

BEDFORD GREENACRE INDEPENDENT SCHOOL



**RECEPTION CLASS
EYFS
EARLY YEARS FOUNDATION STAGE
PARENT HANDBOOK
2023-2024**

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Welcome

I would like to welcome you to our Bedford Greenacre Independent School Reception provision and hope that you will find this handbook useful and informative. We encourage you, as parents, to take an active role in your child's learning, and to work in partnership with the teachers and other specialist staff.

The Reception class is the final year of the Early Years Foundation Stage and is part of the Junior Department under the leadership of Mrs Djukic.

Your child's Key Person/teacher is available to discuss any issues arising, and is generally the first point of contact for parents, followed by Mrs Djukic as Head of Juniors. However, if matters need further discussion or are of a delicate nature, then feel free to make an appointment with me.

Children's differing needs are met through careful differentiation, and our small class sizes ensures that all children are given the special attention they deserve. The progress of each child is constantly monitored and changes made if required. Within the EYFS the focus is to develop curious minds by encouraging them to learn through play.

It is important that you keep this handbook and refer to it when necessary. Further handbooks will be issued, as the children move through the School.

I would like to take this opportunity of wishing you every happiness and success for your child's education. Please be assured that the EYFS staff will work tirelessly, to ensure that your child's educational experience is positive, challenging, fun and exciting.

Yours sincerely



Ian M Daniel
Principal

EYFS Staff

- Miss Lucy Harrow and Mrs Soul – Reception Class Teachers
- Mrs Aneeta Chambers – Learning Support Assistant

What is the Early Years Foundation Stage?

The Early Years Foundation Stage (EYFS) describes the time in your child's life between birth and age 5.

This 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. From the beginning, your child's early years' experience should be happy, active, exciting, fun and secure; supporting their development, care and learning needs.

Your child will be learning skills, acquiring new knowledge and demonstrating their understanding through 7 areas of Learning and Development.

Children mostly develop the 3 **Prime Areas** first. These are:

- **Communication and Language;**
- **Personal, Social and Emotional Development and**
- **Physical Development.**

These prime areas are those most essential for your child's healthy development and future learning.

As children grow, the Prime Areas will help them to develop skills in 4 **Specific Areas**. These are:

- **Literacy;**
- **Mathematics;**
- **Understanding the World and**
- **Expressive Arts and Design.**

These 7 areas are used to plan your child's learning and activities at Bedford Greenacre Independent School. We will make sure that the activities and environment are suited to your child. Our planning is designed to be flexible so that we can follow your child's unique needs and interests.

