

Allendale Primary School

Early Years Foundation Stage
Early Years Foundation Stage

Booklet

2017-18



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Information for Parents & Carers

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Welcome to Allendale Primary School

Welcome to Allendale Primary School

Welcome to the School and I hope you enjoy reading this booklet and find the information useful. Please note that the information in this booklet is correct on publication, however, it is subject to amendments if circumstances change.

Allendale Primary First School caters for the needs of children in the 3-11 age range. The Early Years provision covers the 3-5 age range. There are just over 100 pupils in the school. There are seven teachers including the Head and Deputy Head teacher. There are a small number of teaching assistants who work in KS1 and KS2, full and part time.

The school building, originally the former middle school, is situated in Allendale which is an area of outstanding beauty. The school comprises seven classrooms, an IT suite, two libraries, a purpose built community sports hall and a large stage and dining hall. All of these have recently been refurbished when the First School changed to its current Primary status in September 2013. The school also holds a before and after school club called "All Stars" which is situated next to the Early Years Pipit Class. All of the classes are named after birds native to the Allendale area. Each pupil within the school is assigned a 'house' as follows: Vindolanda/green, Vercovicium/red, Banna/blue, Segedunum/yellow; when they join the school.

The school is attractive and well resourced with excellent facilities. It has two beautiful outdoor gardens, to which all children have regular access. The school also has a large playing field and several outdoor play yards including a quiet yard with tables, planters, play lodge, play car and seating areas. An allotment garden and wildlife garden are currently being developed on site.

There is a Pre-School which is attached to the former First School building, with which we liaise and participate in joint/shared activities. The Pre-School shares links with the school but is not part of it. The Pipit Class offers education for nursery and reception age children.

Premises & Equipment

Premises & Equipment

The Early Years Pipit Class is a well resourced large classroom. It is located within the school yard and has its own porch and toilet facilities. The class, toilets, wet play and porch area were refurbished and updated in 2014. The classrooms were also decorated then. It is demarcated into different areas which are well equipped and include:

- A speaking and listening area which has a listening station.
- A reading area which offers a range of books.
- A writing area.
- A mathematical area.
- A science area, which includes resources for geography, history and religious education.
- A painting and drawing area.
- A dough area which is resourced with various tools and materials.
- A sand area.
- A water area.
- A technology area.
- An office area which includes equipment e.g. telephones, calculators and keypads and a range of writing equipment.
- A imaginative role play area.
- A construction area complete with small and large apparatus and tools
- Two computer stations, i-pad and an Interactive White Board.
- Two well designed and imaginatively developed outdoor garden areas which are resourced with bikes, a willow den and a variety of climbing, scrambling, balancing and wheeled equipment.
- The Outdoor Garden complete with a beautiful story telling chair seating and tables.

The garden is used through out the school year to support all areas of the curriculum.



Staffing Staffing

Teaching Staff

Head Teacher	Mrs A Hawkins	All Classes
Deputy Head Teacher	Mr P Vincent	Curlew Class
Early Years (Foundation Stage) Teacher	Miss L Armstrong	Pipit Class
KS1 Teachers	Miss L Reasd & Mrs C Charlton	Skylark Class
KS 2 Teacher	Miss S White	Lapwing Class
KS 2 Teacher	Miss F Honeyman	Kestrel Class
Higher Level Teaching Assistant	Mrs K Campbell	Pipit Class
Teaching Assistants	Mrss L Kennedy & Mrs Bishop	Skylark Class
Teaching Assistant	Mrs C Pringle	Curlew & Kestrel Class
Teaching Assistant	Mrs R Mason	Skylark Class

Non Teaching Staff

Admin Manager	Mrs J Clarke
Caretaker	Mrs C Robson
Lunch time Supervisors	Mrs Hemmer, Mrs Nichol, Mrs Harvey
Cook	Mrs R Turnbull
Assistant Cook	Mrs A Little

There are several volunteers who work in many of the classes throughout the school. Parental support is appreciated and provides a range of assistance to teachers. If you feel that you are able to help in the school or have a particular area you would like to support, e.g. reading or library activities please contact the Head teacher/Mrs Clarke. Your help is valued. If you are interested in joining our very active PTFA please contact Mrs Charlotte Reid who is chair of the PTFA

The Early Years Foundation Stage

The Foundation Stage Curriculum was introduced in September 2000 and revised, updated and renamed Statutory Framework for the Early Years Foundation Stage in 2012. It specifically caters for the learning needs of children aged from birth to five years. It recognises and builds upon the knowledge that children have learnt from home about the world around them. The guidance is underpinned by principles which comprise of four themes each containing four commitments which describe how the principles are put into practice. These themes are: Enabling Environments, Learning and Development, Positive Relationships and The Unique Child.

