Early Years Foundation Stage Prospectus

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Our Vision at Moat Farm Infant School

Our staff and Governors will…

- Work in partnership with our families, the local community and external agencies for the benefit of our children.
- Provide a curriculum that is relevant, exciting, challenging and responsive to the needs of all children and enables them to flourish, make choices and take risks
- Be committed and dedicated to inspiring young learners with high quality teaching and learning environments and a focus on developing essential life skills.
- Provide a safe environment where children have a voice, are listened to, feel safe and are happy.
- Be good role models, provide high expectations and enable all children to reach their full potential.
- Empower children to share responsibility for their learning and behaviour.
- Create an ethos of inclusivity, respect and tolerance where views, faiths, cultures and races are valued and children are engaged with the wider community.
- Be committed to professional development in order to continually improve our practice.

Our children will…

• Feel safe, valued, included and empowered and have a positive self-image and attitude.
• Be able to make appropriate choices for behaviour, to understand the consequences of their own and others' behaviour and learn to distinguish right from wrong.
• Be willing to try their best and take responsibility for their own learning so that they are able to fulfil their potential.
• Feel part of a community through the establishment of supportive and positive relationships with their peers and other adults.
• Be able to understand and express their ideas, feelings and beliefs in the knowledge that they will be listened to and respected.
• Communicate effectively and think creatively, solve problems, work collaboratively and persevere even when things get tricky.
• Be able to read and write with fluency and accuracy for a range of purposes and enjoyment and to work mathematically with confidence and understanding.
• Have dreams and aspirations, be open to possibilities and be all that they can be.
• Be physically and emotionally healthy and keen to learn.
• Be independent, confident, resilient and curious.

School Values

A value is a principle that guides our thinking and our behaviour. At Moat Farm Infant School, every child is valued for who they are and what they contribute to school. Values are intended to support the personal, social and spiritual development of every pupil in school.

Our school has 6 core values:

Collaboration

Children should be taught how successful collaborative teamwork can shorten time, divide effort and increase the group morale. Teams can accentuate strengths and bring out the best in its members. We want children to learn the benefits of teamwork so we must teach children the positive functions of teams but also the ability to speak up and challenge a team if necessary.

Respect

Children should be taught how to celebrate unique qualities in others but also to acknowledge similarities and differences. Children should show positive behaviour towards others and any instances of 'bullying' should be discussed with helpful strategies to eliminate this.

Perseverance

Children's successes should be acknowledged and celebrated. They should be encouraged to share their goals and the steps of how they are going to achieve this. Children should be encouraged to stretch their goals and dream big!

Responsibility

Children will be taught how to keep their body healthy through healthy eating and exercise. Personal hygiene should be discussed and how to eliminate passing germs.

Friendship

Family and friendships should be covered and why these relationships are important to us. Children should know the qualities of what makes a good friend and how they can make their friends happier

Positivity

Children should be exposed to change in both humans and animals. Change should be discussed in a positive way so children don't feel anxious and should know how to cope with these changes. This value should congratulate children on how they have changed and how much they have learnt. Children should be prepared for transition.

A new value is taught every half term.

Our school motto is 'At Moat Farm Infants every day; we learn, achieve, have fun and play!'

Our view of the child:

At Moat Farm Infant School we believe that each child is a unique individual who has the potential to grow and learn. We believe that children are active, curious, intelligent and full members of society and it is our role to provide them with a caring, friendly, secure environment which is also challenging and stimulating where they can learn and grow in body, mind and spirit. Everyone has the right to reach their full potential surrounded by people who believe in them and who recognise that there are no limits to what can be achieved.

Our Welcome to Parents and Children

We would like to take this opportunity to welcome both parents and children to our Early Years Foundation Stage, and to wish you all happiness and success in the years ahead. The Early Years Foundation Stage consists of a Nursery for children aged 2-4 years old and four Reception classes, staffed by a highly skilled team of teachers and practitioners, dedicated to the education and well-being of your child.

At Moat Farm Infant School we value your child as an individual, and hope to nurture and develop the knowledge and experiences they bring with them from home.

We aim to create an environment where your child feels happy and secure while at the same time motivated to learn and to find out more about themselves and the world in which they live.

We realise too the importance of forming a partnership with parents, since you are the child's first educator and you continue to play a vital role in their education both through the Early Years Foundation Stage and beyond.

We hope you find this booklet useful and informative.

If you have any questions or concerns please do not hesitate to contact us.

School Telephone Number: - 0121 552 1885

About our Nursery

We offer a range of funded nursery sessions to accommodate 2, 3 and 4-year-old children. There are up to 12 funded places available for 2-year-old children whose parents meet the criteria for ELT funding, and there are also part time universal funded places available for all 3 and 4 year old children. *Full time (30 hour) nursery places are available for children whose parents meet the specific criteria. Children can start Nursery the term after they turn 2 or 3 years.

