



The Early Years
Foundation Stage

Byron Wood Academy Early Years Foundation Stage

Parent and Carer Handbook 2020/21



Vision

working together to challenge, and inspire excellence for all

Welcome Message

Dear Parents/Carers,

Your children have now embarked on one of the most important journeys of their lives. They are now Foundation Stage pupils at Byron Wood Academy and we feel very privileged to have both you and your child as an integral part of our community.

This phase of your child's education is one of the most formative, as it is a time where children are extremely receptive to learning. It ultimately lays the foundations for their future success.

At Byron Wood Academy we are inclusive in our practice and want your children to enjoy their learning in a safe and secure environment; we will encourage reflective practice and build on their inquisitive nature. Educational excellence, character formation and spiritual insight will be prevalent in all that we do.

This transition, into an early years environment, will generate many questions for you and will also bring with it a degree of anxiety, particularly as some of you will be leaving your child for the first time in a formal setting. We very much hope that this welcome pack will go some way to addressing any questions that you may have regarding our policies and practice. However, we also recognise that face to face information-sharing can be far more effective as a communication tool; therefore, I would urge you to contact your key person or myself, if you require any further clarification on our everyday practice and the approaches we will be adopting.

We look forward to working in partnership with you over the coming year and welcome both you and your family to the Byron Wood Academy community.

Kind regards

Elizabeth Jansen

Early Years Foundation Stage Lead



Vision

Your child's first experiences at school are very important. Here at Byron Wood Academy, we recognise that settling into school is a big step for your child and we shall endeavour to make it a very happy and enjoyable transition.

working together to challenge, and inspire excellence for all

'Our Vision is to provide an inclusive environment where children participate, reach their potential and are proud of their achievements. All children will: gain experiences which enrich their lives, become responsible members of society and be ready for secondary school.'

As a learner your child will:

- ✓ have access to a broad curriculum which is relevant to everyday life
- ✓ have opportunities to develop their potential and make progress in all areas of the curriculum
- ✓ participate in a range of new and varied experiences
- ✓ develop an awareness of the wider world
- ✓ develop their independence

As an individual your child will be encouraged to:

- ✓ be involved in and enjoy learning
- ✓ value themselves and other people,
- ✓ respect their own beliefs and those of others
- ✓ be respectful, tolerant and caring individuals
- ✓ develop a sense of belonging in a secure environment
- ✓ develop life skills
- ✓ Be confident and have positive self-esteem
- ✓ Have high aspirations



Pre-School (Nursery) Induction

We work closely with parents to make the transition from home to nursery as easy as possible. Because we recognise that each child is an individual and has different needs, we encourage you and your child to come for a visit (prior to your start date) to meet your child's key person. We will also arrange a home visit to enable us to meet your child in their home environment and to fill in all the necessary paperwork with you.

A key person is a named member of staff with responsibilities for a group of children. Their role is to help those children in the group feel safe and cared for. The role of the key person is an important one and is an approach set out in the Early Years Foundation Stage Framework (EYFS) which is working successfully in pre-school settings and in Reception classes. It involves the key person in responding sensitively to children's feelings and behaviours and meeting emotional needs by giving reassurance, such as when they are new to a setting or class, and supporting the child's well-being. The key person supports physical needs too, helping with issues like toileting and dressing. That person is a familiar figure who is accessible and available as a point of contact for parents and one who builds relationships with the child and parents or carers.

There is plenty you can do beforehand to help prepare your child for nursery. We would be grateful if your child can do the following:

- ✓ Use the toilet alone and with confidence, i.e. can manage own clothing and wipe bottom. (However, some children are not quite ready and we appreciate that this may not always be possible. Be assured that we are always on hand to assist children.)
- ✓ Put on/take off own coat, even if unable to fasten it.
- ✓ Put on and fasten their own shoes - **NO LACES IN THE NURSERY PLEASE** - Most shoes for young children are available with velcro or simple buckle fastenings.
- ✓ Can listen to and follow simple instructions.
- ✓ Is used to tidying away toys, apparatus, etc. after use.

These practical issues will definitely help your child enter the nursery with confidence.

We will discuss your child's transfer to Byron Wood Academy Reception Class or your other choice of school, during the year. Admissions to other schools are dependent on their schools admissions policy.

In order to secure a place in Byron Wood Academy Reception Class you must have completed a Registration Form and have had your application confirmed and accepted. Attendance at Byron Wood Academy Pre-School (Nursery) does not automatically entitle you to a place in Reception Class, so please do make sure you have made the necessary application if you intend to secure a place.