The guidance emphasises the need for children to learn through carefully structured play and exploration with their peers and supportive adults. The layout and planning of Foundation class in Allendale School aims to provide children with a wide range of resources and differentiated learning opportunities to ensure a rich and diverse education that is accessible to every child. The curriculum is spread across seven areas of learning.

Each area of learning contains developmental age bands/stages and include the Early Learning Goals. These goals are attained/reached through Learning Intentions which aim to equip the children with skills and knowledge to enable them to progress/attain the Early Learning Goals and prepare them to be 'school ready' and transfer into Key Stage 1.

The seven areas of learning are:

Personal, Social and Emotional Development



The focus is to offer children the opportunity to develop their personal, emotional and social skills in an environment in which they feel happy, valued and secure. This is achieved by allowing the children to play in a range of contexts with other children encouraging children to develop good relationships with their friends and adults in school. It emphasises and fosters respect for self and others and to develop personal values and work and play within the shared codes of behaviour. It aims for children to gain knowledge and understanding of their own and other communities' beliefs and culture.

Communication and Language

The focus is to offer children the opportunity to develop and extend their literacy skills. These skills include enhancing the children's thinking, speaking and listening skills in a range of contexts.



Literacy

Writing for a range of purposes and reading including a range of fiction and non-fiction books.



Mathematics

This area of learning includes counting, sorting, matching, designing patterns, problem solving, writing and recognising, one and two digit numbers and exploring shapes and measures. This is provided through a range of structured and unstructured contexts

including, songs, games, and role play.



Understanding the World

This area of learning encourages children to become curious to explore the world around them and experience it through their senses. It encompasses ICT

(information communication technology) historical/time, geographical/Place, religious/Community, scientific and technological learning.



Physical Development

This area of learning focuses on developing the children's co-ordination, control, manipulation and movement. There is an emphasis upon the enjoyment of physical activity and promoting positive attitudes to an active and healthy lifestyle.



Expressive Arts and Design

This area of learning encourages the children to explore, experiment and express their ideas and feelings through imaginative play, art, dance, and music.

The Foundation Stage Assessment

The Foundation Stage Assessment

We regard assessment as an integral part of the teaching and learning process in the Early Years Class. Assessments tell us what your children can do and what experiences they need to repeat or extend to progress on their learning journey.

Through a range of planned, adult focused activities, and child initiated activities we will be gathering evidence and recording information to support statements of attainment that your child has achieved.

We will be observing and assessing across all seven areas of Learning. This process is ongoing and will result in a **Profile** of your child's progress and achievements within the Foundation Stage. This assessment begins when your child is in their Reception school year and is available for you to discuss with the class teacher during parents evenings on request. The **Profile** document is completed in the summer term and is used to form an end of year report. The Profile from July 2016 is no longer an assessment document that the government requires schools to complete; however, we will continue to use it until the government brings in new assessment documentation.

Each term there are opportunities for parents to discuss their child's progress with the class teacher. However, the Early Years staff are always willing and open to share information or address any concerns about children's progress etc with parents on a less formal basis, at a mutually convenient time.



Learning Journals

In 2009 we introduced Learning Journal books to enable us to share with you, your child's unique **Learning Journey**. They inform you of your child's achievements, progress and activities throughout each term.

The journals have proven to be a very valuable assessment resource and have become popular with our children and parents alike, therefore we shall be continuing them in the future.

These journals will capture some of your child's learning and experiences as they progress through their very first year/s at school. They will mostly take the form of photographs, drawings, pictures and comments which you can share and enjoy with your child at home. They may record some of your child's first and significant steps as they encounter new experiences, challenges and learning throughout the year.

