



Life in all its fullness growing healthy
minds and hearts together

Kindness – Respect - Diversity



An Overview of EYFS at Baslow St. Anne's CofE Primary School



This is an overview of EYFS at Baslow and more detailed information is available for viewing as needed.

Parent Liaison

Before starting school

- You will be sent a pack from office – giving out basic information about starting school including forms needed for office.
- You will be sent an information letter and form to fill in regarding transition information for Tigers – return to BW.
- A meeting in June – an introduction to life in Tigers – parents attend meeting with Mrs Clark (Headteacher), Mrs Whitfield (Class Teacher), Governors, PTA, School Cook (Helen), School meals, School nurse. Lots of information is given and each child's parents are given a red folder full of information.
- Red folder – (Overview of what is in folder , Welcome photo booklet, Welcome to school leaflet, EYFS current year overview of dates, Special Shoebox letter, Name card (printed(name recognition) + written (letter formation), DCC – leaflet Ready for School, All about me booklet (to fill and return by end of term), Things your child will need in their first year at school letter, a letter re 1 to 1 meetings, Top tips for starting school from current parents)
- Moving up morning – new intake children + parents invited to spend the morning with those to be in Year 1 in Tigers (+ some of their parents) down at Baslow park. Children take home school water bottle + bookmark + soft toy from Tiger team.
- June/July - Drop in sessions after school for new intake + parents to look around the school together + 'Stay and play' sessions at the end of August/ beginning of September for parent and child to come to, enables children to feel confident in new setting with familiar adult and without extra pressure of the unknown and existing children. Gives parents chance to talk and ask questions.
- Parents + new intake (alongside others at nursery who may apply for following year) invited to EYFS showcase (end of Summer 1) to see what the children have achieved in EYFS and to meet and chat with current parents

- 1 to 1 meetings (parents and Mrs Whitfield – Class Teacher) to discuss any issues/queries they have
- Mrs Whitfield contacts all relevant preschools – either visits or has a telephone consultation to get information from preschool setting to aid transition + receive preschool reports
- Parents given a copy of ‘School – Home – School Communication’ which explains all the communication media used and when, why and how to use

Once in school

Annually

- Within first 2 weeks of school parents are sent parent pamphlet for Autumn 1 including curriculum map + parent timetable + Rewards and Behaviour information
- EYFS Parent Meeting in first full week for EYFS, with Mrs Whitfield to discuss things that have happened and to talk about the EYFS curriculum (parents are given ‘Parent’s Guide to EYFS framework’ + sheet explaining the end of year EYFS Early Learning Goals, a timetable for the school week, tips for talking to your child about their day at school, questions to ask your child sheet, road safety reminder)
- Other EYFS Parent Meetings to discuss – Reading (October) Maths/ PSED (November) Writing (January) + extra Reading meeting in January to remind parents now they are more fully involved with the reading. Parents given option of 6pm or 2.30pm meeting to attend. At June meeting parents asked for best times to suit them that year. At each meeting variety of information and resources given to parents.
- Individual parent evenings – October (At this meeting parents are given a mini report on how they have settled, marking codes, reminders about life in Tigers, copy of child’s targets for Autumn term, ideas/activities for helping your child at home with all 7 areas). March (At this meeting parents are given an individual tracking sheet, ELG information for parents sheet) July (To discuss end of year profile and the move to Year 1, parents are given Year 1 National Curriculum information, activities to do over the summer EYFS to Yr 1, transition information EYFS to Year 1 (Tigers and Leopards))
- Parent consultation questionnaires – 2 per year – 1st at end of Autumn term 1 – to get feedback on settling in, this is then collated into a sheet to be given to new parents in following June, 2nd beginning of Summer 2 – to get feedback on year – both used to inform planning and life in Tigers. Parents are fed back to on an individual basis if needed and results shared and discussed with Headteacher and Deputy Head.
- Questionnaire on each child’s experience and use of technology outside of school is given after Easter and is used to supplement information gathered in school. Also a

sheet is sent out to find out about extra sporting activities children do outside of school (+ any other extra curricular activities to again help to get that fuller picture of each child)

- End of EYFS year report (includes a covering letter explaining the levels, a tick sheet for the end of year profile, sheet covering Characteristics of Effective Learning, Teacher and Headteacher comments and next targets). Also child's input on what they have enjoyed most of their time in EYFS and what it is they are looking forward to doing next year.
- EYFS to Year 1 transition – parents given a sheet explaining housekeeping information re changes from being EYFS to Yr1, also a leaflet explaining Year 1 National Curriculum, sheet outlining summer activity ideas.

Termly

- My Achievements at home – a sheet is given to be filled in by parent for achievements at home, 3 sheets over the year – one in Autumn to be returned last week before Christmas holidays, Spring sheet to be returned week before Easter, Summer sheet to be returned last week of June (in order to use information for end year report)
- 'Parent comment sheet' given out a couple of weeks before end of each full term for parents to make positive comments on their child's progress in school over that term (end of Autumn, Spring and Summer) this is stuck in the appropriate Learning Journey book
- Mrs Whitfield writes a short termly report for parents (copies in Learning Journey book, given to parents and in children's records)
- Planning information for parents – for each new topic parents receive a parent pamphlet and curriculum map
- Parents given 4 individual written targets for their child at least 4 times over the year. Mrs Whitfield uses the information gathered over each short term and gives out the targets at the beginning of each new short term. Parents get an update on the previous targets and are set new targets for the coming term at: beginning of Autumn 2, beginning of Spring 1, beginning of Summer 1, end of Summer 2. All staff in Tigers are made aware of next steps needed for each child through discussion, planning, groupings, marking and profiles. Regular assessment which is shared amongst the team means each are aware of what each child needs to do to achieve their next target. Records are kept and updated on the child's individual profile - Baseline (within first 3 weeks of starting school), December update, Mid Year update (February) and for those that might need extra interventions further updates in April/May then for all children the end of year profile (June).

