



# Elloughton Primary School



Early Years  
Foundation Stage



Headteacher: Mrs C Fulstow  
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Dear Parents/Carers,

**We would like to offer you a warm welcome to Elloughton Primary School's Early Years Foundation Stage. As Early Years practitioners we understand this is a very important change for you and your child and we strive to make this an exciting and happy time.**

Our Early Years Team is eager and excited to meet all our new children and we hope that your child shares the same enthusiasm to start school. We appreciate that this can be an emotional time for both parents/carers and children starting school, therefore we have devised this booklet to help you understand the day to day running of our Foundation Stage and the wider school community. In reading this information we hope to answer all your questions and reassure you about our provision. However, if you need any further information, please do not hesitate to ask and we will be more than happy to help and support where possible.

In the Foundation Stage we strive to be exceptional in all that we do. Not only do we have high expectations of all the children in our care, but of the adults supporting them. We are a friendly and supportive team, who are dedicated in developing and enthusing children to learn. We strive to create a safe, welcoming and engaging learning environment where children become confident to try new activities and communicate to peers and adults. We support and nurture children in their learning, we celebrate mistakes and praise resilience and children who 'have a go!' We foster an 'I can' attitude and take care to ensure children do not become static in their learning; we understand the importance of practising new skills.

The Early Years Team most importantly wants your child to be happy at school and is committed in supporting each and every child. We appreciate that no-one understands and knows your child as well as you do, therefore we place great importance on home and school links. We actively involve parents in their child's learning and hope to involve you in your child's learning journey. We recognise the time and dedication it takes to share your knowledge and contributions about your child and would like to thank you in advance for this support.

Thank you for taking the time to read this information and we will look forward to seeing you soon.

Yours sincerely

The Early Years Team

**\* Please note this booklet should be read in conjunction with the Elloughton Primary School Handbook.**

**\* A copy of the Pupil Privacy Notice – how we handle data – can be found on the school's website under the "Parent" tab.**

## Information for Parents, Carers and Governors

Early Years refers to the educational provision and learning opportunities provided for children aged 3-5 years.

- ❑ Foundation Stage 1 (FS1) (Nursery:3-4 year olds)
- ❑ Foundation Stage 2 (FS2) (Reception: 4-5 year olds)

The Early Years comprises of Foundation Stage 1 (Nursery) and Foundation 2 (Reception) children. Learning in the Early Years is carefully planned to develop bespoke and personalised experiences that are closely linked and underpinned by the 'Development Matters' Curriculum. This ensures that all children are provided with daily opportunities to develop knowledge, curiosity and skills through a foundation of play based learning.

We recognise that starting school for the first time can be both an exciting and sometimes challenging experience. There will be new environments, new routines and opportunities to meet and build relationships with new children and adults. We understand this may unsettle some children and also be the first time you have been separated from your child. We aim to take every possible measure to ensure smooth through taster sessions and home visits. We operate an open door policy to ensure we do our utmost to support and reassure both parents and children.

In the Early Years we develop early routines to help settle the children and provide consistency in the day to day running of the unit. This begins with entering the classroom; children are encouraged to develop their independence by finding and hanging up their own coat and belongings.

In Foundation Stage 1 children enter through the Nursery door, adjacent to the main reception door and parents are encouraged to help their child hang their coat up and put their book bag in their key worker box. At the end of the session children are collected from this door.

In Foundation Stage 2 children enter through the doors via the Early Years playground that is directly under the canopy, children will be greeted by a member staff every morning at 8.40am. The children in the Early Years Foundation Stage 2 leave via the same door they entered at the start of their school day.



