



Welcome to our EYFS



Alexandra Park Primary School
"Care, Aspire, Achieve"



EYFS Team



Miss Cresswell

EYFS Phase Leader

Reception Teacher R Peake



Mrs Glendon

Nursery Teacher N Rosen



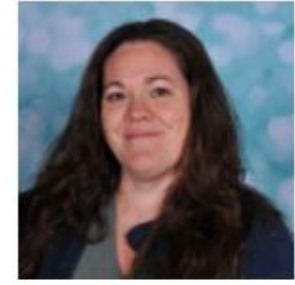
Mrs Parkes

Teaching Assistant



Mrs Timblin

Teaching Assistant



Mrs Rafter

Teaching Assistant



Miss Otley

Reception Teacher R Donaldson



Mrs Tracey

Teaching Assistant



Mrs Muir-Fidler

Teaching Assistant



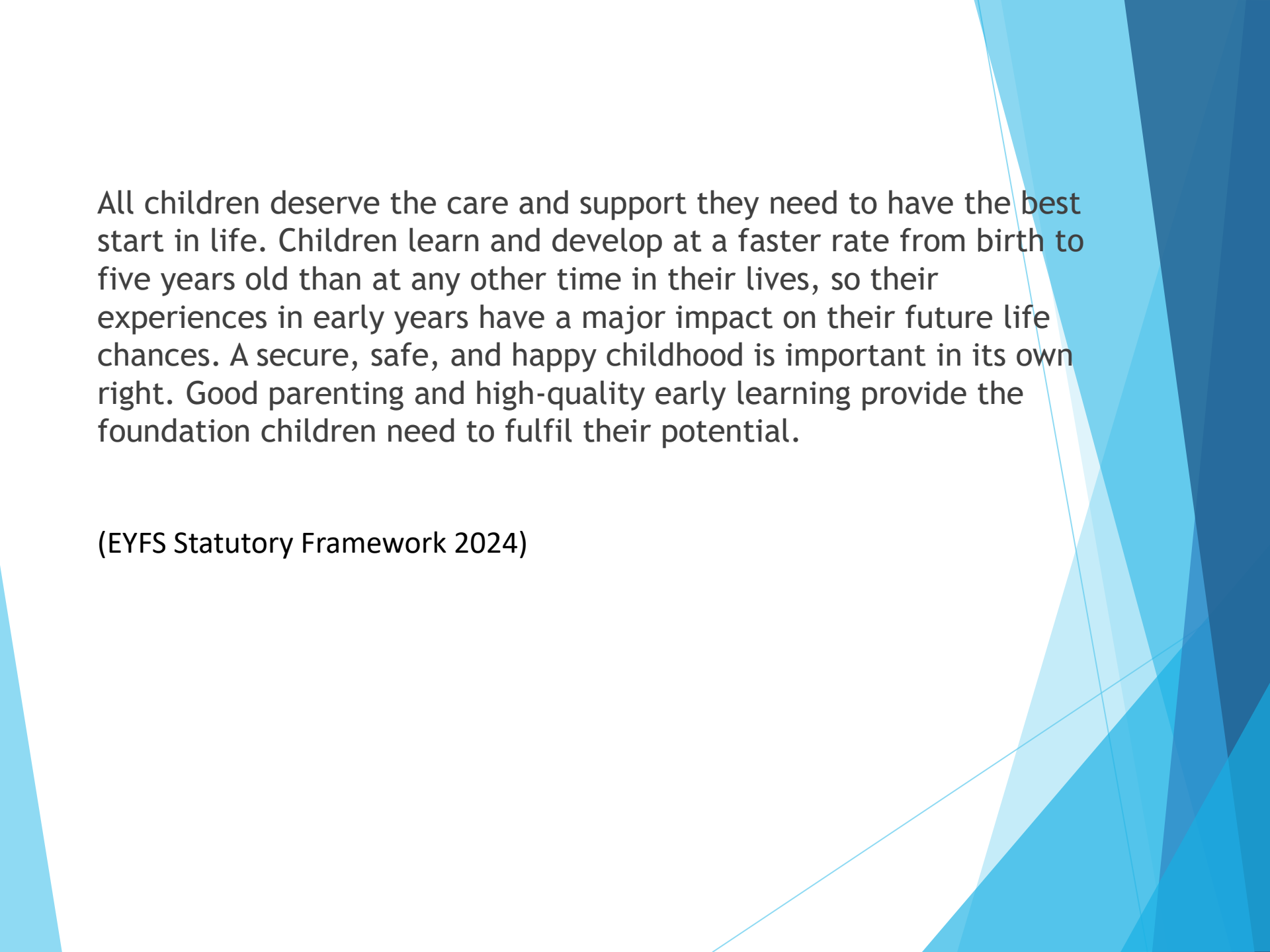
Miss Erskine

Academic Mentor



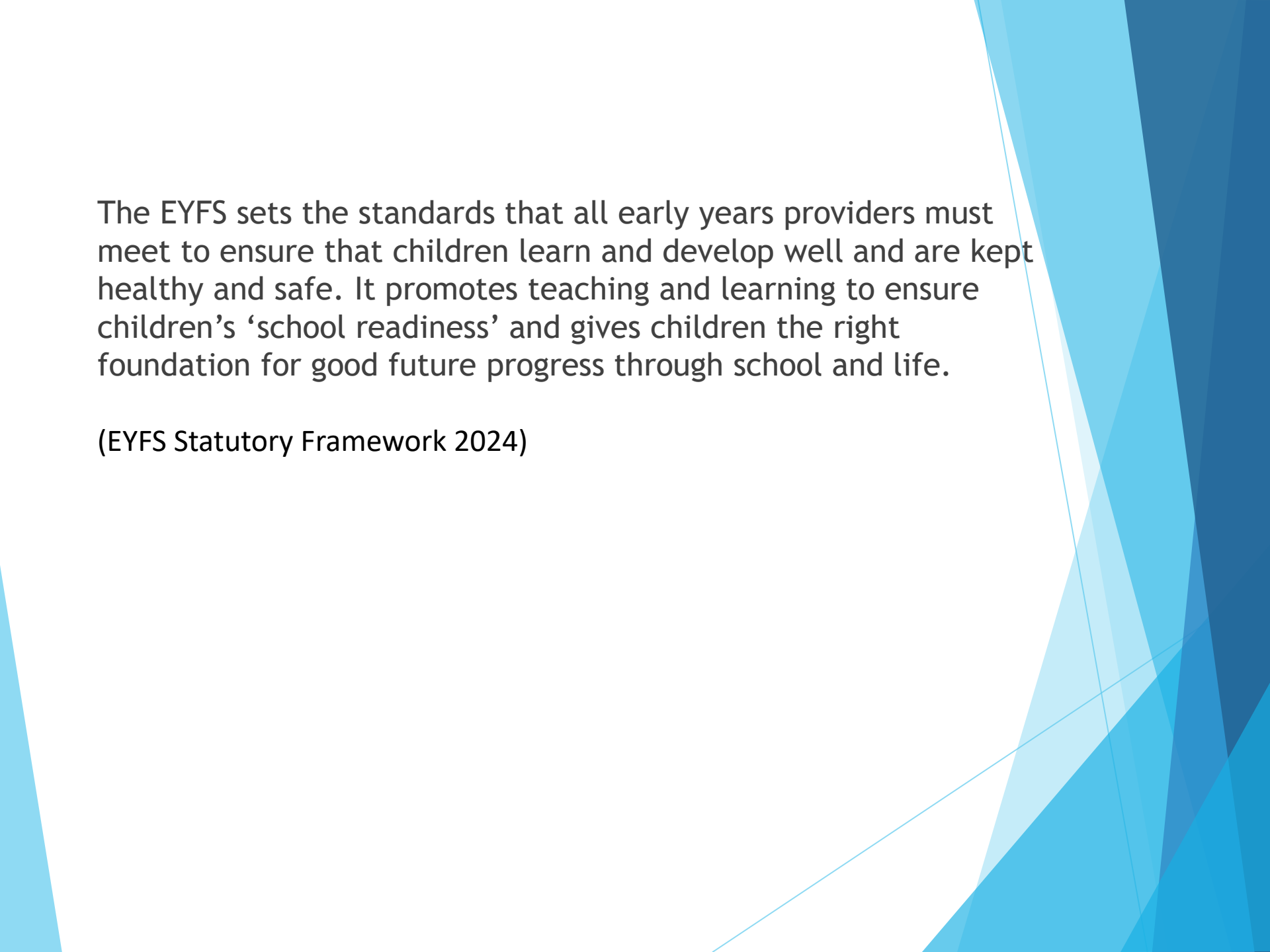
Miss McMahon

Teaching Assistant



All children deserve the care and support they need to have the best start in life. Children learn and develop at a faster rate from birth to five years old than at any other time in their lives, so their experiences in early years have a major impact on their future life chances. A secure, safe, and happy childhood is important in its own right. Good parenting and high-quality early learning provide the foundation children need to fulfil their potential.

(EYFS Statutory Framework 2024)



The EYFS sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the right foundation for good future progress through school and life.

(EYFS Statutory Framework 2024)

The EYFS seeks to provide:

- Quality and consistency in all early years settings, so that every child makes good progress and no child gets left behind.
- A secure foundation through planning for the learning and development of each individual child, and assessing and reviewing what they have learned regularly.
- Partnership working between practitioners and with parents and/or carers.
- Equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported.

Overarching principles that shape practice in the EYFS

