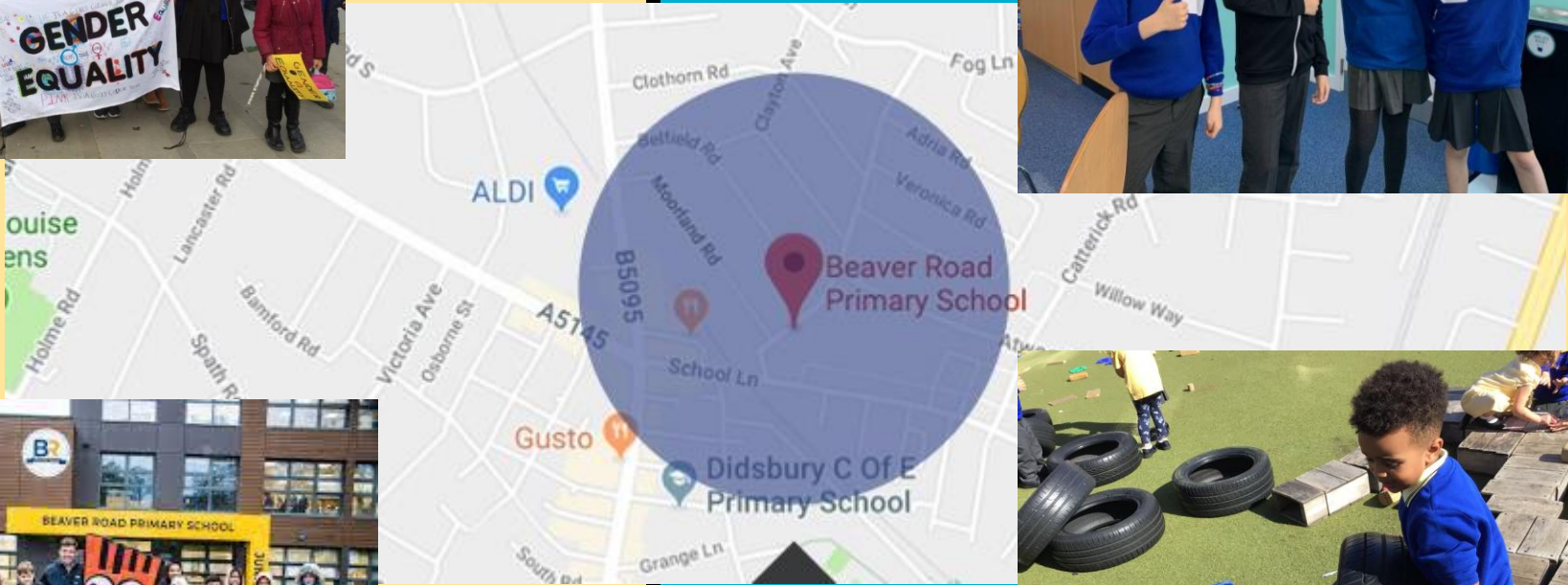
My School, Your School, Our School



Article 2 (non-discrimination) The Convention applies to every child without discrimination, whatever their ethnicity, sex, religion, language, abilities or any other status, whatever they think or say, whatever their family background.

Article 12 (respect for the views of the child) Every child has the right to express their views, feelings and wishes in all matters affecting them.

Article 29 (goals of education) Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.



STOP PRESS! CHANGE OF CLASS NAMES...

Miss Thomas
Elephants
Cloud
Catchers

Miss Silva
Tigers
Lighthouse
Keepers

Mrs Horan
Lions
Beachcombers

Miss
O'Donnel
Giraffes
Rainmakers

Miss Holmes
Monkeys
Globe
Trotters



THE TIME OF OUR LIVES...