## Meet the team



**Mrs Rebecca Brammall**  
**Early Years Foundation Leader**



**Mrs Kate Hannah**  
**Early Years Foundation Teacher**



**Mrs Jenny Godfrey** Early Years  
**Foundation Teacher**



**Mrs Rachel Callaghan**  
**Early Years Foundation Teacher**



**Mrs Michelle Thompson**  
**Nursery Nurse**



**Mrs Nichola Wilkinson**  
**Nursery Nurse**



**Mrs Fiona Kerr**  
**Teaching Assistant**



**Mrs Rachel Marriott**  
**Nursery Nurse**



**Mrs Susan Finch**  
**Teaching Assistant**

# Early Years Vision

**'To empower our children to be independent, well rounded individuals who have a love of learning and seek challenge in everything they do.'**

Children who attend our Foundation Stage feel welcomed and valued in an environment that builds upon each individual's wants, needs and interests. The children build strong relationships and bond with key adults ensuring they feel cared for, which allows them to explore and learn whilst feeling safe and secure. They develop good communication skills through positive interaction with adults and peers that aids them in becoming literate for life. Children develop lively, enquiring minds with a love of learning and a lifetime of curiosity. Children have many great opportunities to ask questions and be interested in the answers, to solve problems and think critically. Children develop their knowledge and skills to their full potential in every area of the curriculum in order that they can grow into independent, self-motivated, caring and sharing members of society. At every opportunity children connect their learning with real life experiences, linking new knowledge and skills to their own lives to establish a solid foundation for future learning. The individuality of each child is mirrored within the environment and the activities provided. Each child's curiosity and interests are highly valued and are used to create excited and determined individuals that want to learn and find out about the world they live in.

## Early Years Aims

- ❑ To provide a safe and nurturing environment that enables positive relationships between the child and key person.
- ❑ To roll out an inclusive curriculum that considers each child as an individual, and resources and provides a setting that ensures each and every child reaches their full learning potential.
- ❑ To become part of an extended family-creating partnerships and valuing the contributions of parents and the wider community.
- ❑ To support children in their transition in their first school years and ensure learning is a positive experience.
- ❑ To establish a purposeful, clean and organised learning environment, where displays are interactive to stimulate and promote learning.
- ❑ To encourage children to learn through their own experiences and develop learning through particular interests and activities that show increased levels of fascination.
- ❑ To allow children to learn through their mistakes, and to help them to 'bounce back' and become a more resilient and confident learner.
- ❑ To develop and establish the building blocks of learning, to create a strong foundation for the development of independent lifelong learning.
- ❑ To support and scaffold children through their personal learning journeys and develop their understanding of what they have done well and how they can continue to improve.
- ❑ To create children that has a 'can do' attitude, those that seek out a challenge and take appropriate risks in their learning.
- ❑ To be passionate, and caring practitioners for all children at Elloughton Primary School.

# Early Years Curriculum

Teaching and learning in The Early Years Foundation Stage is based on principles and values set out in the 'Early Years Foundation Stage Framework', 'Assessment and Reporting Arrangements' document and 'Development Matters' document. It centres around carefully and thoroughly planned play based activities and environments, which are aimed at allowing children to progress and develop through independent and adult supported learning. It places a great deal of emphasis on the way in which children play. These are called 'Characteristics of Effective Learning' and consist of three main areas:

## Characteristics of Effective Learning

### Playing and exploring – engagement

- Finding out and exploring
- Playing with what they know
- Being willing to 'have a go'

### Active learning – motivation

- Being involved and concentrating
- Keeping trying
- Enjoying achieving what they set out to do

### Creating and thinking critically – thinking

- Having their own ideas
- Making links
- Choosing ways to do things

## Achievosaurus

Children in the Early Years Foundation Stage will experience learning opportunities aimed at whole child development around the seven key areas of learning:

The children receive Achievosaurus when they are demonstrating the Characteristics of Effective Learning.

- Explorosaurus** are excellent at finding out about things and about the world around them.
- Askaraptors** are very talkative learners. They love to ask lots of questions which develop and deepen their knowledge and understanding.
- Tryatops** are known for their ability to always try their best in whatever they do. They have a real 'can do' attitude.
- Stickasaurus** have bags of perseverance and never give up, even when the going gets tough. They are known for sticking at things.
- Solveosaurus** Rex work really hard to solve problems and find new ways of doing things.
- Thinkadocus** are deep thinkers. They think carefully about what they learn and are able to talk about their thinking and learning.
- Shareadactyls** are known for their kindness and ability to share. Whether it is sharing ideas or resources, they always consider others in their learning. They are great team players.