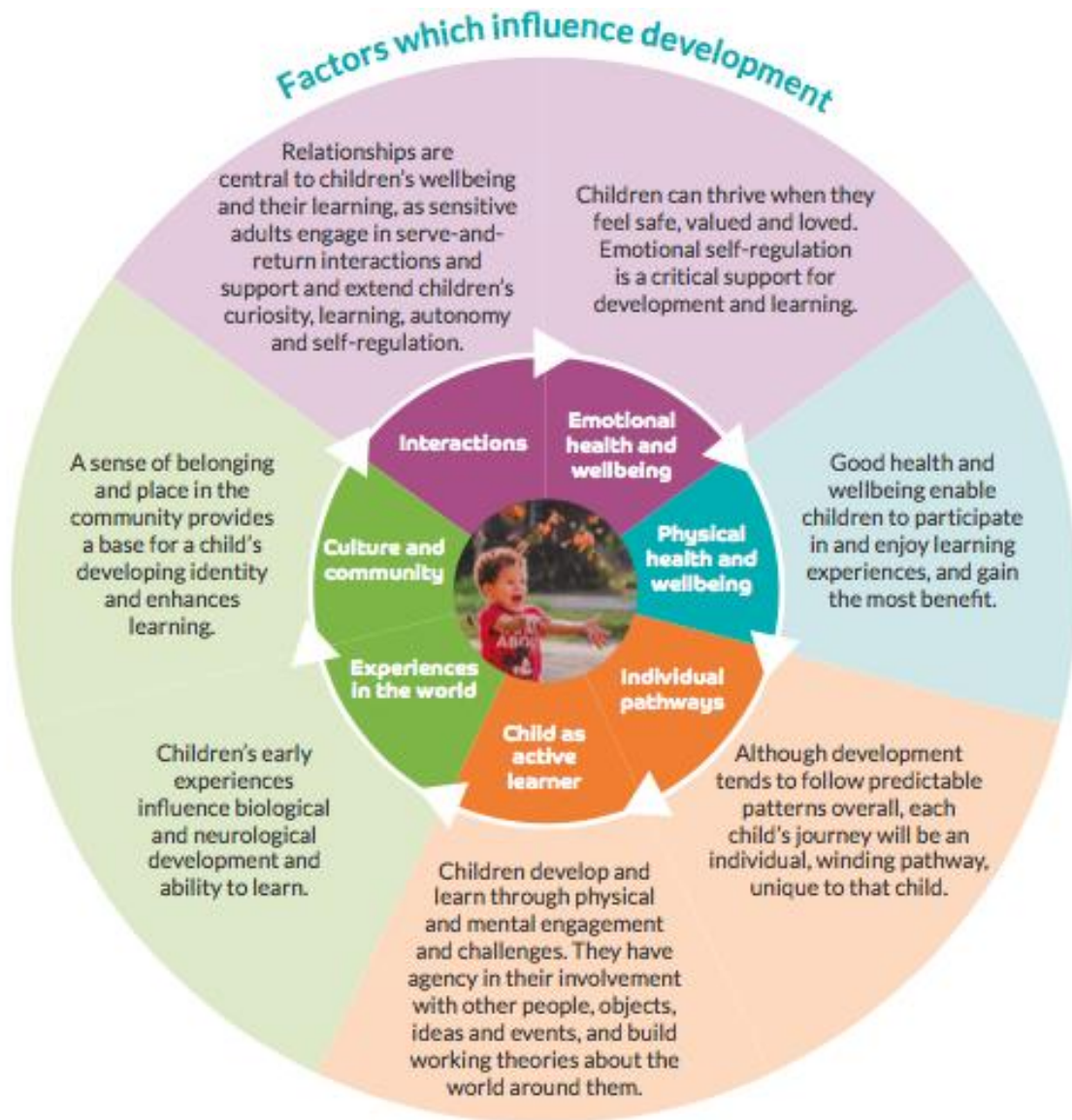
There is a strong emphasis on learning through play experiences. Children in the EYFS learn by playing and exploring, being active, and through creative and critical thinking which takes place both indoors and outside. The staff work together to ensure that all areas are covered through first hand, practical learning experiences.

When planning and guiding what children learn, we reflect on the different rates at which children are developing and adjust our practice appropriately. 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.

Child Development

Each child is unique, and while we can be guided by an understanding of some general patterns of development from pre-birth into early childhood, progression is uneven and unfolds differently for each individual child. The complex differences for each child mean the pathways toward maturity should be seen more as dancing around a ballroom than climbing a ladder. A child's growth, development and learning are interrelated in complex ways from the moment of conception all the way through infancy to early childhood and beyond. Experiences during the early years strongly influence a child's future development, as development and learning build on what has already been acquired.



Our Educational Program in the Early Years

Communication and Language

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, our practitioners build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, gives children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

We provide a communication-friendly, rich language environment where children can develop their confidence and skills in expressing themselves, and speak and listen in a range of situations.

