



“Individuals, families and communities that truly understand and accept their purpose of being in this world, confidently live and work together for a just, responsible and compassionate society.”

EYFS

Parental Information Supplement

Al-Noor Primary School

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Contents

- **Welcome**
- **About The EYFS**
- **Learning And Development**
- **Learning Through Play**
- **Activities Provided For Children**
- **Ongoing Assessment**
- **LanguageScreen and NELI (Nuffield Early Language Intervention)**
- **Reception Baseline Assessment**
- **The EYFS Profile Assessment**
- **The Daily Routines**
- **Communication With Parents**
- **Supporting Children with English as an Additional Language**
- **Supporting Children with Special Educational Needs and Disabilities**
- **Reporting**
- **Staffing**
- **Key Person**
- **Home Visits**
- **New Pupil Induction**
- **Food And Drinks Provided For Children**
- **Policies And Procedures**
- **Complaints Procedure**
- **Details For Contacting Ofsted**
- **Where Can I Go For Further Information?**

▪ **Welcome**

Welcome to Reception at Al-Noor Primary School. We're excited to begin this learning journey with you and your child. This guide outlines how we support learning and development in the Early Years, what to expect, and how you can partner with us to give your child the best possible start.

▪ **About The EYFS**

What is the Early Years Foundation Stage?

The Early Years Foundation Stage (EYFS) sets the standards for the learning, development and care of children from birth to age 5.

This is a crucial period in your child's development. During these years, children build the foundations for future learning through play, exploration, language and interaction. A positive early experience helps children become confident, independent learners who are ready for school and beyond.

All nurseries, pre-schools, reception classes and registered childminders must follow the Statutory Framework for the Early Years Foundation Stage.

What is the EYFS Framework?

The EYFS Framework sets the standards that all early years providers must meet to ensure children:

- learn and develop well
- are kept healthy and safe
- have the knowledge and skills they need to start school and move confidently into the next stage of learning

It supports children's learning by:

- providing a consistent approach across early years settings
- ensuring learning is planned around each child's needs and development
- promoting strong partnerships between practitioners and parents/carers
- ensuring all children are included and supported

The framework covers:

- the **areas of learning and development** that shape children's experiences
- the **Early Learning Goals** children work towards by the end of Reception
- **assessment arrangements** used to monitor progress and inform teaching
- **safeguarding and welfare requirements** to keep children safe

Overarching Principles

Four key principles guide all practice in the EYFS:

- **Every child is a unique child** who is constantly learning and can be resilient, capable and confident

- **Positive relationships** help children feel secure and support their development
- **Enabling environments**, alongside high-quality teaching, support children's learning and development
- **Children develop at different rates**, and all children, including those with SEND, are supported to achieve their best

What does it mean for parents/carers?

Safety

Your child's safety is central to everything we do. Our EYFS provision follows national welfare requirements to ensure children are safe, secure and well cared for.

Quality

You can find out more about the quality of our provision by viewing our latest Ofsted report at:

www.ofsted.gov.uk/inspection-reports/find-inspection-report

▪ **Learning And Development**

How my child will be learning

The EYFS Framework sets out how children learn and develop during the early years. It recognises that children learn best through a combination of play, interaction, and carefully planned teaching.

Your child will develop skills, acquire new knowledge and demonstrate their understanding through **seven areas of learning and development**, all of which are important and interconnected.

Three areas are particularly important for building a strong foundation for learning, relationships and wellbeing. These are known as the **prime areas**:

- Communication and language
- Physical development
- Personal, social and emotional development

As children grow, these are strengthened and applied through four **specific areas**:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

These seven areas are used to plan a broad and balanced curriculum. Adults carefully design learning experiences and activities to meet each child's needs, while also introducing new knowledge and skills. The curriculum is flexible, allowing staff to respond to children's interests and support their development over time.

The characteristics of effective teaching and learning

In planning and guiding children's learning, we consider how children learn as well as what they learn. The EYFS identifies three key characteristics of effective teaching and learning:

- **Playing and exploring:** children investigate and experience things, and ‘have a go’
- **Active learning:** children concentrate, keep trying when they encounter difficulties, and enjoy their achievements
- **Creating and thinking critically:** children develop their own ideas, make links between ideas, and develop strategies for doing things

▪ **Learning Through Play**

Play is central to children’s development. Through play, children build confidence, explore ideas, develop language, and learn to solve problems and work with others.

Children learn through a carefully planned balance of:

- child-initiated play
- adult-guided play
- direct teaching

At Al-Noor, we carefully plan what we want children to learn and how best to teach it. Adults support learning through high-quality interactions, modelling language, asking questions, and guiding children’s thinking.

Secure routines and a well-planned environment help children feel confident and ready to learn. As children move through Reception, there is an increasing focus on developing key knowledge and skills, particularly in the specific areas of learning, to prepare them for Year One.