Key person

We know that children thrive from a base of warm and loving care, provided by having close, positive relationships. When a parent can't be there, a key person is someone that takes on the role of a main carer. In Nursery we operate a key person approach. Each child is assigned a key person (family group leader) and their role is to help ensure that every child's care is tailored to meet their individual needs. These family groups allow your child to build close relationships with their key person. This person will be your child's main carer while they are in nursery and will be your main point of contact. Your child will come into these family groups for teaching sessions but also for social times such as story time. From the very first day in nursery, your child's key person will use the EYFS to make assessments and track your child's development. The family groups in nursery are called Ladybirds, Bees, Caterpillars, Butterflies, Beetles and Dragonflies.

Staff: child ratios in line with government guidelines

- For children aged two: there must be at least one member of staff for every four children.
    - We have spaces for 8 two-year children.
- For children aged three and four: there must be at least one member of staff for every 13 children.
    - We have spaces for up to 37 full time or part time 3-4-year-old children.

Nursery Times

3- and 4-year olds – universal funding places (the year before going to Reception):

15 hours - morning session 8.30am - 11.30am

3- and 4-year olds (eligible for full time nursery - 30 hours)

Full time nursery 8.45am – 3.00pm

Rising 3 spaces (children who turn three after September and start in January or April)

15 hours – afternoon session 12.00pm-3.00pm (for the first one or two terms, then in the following September these children will move to the morning nursery session.)

2 year olds (eligible for ELT funding):
15 hours – afternoon session 12.00pm - 3.00pm

Induction Procedure for Nursery

We are aware that starting Nursery can be an anxious time for both children and parents. If you are enthusiastic about your child starting Nursery; your child can share this with you. You can support this by talking positively about Nursery, the new friends he/she will make and the exciting experiences they will have. All children are offered transition settling in sessions before they start their full hours. This will give the children a chance to meet the nursery staff and your child the opportunity to play in the nursery for shorter periods of time, before gradually increasing their time.

On your child's first day at nursery you will be invited to a 'stay and play' for a one hour session. Then the next day you child will stay in nursery for one hour without you. At the end of the hour when you come to collect your child, your child's key person will let you know how they have settled. If they have settled well, your child will be invited to stay for the whole session on the following day. If however your child has been upset or distressed we will ask them to do shorter sessions and eventually building up to a whole session. All children are different so these times will be reviewed daily.

Most children will start Nursery in the September. We stagger the start dates over the first week. Please be patient with us – we stagger the intakes over the first week to support the children to make a smooth transition into nursery.

Inductions for the 2-year-old children are done in a similar way however it may take a few extra days until the children stay for the full 3 hour session. Parents are asked to 'stay and play' on the induction visit. Staff will work with you to gradually build children up to the 3 hour sessions.

How do the children learn in Nursery?

In the Nursery we follow the Early Years Foundation Stage (EYFS) curriculum which promotes learning through play, exploration and discovery. The EYFS framework sets out the learning and development stages for children as they grow from birth to five. Your child will participate in lots of hands on, practical activities which stimulate and inspire them. They may not always have a 'piece of work' to show for their efforts but encourage them to share their experiences of the day with you when they get home. Play is a vital part of young children's learning and learning through play is an

ongoing process throughout the Foundation stage; it's a journey that builds on what children know and can do. The staff in nursery will support your child's play by playing alongside them, modelling playful learning, extending children's communication and social skills. Opportunities for playful learning are available inside and outside every day.

The EYFS 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. We endeavour to help all our children to have a happy, active, fun and nurturing experience which will support their development, care and learning needs.

Children's learning is documented in their individual 'learning journeys'. These journals will evidence the progress and achievements of the individual children. They will include observations written about your child during free play learning time, photographs to show the process of their learning which has taken place and "work" which your child has produced and wants to put into them. These learning journeys will be shared termly with you at parents evenings. The staff will update the assessment information each term for your child and will highlight the next steps in learning for your child to work on at home and school.

General information about our Nursery

In Nursery your child will have their own coat peg. This is a place for them to store their coat and spare clothes bag. These are labelled with their photograph. In Nursery we have a selection of water proof clothing and wellies for the children to wear when they are outside in wet weather or in the mud kitchen. However you may provide your own wellington boots if you wish.

School uniform is not compulsory in our Nursery, however most children do wear it. Children will need to be in shoes with velcro fastens so they can begin to learn to put their own shoes on. They will need appropriate outdoor coat for all weathers. On sunny days they will need a sun hat and should have sun screen applied at home. Full time nursery children will need to bring in sun cream to be reapplied through the day. Please ensure outdoor clothing is suitable for wet/cold weather and it is a suitable material and colour for children to access the many play opportunities which are on offer outside for example messy play. Children in the nursery should not wear their 'best' clothes that they are not allowed to paint in or get messy in. Parents are asked to ensure all children's clothing items are **clearly labelled with your child's name**.