Children are given opportunities to:

- Understand how to listen carefully and why listening is important.
- Learn new vocabulary and use it through the day.
- Ask questions to find out more and to check they understand what has been said to them.
- Articulate their ideas and thoughts in well-formed sentences.
- Connect one idea or action to another using a range of connectives.
- Describe events in some detail.
- Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.
- Develop social phrases.
- Engage in storytimes.
- Listen to and talk about stories to build familiarity and understanding.
- Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.
- Use new vocabulary in different contexts.
- Listen carefully to rhymes and songs, paying attention to how they sound.
- Learn rhymes, poems and songs.
- Engage in non-fiction books.
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

Personal, Social and Emotional Development

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children are supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

Through our everyday interactions and carefully chosen activities, we help children to: develop a positive sense of themselves, and others; form positive relationships and develop respect for others; develop social skills and learn how to manage their feelings; understand appropriate behaviour in groups and have confidence in their own abilities.

Children are given opportunities to:

- See themselves as a valuable individual.
- Build constructive and respectful relationships.
- Express their feelings and consider the feelings of others.
- Show resilience and perseverance in the face of challenge.
- Identify and moderate their own feelings socially and emotionally.
- Think about the perspectives of others.
- Manage their own needs.

Physical Development

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness. By creating games and providing opportunities for play both indoors and outdoors, we support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

We encourage children to be active and interactive. They are provided with opportunities to develop their co-ordination, control, and movement; understand the importance of physical activity; and make healthy choices in relation to food.

Children are helped to:

- Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping and climbing.
- Progress towards a more fluent style of moving, with developing control and grace.
- Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.
- Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- Combine different movements with ease and fluency.
- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
- Develop overall body-strength, balance, co-ordination and agility.
- Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.
- Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.
- Develop the foundations of a handwriting style which is fast, accurate and efficient.
- Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, tooth brushing, sensible amounts of 'screen time', having a good sleep routine and being a safe pedestrian
- Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes and personal hygiene

All the children take part in P.E. activities each week, some of which are held in the gymnasium. Children also begin weekly swimming lessons at Robinson pool on Wednesday mornings.

Literacy

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, which is taught in Reception, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

Children are given access to a wide range of reading materials. We encourage children to: link sounds and letters and to begin to read and write; develop an interest in reading; use phonic knowledge to decode regular words and read some common irregular words.

Children are helped to:

- Read individual letters by saying the sounds for them.
- Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.
- Read some letter groups that each represent one sound and say sounds for them.
- Read a few common exception words matched to the school's phonic programme.
- Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.
- Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.
- Form lower-case and capital letters correctly.
- Spell words by identifying the sounds and then writing the sound with letter/s.
- Write short sentences with words with known sound–letter correspondences using a capital letter and full stop.
- Re-read what they have written to check that it makes sense.

Mathematics

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children are taught to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding – such as using manipulatives, including small pebbles and tens frames for organising counting – children develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, our curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

We provide children with opportunities (through stories, songs, games, imaginative and practical activities) to: develop and improve their skills in counting, understanding and using numbers; calculate simple, practical addition and subtraction problems and describe shapes, spaces, and measures.

Children are supported to:

- Count objects, actions and sounds.
- Subitise.
- Link the number symbol (numeral) with its cardinal number value.
- Count beyond ten.
- Compare numbers.
- Understand the 'one more than/one less than' relationship between consecutive numbers.
- Explore the composition of numbers to 10.
- Automatically recall number bonds for numbers 0–10.

- Select, rotate and manipulate shapes in order to develop spatial reasoning skills.
- Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.
- Continue, copy and create repeating patterns.
- Compare length, weight and capacity.

Understanding the World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension

Children are encouraged to:

- Talk about members of their immediate family and community.
- Name and describe people who are familiar to them.
- Comment on images of familiar situations in the past.
- Compare and contrast characters from stories, including figures from the past.
- Draw information from a simple map.
- Understand that some places are special to members of their community.
- Recognise that people have different beliefs and celebrate special times in different ways
- Recognise some similarities and differences between life in this country and life in other countries.
- Explore the natural world around them.
- Describe what they see, hear and feel whilst outside.
- Recognise some environments that are different to the one in which they live.
- Understand the effect of changing seasons on the natural world around them.

