

1. Agenda

Mrs Foster outlined that these sessions are for the parents to decide what they would like to know more about with regard to learning that takes place within EYFS at Galleywood Infant School. She will facilitate a discussion around the learning and provide us with the knowledge and opportunity to share it with our children.

2. Timetable

The session started with an outline of the daily routine. A timetable was shared and the different aspects were discussed;

- During "Playing to Learn" time adults are interacting with the children whilst providing learning and challenge. Mrs Foster informed us that children are targeted daily to work with alongside moving through each area of the classroom to ensure purposeful play and offer quality interactions. Learning is moved on carefully and following children's interests particularly during this transition phase.
- A brief discussion about PE was had and Mrs Foster showed us the routine for getting dressed and undressed. She encouraged us all to let our children practice doing this at home, especially getting redressed and keeping their clothes together in a pile. They find this very hard! It was made clear that the timetable will change over time and is flexible to meet the needs and interests of the children.

3. Transition

Mrs Foster asked for feedback on the transition meeting. The school are looking for opportunities to make it better each year. Parents identified the following features as what went well:

- Number of visits offered to the children in July
- The summer picnic in August
- Timing of the Home visits in July
- Home visits
- Journeying together books
- Gradual transition into school during first week. 1 week is just right. It was good to only have a small group to start together.
- Meet the teacher meeting in September
- Tapestry
- Time to play in classrooms in the morning
- The head and teachers provide a very personal touch. Evident they really care.
- The school is very inclusive and brilliant at meeting the needs of each individual student.

Parents identified the following areas for the school to consider:

- Uniform wasn't really clear. Could the school provide a simple sheet outlining style and colour?
- Could the staggered start be optional?
- Tapestry update for weekly maths and a learning overview for the term.

4. Demonstration

Mrs Foster collected our children from the classroom and we saw them take part in a brief phonics session. The children responded to flashcards by saying the sound and action and then took part in reciting some of the Jolly Phonics rhymes that go with them. We then saw them learn how to synthesise (say sounds and then push them together) 2 letter words Mrs Foster informed us that the children have had about 3 weeks of formal phonic sessions that last 10-15 minutes.

The children also showed what they had been doing in their formal mathematics sessions. They sang a counting rhyme (5 Little Men in a flying saucer) and showed their knowledge about representing number. They started off with the real object, then a picture and finished with an abstract object. They were also encouraged to show the numbers with their fingers but in different ways (eg 3 fingers on one hand and 1 on another or 2 fingers on each hand to show 4).

We had some time to share a story with our children before they returned to their classes.

5. Next time

The group decided that the next session on 22nd November should be on lunchtimes and Phonics.