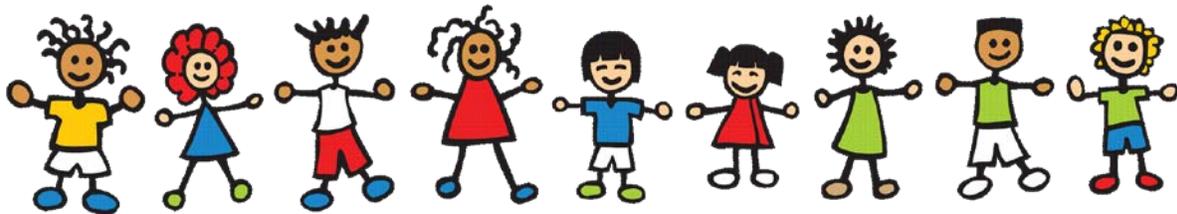




**Ayesha  
Community  
School**

## ACS Early Years Parent Information Pack

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**We welcome Nursery & Reception children and their parents to Ayesha Community School where we follow Islamic values, promote equal opportunities and celebrate diversity.**

### AIMS OF THIS BOOKLET

- Help you to know our routines and procedures
- Help you understand the curriculum your child will be covering in Nursery & Reception

- Help you understand how we teach in order to cover the curriculum requirements
- Help you identify the key ways in which you can help your child at home and school

## What is the Early Years Foundation Stage?

- The Early Years Foundation Stage (E.Y.F.S.) is the stage of education for children from birth to the end of the Reception year.
- It is based on the recognition that children learn best through play and active learning with a balance of child initiated and adult led activities.

## The E.Y.F.S. is based on 4 themes:

**Theme 1 – A Unique Child**

**Theme 2 – Positive relationships**

**Theme 3 – Enabling Environments**

**Theme 4 – Learning & Development (England only)**

## Our Curriculum

### Islamic Studies

For children in our Nursery we do not have a separate Islamic Studies session. Islamic teachings will be embedded in our Nursery's daily routines and activities.

Children in Reception will have 45 minutes of Islamic Studies lesson 4 days a week.

### EYFS Areas of Learning

There are seven areas of learning, with a focus on three prime areas and four specific areas.

#### Prime areas:

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

#### Specific areas:

- Reading and writing
- Mathematics
- Understanding the world
- Expressive arts and design

## **Communication and Language (1: Listening, 2: Understanding, 3: Speaking)**

The children will be learning to:

- develop concentration and attention skills
- talk confidently and clearly
- enjoy listening to stories, songs and poems
- respond to instructions
- develop vocabulary and imagination in language when recreating roles and experiences

## **Physical Development (1: Moving & handling, 2: Health & self-care)**

The children will be learning to:

- move confidently
- control their body
- handle a range of small and large equipment
- move in different ways
- become independent in their health and hygiene routines

## **Personal, Social and Emotional Development (1: Self-confidence & self-awareness, 2; Managing feelings & behaviour, 3; Making relationships):**

The children will be learning to:

- become self-confident;
- take an interest in things;
- know what their own needs are;
- dress and undress independently;
- become independent;
- tell the difference between right and wrong.

## **Literacy (1: Reading , 2; Writing)**

The children will be learning to:

- Link sounds to letters
- Hear sounds in words
- Read words and simple sentences
- Understand conventions of fiction and non-fiction books
- Give meaning to marks and represent some sounds in writing

## **Mathematics (1: Numbers , 2: Shape, Space & Measures)**

The children will be learning to:

- develop an understanding of Maths through stories, songs, games and imaginative play
- develop mathematical language such as greater, smaller, heavier, lighter, more, less etc
- develops skills in comparing and sorting objects.
- be aware of shapes, space and size including 2D and 3D shapes.
- develop understanding of addition and subtraction.