Expressive Arts and Design

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Children are encouraged to:

- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively, sharing ideas, resources and skills.
- Listen attentively, move to and talk about music, expressing their feelings and responses.
- Watch and talk about dance and performance art, expressing their feelings and responses.
- Sing in a group or on their own, increasingly matching the pitch and following the melody.
- Develop storylines in their pretend play.
- Explore and engage in music making and dance, performing solo or in groups.

Throughout the year we will be introducing different media and techniques. Year R children have weekly music lessons.

Safety and Safeguarding

Within the EYFS, there is a set of welfare standards that everyone must follow. These include adult/child ratio, staff training, administering medicines, risk assessments, food and drink, behaviour, environment & equipment, outings, record keeping, accident or injury, complaints and information for parents. For further details, please refer to our school policies.

The School Day

08:45–15:30 **Our Reception provision is on a full-time basis only.**

Wrap-Around Care

Pre / After-school care is available in our Junior Block from 08:00 and from 15:30–18.00. An additional fee is charged for this facility.

Morning Break

All children are encouraged to bring a healthy snack of fresh fruit into school, for morning break.

We encourage the children to drink water, throughout the day. Please ensure that your child brings a filled water bottle to school. This should be taken home, cleaned and refilled at the end of each school day.

Children can have milk in the morning.

Lunchtime Arrangements

Lunch is from 11.45 to 12.10. Reception children eat lunch in the dining room with Key Stage 1 pupils.

PLEASE DO NOT SEND ANY FOOD CONTAINING NUTS INTO SCHOOL.

If you send any of the following in your child's packed lunch or snack, please take note of the following:

Sausages/hot dog: Chop them lengthways and then into small chunks. We advise that you refrain from sending in cocktail sausages.

Carrots: It is safer to pack cooked carrot sticks in your child's packed lunch, if you are sending in raw carrot it should be cut into thin strips.

Apples: Apple slices should be thin (think thick pencil size).

Grapes: Please do not send your child into school with grapes to eat.

Popcorn: This can be tricky for children to manage and should be avoided if possible.

Cheese: Chunks of cheese can also pose a risk to children; to reduce this risk you can grate it.

Fruit containing stones: Please avoid sending in fruit containing stones such as plums or cherries.

Health and Safety

As the care and safety of your child are paramount, a number of procedures have been set up to protect your child whilst in school.

Arrival / Collection Arrangements

For arrival and collection at beginning or end of the school day Pre School and Reception parents should use the designated entrance to the far right-hand side of the school premises, which has a bell to alert staff. At the end of the school day, the children will be dismissed from the Junior School gate to the right of the school office.

Children who are not collected at the end of the school day remain in the After-School Care room. Charges for this facility are available on request. Please note that after Junior dismissal, the Junior School gates will be locked and access to the school can only be gained via the School Office or Nursery entrance.

Please note that if a child is to be collected by someone other than the legal parent/carer then the child's Key Person/Class Teacher or the school office must be advised. Without the correct instructions, we will contact the parent/carer to ascertain collection arrangements.

Late Arrival

If you are unavoidably late for morning registration, you are asked to report to the school office. This ensures that we know who is on the premises for reasons of safety and security.

Collecting children during school day

If you need to collect or return your child for an appointment or other reason during the school day, it is essential that you always report to the school office. This official procedure is an essential requirement for any child to be "signed in" or "signed out".

Leaving School Premises

We are aware that there will be occasions when your child will have to leave the school for appointments. We request that the child's Key Person/Class Teacher be given the information in writing prior to the appointment. When you arrive to collect your child, please report to the school office so that a member of staff can collect your child from the classroom. On return to school, please report to the school office where the child's arrival back at school will be recorded.

Medical and Social Information

To ensure that the staff are able to support pupils as fully as possible, the Key Person/Class Teacher should be made aware of any problems that may affect your child whilst in school. Therefore, at the beginning of each year we request that you complete a form which informs the school of any changes in circumstances. Medical information is essential for the safety of your child and a Parental Medical Consent Form must also be completed at the start of the year. If there are changes during the year, this information should be updated.