As a parent/carer, how can I help with my child’s learning?

The everyday experiences you share with your child at home play a vital role in supporting their learning and development. These early interactions have a lasting impact on your child’s confidence, language and ability to learn.

Talking to your child is one of the most important things you can do. Even before children are able to speak, listening and responding to them helps develop their understanding, vocabulary and communication skills.

Making time each day for simple activities can make a significant difference. For example:

- Sing songs and tell nursery rhymes
- Talk about numbers, colours, words and letters you see when you are out and about
- Encourage your child to cut and stick pictures from magazines
- Cook or bake together
- Talk about shapes, quantities and packaging when shopping
- Talk to your child about what you are doing throughout the day
- Share and enjoy books together regularly
- Explore the outdoors in different seasons
- Use everyday experiences such as weather to develop vocabulary
- Plant seeds or bulbs and observe how they grow

▪ **Activities Provided For Children**

We aim to provide a welcoming, stimulating and well-organised learning environment where children feel safe, confident and motivated to learn.

Children learn through a balance of carefully planned experiences and opportunities for independent exploration. Our provision supports children to investigate, explore and develop their understanding through first-hand experiences.

Activities are available both indoors and outdoors, and children have regular opportunities to move between these environments throughout the day.

The learning environment is organised into different areas, including:

- role play
- reading
- writing
- mathematics
- creative activities
- sand and water
- construction
- small world play
- outdoor learning

These areas are thoughtfully arranged to support a range of learning experiences, including both quiet and active play. Children are encouraged to become independent learners, make choices and follow their own lines of enquiry, with adults supporting and extending their thinking through interaction and guidance.

Outdoor learning is an important part of our provision. It supports children's physical development, health and understanding of the world around them. At Al-Noor, we provide a range of outdoor experiences, including:

- school trips
- visits to the local park
- use of the wider school playground
- use of the dedicated Reception outdoor area ('the garden')

▪ **Ongoing Assessment**

Assessment plays an important role in helping practitioners and parents/carers understand children's progress, identify their needs, and plan appropriate support.

In the EYFS, assessment is ongoing and is an integral part of the learning and development process. It is based on practitioners' day-to-day interactions with children, their knowledge of each child, and observations of how children learn and develop over time.

At Al-Noor, we use this knowledge to reflect on each child's development and make informed decisions about their progress. This enables us to plan next steps that support each child's learning and development effectively.

Assessment is used to inform teaching and planning, rather than to collect large amounts of written evidence. It is based on a range of information, including:

- observations of children's learning and interactions
- examples of children's work
- photographs where appropriate
- information shared by parents/carers

All adults who work with the child contribute to this ongoing understanding, ensuring that each child's needs and progress are carefully considered.

▪ **LanguageScreen and NELI (Nuffield Early Language Intervention)**

At the start of the Reception year, children are assessed using LanguageScreen. This is a tool used to assess children's oral language skills and identify those who may benefit from additional support.

We use the results to identify children who would benefit from NELI (Nuffield Early Language Intervention). NELI is an evidence-based programme designed to support the development of children's language and communication skills.

The programme typically runs over 20 weeks and is delivered by a trained teaching assistant. It includes short, structured small-group and individual sessions for selected pupils.

▪ **Reception Baseline Assessment - Assessment At The Start Of The Reception Year**

The Reception Baseline Assessment (RBA) is a short, interactive assessment carried out within the first six weeks of a child starting Reception.

It focuses on early mathematics, literacy, and communication and language.

The RBA is designed to be inclusive and accessible for the majority of pupils, including those with SEND and those learning English as an additional language.

Results are not shared with parents/carers and there is no pass or fail. Teachers receive information to help understand each child's starting point.

The purpose of the RBA is to provide a baseline for measuring whole-school progress. This data is used nationally and is compared with outcomes at the end of Key Stage 2.

▪ **EYFS Profile Assessment - Assessment At The End Of The Reception Year**

At the end of the Reception year, teachers complete the EYFS Profile assessment. This is based on ongoing observations of children's learning and development throughout the year.

The EYFS Profile provides a summary of each child's attainment in relation to the Early Learning Goals, as well as their readiness for Year 1.

Each child is assessed as:

- **meeting expected levels of development, or**
- **not yet reaching expected levels ('emerging')**

The assessment draws on a range of information, including:

- day-to-day observations
- examples of children's learning
- discussions with parents/carers
- input from other professionals where appropriate

The EYFS Profile is completed for all children, including those with SEND, with reasonable adjustments made where needed.

Information from the EYFS Profile is shared with Year 1 teachers to support transition and ensure continuity in learning.