- A unique child – Resilient, capable, confident and self-assured.
- Positive relationship – learn to be strong and independent.
- Enabling environments – respond to individual needs and interests and build over time.
- Learning and development – develop and learn at different rates.

Care, Aspire and Achieve

At Alexandra Park Primary School we aim to create a happy, safe, and engaging learning environment that allows children to thrive and reach their full potential.

Our Early Years Curriculum ensures that children have the opportunity to explore, investigate, and ask questions about their learning.

Characteristics of Effective Teaching and Learning

Three characteristics of effective teaching and learning are:

- Playing and Exploring - children investigate and experience things, and 'have a go'.
- Active Learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements.
- Creating and Thinking Critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Prime Areas

There are seven areas of learning and development that we follow in the EYFS. Three areas are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving.

These are the prime areas:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

Specific Areas

There are four specific areas, through which the three prime areas are strengthened and applied.

The specific areas are:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

EYFS Curriculum



‘Play is essential for children’s development, building their confidence as they learn to explore, relate to others, set their own goals and solve problems.’ (DfE, 2021, p. 16)

Children learn by leading their own play, and by taking part in play which is guided by adults.

Research School



Alexandra Park Primary School is one of 33 Research Schools nationally. The Education Endowment Foundation (EEF) is a charity established to help break the link between family income and educational achievement, a mission that resonates with many of our colleagues across Stockport and Greater Manchester. The development of the Research School Network, who work collaboratively is part of the EEF's strategy to significantly increase direct support for schools. Their goal is to support teachers and senior leaders to raise attainment and close the disadvantage gap, and roots its response to this educational challenge in the best available evidence. Our work as a Research School supports schools to translate evidence and research into practice in the classroom.

Staff CPD

Our EYFS Lead Sarah Cresswell is a Specialist Leader of Education (SLE), an Evidence Lead in Education (ELE), an Associate Partner for the authority and attends regular leader meetings and cluster meetings, has completed a Masters in Leadership of the Early Years and an NPQELY in Early Years Leadership.

We have a talented and experienced team of early years professional working across our classes. All early years teachers have benefited from NCETM (National Centre Excellence Teaching Mathematics) training. We provide regular and high quality training and support for our own staff and support many other schools and professionals.

ShREC Approach

HIGH QUALITY INTERACTIONS IN THE EARLY YEARS The 'ShREC' approach



The aim of the ShREC approach is to provide early years professionals with a simple, memorable set of specific evidence informed strategies that can be embedded into everyday practice.

"When done well, high quality interactions often look effortless but they are not easy to do well."

EEF Guidance Report,
Preparing for Literacy



This resource supports the 'Preparing for Literacy' guidance report.

