



“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

Email: schooloffice@al-noorprimary.org.uk

Phone: 020 8597 7576

Contents

- **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**
- **Parent Failing To Collect A Child Procedure**
- **Lost Child Procedure**
- **Complaints Procedure**
- **Details For Contacting Ofsted**
- **Where Can I Go For Further Information?**

▪ 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 '**Statutory Framework for the Early Years Foundation Stage**'.

What is the EYFS Framework?

- Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.
- The Early Years Foundation Stage (EYFS) sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.
- The EYFS seeks to provide:
 - **quality and consistency** in all early years settings, so that every child makes good progress and no child gets left behind
 - **a secure foundation** through planning for the learning and development of each individual child, and assessing and reviewing what they have learned regularly
 - **partnership working** between practitioners and with parents and/or carers
 - **equality of opportunity** and anti-discriminatory practice, ensuring that every child is included and supported
- The EYFS specifies requirements for learning and development and for safeguarding children and promoting their welfare. The **learning and development requirements** cover:
 - the **areas of learning and development** which must shape activities and experiences (**educational programmes**) for children in all early years settings
 - the **early learning goals** that providers must help children work towards (the knowledge, skills and understanding children should have at the end of the academic year in which they turn five)

- **assessment arrangements** for measuring progress (and requirements for reporting to parents and/or carers)
- The **safeguarding and welfare requirements** cover the steps that providers must take to keep children safe and promote their welfare.

Overarching Principles

Four guiding principles shape practice in early years settings. These are:

- every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured
- children learn to be strong and independent through **positive relationships**
- children learn and develop well in **enabling environments with teaching and support from adults**, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
- importance of **learning and development**. Children develop and learn at different rates. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND).

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.

▪ **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 **seven areas of learning and development**. All areas of learning and development are important and inter-connected.

Three areas are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving. These are the **three prime areas**:

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

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

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

These seven 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. The curriculum is suitable for very young children, as it's designed to be flexible so that staff can follow your child's unique needs and interests.

The characteristics of effective teaching and learning

In planning and guiding what children learn, we reflect on the different rates at which children are developing and adjust our practice appropriately. 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
- **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things