At the end of the Summer Term, parents/carers receive:

- a written report summarising their child's progress
- a copy of the EYFS Profile outcomes
- an opportunity to discuss their child's development with the class teacher

▪ **The Daily Routines**

The school day begins at 8:00am and ends at 3:00pm. Children can arrive from 7:45am via the playground gates. Children have a morning snack at approximately 9:00am and lunch at approximately 11:45am. A more detailed timetable will be shared with parents/carers.

Throughout the day, children access a range of carefully planned activities. They are encouraged to make choices, develop independence, and build their ability to engage in and complete tasks.

Adults play an active role in supporting children's learning. They model language, ask questions, introduce new ideas, and guide children's thinking through high-quality interactions.

Learning experiences are planned to include a balance of:

- adult-led activities
- adult-supported learning
- child-initiated play

Children also take part in a variety of groupings, including individual, small group and whole-class activities.

▪ **Communication With Parents/Carers**

We recognise that parents/carers are a child's first and most enduring educators. When parents/carers and practitioners work together, this has a positive impact on children's learning and development. A strong partnership relies on a two-way flow of information, knowledge and support.

At Al-Noor, we aim to build this partnership through:

- sharing information about the Reception curriculum during the new parents meeting, helping parents/carers to understand how they can support learning at home
- providing curriculum information and updates so that parents/carers are aware of what their child is learning and how this can be supported at home
- encouraging parents/carers to complete the home/school admissions booklet to help us get to know each child
- maintaining an open and approachable environment, where parents/carers can speak to staff informally or arrange a meeting if needed
- sharing children's progress through observations, photographs and discussion
- encouraging parents/carers to support reading at home and record this in the home/school reading diary
- inviting parents/carers to support learning through school activities, trips and wider experiences where appropriate
- encouraging parents/carers to share observations of their child's learning and development at home
- building on children's home experiences to support learning in school
- holding parents' meetings in October, February and July to discuss progress and next steps
- providing a written report in July summarising each child's progress in relation to the areas of learning and the EYFS Profile

We value the knowledge that parents/carers have about their children and encourage ongoing communication so that we can work together to support each child effectively.

▪ **Supporting Children with English as an Additional Language**

At Al-Noor, we recognise and value the rich range of languages spoken by our children and families.

For children whose home language is not English, we support the development of both their home language and English. We understand that a strong foundation in a child's first language supports their overall communication and learning.

Children are given regular opportunities to:

- use and develop their home language in play and learning
- hear and use high-quality spoken English through interaction, modelling and structured teaching

We ensure that children are supported to develop a good standard of spoken English, so that they are ready to access learning across the curriculum as they move into Key Stage 1.

When assessing communication, language and literacy, we focus on children's skills in English. Where needed, we work closely with parents/carers to understand the child's development in their home language, helping us to identify whether any additional support is required.

▪ Supporting Children with Special Educational Needs and Disabilities

At Al-Noor, we are committed to being an inclusive school where all children are supported to achieve their best.

We work closely with families to identify and support children with additional needs as early as possible. If you have any concerns about your child, we encourage you to speak to your child's class teacher or our Wellbeing & Inclusion Lead.

Our Wellbeing & Inclusion Lead is:

Mr Sayed Miah

Email: sayed.miah@al-noorprimary.org.uk

You can also contact the school office to arrange an appointment.

We follow our school SEND Policy to ensure that appropriate support is in place, and we work in partnership with parents/carers and external professionals where needed.

Local SEND Offer

Every local authority provides a 'Local Offer', which outlines the support available for children and young people with SEND and their families.

In Redbridge, this information is available through the FiND website:

[Redbridge SEND Local Offer](#)

If you would like further information or have any concerns, please contact:

- your child's class teacher
- the Wellbeing & Inclusion Lead
- the Headteacher

For formal concerns, please refer to the school's Complaints Policy.

▪ Reporting

We keep parents/carers informed about their child's progress throughout the Reception year.

This includes:

- daily opportunities to speak with staff at drop-off and collection times
- parents' meetings in the Autumn, Spring and Summer terms
- a written report at the end of the Reception year

At the end of the Summer Term, parents/carers receive a report outlining their child's progress across the areas of learning, including EYFS Profile outcomes.

We are always happy to arrange a meeting at a mutually convenient time to discuss any questions or concerns. Ongoing communication between home and school is key to supporting each child's development.

▪ Staffing

- EYFS Leader - Mrs F. Mirza
- Date Palm Tree Class Teacher - Mrs Y. Ahmed & Ms T. Bibi
- Pomegranate Tree Class Teacher - Ms Y. Pektekin
- Teaching Assistants - Ms T. Bibi & Ms Rahman & Ms T Hussain

▪ Key Person

How can I find out how my child is getting on?

It is important that parents/carers and school staff work closely together to support each child's development. Open communication helps us to understand each child's needs and ensure they are well supported.