## **Understanding the World (1: People & communities , 2; The world, 3; Technology)**

The children will:

- talk about past and present events in their lives and their families' lives
- find out about different cultures and beliefs.
- find out about families, communities and traditions
- know about everyday technology and learn what it is used for

## **Expressive arts and design (1: Exploring media & materials, 2: Being imaginative)**

The children will explore:

- colours and shapes
- making things
- how to shape, join and assemble materials
- role play
- making up rhymes and songs
- making sounds and matching movements to sound

## **Funding for 3 - 4 year olds**

Funding is available for all 3 and 4 year olds to a maximum of 15 hours per week for 38 weeks of the year. Funded places are available for children the term after they turn three. The school will, on a termly basis, complete all forms for the funding and parents will be approached in confirming and sign that the data is correct on the relevant forms. Please ask Admin staff if you require more details.

Please note that from September 2017, 30 hours 3-4 years old funding can be available for eligible parents. Please refer to the eligibility criteria using the link provided or ask the school office for information: <https://www.gov.uk/government/publications/30-hours-free-childcare-eligibility>

## Session Times

### For Nursery Pupils:

AM session	8:30 am – 11:45 am
PM session	11:45 am – 3:00 pm
Full day sessions	8:30am – 3:00pm

### For Reception Pupils:

Full day	8:30am – 3:00pm
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## The Learning Environment

Every activity set up has been carefully laid out in different areas to offer a varied and balanced experience. Children can choose which areas they want to play in and free flow in between the outdoors and indoors is encouraged.

The areas of play and learning are:

- Book area and quiet area – where children can have a quiet play by themselves or with a friend. The focus in this area will be developing children’s literacy skills and understanding of story structure.
- Home corner/role play – where children can experience the practical aspects of life in a pretend play using their imaginations and develop their social skills by interacting in play.
- Construction area – children have a variety of toys in this area including small world toys, dinosaurs, Lego, stickle bricks, wooden blocks and more. Children will have an opportunity here to develop their hand eye coordination, fine motor skills and handling tools effectively and safely.
- Play dough area – different coloured play dough each day with a variety of tools and cutters. Children enjoy playing with play dough and it helps children develop many areas of learning.
- Painting and arts and crafts – two areas where children can practice their creative arts. A variety of resources are provided including paint, felt tips, marker pens, crayons, scissors, pencils and much more.

## Development and Progress

When your child starts at one of our EYFS classes, he or she will be allowed a settling period of 3-6 weeks, however during this time we would have completed an initial assessment of your child called the baseline assessment. Assessments are carried out at the end of each half term to track the progress made by children and pick up on any areas that needs more concentration or specialist help.

## Role of Staff

- Provide a varied and balanced learning environment
- Interact with children to talk about their activities and find out their interests
- Work in partnership with parents and carers
- Encourage independence in children and educating about assessing risks
- Allow children to explore and get the best out of activities set up by us

## The First Few Weeks

**Key Person:** We will inform the **Nursery parents** about the key person of their child. Please read our key workers policy.

**Staggered intake:** For all **new children** starting in our EYFS setting parents will be informed about the start date of their child. During the first week in September, we will start few children each day for half-day sessions (until lunch time). During the second week children will start to attend the full school day. Your child's start date will be provided to you by the school.

**First Parent-Teacher Meeting:** Parents will be invited to discuss how their child is settling in (and the outcome of our initial assessments) at our parents evening in October.

## Attendance and Absences

Regular attendance is vital in ensuring your child is settling in well and making good progress in the setting. Absences will often have a negative impact on the child's routine, settling in and learning. However, if your child is unable to attend due to illness, we request parents to call the school office at the latest by 10am on the day. The school will be contacting the parents at instances when there are absences. Attendance is recorded and any absences are monitored for funding purposes as any absences longer than two weeks will affect children's NEF funding.

## Pick up and Collection

Please ensure that children are dropped and collected from school on time. Late arrivals disrupt the on-going activities and also the settling in process for your child, and similarly children also feel very distressed when they are collected late at home times.

