



*“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  
619-629 Green Lane  
Ilford, Essex, IG3 9RP

Web: [www.al-noorprimary.org.uk](http://www.al-noorprimary.org.uk)

Email: [schooloffice@al-noorprimary.org.uk](mailto:schooloffice@al-noorprimary.org.uk)

Phone: 020 8597 7576

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## ▪ About the EYFS

### What is the Early Years Foundation Stage?

Welcome to the Early Years Foundation Stage (EYFS), which is how the Government and early year's professionals describe the time in your child's life between birth and age 5.

**This is a very important stage as it helps your child get ready for school as well as preparing them for their future learning and successes. From when your child is born up until the age of 5, their early years experience should be happy, active, exciting, fun and secure; and support their development, care and learning needs.**

Nurseries, pre-schools, reception classes and childminders registered to deliver the EYFS must follow a legal document called the Early Years Foundation Stage Framework.

### What is the EYFS Framework?

The EYFS Framework exists to support all professionals working in the EYFS to help your child, and was developed with a number of early years experts and parents.

In 2012 the framework was revised to make it clearer and easier to use, with more focus on the things that matter most. This new framework also has a greater emphasis on your role in helping your child develop.

It sets out:

- The legal welfare requirements that everyone registered to look after children must follow to keep your child **safe** and promote their welfare
- The 7 areas of **learning and development** which guide professionals' engagement with your child's play and activities as they learn new skills and knowledge
- Assessments that will tell you about **your child's progress** through the EYFS
- Expected levels that your child should reach at age 5, usually the end of the reception year; these expectations are called the **"Early Learning Goals (ELGs)"**

There is also guidance for the professionals supporting your child on planning the learning activities, and observing and assessing what and how your child is learning and developing.

### What does it mean for me as a parent?

#### **Ensuring my child's safety**

Much thought has been given to making sure that your child is as safe as possible. Within the EYFS there is a set of welfare standards that everyone must follow.

#### **Quality**

You can find out about the quality of your child's nursery, reception and other early years providers in relation to the EYFS Framework by checking what the Government's official inspection body for early years, Ofsted, has to say about it. You can find this information at [www.ofsted.gov.uk/inspection-reports/find-inspection-report](http://www.ofsted.gov.uk/inspection-reports/find-inspection-report).

## ▪ Learning and Development

### How my child will be learning

The EYFS Framework explains how and what your child will be learning to support their healthy development.

Your child will be learning skills, acquiring new knowledge and demonstrating their understanding through **7 areas of learning and development**.

Children should mostly develop the **3 prime areas** first. These are:

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

These prime areas are those most essential for your child's healthy development and future learning.

As children grow, the prime areas will help them to develop skills in **4 specific areas**. These are:

