



**Acre Hall
Primary School**

BRIGHT FUTURES EDUCATIONAL TRUST



A warm welcome to our school Nursery

Prospectus for parents and carers 2021

Proud to be part of:



Our school Nursery

Here at Acre Hall Primary school we want the time your child spends in our Nursery class to be happy!

Our school Mission Statement is '*Learning for Life*', our Trust statement is '*The best for everyone. The best from everyone*'.

- ▶ We aim to provide a caring and stimulating environment where children feel secure, valued, motivated and inspired to learn.
- ▶ As experienced Early Years professionals we strive to help children develop their knowledge skills and attitudes through a wide range of open ended play experiences and real life learning opportunities appropriate to their stage of development.
- ▶ We work in partnership with parents to tailor a curriculum that is appropriate to your child's interests, abilities and needs.
- ▶ We follow the DFE EYFS Curriculum; Development Matters in the EYFS whilst incorporating 'Planning in the moment' into our planning, teaching and assessment cycle. We believe strongly in the importance of play based learning; letting children take the lead and engage in high quality self initiated learning. We support this learning and development by providing 'teachable moments'; modelling, demonstrating, questioning children and then recording their outcomes and planning their next steps.



The importance of a play based learning Curriculum

“One way children make knowledge of their own is through play. Children are at the height of their powers when playing”(Scott 2008) In play a child develops physically, intellectually and emotionally. Play develops key communication and social skills such as negotiating, discussing plans and sharing resources. Play underpins all development and learning for young children and they must have the opportunities to play both indoors and outdoors.

“Education is not the filling of a pail; but the lighting of a fire”-William Butler-Yeats.



Applying for a Nursery Place

- ▶ You can put your child's name down for a place as soon as they are two years old by completing an application form, that can be downloaded from the school website or obtained from the office. We will keep these details on waiting list and contact you when your child reaches three years old. Children can start nursery the term after their third birthday.
- ▶ Nursery allocates full time 30 hour places or part time (5 sessions am or 5 sessions pm) places for the September following the child's 3rd birthday. It may be possible that paid for "top-up" sessions are also available. A preference form is sent to parents following the application close date of **Friday 23rd April** and allocations will be sent out with a welcome letter no later than **Friday 21st May**. Please also see our Nursery admission policy on the school website.
- ▶ In the Summer Term, usually the end of June, prior to your child's start, we invite new parents in for a meeting and to view our Early Years classrooms and outdoor area. If we are able to hold a whole school 'Moving up' Transition afternoon in July this will be an initial opportunity for your child to come into school and meet their new peers and the adults in Nursery. We will also arrange a home visit for the start of September and will give you the induction details at the new parents meeting.



Foundation Stage

What is the Foundation Stage?

The Foundation Stage is the stage of education for children from **three to the end of the Reception year**.

The Foundation Stage Curriculum is based on the recognition that children learn best through **play and active learning**.

**A unique child + Positive relationships + Enabling Environments
=Learning and Development**



The Development Matters Curriculum is organised into the seven areas of learning listed below:

Prime Areas.

Personal, social and emotional development
Physical Development,
Communication and language.

Specific Areas.

Literacy,
Mathematics,
Understanding of the World,
Expressive Arts and Design.



The characteristics of Effective Learning and Prime and Specific Areas of Learning and Development are all interconnected.

Characteristics of Effective Learning
<p>Playing and exploring – engagement</p> <p>Finding out and exploring Playing with what they know Being willing to 'have a go'</p>
<p>Active learning – motivation</p> <p>Being involved and concentrating Keeping trying Enjoying achieving what they set out to do</p>
<p>Creating and thinking critically – thinking</p> <p>Having their own ideas Making links Choosing ways to do things</p>

Area of Learning and Development	Aspect
Prime Areas	
Personal, Social and Emotional Development	Making relationships
	Self-confidence and self-awareness
	Managing feelings and behaviour
Physical Development	Moving and handling
	Health and self-care
Communication and Language	Listening and attention
	Understanding
	Speaking
Specific areas	
Literacy	Reading
	Writing
Mathematics	Numbers
	Shape, space and measure
Understanding the World	People and communities
	The world
	Technology
Expressive Arts and Design	Exploring and using media and materials
	Being imaginative



Progression from Nursery to Reception

- ▶ **Nursery** Our main focus of Nursery is to develop children's 'Prime Areas' of development, enabling them to become socially aware and able to play and learn alongside others. Children become familiar with the rules and daily routines of school life and their continuous provision learning environment. The learning environment both indoors and outdoors is set up to be open ended, developing children's characteristics for effective learning by building their independence to learn and explore. Adults support this development through modelling language, demonstrating, exploring, recalling and providing a narrative. We also plan activities and provide opportunities for children to develop their fine and gross motor skills, such as painting, gluing, dough, chopping up their snack, which are essential for early reading and writing as they enter Reception.
- ▶ **Reception** Children still have access to a language rich learning environment with extended periods of continuous provision, in order to develop their knowledge and understanding in each of the prime and specific areas, and they continue to build on their characteristics of learning through the same observe-assess-plan cycle. However, there is more focus on guided group and teacher led learning to develop children's basic skills, for example learning how to read and write. Enhancements in areas and home learning opportunities are often linked to children's understanding and development in Literacy and Numeracy.