Sh



Share attention

Be at the child's level. Pay attention to what they are focused on.

R



Respond

Follow the child's lead. Respond to their non-verbal and verbal communications. You could make a brief comment on what they can see, hear or feel.

E



Expand

Repeat what the child says and build on it by adding more words to turn it into a sentence.

C



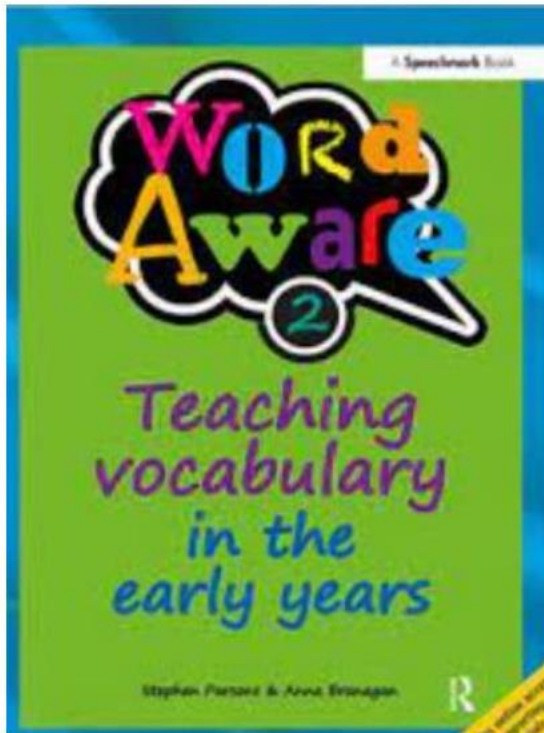
Conversation

Have extended back and forth interactions. Give children time to listen, process and reply.

The 'ShREC' approach to high quality interactions in the Early Years

Word Aware

Word Aware is a whole school vocabulary approach to promote vocabulary development in children. This method of developing spoken and written vocabulary in all children is evidence-based following extensive research by Anna Branagan and Stephen Parsons.



Tales Toolkit

Tales Toolkit is a package of training and resources supporting 3 – 5-year-old children's early language and social development through oral storytelling. In Tales Toolkit sessions, practitioners guide children through an interactive process of creating their own story.



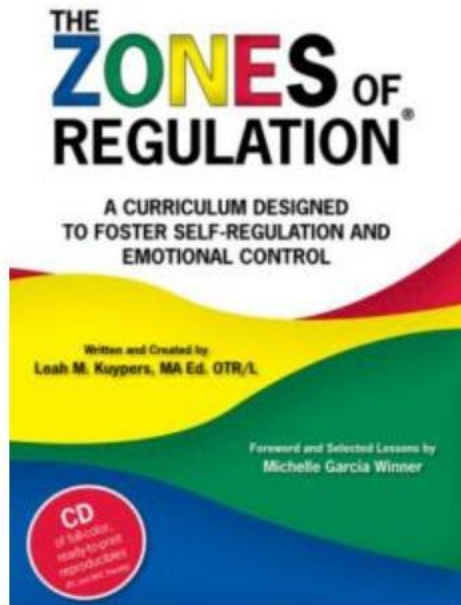
TalesToolKit

Zones of Regulation

The Zones of Regulation is an internationally renowned intervention which helps children to manage difficult emotions, known as ‘self-regulation’.

Self-regulation can go by many names such as ‘self-control’, ‘impulse management’ and ‘self-management’.

The Zones of Regulation aims to teach children strategies to help them cope with these feelings so they can get back to feeling calm and ready to learn. These coping strategies are called ‘self-regulation’.



Jigsaw

Jigsaw PSHE perfectly connects the pieces of Personal, Social, Health and Well-Being Education. The programme teaches children and young people emotional literacy, social- and lifelong skills, RSE/RSHE and resilience in an age-appropriate manner.