Absence, Illness and Accidents

Absence

Parents are asked to provide written details of any lateness or absence due to medical appointments. A note should also be written to the Key Person/Class Teacher if a child is unable to participate in a physical activity.

For children of statutory school age, parents are asked to note that the school would discourage parents from taking their children out of school, at any stage, during the term and that full attendance is expected, up to and including the last day of each term. In exceptional cases, the authorisation for absence may be sought. **You will need to request permission from the Senior Leadership Team by completing an Application for Leave of Absence form. This must be completed and returned to the school office AT LEAST TWO WEEKS before the date when you want the period of absence to start.**

Illness

In the case of illness, the school should be notified by telephone or email before 9.00am.

If a child is taken ill during the school day the member of staff who is in charge of the child, at the time, assesses the situation. If necessary, the child is taken to the medical room and the school first aider is informed. The parent or guardian is contacted and asked to collect their child as soon as possible.

School regulations do not allow staff, other than a First Aider, to administer medicine. A Medical Indemnity Form must be completed and signed by Parents before any medication can be given.

In the case of an asthmatic child, an inhaler should be left in school, with instructions, and a letter must go to the First Aider and to the child's Key Person/Class Teacher.

In cases of sickness and diarrhoea, the child should not return to school until they have been clear for at least 48 hours.

Accidents

The playground is supervised during the school day by members of staff and any incidents are dealt with by them in an appropriate manner.

Where necessary, the School First Aider will administer first aid and parents will be notified via Engage. Parents are informed of all head injuries. They are then able to choose whether they feel they would like the injury looked at by a doctor and, if necessary, they may collect their child

Trips

Parents will be informed by in advance of any proposed trip.

Health and Safety Policy

The school constantly reviews and updates all aspects of its Health and Safety Policy.

Personal Care and Toilet Training

It is an expectation that all children attending our Reception provision are toilet trained prior to starting.

Outdoor Play

The value of the outdoor environment as an essential learning resource has been recognised by many pieces of research and more recently within the Early Years Foundation Stage. Playing outside is vital for children's physical health and development, emotional wellbeing and promotes cognitive development and achievement.

Every child has a right to daily outdoor learning and here at Bedford Greenacre Independent School we place as much value on the outdoor environment as inside. The same amount of planning, time, and commitment go into providing the outdoor space as the indoor one. We do not see this as an optional extra.

Settling-in procedure

We aim to ensure your child's introduction to our school is as stress free as possible. Once a place has been offered, we aim to achieve this by inviting you and your child to visit the nursery prior to your child's start date. This helps to become familiar with the routine, establishment and staff. It is also especially important for the child to develop a positive relationship with their allocated Key Person so that they feel confident and secure when their parents leave them.