Personal, Social and Emotional Development

The children will learn to:

- ▶ Play in a group with other children;
- ▶ Share resources with one another.
- ▶ Become aware of their own needs and feelings.
- ▶ Understand and follow classroom routines.
- ▶ Be confident to talk to other children and staff.



Physical Development

The children will learn to:

- Move confidently in a range of ways.
- Control their body at different speeds.
- Take part in weekly PE lessons in the hall with their class teacher.
- Take part in a wide range of sensory, gross and fine motor activities to develop their pencil control and early writing skills.
- Handle equipment carefully such as scissors, staplers and other mark making tools.
- Develop their self care skills, such as accessing the toilet independently and dressing themselves.



Communication and Language



The children will learn to:

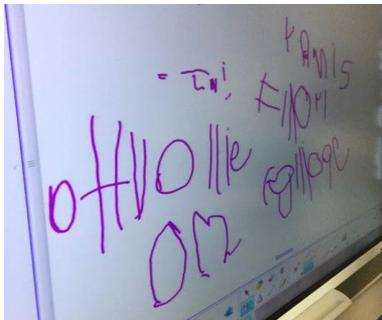
- ▶ Talk confidently and clearly;
- ▶ Enjoy listening to and joining in with stories, songs and poems;
- ▶ Respond to simple instructions,
- ▶ Ask questions – what, where, who?
- ▶ Begin to answer how and why questions during discussions.
- ▶ Build up their vocabulary that reflects their learning and experiences



Literacy

The children will learn to:

- Mark-make and give meaning to their marks.
- Write their own name.
- Join in with stories, songs and rhymes
- Listen to and recall stories
- Look at books independently and handle them carefully.
- Enjoy rhyming activities.



Mathematical Development

The children will learn to:

- ▶ Recite some numbers in sequence 1-10.
- ▶ Compare groups of objects.
- ▶ Begin to represent number; using marks and their fingers

- ▶ Use the language of size.
- ▶ Use shapes appropriately for tasks.
- ▶ Categorise objects according to shape or size
- ▶ Show an interest in shapes.



Understanding of the World



The children will:

- ▶ Explore and find out about the world around them, asking questions about it.
- ▶ Build with different materials, know about everyday technology and learn what it is used for.
- ▶ Learn that they have similarities and differences from other people.
- ▶ Find out about different cultures and beliefs.



Expressive Arts and Design



The children will:

- Join in with singing and dancing and make up their own movements.
- Experiment with colours and marks.
- Use various construction materials to make their own creations
- Engage in imaginative role-play based on their own ideas and experiences.



Monitoring Progress

- Every child has their own 'Thinking Journey' book, which contains adult directed learning, such as a maths activity and any self initiated learning a child does, such as a drawing or painting.
- Daily observations are uploaded to our online system 'Tiny Tracker'. Teaching staff observe your child daily during their independent self initiated play and guided learning, making written, photographic and electronic observations of each child's achievements. These observations are then linked to and assessed against the Early Years Foundation Stage developmental stages.

Eg. Sam went over to where some other children had the train track out. He got a dinosaur and said 'Roar!' to the people on the train. They screamed back at the dinosaur!

PSED: Making Relationships (30-50)

'Can play in a group, extending and elaborating play ideas

We use both your child's 'Thinking Journey' and our observations on Tiny Tracker to track their progress through the development matters ages and stages. We make judgements of their attainment termly and use these to inform future planning, including any support and intervention required.



Focus children & Planning in the Moment Floor Books

► At Acre Hall we tailor our teaching to our pedagogy of children's development and we know in Early Years that:

The best **ENGAGEMENT/INVOLVEMENT**
is seen during child-initiated play

Therefore we adapt an approach of teaching and learning in Nursery with up to 5 children per day as our Focus children

- When the children are in Continuous Provision we interact with all children and record spontaneous observations that link to the development matters curriculum, however we record our significant interactions in more detail with our 'Focus children'. We record our 'Teachable moments' and how this IMPACTS on your child's learning with their response or the outcome of an activity. We also note any next steps or gaps so that our planning reflects individual children's needs. It also allows us to track their progress.
- Each child will have one detailed 'Focus child' observation per week along with continuous daily photographic observations, uploading to **Tiny Tracker**.
- We also value group play and the importance of children's social interactions to extend each other's learning and development. Often these 'In the moment' learning snapshots are displayed on our working wall and become part of our learning floor books, which the children can access and look at to reflect on their learning.