Everything is underpinned and driven by the four overarching principles mapped out in the EYFS Framework

Every child is a **unique child**

'No job is more important than working with children in the early years.'
Development Matters 2020

Children learn to be strong and independent through **positive relationships.**

No opportunity missed

Children learn and develop well in **enabling environments.**

Children develop and learn in **different ways.**

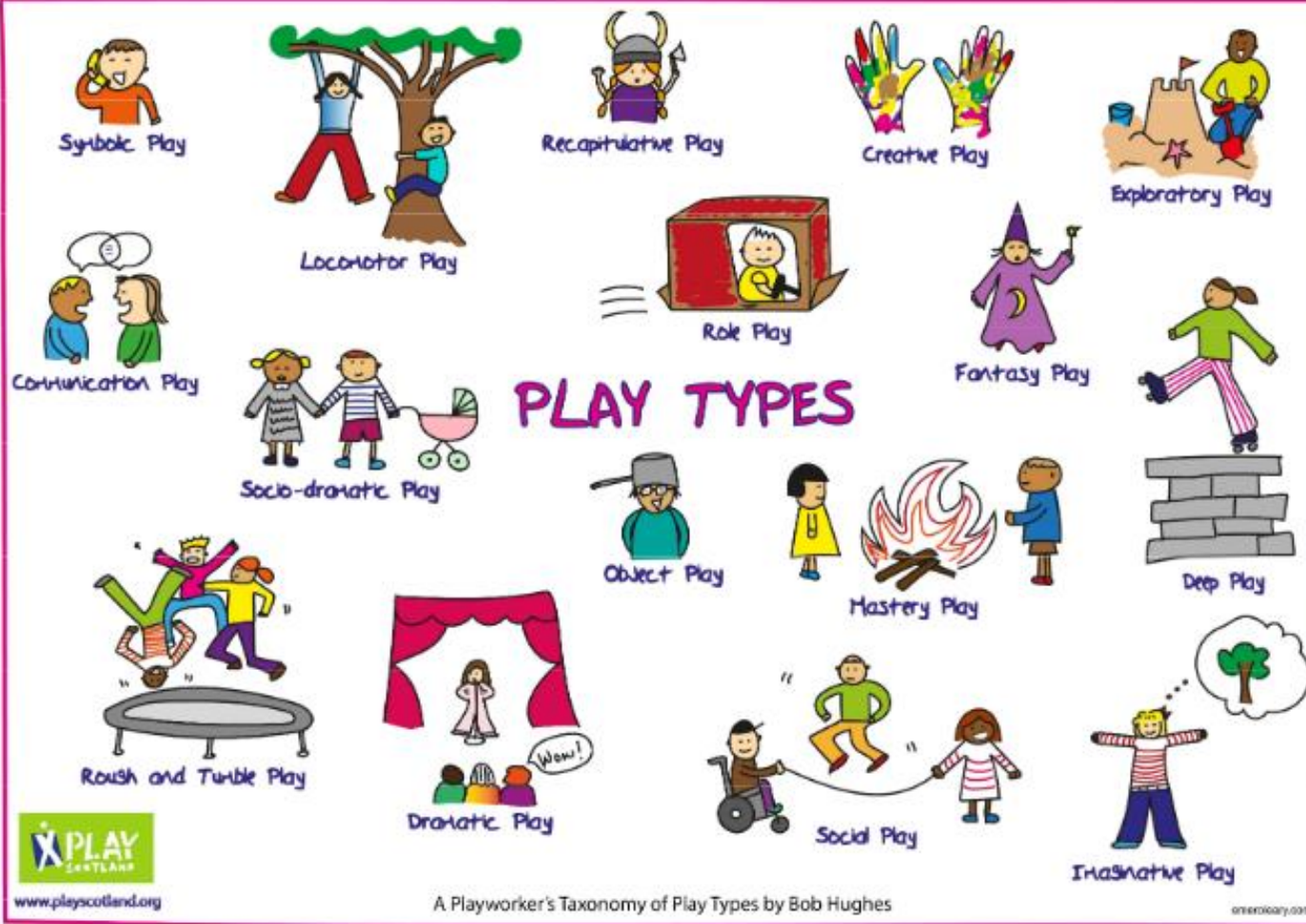
WHAT DO WE ACTUALLY MEAN BY PLAY? AND WHY IS IT IMPORTANT?