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

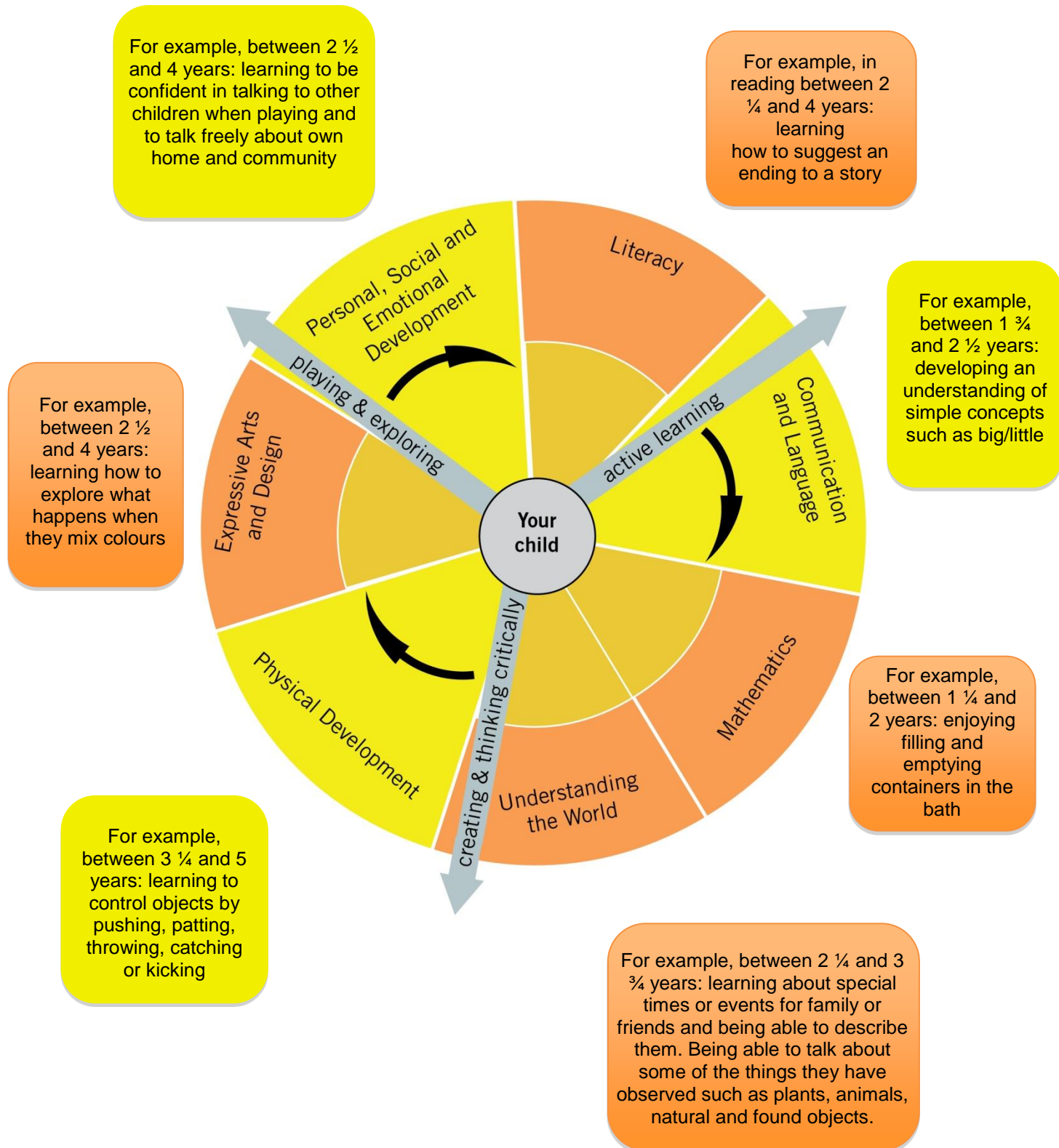
These 7 areas are used to plan your child's learning and activities. The professionals teaching and supporting your child will make sure that the activities are suited to your child's unique needs. This is a little bit like a curriculum in primary and secondary schools, but it's suitable for very young children, and it's designed to be really flexible so that staff can follow your child's unique needs and interests.

**Children in the EYFS learn by playing and exploring, being active, and through creative and critical thinking which takes place both indoors and outside.**

Three characteristics of effective teaching and learning are:

- **playing and exploring** - children investigate and experience things, and 'have a go';
- **active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; and
- **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

The diagram below gives examples of the areas of learning and development and shows the links between the way in which your child learns and what they learn.



**As a mum or dad, how can I help with my child's learning?**

All the fun activities that you do with your child at home are important in supporting their learning and development, and have a really long lasting effect on your child's learning as they progress through school.

Even when your child is very young and is not yet able to talk, talking to them helps them to learn and understand new words and ideas. If you make the time every day to do some of the following things with your child it will make a real difference to your child's confidence as a young learner.

- Sing and tell nursery rhymes
- Talk about the numbers, colours, words and letters you see when you are out and about
- Allow your child to cut out and stick pictures from magazines
- Cook / bake together
- On a trip to the supermarket, talk about all the different packaging shapes
- Talk to your child at every opportunity – e.g. what you are doing that day
- Share a book
- Explore the park at a different time of the year – go off the beaten track
- Use the weather – shadows, rain puddles, snow, wind, mist and sun – to extend your child's vocabulary
- Plant seeds or bulbs in a pot or garden patch

**▪ Learning through play**

At Al-Noor children explore and develop learning experiences through play, which help them make sense of the world. They practise and build up ideas, and learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems.

At Al-Noor we do not make a distinction between work and play. We support children's learning through planned purposeful play activities, and decide when child-initiated or adult-led play activities would provide the most effective learning opportunities. We believe that it is important for adults to support children's learning through play, by getting involved in the play themselves.

At Al-Noor each area of learning and development is implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity. Play is essential for children's development, building their confidence as they learn to explore, to think about problems, and relate to others. Children learn by leading their own play, and by taking part in

play which is guided by adults. Practitioners will respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

'Children's play reflects their wide ranging and varied interests and preoccupations. In their play children learn at their highest level. Play with peers is important for children's development.'

"Early Years Foundation Stage", Department for Children, Schools and Families, 2008

**As children grow older, and as their development allows, the balance will gradually shift towards more activities led by adults, to help children prepare for more formal learning, ready for Year 1.**

## ▪ **Activities Provided For The Children**

We aim to create an attractive, welcoming and stimulating learning environment which will encourage children to explore, investigate and learn through firsthand experience. We also aim to make it a place where children feel secure and confident, and are challenged to develop their independence. Activities are planned for both the inside and outside; children have the freedom to move between the indoor and outdoor classroom throughout the school day.