Children who are at the toilet training stage should also wear clothing which is easy for them to pull up and down. Please see separate toilet training policy for more information about this. Children who are not toilet trained will need to bring their own nappies/pull-ups, wipes, nappy bags and changes of clothing to nursery. Staff will work with families to support toilet training children when they are developmentally ready.

Children who have a full-time nursery place will need to bring a healthy packed lunch for their midday meal, this is in addition to the milk/water and fruit they will receive in school for snack time. All other children who only attend either morning or afternoon sessions will have fruit and milk/water provided at snack time. Like all Sandwell schools, we are a 'nut free' school, so children are not allowed to bring any foods containing nuts in their lunch boxes.

About our Reception classes

We have four reception classes, and each class will have 30 children. The classrooms are set up with a range of learning areas for the children to play and work in. These areas are planned and resourced with a range of challenging and open ended resources for the children to choose from during their free learning time or 'free play'. The teachers and support staff plan learning opportunities which build on childrens' prior knowledge, also taking into account their interests and preferred learning styles. The school day has an equal balance of adult led and child led playful learning time.

The four classes are called: Fox Class, Mole Class, Robin Class, Owl Class

All Reception children are entitled to a **Free School Meal** at lunch times. Sample menus are available from the school. Our school meals are provided by Relish, and are ordered online by parents. Children may bring a packed lunch.
Milk is also available for morning snack time should you wish your child to have it. Children under the age of five receive free milk, however you can pay for your child to have milk over the age of five years. Parents can register on the cool milk website for their child to have milk in school. All children will need to have a water bottle in school. Water is available throughout the day for children. We recommend only water in bottles and no squash/juice following our school's healthy food policy.

Reception times

Doors open: 8.30 am
Lunchtime: 11.30 am
Afternoon session starts: 12.30 pm
School finishes: 3.10 pm

School Uniform

Children in Reception **must** wear the school uniform, the school colours are Maroon jumpers/cardigans, grey trousers or skirts/dresses and white polo shirts. Shoes **should not** have laces unless your child is confident at tying laces independently! This enables your child to be independent putting their shoes on and also helps to avoids accidents when the laces become untied, especially as children have access to a climbing frame in the outdoor area.

Induction Procedures for Reception

As soon as the local authority has allocated the children for Reception, we will contact your child's preschool or nursery, and will arrange a time to go and visit your child in their setting. Historically we have children from a wide range of nursery and preschool settings, sometimes as many as 24 different ones! After we have met all of the 120 children we will then organise the four classes. Parents will then be invited to attend a 'stay and play' session in September time, lasting approximately one hour. The first visit is "stay and play" and this is an opportunity for you and your child to meet the class teacher and explore the classroom environment together. The transition visit is very important as it enables your child to explore their new classroom with the comfort and security of parents being present.

On the second transition visit the children will have a chance to spend some more time with their new teacher in their classroom while the parents are invited to the hall for the parent's briefing, this is where you will find out everything you need to know for starting school in September!

All school forms will need to be returned to the school office before the end of the Summer term, and we will need to see your child's birth certificate.

The first few days…

When September comes we will begin the transition stage for Reception children. In Reception, we admit the children gradually. Children from each class will come for a 'stay and play' with parents. After that the children will stay for a morning session, then the next day children will stay for a longer session, including staying for lunch. Finally, children will stay for a full session. We have found this to be very successful in helping children to settle into their new classes.

The Reception Staff will accompany the children during lunch to the dinner hall until all of the children are happy and settled. It is only under exceptional circumstances that children would be on a part time timetable for Reception, and this would be agreed between school and home.

The EYFS Curriculum

Play and talk are the centre of our Early Years Foundation Stage Curriculum. Children have access to a wide range of playful activities that are carefully planned to help children develop and grow. They learn to share and play co-operatively with other children. Staff will join in children's play to help them to develop knowledge, skills, understanding and independence.

Children are constantly encouraged and given the opportunity to talk, listen, observe and become involved. Children's play and work are valued, discussed and displayed in the classrooms. Children are taught to be strong and independent through positive relationships. Children take part in playing, exploring and active learning in an environment that allows them to develop into independent learners.

The **Characteristics of Effective Learning** support the development of young children and show **how** children are learning within the indoor and outdoor learning areas.

The ways in which the child engages with other people and their environment – ***playing and exploring***, ***active learning***, and ***creating and thinking critically*** – underpin learning and development across all areas and support the child to remain an effective and motivated learner.

Children's learning is documented in their individual Literacy and Maths books as well as a class 'learning journey' book. This book will evidence the progress and achievements the children make during their time in Reception. They will include observations written about your child during free play learning time, photographs to show the process of their learning which has taken place and "work" which your child has produced and wants to put into them. These books will be shared termly with you at parents evenings. The staff will update the assessment information each term for your child and will highlight the next steps in learning for your child to work on at home and school.