Your main point of contact will be your child's Key Person. In Reception, this is your child's class teacher.

The Key Person:

- is your main point of contact within the school
- helps your child to settle and feel safe, secure and happy
- supports your child's learning and development
- shares information about your child's progress and suggests ways to support learning at home

We encourage you to speak to your child's class teacher regularly about your child's experiences, interests and development.

▪ Home Visits

The week before children begin school in September, parents/carers will receive a home visit from the class teacher.

This is an important opportunity for the teacher to get to know each child in their home environment and for parents/carers to share any concerns, worries, routines, interests or important information about their child.

Meeting children in a familiar setting helps staff to understand each child more fully and plan support that will help them settle quickly and confidently into Reception.

Children will start Reception once the home visit programme has been completed.

▪ New Pupil Induction

During the induction period in September, children will attend school for half-days during the first three days. From the second week, children will usually attend full-time.

This gradual start helps:

- children to feel secure in their new environment and gradually build up to full-time attendance
- staff to get to know each child individually and begin building positive relationships
- the Reception teacher to carry out initial baseline assessments

Parents/carers of Reception children are welcome to stay in the school foyer for a short period during the first few mornings if they feel their child may need support settling into their new environment. Please speak to the Reception class teacher or the school office if you have any questions about this.

Full-time attendance usually begins at the start of the second week, unless it is agreed between parents/carers, the EYFS Leader and the Headteacher that a child would benefit from a longer part-time transition.

Children reach statutory school age at the start of the term following their fifth birthday.

▪ **Food And Drinks Provided For Children**

Children have access to fresh drinking water throughout the day.

Children are provided with milk for break time. Milk is free for children under five. Once children turn five, parents/carers can choose to continue milk by signing up to the Cool Milk scheme at a subsidised rate.

Reception children are automatically signed up for milk at the start of the school year. Parents/carers will need to subscribe through Cool Milk if they would like their child to continue receiving milk after their fifth birthday.

Children are provided with a piece of fruit or vegetable each school day as part of the School Fruit and Vegetable Scheme (SFVS). This is a government programme that provides a piece of fruit or vegetable to children aged 4 to 6 in fully state-funded schools.

Children may bring in fruit or an alternative healthy snack for break time, in line with the school's healthy eating policy.

All Reception children are provided with a free, healthy school lunch each day in line with our school meals policy.

▪ **Policies & Procedures**

Further information about school policies and procedures can be found in the Parents' Handbook and Policy Pack. This includes important information relating to health and safety, medical needs and first aid, which also applies to children in Reception.

The school's Safeguarding Policy and Attendance Policy are available on the school website, alongside other key [policies](#).

▪ **Complaints Procedure**

If you have any concerns, we encourage you to speak to the school in the first instance so that we can work together to resolve any issues.

Further information can be found in the school's Complaints Policy, which is available from the school office and on the school website.

▪ **Details For Contacting Ofsted**

Parents/carers also have the right to contact Ofsted if they wish. Further information can be found at: www.ofsted.gov.uk

▪ **Where Can I Go For Further Information?**

You can find additional information about the Early Years Foundation Stage using the links below:

[What to expect in the EYFS - English](#)

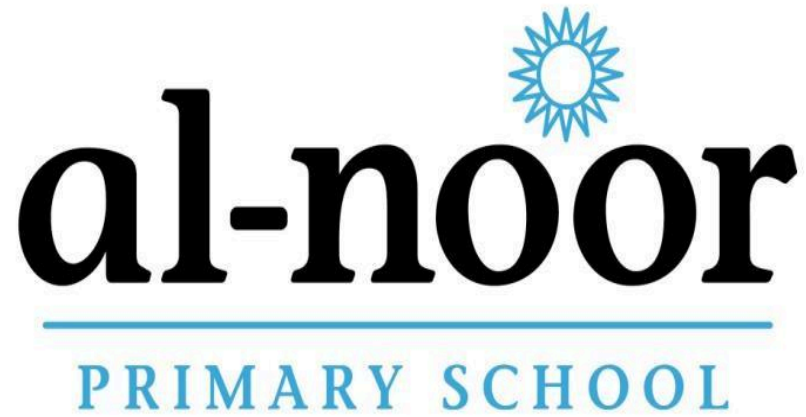
[What to expect in the EYFS - Arabic](#)

[What to expect in the EYFS - Bengali](#)

[What to expect in the EYFS - Polish](#)

[What to expect in the EYFS - Punjabi](#)

[What to expect in the EYFS - Urdu](#)



“...A goodly word like a goodly tree, whose root is firmly fixed, and its branches (reach) to the heavens of its Lord...It brings forth its fruit at all times ...” (14:25-6)

“...and as a lamp spreading light...” (33:46)