Reception Class Induction

We have a transition session for all children entering Reception, whether they are new to the school or already in Byron Wood Academy Nursery. This takes place in early July before the children commence the new academic year in the following September. It is a fun activity session which allows the children to become familiar with the classroom and get to know their new friends and teachers. If your child is unable to attend the transition session then we encourage you to visit us at a suitable time and your child is welcome to stay for a session. We simply want you and your child to feel happy and confident when starting the new academic year.

When starting reception your child will be encouraged to be **personally independent**.

You can help by:

Encouraging your child to dress and undress...

- ✓ Putting on / taking off clothes in the correct order
- ✓ Using zips / buttons / shoe fastenings
- ✓ Turning a jumper the right way in
- ✓ Putting on coats / gloves / hats



Encouraging independence at home...

- ✓ Going to the toilet by themselves and washing their hands independently
- ✓ Tidying away their own possessions – e.g. toys/books after use
- ✓ Concentrating on an activity for a short period of time
- ✓ Writing their own name (in lower case letters)
- ✓ Completing a task (ask your child to work on a short task and encourage them to keep going until they have finished)
- ✓ Developing table manners and use of cutlery

You can help your child's social and emotional development by...

- ✓ Talking with your child and encouraging her / him to talk with other children and other adults
- ✓ Encouraging and supporting your child to play co-operatively with other children
- ✓ Encouraging and enabling your child to develop an interest e.g. swimming

“The more opportunities your child has to develop large and small movements with their arms, hands and fingers, the better.”

You can help your child with the early stages of reading and writing by:

- ✓ Encouraging an enjoyment of books and stories; visiting the local library and sharing stories with your child
- ✓ Encouraging your child to join in with rhymes and songs
- ✓ Doing activities like digging, painting outdoor surfaces with water and a large brush, swishing a scarf in the air making different shapes
- ✓ Play 'I spy' to help them listen to the sounds different words make
- ✓ Read notices and point out words and signs
- ✓ Let your child draw and write independently (avoid writing in capital letters). Ensure your children see other adults reading
- ✓ Listen to audio stories
- ✓ Make a name card (use a capital letter only for the start of the name) to encourage recognition of their own name
- ✓ Let your child write in sand, glitter, salt and shaving foam
- ✓ Encourage activities which strengthen fingers in preparation for writing e.g. rolling dough, cutting paper, threading beads and laces
- ✓ Give your children the opportunity to 'write' shopping lists, birthday cards, and party invitations
- ✓ Leave the teaching of forming real letters to the school as each school teaches a particular style; we will advise you on how best to support your child.



You can help your child with the early stages of maths and number as follows:

- ✓ Help your child count items around the home - e.g. tins in the cupboard, toys in the box or pencils in the drawer
- ✓ Sing counting rhymes such as 'Ten Green Bottles'
- ✓ Point out numbers on the front door, birthday cards or clock
- ✓ Ask your child to collect a specified number of objects
- ✓ Play games like snakes and ladders which involve using dice
- ✓ Practise measuring things in the home with a tape measure
- ✓ Compare the lengths and weights of objects
- ✓ Fill and empty containers
- ✓ Weigh ingredients for cooking
- ✓ Help your child to learn to recognise all the numerals from 1 to 9. Point out numbers you see in everyday activities, such as numbers on packets or prices, car number plates, house or bus numbers.
- ✓ Introduce zero, (0) as a way of describing nothing or none .
- ✓ Explain that there are no new numbers used when we want to write the number ten, but we use a '1' and a '0' together.
- ✓ Make a collection of ten shells, buttons or pasta shapes. Choose a number between one and ten and ask your child to find that number of objects.
- ✓ Use ordinary playing cards to develop the skills of counting and recognising numbers. Help your child to play simple games such as snap; count the symbols on the number cards, sort the cards into order, find all the tens, fours etc.



Once your child has started at Byron Wood Academy Early Years Foundation Stage

- ✓ Trust the staff! If your child is being clingy, take the lead from the staff about when to leave, however difficult, and leave with a smile. The Early Years staff are experienced and are committed to a programme of in-service training in order to maintain good practice and keep up-to-date with current initiatives.
- ✓ Be on time to collect your child. There is nothing more upsetting for a young child than being left waiting when everyone else has gone home.
- ✓ Be careful - evidence suggests that pressurising young children to learn about letters in too formal a way can be counter-productive. Children need space and time to play and discover things for themselves. However, there are plenty of opportunities for developing necessary skills in everyday situations.
- ✓ **Spending quality time together:** Turning off the television or computer and spending time with your child creates valuable opportunities for learning. For example, potter around the garden together and talk about plant life, insects and animals. Simple kitchen tasks, like spreading the margarine on sandwiches or rolling and kneading dough. Playing games together teaches fair play and co-operative behaviour.