The Early Years Policy

The Early Years Policy

The Early Years Foundation Stage applies to children from birth to until the end of the Reception year. In Allendale Primary School the children are able to join the Reception Pipit Class the term after they have turned four years of age. Nursery age children can attend, usually on a part time basis consisting of five morning sessions a week. Reception age children attend usually on a full time basis of five full days each week.

It is our intention to provide a safe, secure, stimulating, challenging and welcoming environment where children can learn and develop to their full potential. All children are assured access to a broad, balanced and differentiated curriculum, delivered through a child centred perspective supported by very experienced and highly trained adults. To ensure this, we follow The Statutory Framework for the Early Years Foundation Stage, providing opportunities for children to develop skills and competencies across all seven areas of Learning and Development which is explored in both the indoor **and outdoor environment equally**.

Children are encouraged to become independent thinkers and active motivated learners who feel confident to express and explore child initiated activities and learning opportunities via a range of resources including supportive adults. However, this is accomplished and nurtured by engaging the children through learning opportunities which are carefully structured adult led/supported activities that motivate and challenge the children further.

Rationale

We believe that each child is unique and that our Foundation Stage Curriculum should engage, motivate, challenge, and support young children to enable them to progress, enjoy and succeed as active confident learners. It is also crucially important that it offers challenge to progress the children's leaning and development.

This is crucial for each child to reach their full potential and in preparation/school readiness for a gradual transition to the National Curriculum in Year One. This should be centred on purposeful play, first hand experiences, investigation, problem solving and meaningful language, communication and personal, social, and emotional skills. It should be underpinned by a process of planning and assessment for each and every individual child.

'The Early Learning Goals establish expectations for most children to reach by the end of the Foundation Stage' by incorporating 'everything children do, see, hear or feel in their setting, both planned and unplanned.'

(Curriculum Guidance for the Foundation Stage 2000 QCA)

Aims

The curriculum for the Foundation Stage Guidance underpins all future learning by supporting, fostering, promoting and developing children's:

- Personal, social and emotional skills/well being
- Positive attitudes and dispositions towards their learning
- Attention and persistence, Language and Communication
- Reading and writing skills
- Mathematical development
- Understanding of the world
- Physical development
- Creative and Expressive development
- Love and joy for the Outdoor Environment

The Early Years Policy

The Early Years Policy

Teaching and Learning

In order to deliver the Early Years Curriculum we adopt the following features of good practice:

- Recognition of the individuality/uniqueness of children, ensuring we make adequate provision for this within the setting.
- Valuing and extending the previous experiences that a child brings to provide a first step from the environment of the home to that of the school.
- Provision of a carefully planned curriculum, which the children help to plan, that supports children and enables them to achieve the Early Learning Goals.
- Challenge the children through differentiated tasks and activities to continually develop and embed their learning and progress them through the DB and the ELG.
- Provision of a range of approaches which actively acknowledge the diversity of learning styles.
- By providing first hand experiences, support from adults, clear explanations and challenge, appropriate interventions to develop and extend play and communication through structured play both indoors and out.
- Support and meet the needs of children with SEND.
- Provide opportunities to support children who need extra over learning in order further progress their learning and development.



Through regular monitoring and evaluation we identify the training needs of all adults working within our setting.

Play

We deliver the Early Years Curriculum through structured and focused play, which may be adult or child led. Our children explore and develop learning experiences which help them make sense of the world. They practise and build up ideas, learn self discipline and understand the need for rules and agreed codes of behaviour (Golden Rules). They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems. They learn to express emotions appropriately or re-live experiences in a secure, respectful and safe nurturing environment.

Inclusion

In the Foundation Stage we set realistic and challenging expectations that meet the needs of all of our children, so that most children achieve the Early Learning Goals by the end of their Reception year. Some children may progress beyond this point. We achieve this by planning to meet the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities, children from all social, cultural and economic backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds. For further information see related policies.

Monitoring and Assessment

Regular formative and summative assessments are made by staff to ensure future planning reflects individual children's needs. This is done through on going observations and assessments in all seven areas of learning. Individual achievements and success are recorded against points/learning intentions derived from the developmental bands and the Early Learning Goals and reported/recorded in the Learning Journals.

The Behaviour Policy

The Behaviour Policy

The school is committed to maintaining a happy, safe and secure environment for all the children in the school. In the Early Years Class we promote and encourage good behaviour through positive behaviour strategies encompassed in the 'Golden Rules.' We model good manners and foster mutual respect which we expect the children to share with their peers and all the adults in the school. The school behaviour policy is available on our school website.