# The 7 Areas of Learning

The prime areas of learning are:

- Personal, Social and Emotional Development
- Communication and Language Development
- Physical Development.

These areas of development support learning in the specific areas of learning, which are:

- Literacy Development
- Mathematical Development
- Understanding the World,
- Expressive Arts and Design.

Children's knowledge, skills and understanding within each area of the curriculum will be developed through a combination of teacher-led learning, supported and guided group time, play-based learning, and time to develop their knowledge and skills independently.

Although adults in the Early Years Foundation Stage will support and scaffold pupils learning to enable them to reach their full potential there will be a wide range of opportunities for children to develop and progress independently through play-based learning where the children choose their learning activity.

On a daily basis children will experience a balance between guided and independent learning.

## Choosing our Learning

Choosing our learning provides opportunities for children to access different areas of the environment. During these times it is important to understand your child is not simply just 'playing' but reinforcing skills, exploring new activities, engaging with different children, developing skills of negotiation and moving their own learning forward through exploration and curiosity. The adult's role is to interact, question and model to extend and move each child's learning forward.

All learning is carefully and thoroughly linked to objectives and goals set out in the Early Years Foundation Stage framework and it is designed to meet the needs of all learners. In addition, the children are set weekly challenges which allows us to target specific areas of the curriculum and teach children to manage their own time.





## Links with Parents

The Early Years Foundation Stage team place a great emphasis on home-school links. We actively seek to engage parents and carers in their child's learning through informal chats, sharing of next steps, curriculum leaflets, twitter, our website, the children's learning journeys and our noticeboards. We also invite parents to attend 'Stay and play' sessions where children and parents work together to complete fun activities. Throughout the year educational workshops are also held for parents to attend.

The Early Years Team will do their utmost to discuss any concerns or issues before or after the school day, however if this is not possible you can make an appointment with a member of staff directly or through the School office. Opportunities for more formal open evenings are scheduled for children throughout the year. During these meetings the key workers will discuss your child's progress, achievements and targets.

Each child has an online learning journey 'Tapestry' which records photographs, observations and comments in line with the Early Years Foundation Stage, to build up a record of your child's experiences during their time with us.



# Behaviour

In the Early Year Foundation Stage, we have high expectations of all children's behaviour; however we understand that children new to the setting will need support and guidance becoming familiar with the new rules and routines in place. Early on in the term, we establish very simple rules for children to follow. The ideas about being kind and taking care of our belongings are generated from the children during daily circle time. Foundation Stage 2 children participate in other whole school behaviour systems including weekly celebration assembly, whereby children are nominated for a star learner certificate based on our monthly value from our moral compass.

Positive behaviour strategies are used to encourage repetition of good behaviours through house points and special rewards. In the Early Years distraction and ignoring low level negative behaviours are used as techniques and we usually find children are quick to change behaviours so they too receive positive praise. We understand that some children find behaviour a particular challenge and the Early Years Team will work closely with the parents to identify triggers and implement individual strategies or interventions, such as a personalised behaviour chart based on the child's interests.

Children are supported in the development of their behaviour by all adults, who are dedicated to modelling positive behaviours for children to copy, and take the time to explain about inappropriate behaviours, when from time to time the boundaries are tested.

# Restorative Practice

Restorative Practice enables the building, maintaining and repairing of relationships. The philosophy embodies a set of values and principles and a way of working with people that provides a common language and approach and enables the practice to be taught.

Our restorative community equips our pupils with the skills to recognise and manage their own feelings and nurture their relationships within the school. Daily community circles ensure ALL pupils have a voice and thrive in an environment that promotes respect and appreciation of differences, therefore the school is a safe and happy place to be where pupils learn to resolve their problems in an effective and mature way.

Restorative questions scaffold our conflict resolution. Some of these are;

- What happened?
- What were you thinking about at the time?
- What have your thoughts been since?
- Who has been affected by what happened?
- In what way have they been affected?
- What do you think needs to happen next?



Working restoratively creates a safer, more productive and a more caring environment for all.