The Early Years Foundation Stage Curriculum

What is the Early Years Foundation Stage?

The **Early Years Foundation Stage (EYFS)** is how the Government and early years 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 child-minders registered to deliver the EYFS must follow a legal document called the Early Years Foundation Stage Framework.

What is the EYFS Framework – why do we have one?

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.

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. These include the numbers of staff required in a nursery, how many children a child-minder can look after, and things like administering medicines and carrying out risk assessments.

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. At Byron Wood Academy we 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 we can follow your child's unique needs and interests. We use a variety of popular schemes to ensure that your child reaches their full potential. These include Read Write Inc. and The Literacy Tree and Numicon for Mathematics. Children are given the opportunity to learn about Christianity and other major religions of the world during our RE Curriculum Days in which values and beliefs are discussed, our aim being to attempt to instil a respect for moral values and a tolerance of the views of others. Within school we have a legal requirement to follow the Sheffield Agreed Syllabus provided by the Standing Advisory Council for Religious Education. Our planning is displayed in the Nursery and Reception entrance lobbies, in order to allow parents to support their child's learning at home.

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

Inspiring Beyond Measure



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

It is important that you and the Byron Wood Academy staff 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

You are able to get information about your child's development at any time and we will give you written information about how they are doing at the end of their Nursery and Reception year.

When your child is 5

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 us 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 assess 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 your child's next teacher (in Year 1) will know what they really enjoy doing and do well, in addition to helping them decide if your child needs any extra support, what that support should be and if they are already receiving it.

Staff make and record regular assessments of each child's progress, through observations, questioning, and the setting of specific tasks. Staff discuss these assessments and use them as an aid to their planning of specific activities.



Reporting to parents

We are lucky in that we see parents or carers most days and so we can give you verbal reports on a regular basis, but we also have parents' meetings during the year when you can discuss your child's progress in more depth. You are also welcome to see your child's work folder at any time.

Should you have any queries, please do not hesitate to contact a member of staff. We are always available to listen and will do our best to help.

Equal Opportunities

We aim to develop positive attitudes towards the needs and rights of others, irrespective of race, religion, gender or disability. We value everyone; child, parent, sibling, carer, and expect and encourage children to follow this example. We talk about similarities and differences in a positive manner, and tackle children's racist/sexist comments and assumptions if and when they arise by suggesting alternatives or by correcting.

In order to create a non-sexist and non-racist atmosphere we introduce appropriate toys, books and games to encourage equal development of both sexes.

Different faiths and festivals are acknowledged throughout school as part of our RE scheme.

Special Educational Needs and Disabilities (SEND)

It is our aim that all children should have access to a broad and balanced curriculum and we are committed to the integration of children with special needs into that curriculum. We also acknowledge the importance of early identification, assessment, and subsequent provision. Regular assessments are made throughout your child's time at Byron Wood Academy. Any concerns are shared with staff, parents and the SEND Co-ordinator, and, where appropriate, we develop and implement Individual Support Plan (and liaise with other professional support agencies in accordance with the SEND Code of Practice).

Health & Safety

Staff develop in children an awareness of safety issues both inside and outside the classroom, together with a sense of responsibility both to themselves and others. We do this through good personal example, instruction in the correct usage of tools and equipment, and positive discussions identifying possible hazards and the behaviour and action required to avoid them.

If your child has any specific medical requirements, please complete and return your child's care plan and bring a spare named inhaler if your child requires one. If your child needs any other regular medication please discuss this with the staff as soon as possible. To avoid cross-infection please keep your child at home if they are ill and notify the school of the illness. If you need any guidance on exclusion times for infectious illnesses, please contact us. Children with sickness or diarrhoea should be kept at home for a minimum of 48 hours after symptoms have subsided.

In general, medicines, other than asthmatic inhalers, should not need to be given at school. Medicines must not be sent to school. If a child needs medicine during the day, parents/carers are welcome to come in to administer when necessary.

In the event of hot weather, please supply a sun hat to provide your child with adequate protection. In cold weather, please ensure your child brings a hat, scarf and gloves.

We are prevented from applying sun cream to children without permission or we will supervise administering this themselves.

Jewellery is hazardous and cannot be worn at all at school.