Research shows, children are less likely to consider an activity to be play when:

1. Adults are involved.
2. When an activity takes place at a table.
3. When they have not chosen it.

Children can learn through all their experiences, whether play or not. Through imitating, stories, taking part, pictures, structured activity, asking questions, being told something by someone they trust and in being shown how to do things.



Freely chosen

Personally directed

Intrinsically motivated

WHAT DO WE ACTUALLY MEAN BY PLAY? AND WHY IS IT IMPORTANT?



“The main characteristic of play – child or adult – is not its content, but it’s mode. Play is an approach to action, not a form of activity.” JEROME BRUNER, 1989

It’s our job to instil this in the classroom.

The child at play and in charge, satisfies the need to feel they are **effective agents** in the world.

Early and open ended exploration and movement in babies to more complex play is an integral part of early development. It builds neural connections in the brain and fosters **flexible, intelligent** ways of approaching the world and others.

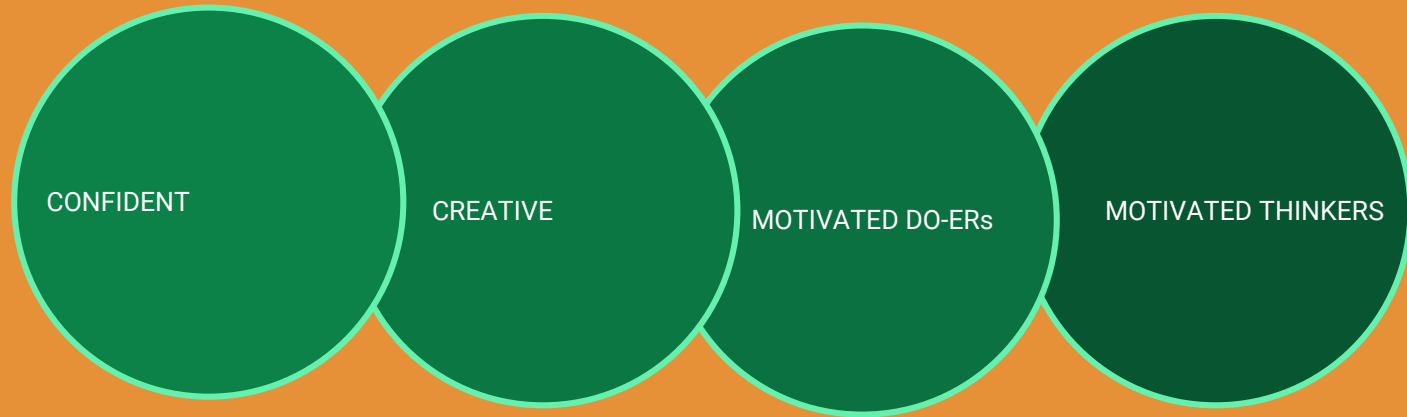
WHAT DO WE ACTUALLY MEAN BY PLAY? AND WHY IS IT
IMPORTANT?



**Play is about much more than
content, it helps build
flexible minds and an
enquiring spirit.**

BUILDING CHILDREN'S LEARNING POWER...

The right kind of experiences and support can help children become...



...so that the early years build strong foundations for all they will encounter in the future.

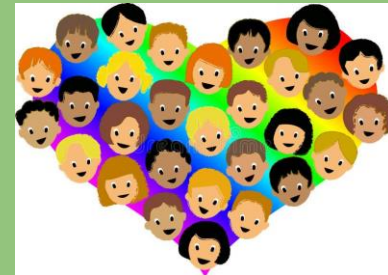
SELF - REGULATION AND SELF EFFICACY



- Important attributes of early years development and beyond
- Self-regulation – manage thoughts, behaviors and emotions in accordance with the demands of the situation. It helps us direct our behaviour towards a goal.
- Self-efficacy – belief in your own ability to achieve a goal and having the confidence to do this by managing how you think, feel and behave.
- Grows through experiences of ‘mastery’, social modelling, relationships which provide encouragements and learning how to manage emotional responses to challenge.