- Parents asked to contribute by commenting on how they feel their child has progressed with their targets.
- School website updated with information regarding Tigers +EYFS as and when needed

Weekly / Daily

- Home/school Reading diary – parents are encouraged to write about children’s reading journey in terms of sounds, tricky words, blending, segmenting, books read and comprehension
- School Website – Tiger Class Page - Weekly written update and a montage of photographs – outlining some of the weeks activities- parents can view and share with their child + any information needed by parents may be put on under EYFS on the website
- Email - Mostly letters are now written and sent to parents via email – either on mass or personally as and when needed to inform them of events or things they need to do, occasionally paper letters are used and normally handed to parents personally to ensure they receive them + Parents have access to Mrs Whitfield through tigers@st-annescofe.derbyshire.sch.uk to discuss any questions/ queries they have at any time
- In person - EYFS parents bring children into class in morning and pass on any urgent messages / End of each day parents encouraged to pop in and see Mrs Whitfield (once all children safely out) / Open door (Monday + Thursday) – parents are invited into the classroom to share their child’s work
- Class dojo – used by school for quick messages to whole class/ year group + to send photographs of work or activities for each child to their parents, they can use same platform to share children’s achievements/ development (or they use email)
- Tiger puppets (4 Tiger puppets that go home each week for an adventure at home) child and parent are encouraged to write/draw something about what they have done and then return with puppet to share with the rest of the class, when they take home the puppet they also take the folder so they can look through at the other children’s adventures and encourage sharing, discussing and language opportunities. + Star of the Day teddies (2), this goes home with a child each evening in celebration of an achievement they have made that day to make them ‘star of the day’ – encourages discussion and awareness amongst parents

Planning

Yearly

- Sheet updated re literacy books used and ideas for main events for coming year
- Sheet updated re art/ craft ideas for main events throughout year
- Yearly overview for all 7 areas for all 3 terms
- Yearly planning for continuous English provision (includes CL, L, PD)

Termly (twice in Autumn term, once in Spring term and once in Summer term)

- Overview planning - introduction to topic, outline for all 7 areas for the term + SMSC links, curriculum map, overview of child led continuous provision ideas for term (on website)
- Parent pamphlet - introduction to topic, brief outline for all 7 areas for term, important reminders for term, top 10 activities for home
- Termly or half termly plans for :CL, PD, L, M, RE, PSED (Jigsaw time), ICT, Topic (UTW + EADD) , music, Early morning activities
- Groupings - at least half termly usually more (groups for phonics, reading, writing, handwriting, number, ssm, outdoor activities) - flexible
- Extra help groups planned half termly or more if needed - includes who, what, where, when
- Weekly plans produced which include daily planning for M + L, alongside continuous provision + overview of all other areas for week

Assessment

When

- Information received from preschools regarding children's developmental stages - Mrs Whitfield liaises with each preschool to discuss children before they enter school (phone calls or visits)
- Parents/ carers asked to fill in 'All About Me' booklet prior to starting school to give parents view on achievements and abilities
- Baseline - done within first 3 weeks through mixture 1 to 1, observations and activities - recorded on individual EYFS profile- shared with parents at October Parents Evening

- Government statutory EYFS Baseline to be completed within first 6 weeks + results submitted
- Daily formative assessments to inform planning and next stages
- Summative - December, Mid Year (February) and June + for some April/ May (again done 1 to 1, observations and activities) - recorded on individual EYFS profile+ shared with parents - formally March Parent Evening, July end year report Parent Evening + via targets set and given at beginning of each new term - copy in home/school diary

What

- EYFS profile - 7 areas (17 in all) + C of EL
- Assess phonics, blending, segmenting and TWs

Target Setting

- Each half term parents are given 4 key targets for their child for that half term (written), other targets are given and discussed verbally with parents as and when needed. The first set of targets are set after baseline in Autumn 1 and thereafter targets set every half term.
- Parents thoughts and ideas are gathered verbally and through 'home achievements'
- Parent evenings – October and March – Parents given individual tracking sheet and target sheet + July – targets for summer given

Record Keeping (this is done in Mrs Whitfield's own time and does not take time away from being with the children, all Tiger Team involved in ongoing assessments regarding all the children and all information fed back to Mrs Whitfield)

Individual (see current EYFS profile file)

- Detailed records of phonics, blending, segmenting and TWs
- EYFS profile (17 areas) - highlighted Baseline, December, February, for some End April/ May, June
- Parent trackers - October + March
- Home/school Reading diary - comments made for parents re details of phonics, blending, segmenting, Tricky words and reading progress.

Cohort (see cohort tracking file)

- Baseline, December, February, end April/May, end June - data collected for cohort on cohort grid and analysed - all information kept in EYFS tracking file
- Overview sheet for each of 7 areas with each child's progress over year

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