It is essential that you inform us in advance if your child is to be collected by an adult unknown to us.

Key Staff

Bee Wood

Principal

Carl Chagger

School Business Manager

Elizabeth Jansen

Early Years Lead/Reception Class Teacher

Julie Rowbotham and Sue Marshall

(Tel: **0114 272 3624** Email: enquiries@astreabyronwood.org)

School Office Managers

All staff are trained in child protection/safeguarding and Paediatric First Aid

Meals & Drinks

Milk and fruit are provided free for all children and **all children** may bring a morning snack if they wish.

Nursery children who stay for a full day may bring a packed lunch and drink in their own lunch box. Please make sure the lunch box has your child's name on it. You may prefer for your child to have a hot dinner.

Reception children have lunch in the school dining room. They may have a hot dinner or bring a packed lunch.

The School Day

Nursery

Times of Sessions

8.30am - 11.30am

or

12.10- 3.10pm

Currently the nursery opens at 8.30am and the morning session ends at 11.30am. Children attending full days can have a packed lunch or a school dinner and the afternoon session runs from 12.10-3.10pm.

Reception Class

Doors open 8:30am ♦ Registration 8:40am

End of day 3:10pm

Breakfast Club is available for Reception children from 8am in the dining room.



Uniform

Nursery children will be required to wear school uniform from September 2020

Please ensure that all clothing is named.

Uniform Essentials

We want pupils to take pride in being part of our academy. Therefore, we promote the wearing of a school uniform for all age groups. The recommended uniform that we ask all parents to provide for their children consists of:-

- FS/KS1 – White polo shirt with logo and Blue V neck jumper with logo
- KS2 – White shirt or polo shirt and Blue V neck jumper with Academy Logo
- Grey trousers/skirt/pinafore/shalwa kamzeez
- Grey tights *Girls Only*
- Hijab in Grey/White/Blue (plain only)
- Black Shoes (no trainers)

Tracksuit bottoms or jeans for example are **NOT** allowed. High heels, backless sandals or platform soles are not suitable.

Polo shirts and sweatshirts, which have the school logo on, can be ordered directly from the school office or ordered through the [My Clothing Embroidery Service](#).

PE Kit Essentials

Children will also need a PE kit from Year 1. Although each class will normally have PE on given days each week, we recommend that PE kits are kept at school to allow for changes at short notice. The recommended PE kit consists of:-

- Blue T Shirt with school logo
- Shorts or leggings
- PE Slippers or plimsolls

As you can appreciate most children's uniforms will be very similar to those of other children. We would therefore ask that all items being brought into school be clearly marked or named for ease of identification should anything get lost or simply mixed up. This should also be done for items such as coats, shoes and lunch boxes, even though they may be more easily identifiable to you, as it will still help the school.

When playing, running about or working it is all too easy for something to catch on an earring and cause a serious injury. The following should be noted:-

- Studs only should be worn
- These must be removed for PE and games

Staff are not permitted to remove earrings, so the child must be able to remove and replace their own earrings. A failure to be able to do this will preclude the child from that part of the curriculum. Children are responsible for their own earrings, especially when they are not being worn.

Inspiring Beyond Measure



EYFS

Absence

It is essential that children attend school as much as possible to make the best use of their education.

Illness: On these unavoidable occurrences, please inform the school office by telephone that your child will not be attending (**Office Number: 0114 272 3624**).

Statutory Policies

Every Early Years settings are required to have the following policies and procedures, which can all be found on the Byron Wood Academy website. Please ask at the office if you would like a paper copy of any of them:

- ✓ EYFS Policy
- ✓ Behaviour Policy
- ✓ Child Protection and Safeguarding Policy
- ✓ Policy for Illness/Medicines in School
- ✓ Missing child Policy
- ✓ Uncollected Children Policy
- ✓ Complaints Procedure
- ✓ Nappy Changing Policy

The Byron Wood Academy family

We like you to share our school life with you as much as you wish.

In both the Nursery and Reception classrooms there are parents' notice boards with lots of information about general matters and specific forthcoming events - Byron Wood Academy is a very busy school! Please download the Astrea Byron Wood App to keep updated on any information.

And finally...

Each child is different and this is reflected in the level of maturity, attainment and development reached. It is important to remember that by the end of their time at the Byron Wood Academy every child will have developed a wide range of interests and skills. By working together we can ensure a happy, confident child who has a positive attitude to learning and who enjoys school life.

We are all looking forward to welcoming you to the Byron Wood Academy Family!