EARLY YEARS FRAMEWORK - 2021

- New Framework became statutory from September 2021
- Main aims of the changes are:
 - To improve outcomes and promote **more equal life chances**.
 - To have a strong emphasis on **developing early language** - putting early language at the **heart of a broad and holistic curriculum**.
 - To **narrow the gap** between children eligible for free school meals and those who aren't.
 - To **reduce workload** for staff to enable them to spend more **quality time** with the children which research shows serves children best.
 - Explicit requirement to promote **oral health** and more emphasis on children's health overall.
 - Evolution not a revolution.



HIGH QUALITY SUPPORTING DOCUMENTS



Development Matters

**Non-statutory curriculum guidance for
the early years foundation stage**

September 2020

GOVERNMENT BASELINE

- **WHAT?** A new assessment that will be administered in all primary, infant and first schools in England to pupils attending reception classes. DfE have worked with National Foundation for Educational Research (NFER) to develop and deliver the new assessment.
- **WHY?** Currently a key measure of how well a primary school is serving its pupils is the progress pupils make between the end of key stage 1 (year 2) and the end of key stage 2 (year 6). This doesn't give full credit to the important work that schools do between reception and year 2. The new reception baseline will provide a snapshot of where pupils are when they arrive at school, establishing a new starting point to measure the progress that they make by the end of year 6.
- **WHAT WILL IT LOOK LIKE?** It's short, interactive and practical covering early mathematics, language, communication and literacy.
- Inclusive and accessible.
- **No need to prepare and children should not be aware they are being assessed.**
- This will not replace how we baseline the children on entry and our approach to settling the children in and getting to know them.

TRANSITION

Transition is a process, not an event.

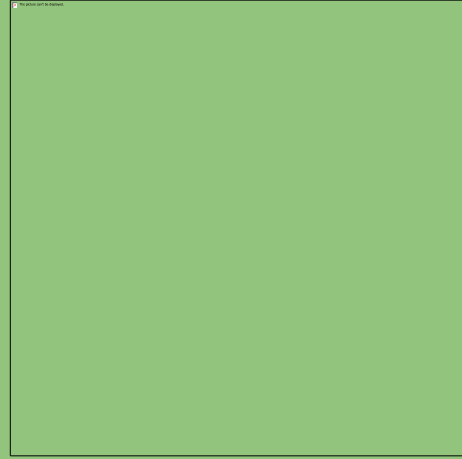
High quality transitions recognise the importance of feeling “known”.

PRACTICALITIES OF STARTING OR CONTINUING YOUR BEAVER ROAD JOURNEY

Transition:

- Communication with previous settings.
- Visits to current settings to be arranged.
- Thorough handover meeting between relevant staff for children already at BR.
- We will continually update the website with information regarding transition.
- In your packs there was a **paint splat activity** and on transition day we will send the children home with a **Wonderful Me box**. This box is for you and your child to fill with things all about them and their lives, which will be shared with the class in September supporting the children to feel “known” and settle.

*PLEASE RETURN YOUR PACK ASAP IF YOU ARE YET TO DO SO!



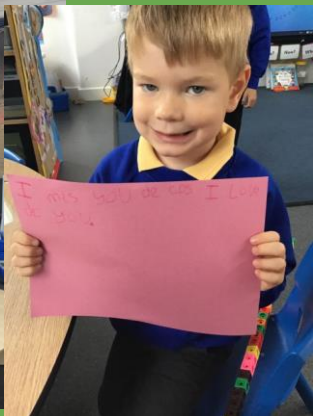
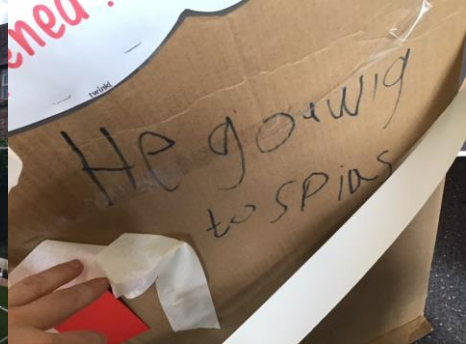
A TYPICAL DAY IN RECEPTION!

