

OLIVE TREE Primary School



The Olive Tree
Primary School

Early Years and Foundation Stage (EYFS) Handbook 2024-2025





The Olive Tree
Primary School

Our vision

Our school vision is 'Believe You Can' and is strongly based on the belief that all children and adults can and will succeed!

Through our vision, we believe that anything is achievable with perseverance and a belief that no task is too big. Our pupils are provided with inspirational education and a plethora of experiences during their learning journey at school.

Our staff and pupils are dedicated to excellence and do not settle for anything less, they are equipped with a toolkit of skills and knowledge that will serve them through their lives. We welcome diversity and believe in an atmosphere of mutual respect, motivation and warmth, which is prevalent across the school.

Our ethos & values

Our school has an Islamic ethos which is underpinned by our six core values: Peace, Trust, Fairness, Equality, Respect and Compassion. Although these are 'Islamic values' they are universal, applicable to individuals of any faith or no faith. These values sit hand in hand with core British Values, ensuring our children develop into well rounded British Citizens.





Welcome

Welcome

We are delighted to have the privilege of caring for the learning and development of your child within the Early Years Foundation Stage (EYFS). The EYFS is how the Government and early years professionals describe 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 when your child is born up until the age of 5, their early years experience should be happy, active, exciting, fun and secure; and support their development, care and learning needs.

Please note: The information within this brochure forms part of our full school prospectus - which can be accessed by clicking [here](#).



Meet the Team



Class RA Teacher & EYFS Lead:

Miss M. Patel



Class RB Teacher:

Miss G. Parkinson

What is the EYFS Framework - why do we have one?

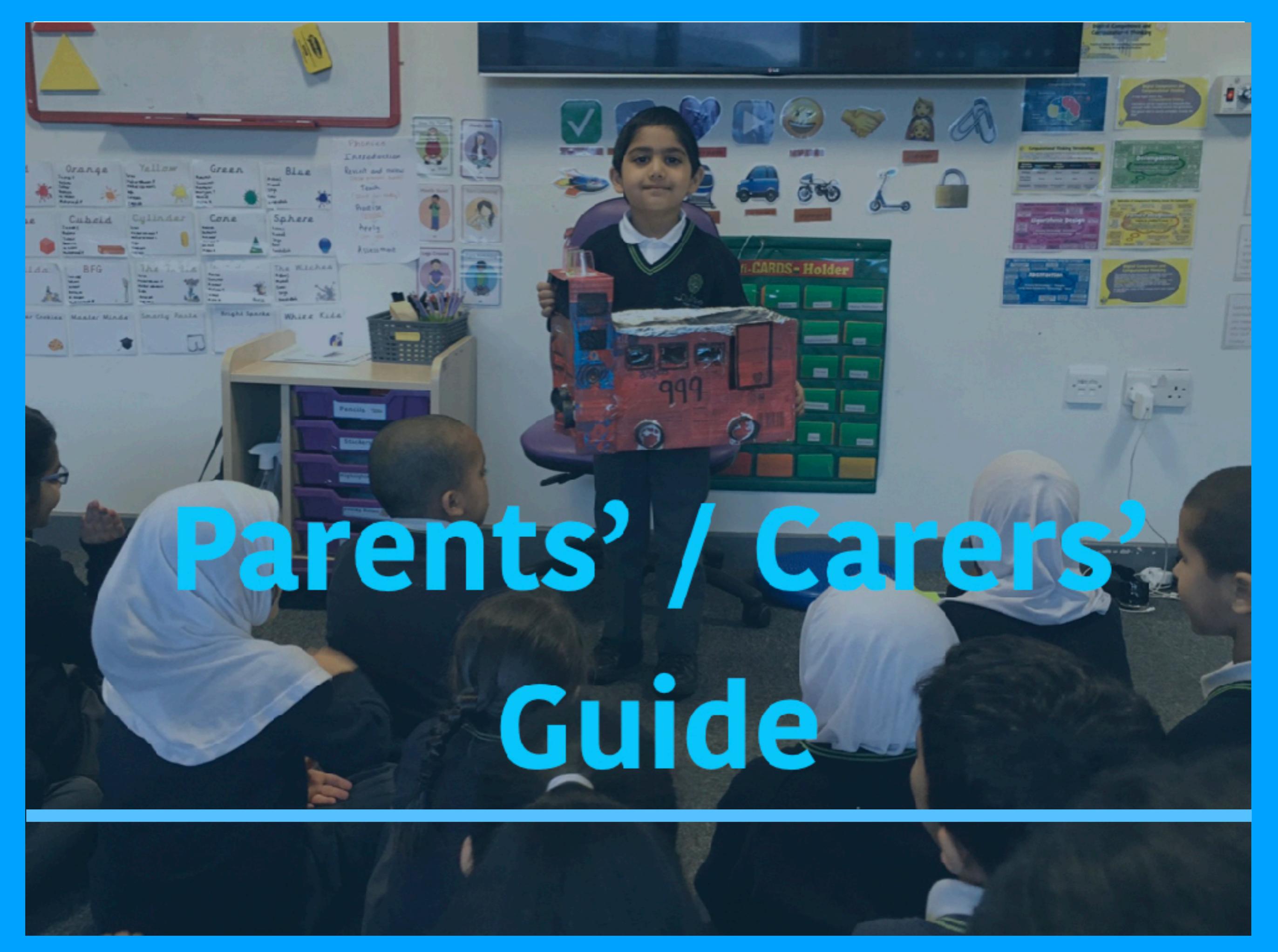
We endeavour to follow a legal document called the EYFS Framework. The EYFS Framework exists to support all professionals working in the Early Years to help your child, and was developed with a number of early years experts and parents.