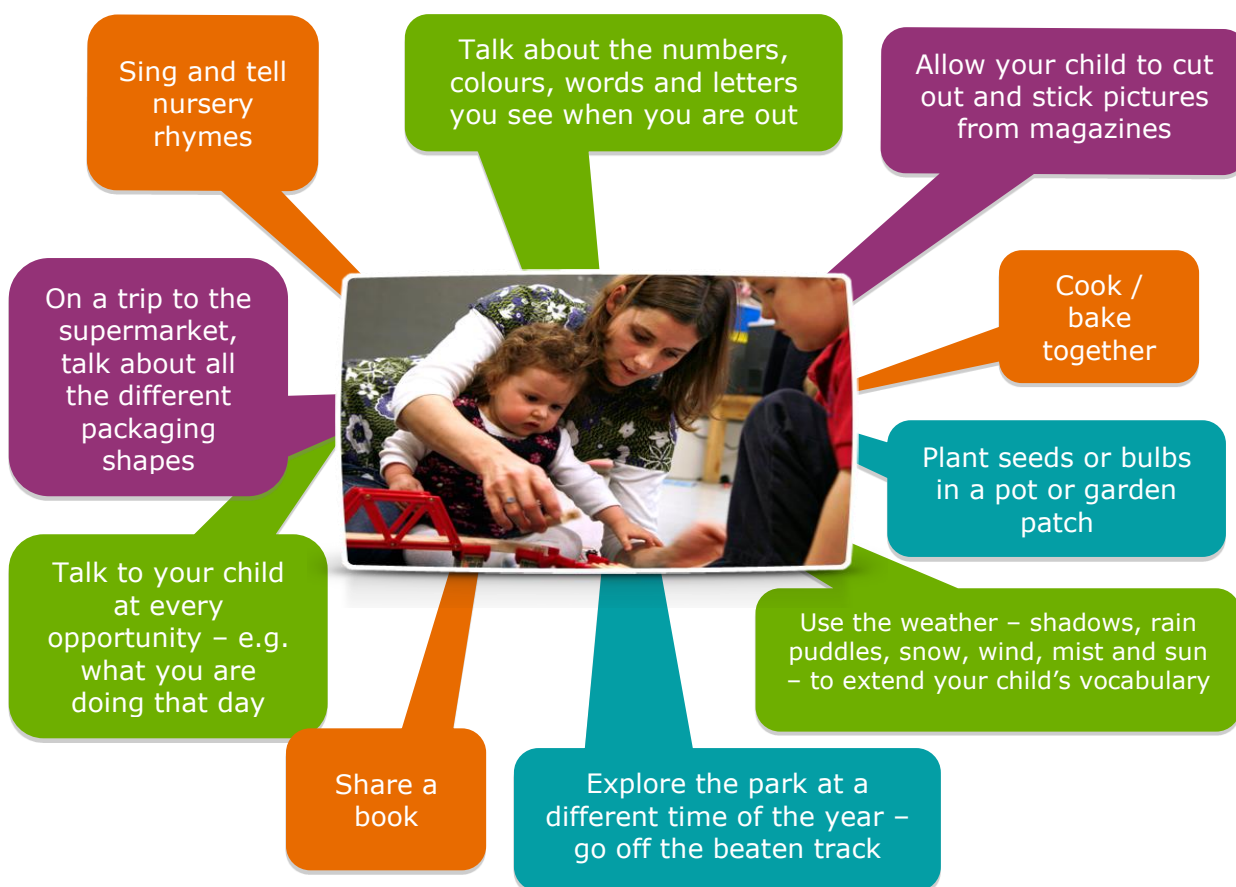
Every child is different and the settling in period can vary, for some children it will be their first experience of separation from a familiar person. We find that staying with your child and then leaving him/her for short periods eases the separation process. An appropriate settling-in procedure will be discussed and agreed between the parents/carers and the allocated Key Person. Please be patient, the settling in process can take time and commitment.

How you can help with your child's learning

All the fun activities that you do with your child at home are important in supporting their learning and development, and have a really long lasting effect on your child's learning as they progress through school.

Even when your child is very young and is not yet able to talk, talking to them helps them to learn and understand new words and ideas. If you make the time every day to do some of the following things with your child it will make a real difference to your child's confidence as a young learner.

Children learn from the world around them and your child will have already learnt a great deal by the time they start school. They will have had a range of different experiences and have varied interests and skills. At Bedford Greenacre Independent School, we value and build on your child's previous learning.



We believe in a positive partnership with parents and aim to work co-operatively with you to ensure that your child feels included, secure and valued. Continuity between home and school is a priority in early years education. For many children this may be the first time they have been in a group setting away from home. Our aim is to make the transition to school a smooth process whilst encouraging your child to be as independent as possible.

Partners in Reading

Reading is very important. We live in a print-rich environment (street names, road signs, supermarket labels etc.) and children are interested in print. The most important thing you can do is to let them see that you enjoy reading. If they see you reading, they will want to copy you.

Help your child to learn Nursery Rhymes. Play rhyming games with your child and even make up your own to go with everyday things that you do or make up silly rhymes for your child's name.