The learning environment is divided into a variety of different areas: role play, reading corner, writing area, maths area, computer area, creative area, sand area, construction area, small world area and outdoor area. These areas are carefully arranged to encourage quiet areas and more active areas within the learning environment. Children are encouraged to become independent learners and to initiate their own lines of enquiry and investigation.

Outdoor activities contribute to children's health, their physical development and their knowledge of the world around them. At Al-Noor we aim to provide a variety of outdoor experiences through:

- School trips
- Visits to the school allotment
- Visits to the local park
- Use of the whole school outdoor area
- Use of the dedicated Reception outdoor area

## ▪ **The EYFS Profile**

### **When your child is five**

At the end of the EYFS – in the summer term of the reception year in school – teachers complete an assessment which is known as the **EYFS Profile**. This assessment is carried out by the reception teacher and is based on what they, and other staff caring for your child, have observed over a period of time.

Another important part of the EYFS Profile is your knowledge about your child's learning and development, so do let your child's class teacher know about what your child does with you: such as how confident your child is in writing their name, reading and talking about a favourite book, speaking to people your child is not so familiar with or their understanding of numbers.

All of the information collected is used to judge how your child is doing in the 7 areas of learning and development. Finding out at this stage how your child is doing will mean that the teacher your child has in their next school year – year 1 – will know what your child really enjoys doing and does well, as well as helping them decide if your child needs a bit of extra support, what that support should be and if they are already getting it.

The school will give you a report of your child's progress, including information from his or her EYFS Profile.

## ▪ **The Daily Routines**

The school day begins at 8am and ends at 3pm. Children can arrive from 7:45am onwards and line up in the playground. This gives Parents and Teachers opportunity to speak with one another. Children have snack at 9:00am and lunch at 12pm. A timetable will be sent home to you.

We organise our sessions so that the children can choose from and work at a range of activities and in doing so, build up their ability to select and work through a task to its completion. Children are supported by adults, who act as a facilitator to the child's learning throughout the day. The children are also helped and encouraged to take part in activities that introduce them to new experiences and help them to gain new skills, as well as helping them to learn to work with others.

These learning experiences offer a balance of adult-led, adult-supported and child-initiated activities. They also allow for a variety of learning styles e.g. individual, small group or large group.

## ▪ **Communication with Parents**

We recognise that Parents/carers are the child's first and most enduring educators. When Parents/carers and practitioners work together in early years settings, the results have a positive impact on the child's development. A successful partnership needs to be a two-way flow of information, knowledge and expertise.

We aim to achieve this by:

- Outlining the Reception curriculum to Parents/carers during the new parents meeting in June, to enable them to understand the value of supporting their child's learning at home
- Sending home topic webs and curriculum letters to keep parents informed of their child's current curriculum and learning needs, with an outline of activities which could be undertaken at home to support this
- Encouraging Parents/carers to complete the home/school admissions booklet
- Operating an "open door" policy, whereby Parents/carers can come and discuss concerns and developments in an informal manner
- Sharing progress at school through written observations and photographs



- Inviting Parents/carers to help in the Reception Class or other classes in the school and to accompany children on school trips and allotment visits.
- Encouraging Parents/carers to listen to their child read regularly, and to comment on reading progress in the home/school reading diary
- Encouraging relevant learning activities to be continued at home and ensuring that experiences at home are used to develop learning in school
- Discussing individual targets with Parents/carers at parents' evening in November, March and July (informed by the EYFS Profile)
- Providing an annual written report to Parents/carers in July summarizing the child's progress against the areas of learning and development and EYFS Profile.

## ▪ **Assessment**

At Al-Noor we undertake assessment for learning. We analyse and review what we know about each child's development and learning, and then make informed decisions about the child's progress. This enables us to plan the next steps to meet their development and learning needs. All practitioners who interact with the child contribute to the assessment process.

### Formative assessment

This type of assessment informs everyday planning and is based on on-going observational assessment of each child's achievements, interests and learning styles. Formative assessment takes the form of baseline assessment, written observations, examples of work, photographs, and information from parents. Each child has an individual Early Years Foundation Stage (EYFS) Profile in which this evidence is stored in an online Learning Journey.

### Summative assessment

In the final term of the year in which the child reaches age five, the EYFS Profile will be completed for each child. The Profile provides parents and carers, practitioners and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1.

The Profile will reflect: ongoing observation; all relevant records held by the setting; discussions with parents and carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution.

Each child's level of development will be assessed against the early learning goals. Practitioners will indicate whether children are **meeting** expected levels of development, or if they are **exceeding** expected levels, or not yet reaching expected levels ('**emerging**'). This is the EYFS Profile.

Year 1 teachers will be given a copy of the Profile report together with a short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning (see Learning and Development). These should inform a dialogue between Reception and Year 1 teachers about each child's stage of development and learning needs and assist with the planning of activities in Year 1.