Equal Opportunities

Equal Opportunities

It is our aim to provide equal opportunities for all pupils, ensuring that every pupil has full access to the curriculum.

Special Educational Needs

Special Educational Needs

We believe that each child has the right to enjoy a broad and balanced and differentiated curriculum. We aim to ensure that the activities match and support the needs of every child from those who are very able and those who are less able. Children who have special educational needs are identified and assessed in line with the Code of Practice so that they may be included and supported in school.

Complaints Procedure

Complaints Procedure

We aim to ensure that all children have a happy start to their school life and this means that they should feel safe, secure and valued in school. An integral part of this is to establish a successful partnership between parents and the staff in school. Discussions about concerns or worries that parents or the teacher may have about their children are encouraged by the class teacher. If you are not satisfied after speaking to the class teacher, please make an appointment to meet with the Headteacher, Mrs Hawkins.

General Information

General Information

School Uniform

The school uniform is available from the school admin manager, Mrs J Clarke and comprises of:

- Red sweat shirt or cardigan

Suggested items:

- White polo shirt
- Red checked dresses
- Grey/black trousers or skirt

PE kit can be obtained from the school and is dark blue in colour complete with the school logo:

- T shirt and shorts
- Sand shoes, trainers or pumps (for spring and summer terms especially)

Please **label all clothing and footwear**.

Jewellery

Children should not wear any jewellery in school, it can be dangerous to themselves and others.

Lunch time by 'Dolce'

A healthy two course meal is provided by the cook. The menu is rotated every three weeks and offers a choice of four main courses; two of which are vegetarian options. A menu is available and meals can be booked from home in advance.

Milk

Milk is free to all children who are four years of age. However, during the term in which they turn five, milk must be paid for.

School Breaks

At morning break as part of our Healthy Schools, children are provided with a piece of fruit to enjoy.

The School Day

Am session	Am break	Am session	Lunch time	Pm session	Assembly	Pm session
8.55 - 10.40	10.40 - 11.00	11.00 - 12.00	12.00 - 1.15	1.15-2.15	2.15-2.30	2.30-3.30

Admissions Policy

Admissions Policy

The period from the age of three to the end of Reception is referred to as the Foundation Stage. This distinct stage with its own curriculum acknowledges the importance of preparing children for their future school life.

Each year the Early Years Class (EYC) will be made up in line with our Admissions Policy, which can be consulted for exceptions, and will include:

- Children who are four between 1st April and 31st August who can be admitted to the EYC in the Autumn term and will attend for five full days per week.
- Children who are four between 1st September and the second week of January who can be admitted to the EYC in the Spring and summer term for five sessions a week.
- Children who are four between 1st January and the second week of May who can be admitted to the EYC in the Summer term for five sessions a week.

It is important that the children have a smooth transition into their school life. The admission arrangements aim to be flexible to allow for the diversity of children's pre-school experience. Therefore the following arrangements have been implemented to ensure this:

- A parental meeting within the EYC.
- Pre-school visits made by the Pre-school into the Pipit class.
- Meetings/communication undertaken between the Pre-school and EY teacher.
- Shared projects and activities between the EY children and Pre-school.
- Taster visits to the EYC by the pre-school children with and without their parents and the Pre-School staff.
- Staggered intakes in the Spring and Summer terms.
- Suggested staggered intakes in the first one/two weeks of the Autumn term.

For further information on the admissions policy please see our website.

Term Dates

Term Dates

Autumn Term 2017

Tuesday 5th September—Thursday 19th October 2017

Half term:

Friday 20th October—Friday 27th October

Monday 30th October—Friday 22nd December 2017

Spring Term 2018

Tuesday 9th January—Friday 9th February 2018

Half term:

Monday 12th February— Friday 16th February 2018

Monday 19th February—Thursday 29th March 2018

Easter

Friday 30th March—Friday 13th April 2018

Summer Term

Monday 16th April—Friday 25th May 2018

Half term:

Monday 28th May—Friday 1st June 2018

Monday 4th June—Friday 20th July 2018

Autumn Term 2018

Tuesday 4th September—Thursday 25th October 2018