

How parents can help

We recognise that parents are children's first and most important educators and we value being partners with you in your child's education through:

- ⇒ Talking to parents before children start school and making a home visit.
- ⇒ Offering parents an induction evening where they meet school staff and get to know the school environment.
- ⇒ Operating an open door policy for parents to share queries or concerns.
- ⇒ Sharing regularly the children's 'Learning Journey' with parents and valuing the ongoing contributions to this from parents.
- ⇒ Offering two parent/teacher consultation evenings during the year.
- ⇒ Sending an annual report on your child's attainment and progress in July.
- ⇒ Developing a range of home learning activities throughout the year that encourage collaboration between child, school and parents.



Frequently Asked Questions

Who are the staff in the Ash Class?

Mrs Kneale is the full time class teacher and Mrs Ablett is the full time teaching assistant. P.E. is taught by Mr Pepperell, our sports coach, on Monday afternoons. Reception children join Ash Class in the academic year in which their fifth birthday falls. Ash Class includes Reception and Year One children.

How is my child's progress assessed?

We make regular assessments of the children's learning, and use this information to ensure that future planning reflects identified needs. Assessment takes the form of both formal and informal observations, photographic evidence and through planned activities. The collection of assessment data in the Foundation Stage Profile is a statutory requirement. We keep learning folders which record examples of children's work, observations and photographs. These are shared with parents regularly who are also encouraged to share WOW moments from their children at home.

What is the Foundation Stage profile?

The Foundation Stage Profile is a national assessment tool that enables us to record observations at the end of the Foundation Stage, and to summarise pupils' progress towards the Early Learning Goals. We record each child's level of development against the 17 early learning goals as either Emerging, Expected or Exceeding.



Early Years Learning



A guide for parents



Early Years—a firm foundation

Early childhood is the foundation on which children build the rest of their lives. At Astley we value the importance that the Early Years Foundation Stage plays in laying secure foundations for future learning and development.

We offer a happy and secure start for our reception children understanding that this enables them to be most open to learning. We provide a stimulating, broad and challenging curriculum that develops a love of learning that lasts and encourages every child to fulfil their potential. We believe that every child is unique with their own set of gifts and talents and that it is our role to identify, celebrate and develop these talents.

What is the Early Years Foundation Stage?

The Early Years Foundation Stage (EYFS) sets standards for the learning, development and care of children from birth to 5 years old. All schools and Ofsted-registered early years providers must follow the EYFS, including childminders, pre-schools, nurseries and school reception classes.

It has been good to see how the children have matured in such a short time in school.

The EYFS has 4 key themes

A Unique Child

At Astley we recognise that every child is an individual who will develop and learn in different ways and at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise, celebration and rewards, to encourage children to develop a positive attitude to learning.

Positive Relationships

In school we recognise that children learn to be strong, confident and independent from being in secure relationships. We aim to develop caring, respectful and professional relationships with our children and their families.

Enabling Environments

We recognise that the environment plays a key role in supporting and extending the children's development allowing them to feel confident, secure and challenged. We encourage children to learn inside and outside as this offers opportunities for different experiences. We also make full use of our well-developed Forest School area to promote learning within nature.

Learning and Development

There are seven areas of learning that shape our provision. All areas of learning are important and inter-connected. Our children's learning experiences enable them to develop competency and skill across a number of learning areas. They require a balance of adult led and child initiated activities in order for most children to reach the Early Learning goals, which is the expected level at the end of the reception year.

What are the areas of learning in EYFS?

Communication and language development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

Physical development involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food .

Personal, social and emotional development involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

Literacy development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest .

Mathematics involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measure .

Understanding the world involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment .

Expressive arts and design involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.