At the end of the Summer Term parents are provided with a written summary reporting the child's progress against the areas of learning and development, a copy of the EYFS Profile, the child's Learning Journey, a parents evening to discuss the EYFS Profile and its results.

## ▪ Reporting

Parents receive a report on their child's progress when they leave Reception. Parents' Evenings are held in the Autumn, Spring and Summer term in order to discuss children's progress.

Reception Class Teacher and parents are also able to meet on a daily basis at the start of the day and at home time; this provides the opportunity to discuss children's progress regularly.

We are always happy to arrange an appointment for parents to come and see us at a more convenient time if they wish. We feel it is important that parents are kept informed about their child's achievements and overall development throughout the year.

## ▪ Staffing

- EYFS Leader - Ms. F. Mirza
- Reception Teacher - Ms. F. Mirza/ Ms. Y. Ahmed
- Reception Teacher - Ms. H. Qutub
- Full-time Teaching Assistants - Ms. Y. Pektekin and Ms. H. Ali

## ▪ Key Person

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

It is important that you and the professionals caring for your child work together. You need to feel comfortable about exchanging information and discussing things that will benefit your child. These conversations will need to be with your child's **"key person"**. This is the person who:

- Is your main point of contact within the setting
- Helps your child to become settled, happy and safe
- Is responsible for your child's care, development and learning
- Takes a careful note of your child's progress, sharing this with you and giving you ideas as to how to help your child at home

**At Al-Noor the Reception Class Teacher is the Key Person for all the children in the class.**

*'A key person will help the child to become familiar with the setting and to feel confident and safe within it. They will also talk to parents to make sure that the needs of the child are being met appropriately, and that records of development and progress are shared with parents and other professionals as necessary.'*

Practice Guidance for the Early Years Foundation Stage, Department for Children, Schools and Families, 2008

**Try to speak to your child's key person as often as possible about what your child has been doing, what they have enjoyed, what they need to be doing more of and what you can do at home.**

## ▪ **Home Visits**

The week before children begin school in September, parents will receive a home visit by the Class Teacher. This is a time for the teacher to get to know each child and for parents to talk about any concerns or worries they might have. Meeting each child in his or her home environment is invaluable in gathering information that will enable children to settle quickly into the Reception Class. Children will start Reception Class once all the home visits have been completed.

## ▪ **New Pupil Induction**

During the induction period in September, children will attend school half-days only in the first week, the second week they will attend full-time. This allows:

- children to feel secure in their new environment and gradually build up to full-time attendance
- the practitioners to get to know the children individually and establish good relationships
- the Reception teacher to carry out a baseline assessment

The parents of Reception class children are welcome to stay behind for a short period each morning in the school foyer if they feel their child may take some time settling down in their new environment. Parents are also welcome to come in, over the first and second week of school, to teach their child how to use the toilets/to wash themselves. Please see the Reception class teacher or school office regarding any queries about this.

Admission on a full-time basis is introduced at the beginning of week two, unless it is mutually agreed between parents, the EYFS manager and the Head Teacher that the child will benefit from a continuation of the part-time arrangement. A child reaches statutory school age at the beginning of the term following his/her fifth birthday.

## ▪ **Food And Drinks Provided For The Children**

- Children have access to fresh drinking water throughout the day.
- Children are provided with milk for morning snack which is free for under-fives and charged at a subsidised rate for over-fives, when parents sign up with 'Cool Milk'.
- Children are provided with a piece of fruit or vegetable each school day as part of 'The School Fruit and Vegetable Scheme' (SFVS) which is a government programme that entitles every child aged 4-6 in fully state-funded schools to fruit/vegetable each day.
- Children are allowed to bring in fruit or an alternative healthy snack for their morning snack in line with the school's healthy eating policy.

- School lunch is free, healthy and nutritious and compulsory for all children.

## ▪ **Policies & Procedures**

Please refer to the Parents' Handbook & Policy Pack. This contains a lot of detailed information such as health & safety, medical issues and First Aid which also applies to the Reception Class.

The School's safeguarding policy is also available on its website with full details on how the school keeps children safe.

## ▪ **Parent Failing to Collect a Child Procedure**

Please refer to the Pupil Collection Policy.

## ▪ **Lost Child Procedure**

Please refer to the Lost Child Policy.

## ▪ **Complaints Procedure**

Please refer to the Complaints Policy available from the school office and from the school website.

## ▪ **Details For Contacting Ofsted**

Parents can make a complaint to Ofsted should they wish. Their details are: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## ▪ **Where can I go for further information?**

You can find the **Early Years Foundation Stage** which includes the early learning goals at [www.foundationyears.org.uk](http://www.foundationyears.org.uk). The foundation years website also includes a range of resources and contacts.



*“...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)*