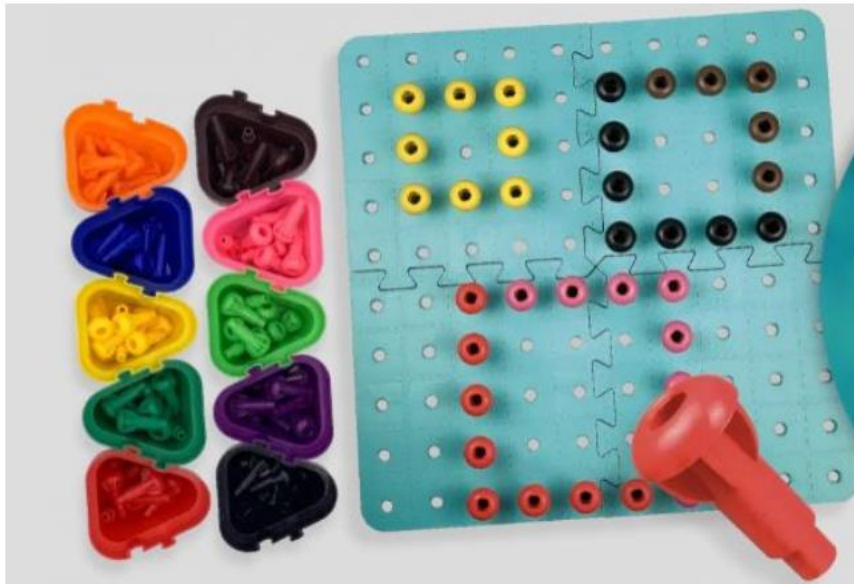
Think Equal

Think Equal is a holistic Early Years Programme based on a commitment to social equality, gender, racial and religious equality, social and emotional health and well being and global citizenship, based in social-emotional learning.



Pegs to Paper

Designed in partnership with renowned educationalist Dr Angela Webb, 'Pegs to Paper' offers a completely novel approach to early years learning. These unique materials help to enhance fine motor skills when manipulated through exploratory play.



Squiggle Whilst You Wiggle

Squiggle Whilst You Wiggle incorporates dance, music and large movements to help children develop the fine muscle control they need for writing. They will learn a new gross motor movement to a piece of music while holding 'flappers' (bits of fabric) while dancing along to the music. The children then transfer these movements to floor level and swap their flappers for writing tools (crayons/pens etc) to make marks, this could be in foam, on paper, in sand etc. Eventually they will then use this action to think of letters they can form that use this shape. These sessions are great fun but most importantly help your child to be confident mark makers.



Dough Disco

Dough Disco™ is a high tempo, high energy session with play dough. Children develop fine motor muscles by manipulating the dough in a variety of ways, which in turn helps to improve their mark making and writing.

Here are some of the Dough Disco moves:

- Squeeze (small portions for smaller hands)
- Pat
- Poke – using all your fingers one at a time
- Squash into a pancake
- Tear
- Twist
- Roll into a ball
- Roll into a sausage
- Pinch
- Use tools to make patterns



Read Write Inc.
Phonics



Literacy in the early years includes talking about books, print in the environment, early mark making and writing, as well as sharing books and reading.

Phonics is a method of learning to read words. Children learn to read letters by saying the sounds they represent. They can then start to read words by blending individual sounds together to make words. c-a-t = cat

Alongside learning to decode the words on the page, children learn comprehension skills. This helps them to make sense of what the words say and what the text means. Together, these skills will help your child on their way to becoming a keen and confident reader.

White Rose Maths

Early mathematical knowledge is an essential foundation stone of every child's educational journey. Our lively and colourful early years maths resources help children explore mathematics in engaging and inspiring ways. They encourage development of the core maths skills that make up the early years curriculum.

Maths stories, songs and rhymes are built into our daily routine and Reception have four additional short number inputs to support fluency.



**Building strong foundations
in early years maths**

Wellcomm - Nursery

Wellcomm is a speech and language toolkit that is designed to assess children's speech and language skills. Not how they talk but the language they use and the language and grammar they understand.

We use the screening tool and activities within our nursery and work closely with parents and carers to address any concerns. We also employ a speech and language therapist for one day a week to work across EYFS, supporting children and staff.