## Personal Information

Parents/Carers are asked to complete an information sheet that includes addresses, telephone numbers etc. It is vital that this information is accurate, so your details on the electronic database are up to date and we can efficiently contact you if your child is ill or if school staff need to discuss other matters, such as after school clubs, school trips etc. We ask parents to inform the school office or a member of the Early Years Team if these contact details change.



## School Lunches

Foundation Stage 1 (Nursery) children are required to bring a packed lunch although school meals are currently provided free of charge for all children in Foundation Stage 2 (Reception) and Key Stage 1. However, if you are currently receiving Job Seekers Allowance (income based), Income Support, Child Tax Credit (but NOT receiving Working Tax Credit), Employment Support Allowance (Income related), Guarantee Element of State Pension Credit or Support under part V1 or the Immigration and Asylum Act 1999 your child may be entitled to be registered for free school meals and also qualify for additional items. To see if you are eligible you should contact the Benefits Section at East Riding of Yorkshire Council on 01482 394799. They will need the following information: Your name, Date of Birth, National Insurance Number and Child's details (Name, Date of Birth and School). You should have received a detailed menu of school lunch options within your school welcome pack and the menu rotates on a 3 weekly basis.



## Snack Time

To complement our fruit and vegetable scheme, we provide a different selection of foods each day, allowing children to try several different foods such as seasonal fruit, vegetables, toast, crackers and cheese and fruit loaf. Children have access to milk during snack time and water at all times.



## Enrichment

We ask parents to make a £1 weekly contribution which allows us to purchase ingredients to bake each week and to hold stay and play sessions, enhance areas of provision and contribute towards things such as a class pet. This can be paid on SIMS Pay.



## Sun Cream

We ask parents to apply sun cream to your child before school and also bring a sun hat/cap for protection. We provide Lacura Sun Care for Kids Extra Sensitive 50+ UVA protection sun lotion which is suitable for delicate skin (Aldi) to apply to your child during the day in hot sunny weather.



## Reading Books

Your child will be given a reading book to share with you. They will need to bring it to school and take it home in their book bags every day, so that they can read in school and at home on a daily basis. Children will be listened to read in school and have their books changed weekly. Please note that some children will not have words in their books initially. It is still important for children to continue to look at these picture books daily and practise talking about the pictures, holding the book and turning the pages one at a time.

To accompany their reading book, your child will be given a planner where comments and a record of your child's reading will be kept. School staff will record any comments about your child's reading and we encourage parents to fill in the home comment box in order to develop home-school links and so school can liaise with parents regarding your child's reading progress. Your child will be rewarded with a 'Star Reader Stamp' if they have read four or more times a week.

Please do not put water bottles in your child's book bag as sometimes they leak and cause damage to books.



## Home Learning

In Foundation Stage 2 we send home fun, family challenges for our home learning tasks that can be completed together over a weekend and uploaded onto Tapestry. These are then shared throughout the week with the class.





# Uniform

The wearing of "school uniform" adds a feeling of community to the school and we are pleased that parents support the school in this policy. It is important that children are dressed appropriately for the school day.

## Uniform Code

- Red sweatshirt or cardigan – logo'd
- White or red polo shirt – logo'd or plain
- Dark grey or black trousers, shorts or knee length skirt
- Black sensible shoes (**not** trainers) – **optional for Nursery only**
- Red and white checked dress
- Suitable outdoor waterproof coat
- Red School book bag
- Wellington boots
- Waterproof top and bottoms
- Drawstring bag for water proofs



Please note jewellery should not be worn in school although watches and stud ear-rings may be worn, but must be removed for PE. Nail varnish should not be worn in school.

## PE Kit (FS2 only from Spring Term – not applicable for Nursery)

- Black shorts (plain)
- Red/black t-shirt – logo'd
- PE bag – optional (Drawstring bags work well)
- Trainers
- Black jogging bottoms
- Outdoor jumper (logo'd or black)

PE kit should be in school each day and taken home at the end of the week for washing. All children work barefoot in the hall during PE lessons.

It is possible to order sweatshirts, cardigans, polo shirts, T- shirts, fleeces, waterproof reversible fleeces, shorts, and reading bags through Rawcliffes.