- Short, fun, focused and interactive phonics session daily.
- Short, focused well planned guided reading (Cosy Time) session daily.
- Focused maths and literacy sessions in own class.
- A balanced and broad curriculum that incorporates child's fascinations and interests.
- Environments saturated with opportunity and challenge that all children can access during freeflow.
- Coherently planned and sequenced curriculum which is engaging, exciting and will prepare them well for future learning through school.
- We build on what children know and can do, leading to increasingly sufficient knowledge and skills.

TO 'READ' IN ALL IT'S GLORY!

Michael Rosen;

"There are many picture books which young children appear to 'inhabit'. They 'become' the book. This is so crucial in the process of how children learn what it means to 'read' – in the fullest sense of the word"



PARENTS ARE THE HEART OF THEIR CHILD'S LEARNING!

- Build good relationships.
- Team approach.
- Parents will be welcome to come into the classrooms at the start of the day when your child first starts.
- Tapestry – sharing learning between home and school significantly enhances your child's learning and experience.
- Parent consultations.
- Available and approachable.

WHAT WILL MY CHILD NEED TO BRING?

- Wear school uniform – all labelled please.
Doesn't have to have Beaver Road Logo.
- Wear velcro shoes where possible.
- Spare clothing in a bag and labelled.
- Wellington boots.
- A school/blue book bag.

Uniform is available from <https://mcsstores.co.uk/>

Mcsuniform@gmail.com

LUNCH AND SNACKS

- School lunches are free for Reception children.
- Your child can bring their own packed lunch if you prefer.
- Your child does not need snacks, as fruit and milk/water are provided daily.
- Your child still needs a water bottle with their name on.

BREAKFAST AND AFTER SCHOOL CLUB

Breakfast Club opens at 7:35am in Willow Building at a cost of £3.50 per session

After School Club runs until 6pm at a cost of £10 per session

Both are pre-bookable via parentpay

Ruth Pearson is our Extended Schools coordinator – please navigate to the extended schools page on our website for more information



0161 445 9337



admin@brps.net



www.beaverroad.org.uk



@BeaverRoad_Pri

BEAVER ROAD M20

Beaver Road Primary School

Beaver Road
Didsbury
Manchester
M20 6SX

1st November 2021

Dear Parents and Carers,

Re: Application for Free School Meals and Pupil Premium

We know the ongoing pandemic has affected many families and that because of this some of your circumstances may have changed. We are also aware that with the furlough scheme recently ending, there may be job losses and/or reduced hours in your household. If you are one of these families, your child may now be eligible for Free School Meals.

The Government continues to give money to schools to help children from lower income families. This funding is called 'Pupil Premium'. For every child registered, Beaver Road Primary School will receive a maximum of £1345 – A breakdown of how this is spent can be found on our [Pupil Premium Strategy](#).

Our Pupil Premium Promise:

At present, all children who currently receive Free School Meals are entitled to:

- **An Access to Learning Plan (ATL)**
- **Join in the National Tutoring Programme (dependent on current attainment).**

WHAT NEXT:

Transition day:

- Wednesday 6th July.
- Your child/children will have an **hour slot** on this day to come into the classroom and meet their teacher and some friends.
- Parents are encouraged to join and stay for the hour.
- Any problems with your arranged time, please speak to you class teacher.

Home visits:

- Home Visits to take place on Monday 5th and Tuesday 6th September, for children who are new to Beaver Road.

PUPIL LOGIN

PARENT LOGIN

LOGOUT / PRIVACY



Home

Classes

Curriculum

UK Lock Down: Support At Home

School Information

Parent Information

Governance

Contact

Nursery Induction

Reception Induction

EYFS Induction

Admissions

Term Dates

Termly Newsletters

School Uniform

School Meals

Enrichment Activities

Extended School Provision

My school. Your school. Our school

THE CLASSES OF SEPTEMBER 2022



Which class are you in?

Time to find out...

THANK YOU FOR CHOOSING BEAVER ROAD



Before we ever put a pencil in a child's hands, those hands should dig, climb, press, pull, squish, twist, and pinch a wide array of environments and a wide variety of materials.

—Amanda Morgan