When children learn to read they have to listen to the separate sounds, then they learn that these sounds are made with letters. Next, they begin to work out which letter/letters stand for which sound. This process is called phonics. To support your child in becoming an effective and confident reader we will work with you to develop their knowledge of phonics to enable them to decode different words they may come across.

Reading together at home is one of the easiest but most important ways in which you can help your child. This will help them to work out how stories work i.e. that they have a beginning, middle and end; predicting what might happen next; guessing which word would make sense in the context etc. They will begin to

learn that English print goes from left to right and start to have an understanding of how information books work.

Sharing books is great fun and should not be just saved for bedtime. Take books out with you on journeys and make time to share the stories.

When your child is ready, books, words and/or phonics activities will be sent home. In the early stages, your child may bring home books with pictures only. Encourage your child to 'read' what is happening in the pictures. Prompt them to tell you a sentence about what is happening. Make this a relaxed, enjoyable activity and don't put any pressure on your child.

Please remember – reading is fun!

Learning Resource Centre

Children have access to the Learning Resource Centre in school and books are issued and returned each week.

All children are taught where to find non-fiction books and may take books from either the fiction area or non-fiction areas they have been shown.

How you can find out how your child is getting on

Working in partnership with parents is very important. We want you to feel comfortable about exchanging information and discussing things that will benefit your child. Your child's **Key Person** is their class teacher who is your main point of contact. They will:

- Help your child to become settled, happy and safe
- Be responsible for your child's care, development and learning
- Take a careful note of your child's progress, sharing this with you and giving you ideas as to how to help your child at home

You will be able to get information about your child's development at any time and have regular opportunities to discuss your child's progress. Parent Consultation meetings are held in October and March. You will also receive a written report at the end of the school year.

If you have any worries or queries at all about any aspect of your child's life at school, please make an appointment to see your child's Key Person / Class Teacher, as soon as possible.

Try to speak to your child's Key Person or Class Teacher as often as possible about what your child has been doing, what they have enjoyed, what they need to be doing more of and what you can do at home.

Tapestry

Tapestry is an easy to use and secure online learning journal that helps our Early Years staff and families share and celebrate their children's learning and development. Tapestry builds a record of a child's experiences and journey through our Nursery and Reception provision, using an online electronic journal designed and developed specifically for the EYFS. Using photos, videos and diary entries, Staff, along with the child's parents/carers create a record of their child's learning 'journey' together. The Tapestry platform enables the information gathered to be kept as an electronic on-going record.

Details regarding Tapestry will be sent to parents in due course. In the meantime further information, including their Privacy Policy, can be found at <https://www.tapestry.info/>

When your child is 5

At the end of the EYFS – in the summer term of the Reception year – we complete an assessment which is known as the **EYFS Profile**. This assessment is based on what we have observed over a period of time.

Another important part of the EYFS Profile is your knowledge about your child's learning and development, so do let us know about what your child does with you: such as how confident your child is in writing their name, reading and talking about a favourite book, speaking to people your child is not so familiar with or their understanding of numbers.

All of the information collected is used to judge how your child is doing in the 7 areas of learning and development. We will provide you with a report of your child's progress, including information from his or her EYFS Profile if requested.

Where you can go for further information

Further information can be found on the Birth to 5 Matters website: <https://www.birhtto5matters.org.uk/>

Parent, Teacher and Friends Association

The Parent Teacher and Friends Association at Bedford Greenacre Independent School always provided superb support for the School. In raising funds they have organised a variety of social events which pupils, parents and staff have always enjoyed.

The PTFA are always looking for new parents to help in any way and I hope that this year we will see even greater support for their excellent work. This can be great fun and a wonderful way to meet other parents on a social level.

Making a Complaint

If you have any queries or concerns regarding our Early Years provision please speak to your child's Key Person/Class Teacher or the Head of Juniors. A copy of our Complaints Policy and Procedure is available on request.

You can write to the Independent Schools Inspectorate at:

ISI
CAP House
9-12 Long Lane
London
EC1A 9HA

Or email concerns@isi.net