In Reception, the school day is divided into adult-led and child-led sessions. As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for Year 1. Adult-led sessions are planned in an engaging, playful and sometimes active way which supports and develops each child's characteristics of effective learning. Sessions such as Handwriting, Jigsaw, Phonics, Maths Meeting and Story time are all adult-led sessions.

At the end of the EYFS, staff complete the EYFS profile for each child. Pupils are assessed against the 17 Early Learning Goals, indicating whether they are;

- Expected – meeting the Early Learning Goals levels
- Emerging – not yet working at the expected level.

Our Provision

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School Readiness

When your child starts Reception there several skills that they should ideally have mastered whilst they have been in Nursery.

Self-care:

- Can wash own hands and know when to do this
- Can ask for help if they don't feel well
- Can go to the toilet independently, wipe properly and flush the toilet

Getting dressed & undressed:

- Can put on own coat
- Can put on own shoes or boots, and on the right feet
- Put on and take off own clothes, including jumpers and t-shirts

Eating:

- Can use a knife and fork independently
- Can open own packed lunch foods such as yoghurts, crisps and containers
- Can eat independently without being prompted

Independence:

- Happy to separate from parents/carers in the morning
- Happy to tidy up when asked to do so.
- Can find own coat, bag and snack box from a selection

Sharing & turn taking:

- Can share toys and take turns independently
- Can play cooperatively with other children
- Understand the need for rules and being friendly to other children

Reading:

- Can find own name card, recognising the letters
- Can spell own name – with magnetic letters or letter cards
- Can listen to a story in a group
- Can talk about stories they have heard

Writing:

- Can hold a pencil in the correct grip – tripod grip
- Like to make marks and say what 'writing' means
- Begin to show control when colouring in
- Can draw simple pictures which are recognisable

Maths:

- Can say numbers in order 1,2,3,4,5,6,7,8,9,10…
- Can recognise numbers 0-10 when written down or on a flashcard
- Can touch count a set of objects accurately to find out how many there are up to 10
- Can play simple board games – rolling a dice and counting along a track

Speaking:

- Can talk about themselves, their interests and feelings
- Can talk to friends to keep play going and engage in conversation
- Can speak in full sentences to share thoughts, ideas and feelings

The Early Years Foundation Stage Curriculum is organised into seven areas of learning:

PSED PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT	Children are encouraged to talk about how they and others show their feelings, know how their behaviour affects those around them and understand that some behaviour is unacceptable. Children are encouraged to have a go and develop a “can do” attitude. They will be able to direct their own learning and talk about what they are doing.
C&L COMMUNICATION AND LANGUAGE	Children will talk and listen to each other, share books, listen to stories and rhymes. Respond to what they hear in stories. Understand and can answer how and why questions. Use language in their pretend play. Take on different roles in their play based on their own experiences.
PD PHYSICAL DEVELOPMENT	Indoor and outdoor play enables children to develop their gross and fine motor skills. Resources like jigsaws, drawing, threading, cutting etc. all develop hand/eye co-ordination. Manage own basic hygiene, washing hands and using the toilet independently, and have an understanding of a healthy lifestyle.
L LITERACY	Children are encouraged to develop an interest in books and stories, recognise rhyming words and talk about what happens in stories. Learn the sounds which letters make and blend the sounds together to read/say the word. Hold a pencil and form letters correctly. Write words and sentences with correct punctuation. We teach reading and phonics using “Little Wandle Letters and Sounds” programme.
M MATHEMATICS	Children learn to count, match, compare quantities, recognise number and order numbers. They will develop an understanding of numbers as quantities, compare quantities saying which groups have fewer or more. Begin to sort and categorise objects. Recognise what happens to groups when things are added or taken away. They will recognise and create patterns, talk about capacity, length and position. Explore and recognise 2D and 3D shapes.
UTW UNDERSTANDING THE WORLD	Experimentation, exploration and play, using all their senses, discovering how things work, using different materials and tools, exploring similarities and differences in the environment are all included. Know about similarities and differences between themselves and others, in relation to communities, culture and traditions.
EAD EXPRESSIVE ARTS & DESIGN	Children are provided with opportunities to explore and use different media and materials. Children will sing songs, make music and dance. They will role play, engage in representational play and use puppets to retell experiences and make up their own stories.

The EYFS curriculum is divided into three stages Birth to 3 years, 3&4 years and Reception.

Executive Head Teacher:
Mrs Deborah Walker

Head of School:
Mrs Jayne Bayliss

Assistant Head Teacher & Inclusion Manager (SEND):
Mrs Sophie Ashmore

Early Years Lead
Miss Elise Evans and Miss Beth Bourne