WellComm

NELI - Reception

The NELI programme provides schools with a way of identifying early language difficulties and is proven to improve children's language skills and behaviour in school.



See our Yearly Curriculum Overview on the website to view our Nursery and Reception Curriculum and bookspine, along with half termly overviews

See our EYFS Policy to view our Intent, Implementation and Impact.

<https://www.alexandrapark-pri.stockport.sch.uk/>



Alexandra Park Primary School
“Care, Aspire, Achieve”

Assessment

Baseline

Prior to children starting, staff spend time speaking to the child's parents, previous settings and read previous learning journeys to gain an understanding of the whole child and where they are at. During the first half term in Nursery and Reception, all staff use ongoing assessments, observations and conversations with the child to develop a baseline assessment. This identifies each individual's starting points in all areas so we can plan experiences to ensure progress.

The RBA (Statutory Reception Baseline Assessment)

This assessment focuses on 'Language, Communication and Literacy,' and 'Mathematics.' The purpose of this is to show the progress children make from Reception until the end of KS2. A parent guide can be viewed on our website.

Assessment

Ongoing Observation

Ongoing observations are used to inform weekly planning and identify children's next steps. This formative assessment does not involve prolonged periods of time away from the children and excessive paper work. Practitioners draw on their knowledge of the child and their own expert professional judgements through discussions with other practitioners, photographs and physical examples such as a child's drawing and mark making. Some observations are shared with parents and carers via Seesaw and conversations and in the children's Creative Curriculum books, Learning Journey books and Floor books.

Assessment

Phonic assessments are carried out regularly to quickly identify pupils that are not making expected progress. Our aim is for children to 'keep up' rather than 'catch up' where possible. Progress is shared with parents regularly and parents are supported with home learning.

Early Learning Goals

Reception - In the summer term the Early Years Foundation Stage Profile is completed, teachers judge whether the child has met each of the 17 Early learning Goal's. Children will be assessed as either 'emerging' or 'expected.' Class teachers provide detailed information in the form of an end of year report for parents and the Year 1 teachers.

Children are defined as having reached a Good Level of Development (GLD) at the end of the EYFS if they have achieved the expected level for the ELGs in the prime areas of learning and the specific areas of mathematics and literacy.

Early Learning Goals

Communication and Language

Listening, Attention and Understanding

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Understanding the World

Past and Present

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Personal, Social and Emotional Development

Self-Regulation

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationships

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

Expressive Arts and Design

Creating with Materials

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.

Being Imaginative and Expressive

- Invent, adapt and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

Mathematics

Number

- Have a deep understanding of number to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Numerical Patterns

- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Physical Development

Gross Motor Skills

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor Skills

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.

Literacy

Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate (where appropriate) key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

Word Reading

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Writing

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

Adaptive Teaching

In an inclusive school, pupils with SEND are not just in the school, they are part of the school—they have the same opportunity as their peers to benefit from the highest quality teaching the school can provide.

EEF SEND in the Mainstream guidance report p12

Our inclusive approach means that all children learn together, but we have a range of additional intervention and support for children who may not be reaching their potential, or are showing a greater depth of understanding and need further challenge. This includes, for example, sessions for developing speech and language, social skills, fine motor skills, phonics, and mathematics. For children on EHCPs we have bespoke plans in place. We follow the NASEN SENCO guidance to support our adaptive teaching approach.

Learning Environment

Our enabling environments are warm and skilful adult interactions support the children as they begin to link learning to their play and exploration right from the start.

We believe that high level engagement ensures high level attainment. We therefore provide an engaging curriculum and learning environment that maximises opportunities for meaningful cross-curricular links and learning experiences, as well as promoting the unique child by offering extended periods of play and sustained thinking.

We follow children's interests and ideas to foster a lifelong love of learning both in and outside of school. Our resources are well organised and accessible for children to make independent choices. Key learning is captured and shared through observations, photographs and children's work. This is shared with parents through Seesaw and ongoing communications.