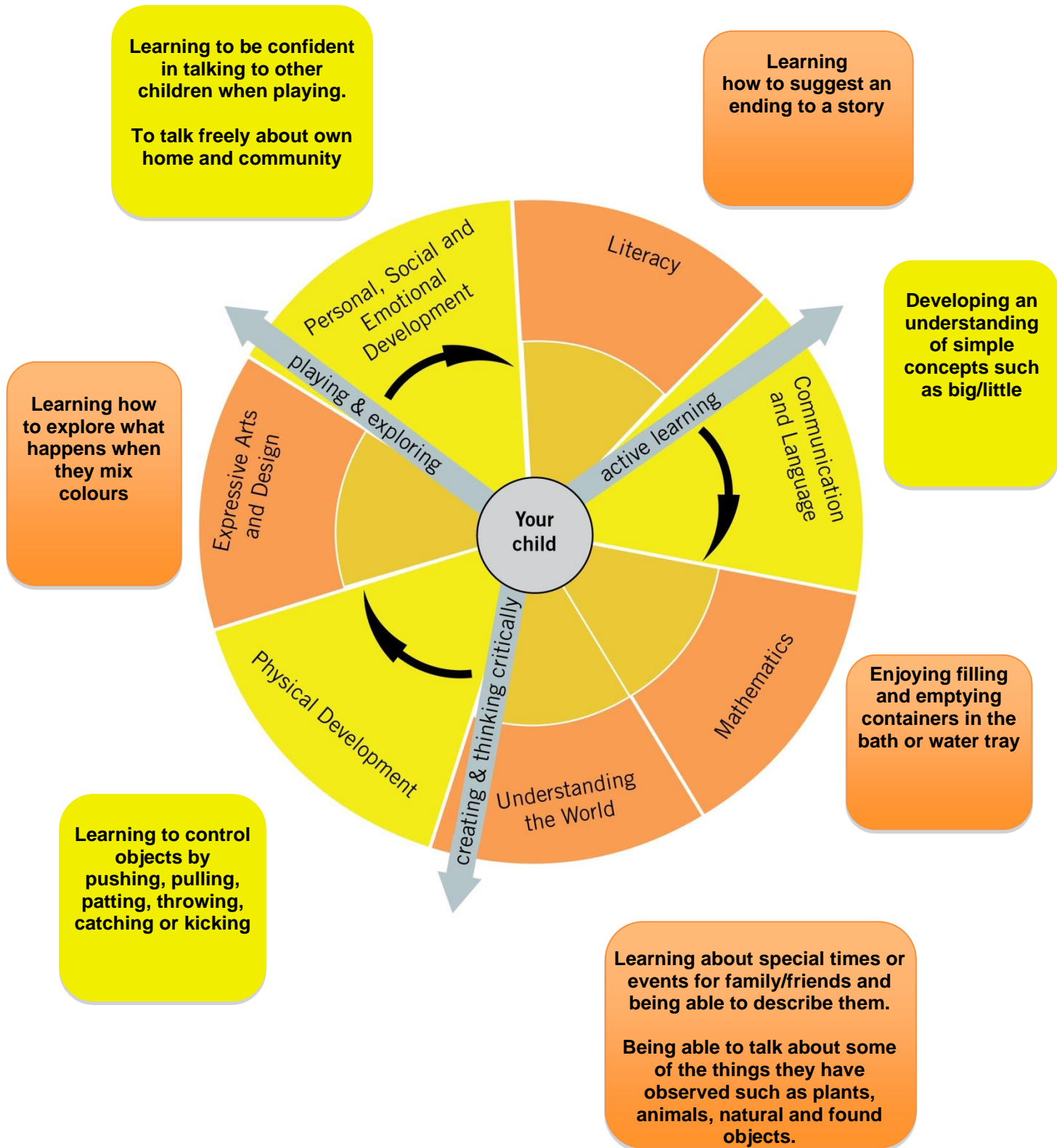
▪ **Learning Through Play**

Play is essential for children's development, building their confidence as they learn to explore, relate to others, set their own goals and solve problems. Children learn by leading their own play, and by taking part in play which is guided by adults.

At Al-Noor we decide what we want children to learn, and the most effective ways to teach it. We stimulate children's interests, responding to each child's emerging needs and guiding their development through warm, positive interactions coupled with secure routines for play and learning.

As children move into the Reception Year, there will be a greater focus on teaching the essential skills and knowledge in the specific areas of learning. This will help children to prepare for year 1.

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



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
- **Activities Provided For Children**

We aim to create an attractive, welcoming and stimulating learning environment which will encourage children to explore, investigate and learn through first-hand 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, creative area, sand area, water, 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 (KS2 onwards)
- Visits to the local park
- Use of the whole school playground area
- Use of the dedicated Reception outdoor area 'the garden'.

▪ **Ongoing Assessment**

Assessment plays an important part in helping parents, carers and practitioners to recognise children's progress, understand their needs, and to plan activities and support. Ongoing assessment is an integral part of the learning and development process. It involves practitioners knowing children's level of achievement and interests, and then shaping teaching and learning experiences for each child reflecting that knowledge. In their interactions with children, practitioners respond to their own day-to-day observations about children's progress and observations that parents and carers share.

At Al-Noor 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.

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 written observations, examples of work, photographs, and information from parents.

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

At the start of the reception year children are assessed using LanguageScreen, which is an assessment tool to track the progress of pupils' oral language skills and identify those who would benefit from interventions or specialist support.

We use the results to identify which children would benefit from NELI (Nuffield Early Language Intervention) which is proven to improve children's language skills and behaviour in school. The Programme consists of a 20-week intervention delivered by a trained teaching assistant providing short small-group and individual sessions to around 3-6 pupils from each class.