- Inform staff of changes of pick up
- Inform school if late for pick up
- Inform staff if someone else is going to pick up your child

## Medical Matters

- Any sickness, diarrhoea or eye infection must be followed by 24 hours absence.
- Any absence requires a telephone call by 10am on the first day of the illness.
- Head lice: Please check regularly and treat as recommended.
- Any prescribed medicines can only be administered by prior arrangement and a medical form will need to be completed. If your child uses an inhale, it needs to be sent to school in a named bag, along with the permission letter for its administration, to be kept in school.
- We do not provide any medication, not even pain or fever relieving medicines.
- If a child becomes ill during the school day, we inform the parent and may request them to come and collect their child
- In the case of any minor injuries in school, children are treated in our welfare room by a certified first aider. All these treatments are recorded in our welfare book. If the place of injury is a child's head, the first aider prepares a note which is sent home with the child.
- In case of a minor scratch/cut the Nursery & Reception staff will verbally inform the parent.
- As needed a scratch/cut will be covered by a medicated plaster.
- Please inform us about any allergies or medical conditions your child may have by answering the related question on the parents' questionnaire (and also by completing the appropriate section on the school's admission form).

**Please inform us as soon as you know that your child has developed any new allergy or medical condition.**

## Special Needs Support

The school has a special needs coordinator; SENCO. We work with parents and other relevant professionals to provide specialist support according to each child's needs. Every child will be given an opportunity to be involved in the learning and be a part of the group and staff will make close observations to pick up any special needs as early as possible. If you notice that your child may need a little support in any area of their development such as speaking, concentrating or understanding, then please do speak to us and we will do our best to find specialist support to aid your child's development. The earlier we intervene and support the child, the better as early interventions are far more effective than at later stages. We can offer and seek support from many agencies we work with such as Speech and Language Therapist, Educational Psychologists, etc.

## Behaviour

At ACS we believe that children flourish best when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour. Children need to learn to consider the views and feelings, needs and rights of others and the impact that their behaviour has on people, places and objects. This is a developmental task that requires support, encouragement, teaching and setting the correct example. The principles that underpin how we achieve positive and considerate behaviour exist within the programme for promoting personal, social and emotional development. The school works in partnership with parents to achieve this in various ways:

- Individual learning plans
- Behaviour logs when there's a need to track behaviour
- Sharing strategies to promote positive behaviour with parents
- Finding the trigger of behaviour issues

Please read the ACS Behaviour Policy for full policy information

## Outings

Consent for local outings for your child will be included in the registration form. Parents will always be contacted to seek consent for outings further away that involves public transport or any other form of transport. We always ensure that there is sufficient staff available to accompany children on outings and that a paediatric first aid trained staff is included in the outing ratio.

## Professional Boundaries

All staff are inducted upon appointment for work and are aware of professional boundaries during work hours or non-working hours. We would like your compliance with the following procedures:

- Not to exchange personal contact details or personal information with any of the staff.
- Follow our confidentiality policy and keeping confidential information to yourself and contacting the nursery manager if any concerns arise.
- Not to make any comment about nursery staff or children attending on any social networking sites.

**Please note that the use of mobile phones are not allowed in ACS.**

## Readiness for Nursery

Please note that we expect children to be potty trained before starting at our Nursery Class. So please ensure to make your child as independent as possible in using the toilet and washing hands in readiness to Nursery. Also ensure to have set routines at home e.g. meal times and bed times. Talk to your child about sharing with others and caring for others.

## Home School Communication

Communication between home and school is very important.

- Please read letters that are sent home.
- We will occasionally send texts.
- Use parent post box for any suggestions.
- EYFS staff is available to speak to you at the end of school day to answer any quick questions or immediate concerns. For longer discussions about any concerns you may have, please make an appointment through the school office to see your child's teacher.

## EYFS Profile at the End of Reception Year

### **Consists of:**

- Baseline Assessments
- Assessments throughout the year
- End of year assessments

### **Compiled by staff using the statements of:**

- Development matters
- Early Learning Goals
- Characteristics of effective learning

As a statutory requirement, judgements made by the Reception staff against the Early Learning Goals are sent to LEA and also reported to parents as part of the end of Reception year report.

## Record of Achievement

In the Early Years Foundation Stage, a record of each child's achievements is kept which is used to assess their progress & learning needs, and inform our planning. Parents are also expected to contribute to this Record of Achievement. We request you to share with us your child's achievements outside the school on a regular basis. You can contribute to your child's record of achievement by sharing stuff such as:

- Photographs of models or physical activities/skills

- Samples of independent drawings, paintings, writing and number work
- Written or electronic records of speech and independent reading
- Observational notes of their ICT skills such as using TV remote, loading/unloading computer software/using ipad
- 'WOW Moment' slips provided by us and completed by you

**Please note:** We are keeping electronic 'Learning Journey' folders for each EYFS pupil using a facility available on our assessment tool called Target Tracker. The observations uploaded onto these 'Learning Journeys' are also available to parents on the target tracker website.