**Rawcliffes, 9-11 Paragon Street, Hull HU1 3RJ 01482 223539.**

Purchases can be made:

- online—select either click and collect, delivery to the school each week or posted to home address (small charge applies for the courier).
- at Rawcliffes shop, try-on and purchase

Please use the following link:

**<https://rawcliffes.co.uk/product-category/primary-schools/elloughton-primary-school/>**

**It is essential that all clothing is marked with your child's name!**



To avoid property getting lost we have teamed up with a company called "My Name Tags" They supply tags for clothing and belongings. Items can be ordered by post using the paper order form in your welcome pack, or directly via the website [www.mynametags.com](http://www.mynametags.com) When ordering please quote the school code of 63338 this helps raise additional funds for the school without any additional cost to you - save yourself time & money by labelling all your children's things so that if they are misplaced school can return them to you.

# Assessment

Throughout the Early Years Foundation Stage your child will have goals and objectives to meet. The progress your child makes throughout the Early Years Foundation Stage will be carefully tracked and measured against the baseline assessments which are individually conducted for each child on entry to school. Throughout the Early Years Foundation Stage regular and thorough assessments will be completed to build up a picture of your child's progress. These will be recorded in your child's learning journey and cross referenced to the Early Years Foundation goals.

We encourage parents to view your child's learning journeys on Tapestry and comment where they feel it is appropriate.

The table below outlines the seven areas of learning and the aspects of learning within each area.

	Prime Areas			Specific Areas			
<u>Areas of Learning</u>	<u>Personal, Social &amp; Emotional Development</u>	<u>Communication &amp; Language</u>	<u>Physical Development</u>	<u>Literacy</u>	<u>Mathematical Development</u>	<u>Understanding the World</u>	<u>Expressive Arts and Design</u>
<u>Sections within the Area of Learning</u>	Making Relationships  Self-Confidence & Self-Awareness  Managing feelings & Behaviour	Listening & attention  Speaking  Understanding	Moving & Handling  Health & Self-care	Reading  Writing	Numbers  Shape, Space & Measure	People & Communities  The World  Technology	Exploring & using media & materials  Being Imaginative

At end of Early Years Foundation Stage 2 your child will be judged against the progress they have made towards achieving the Early Learning Goals (ELG's). The judgements will state whether your child is at the expected stage of development (expected), exceeding the expected stage of development (exceeding) or below the expected stage of development (Emerging).

Emerging	Expected	Exceeded
Your child has <u>not</u> met the Early Learning Goals.	Your child <u>has</u> met the Early Learning Goals.	Your child has met the Early Learning Goals and is working above the expected level (moving towards the Year 1 curriculum)

A good level of development in the Early Years is described as achieving the 'expected' category in the following areas of development;

1. Personal, Social and Emotional Development
2. Communication and Language
3. Physical Development
4. Literacy
5. Mathematics

Please do not worry if your child does not meet national expectations by the end of Foundation Stage 2. As you can appreciate this is only a guideline measure from the Government and children progress at different rates. If you require any more information on the end of year assessment procedures please do not hesitate to speak to a member of staff.

Throughout their time in Early Years Foundation Stage your child will be given realistic but challenging Next Steps specific to their needs and these will be shared with parents on Tapestry.

Parents/Carers can help children to meet these Next steps by:

- Talking about their Next Steps at home
- Assisting children with home learning
- Sharing reading books with children
- Talking to children about their school day
- Playing games or doing activities at home which will help children to meet their specific targets.



# Helping your child be ready for school

Here are some ideas of things that you can do with your child at home to help them become independent.

The following skills are some of the first steps to them becoming more independent:

- Dressing and undressing independently
- The ability to fasten/unfasten belts and buttons
- The ability to go to the toilet without assistance
- Independent hand washing
- Correct use of knives, forks and spoons
- Put shoes on and take them off independently

The following activities can help your child for education within school:

- Encourage your child to express him/herself clearly
- Ensure they are polite to others
- Ideally your child will have had experience of playing and sharing with others
- Enable your child to practise using pencils, crayons, scissors, paint etc.
- Listen patiently to your child and be willing to answer questions. Lively conversation, reading stories, talking to your child about pictures, teaching nursery rhymes all help to stimulate your child.







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