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

The RBA is a short interactive assessment, taken in the first six weeks in which a child starts reception. The RBA assesses a child in early mathematics, literacy, communication and language.

The RBA has been developed to be an inclusive assessment, accessible to the majority of pupils on entry to school. It has been designed so that pupils with SEND and those learning English as an additional language can participate.

Scores are not shared or published. Instead, teachers receive a series of narrative statements informing them of how the child performed on the day. There is no expected standard and children cannot pass or fail.

The purpose of the RBA is to form the starting point for cohort-level school progress measures. Data from the RBA is compared to key stage 2 outcomes 7 years later to form the overall progress measure for a school.

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

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.

The Profile provides parents/carers and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their attainment against expected levels, and their readiness for Year One.

The Profile will reflect: ongoing observation; all relevant records held by the school; 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. Teachers will indicate whether children are meeting expected levels of development, or if they are not yet reaching expected levels ('emerging'). This is the EYFS Profile.

The Profile will be completed for all children, including those with special educational needs or disabilities (SEND). Reasonable adjustments to the assessment process for children with SEND will be made as appropriate. Teachers will consider whether they may need to seek specialist assistance to help with this.

Year One teachers will be given a copy of the EYFS Profile report together with a short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning, in order to help inform a dialogue between Reception and Year One teachers about each child's stage of development and learning needs and assist with the planning of activities in Year One.

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 and a parents meeting to discuss the EYFS Profile and its results.

▪ **The Daily Routines**

The school day begins at 8am and ends at 3pm. Children can arrive from 7:45am onwards via the playground gates. Children have snack at approximately 9:00am and lunch at approximately 11:45am. 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, 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 parents/carers to share observations of their child's learning and development at home
- 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 October, February 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.

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

For children whose home language is not English, we take reasonable steps to provide opportunities for children to develop and use their home language in play and learning, supporting their language development at home.

We ensure that children have sufficient opportunities to learn and reach a good standard in English language during the EYFS, ensuring children are ready to benefit from the opportunities available to them when they begin Key Stage 1.

When assessing communication, language, and literacy skills, we assess children's skills in English. If a child does not have a strong grasp of English language, we explore the child's skills in the home language with parents and/or carers, to establish whether there is cause for concern about language delay.

▪ **Supporting Children with Special Educational Needs and Disabilities**

SEN provision in our school:

We are an all-inclusive school who make provision for pupils with SEND. Please refer to our SEN Policy for further information.

Our school SENCO is:

Ms. Navlakhi Ahmed (SENCO)

You can contact our school SENCOs by emailing senco@al-noorprimary.org.uk or speaking with the school office to arrange an appointment. Our Link Governor for SEN is Mr. H. Butt

Main Local SEND Offer:

The [Children and Families Act](#) requires every local council in England to publish a detailed directory of what help there is in their area for children and young people with special educational needs. This is called the 'Local Offer'. It is a resource aimed at helping to plan the support needed for children, young people and their families

The Local SEND Offer in Redbridge has been launched, and is hosted by Informed Families on the FiND website.

For information about the SEND Local Offer:

<https://www.al-noorprimary.org.uk/send>

Who can I contact for further information or if I have any concerns?

If you wish to discuss your child's special educational needs or are unhappy about any issues regarding the school's response to meeting these needs, please contact the following:

- Your child's class teacher,
- The SENCO,
- The Headteacher,
- For complaints, please see the school Complaints Policy.

▪ **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 - 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

▪ **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 school
- 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.

Try to speak to your child's key person (class teacher) 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 three days, 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 the 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. 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 Leader 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 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'.
- All reception aged pupils will be automatically signed up for milk at the start of the school year. Once children turn five years old, parents may sign up and subscribe.
- 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.

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

You can find further information about the **Early Years Foundation Stage** in 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)