**To access your child's 'Learning Journey' observations, you will need to provide us (and give us permission to use) your email address.** You will be sent a target tracker link for setting up your own password. This will allow you to see your child's photos and observational notes.

## Parents Questionnaire and Pupil Questionnaire

We do our utmost to meet the individual needs of each child. Please help us by completing the questionnaires provided to you in our EYFS pack. Your child will need your help to complete the 'Pupil's Questionnaire', so please read the questions to them and scribe their answers. (If your child is unable to answer any of the questions, you can use your knowledge of your child to write the answer). Bring in the completed questionnaires as soon as possible, so we can incorporate your child's needs and interests into our planning.

We may request you to complete further Pupil's Questionnaire during your child's time in our EYFS setting. Children's interests and aptitudes can change with time and we would like to have an up-to-date knowledge of our pupils' interests and preferences. If you have difficulty in completing the questionnaires in English and need help, please let us know and we will arrange time to sit with you and your child to complete them.

## Items from home

Please don't allow your child to bring in any toys, money or jewellery to school as loss or damage may lead to distress in young children. If staff wants your child to bring an item of interest from home for 'Show & Tell' they will inform you by sending a note.

## Books from School

Sharing books with children encourages love of books and promote early Literacy skills. Therefore, we loan children books from school to share with their parents/carers.

Children will need a **school book bag**, available from the school shop, for keeping their book and any letters and things that will be sent home.

The school provides a **Reading Record** book which must **always** to be kept in the book bag. We will record the title of the book and the date of issue. Parents are expected to write a short

comment about their child's reading experience with them. If no comments are found in the reading record, it will be assumed that the book has not been read, and hence may not be changed. Also if the reading record is left at home, the book will not be changed. **Please note:** There is a charge for a lost or damaged book.

In **Nursery:** We change children's books either on **Wednesday or Friday** (depending on children's days of attendance). The books will be normally above your child's reading level because they are for parents to read and discuss with their child.

In **Reception:** We change books three times a week – **Monday, Wednesday and Friday**. On Mondays and Wednesdays Reception children will choose a book from the class library. These books are normally well above the child's reading level because they are for parents to read and discuss with their child. When we feel that a child is ready, we will start giving them their '**reading book**', matched with their reading ability, every Friday.

## Homework

In **Nursery:** Our policy is not to set homework for Nursery pupils. However from time to time Nursery staff may suggest some home activities to be carried out to reinforce the learning taking place in school.

In **Reception:** Once settled in, children will be given homework **each Friday** in order to consolidate the learning that takes place in school. Parents are advised to provide their child at home with the necessary equipment e.g. child's scissors, glue, writing and colouring pencils, magnetic letters and numbers etc. to do the home learning activities set by the class teacher. Reading book sent home forms a part of your child's homework.

## Reception Target Leaflets

During the first parent teacher meeting, Reception teacher will provide parents with CLL (Communication, Language & Literacy) and Maths target leaflets. These leaflets are prepared to inform Reception parents what their child needs to learn in these two very important areas throughout the Reception year.

## Useful Reading Material for Parents

Early Years Statutory Framework:

<http://www.foundationyears.org.uk/eyfs-statutory-framework/>

Development Matters in the Early Years Foundation Stage:

<http://www.foundationyears.org.uk/files/2012/03/Development-Matters-FINAL-PRINT-AMENDED.pdf>

Early Years Foundation Stage Profile Handbook:

<https://www.gov.uk/government/publications/early-years-foundation-stage-profile-handbook>

Letters & Sounds Guidance:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/190599/Letters\\_and\\_Sounds\\_-\\_DFES-00281-2007.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/190599/Letters_and_Sounds_-_DFES-00281-2007.pdf)

Early Learning Goals exemplification material:

<https://www.gov.uk/government/publications/eyfs-profile-exemplification-materials>