Communication Between Home & School

- ▶ As well as daily face to face communication with you at the Nursery door, we pride ourselves in our regular communication with parents through the following platforms;
- ▶ **Seesaw** – our online remote learning platform, where we upload home learning activities related to all areas of the curriculum including self care and expressive arts and design. These activities include age appropriate resources and play based learning opportunities. Parents and children have their own account and are able to respond and class teachers will feedback.
- ▶ **Tiny Tracker** – our online assessment tracker, where daily observations (including photos and notes) will be uploaded and linked to EYFS curriculum statements for parents to view.
- ▶ **Weekly Newsletters**- These will keep parents informed of any key dates and events happening in school as well as celebrating our *stars of the week* for each class.
- ▶ **Class Bear**– every Friday someone will take our class bear home for the week. You can write, draw or add photos into his diary. The following week your child will show the bears diary and tell the other children about the activities they did. This is a great speaking and listening development tool for Early Years.
- ▶ **Library books -** Bring your child's book bag every Friday, they will choose a new library book. They will also have a picture book, again changed every Friday, with no words in it so it encourages the children to use the pictures to tell the story.



September Induction

▶ **Home Visits** – We offer a 30 minute home visit where our staff will come to your home with toys and photos from the classroom and play with your child in their own familiar surroundings. We use this as an opportunity to find out about your child's likes and interests and home life.

In the first week we offer a phased start which usually follows the following format, depending on your child's placement:

- ▶ Day 1 & 2 – Full time children to do a full morning. Part time children to stay for one hour.
- ▶ Day 3 & 4 – Full time children to stay for their lunch, until 1pm. Part time children to stay for 1.5 hours.
- ▶ Day 5 – Full time children to stay for a full day if they are ready and settled. Part time children to stay for their full morning and afternoon sessions if they are ready and settled.
- ▶ By week 3 we aim to have all children settled into their full sessions. We know that all children are different and unique and that some children take longer to settle into a new learning environment than others.



Why do we have a staggered start?

We offer a phased start for children because we believe that it is vitally important to settle your child in so that they have sufficiently high levels of **well being** and **involvement** in order to start learning effectively.

- ▶ High levels of Well-being: the child is full of energy, happy, smiling, relaxed and expresses self-confidence and assurance.
- ▶ High levels of Involvement: When children are focused, interested, motivated, enjoying the satisfaction of exploration and mentally active.
- ▶ Induction arrangements – please see welcome pack when your child's placement has been accepted.



The first few weeks

We will find out what the children
already know and can do

We will use this information to baseline your child and help us develop an *individual learning programme* for each child.

We would value any contributions you would like to make in helping us get to know your child's needs.

We will be sending out a 'questionnaire' at the end of the first half term for you to comment on your child's progress and adjustment to Nursery.



How parents can help us

- ▶ Each child must be brought to and collected from the nursery by an adult. For the child's safety, we must be informed if someone different is collecting them. You must chose a password at the start of the year and any new adult collecting from Nursery, must provide this password at the time of collection.
- ▶ Please inform us of any change of address or telephone number so that we can always contact you if necessary, during nursery time. If your child goes to a childminder, please ensure we have their name, address and telephone number. Please also let us have an emergency contact number.
- ▶ Best clothes are not suitable for Nursery. We do provide aprons, but we do have some messy activities and accidents happen easily. We do have a Nursery uniform, available from Monkhouses, but this is optional. Please label all clothes.
- ▶ In the case your child gets wet or has a toilet accident, would you please provide a change of clothes in a bag to stay on their peg. This will be sent home and will need to be changed and bought back the next day.
- ▶ Children must wear suitable clothes for all weathers. Nursery children enjoy outdoor play, so a waterproof coat with a hood or all in one suit and wellies, must be in school at all times.
- ▶ If your child is likely to be absent from Nursery, please phone the school office to notify them.
- ▶ If your child is asthmatic, or has any other medical conditions, it is important that we are informed during your child's induction in September.
- ▶ If you have any concerns regarding your child, please discuss these with us. Any conversations will be confidential.



Thank you and please come and say hello!

- ▶ We are very proud of our school Nursery; the achievements of our children and commitment of our dedicated Early Years staff.
- ▶ We appreciate that it is a huge decision to find the right Nursery for you and your child and would encourage you to come and view our Nursery before applying for a place. We offer **walk arounds on the first Wednesday of every month at 5pm**. Please contact the school office to book a place on one of these sessions; admin@ahps.bfet.uk **0161 748 4356**.