Our Behaviour Policy

Alexandra Park Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

Our Positive Behaviour Policy is based on our core values of Care, Aspire, Achieve and our three Behaviour Pillars which are:

- Positive relationships
- Consistent approaches
- Proactive approaches

Our Behaviour Policy

These values and principles underpin our whole approach to how we view, interpret and positively manage behaviour throughout the school and are based on a Positive Behaviour Approach.

We know that it is the school staff who create a positive culture for learning by modelling outstanding behaviour and showing that we care. Adults will always demonstrate calm behaviour and consistently be positive role models for the children.

We will use consistent routines to encourage and model the positive behaviours we expect and to promote the children's learning behaviours. Our learning behaviours model is made explicit from nursery. These learning behaviours are promoted and reinforced to develop the children as self-regulated learners. Our school learning behaviours are Pride, Collaboration, Independence, Creativity, Curiosity and Determination. To support our children to do this, we have a Viking Awards system in place and we are implementing a 3C Reflective Behaviour System. This stands for: Chance, Choice and Consequence.

Our Behaviour Policy

EYFS will adopt the same 3C's for behaviour across the phase. The children will have visual prompts and discussions within lessons to ensure they understand and this will support the development of children at an early age.

In Nursery and Reception visuals will be used to represent the 3 Cs. All staff will promote positive behaviour. Positive behaviour will be rewarded in a way in which reflects the age and stage of the children. This could be specific verbal praise linked to an observed behaviour, stickers, Have a Go Heroes, sharing with parents/carers and will include the whole school reward system linked to our school values.

Consequences will differ depending on the behaviour. All staff will use a stepped approach using the language and visuals of the 3 Cs. Where appropriate EYFS staff will invite parents to come in and have a discussion about the type of behaviour that is being demonstrated and ways we at Alexandra Park Primary School can support the child on their journey of positive behaviour at school.

Oral Health

The new EYFS statutory framework requires settings 'to promote the good oral health of children'. Tooth decay is an entirely preventable disease. Despite this more than 1 in 5 children experiences dental decay before the age of 5.

To support our children we provide children with bagels and milk each morning. As you are aware, to support healthy eating the children have access to fruit throughout the day. Reception can also bring in a healthy snack. Water is accessible throughout the day and we kindly ask that parents support us with this by filling bottles with water rather than juice. At school we celebrate birthdays with a sing along and we ask that parents do not send in sweets/treats to support healthy eating.

Tooth Safe Award



Due to the positive changes that we have implemented we have achieved the Gold Tooth Award.

Working in partnership with parents and/or carers

At Alexandra Park Primary School we understand the important role that parents play in being their child's first educators.

We value the information provided by parents and/or carers such as the 'All About Me' information, enabling us to find out about and recognise your child's interests and what is important to them.

We provide tools and resources to support parents continue to engage with their child's learning at home.

Parents and/or carers are also encouraged to inform school of their child's interests and achievements at home as these are an essential part of each child's learning journey.



Home Support and Engagement



Regular updates are posted to Seesaw for parents and/or carers to support children at home with their learning.

We encourage parents and/or carers to share key events and experiences from home with school via Seesaw.

We hold regular events and workshops for parents and/ or carers to join us in school.

Home Visits, Stay and Play and induction events are carefully planned to support transition in to school. Mouse Club is shared with families before children start school. (Parental Engagement Network)

Staff are available each day at drop off and pick up for daily communication, appointments can be made for longer discussions and parents evenings are planned twice a year.

Key Information

Children in Reception will need a P.E kit that they wear to school on a Friday (P.E Monday). Please remove earrings at home each Monday or provide plasters and ensure that all uniform is named.
Nursery P.E information has been communicated via Seesaw.

We are a nut free school. Please inform us of any changes to medical or dietary needs. If your child requires medicine or an inhaler please fill in a medical form from the office, inhalers to be left in school.

Enrichment

Our curriculum has been designed to enable children to succeed through our whole school values of Care, Aspire, Achieve and our school Learning Behaviours of Pride, Curiosity, Determination, Creativity, Collaboration and Independence.

Regular theme days and enrichment activities are planned to engage the children and bring learning to life, these include Pedal Days, local walks to the park to observe the changing seasons, visitors in school and trips.