The framework has been updated in readiness for 2021 and highlights the important role that parents and carers can play in the learning and development of their children.

It also sets out:

- *The legal welfare requirements that everyone registered to look after children must follow to keep your child safe and promote their welfare.
- *The 7 areas of learning and development which guide professionals engagement with your child's play and activities as they learn new skills and knowledge.
- *Assessments that will tell you about your child's progress through the EYFS.
- *Expected levels that your child should reach at age 5, usually the end of the reception year; these expectations are called the Early Learning Goals (ELGs).
- *The EYFS framework also provides guidance for the professionals supporting your child on planning the learning activities, and observing and assessing what and how your child is learning and developing.



A young girl in a school uniform is standing in a classroom, presenting a model of a red bus made from cardboard. The bus has the number '999' on its side and is decorated with various items. She is holding the model in front of a group of students who are sitting on the floor, listening to her presentation. The classroom is decorated with educational posters, including one about colors (Orange, Yellow, Green, Blue) and another about shapes (Cuboid, Cylinder, Cone, Sphere). There is also a poster about 'PHYSICS Introduction' and a 'CARDS-Holder' board. The text 'Parents' / Carers' Guide' is overlaid in large, bold, blue letters across the center of the image.

Parents' / Carers' Guide

Ensuring my child's safety

Much thought has been given to making sure that your child is as safe as possible. Within the EYFS there is a set of welfare standards that everyone must follow. These include the numbers of staff required in an early years setting, how many children we can look after, and things like administering medicines.

Communication

You can find out the latest news and information, such as term dates, newsletters, school policies, on our school website <http://www.theolivetreeprimary.com> and from signing up to our Olive Tree Class Dojo App. You can also see the latest news, photos and achievements of our children on the Year Group Twitter Accounts. We may also contact you by phone, text or email so it is important to keep us up to date with your contact information.

Each class has a dedicated class page where curricular information can be found. Further information can be accessed from the class page on our website for Reception class by clicking [here](#).



Attendance and punctuality:

We firmly believe that good punctuality leads to strong attendance. For this reason, children must arrive at school by 8:40 am and be collected promptly at 3:20 pm. Collection on Fridays is at 12:20pm.

Children must attend school regularly and on time. Parents must inform school, by telephone or in person, about any absence due to sickness.

Except in the case of emergencies, the school should be notified of medical appointments in advance so that appropriate arrangements can be made.

Where possible appointments should be made out of school time. If you do not notify school regarding an absence you will receive a phone call or a visit.

Discretionary leave of absence

As a school we believe that every day of a child's learning counts. Whilst we are sympathetic to the needs of our families, applications for discretionary leave will only be considered in exceptional circumstances and requests for holidays during term time will be declined.



Dinners:

School dinners are HMC Certified and the meals are provided by a catering firm. There is a choice of 2 meals every day and we have a salad cart to which children can help themselves. Children in Reception, Year 1 and Year 2 are automatically entitled to a free school meal every day! If your child brings a packed lunch to school, please put the food in a plastic box with a plastic container for drinks. Do try to give your child a balanced lunch which will help his/her learning in the afternoon.

A photograph of a classroom during an early years learning session. A teacher, a woman in a white hijab and dark clothing, stands in the center, interacting with a group of children. One boy in a bright green hoodie is standing and holding a tablet. Other children are sitting on the floor, some with tablets. The room is decorated with educational posters, including a large red and white patterned poster, a calendar, and a board with various icons like a smiley face, a rocket, and a car. A large blue text overlay is centered over the image, reading "Learning in the Early Years".

Learning in the Early Years

How my child will be learning

The EYFS Framework explains how and what your child will be learning and we use it to support your child's learning and healthy development.

Children mostly develop the 3 prime areas first. These are:

- *Communication and language;
- *Physical development, and
- *Personal, social and emotional development.

These prime areas are those most essential for your child's healthy development and future learning. As children grow, the prime areas help them to develop skills in 4 specific areas. These are:

- *Literacy;
- *Mathematics;
- *Understanding the world, and
- *Expressive arts and design.

The 7 areas are used to plan your child's learning and activities. The professionals teaching and supporting your child will make sure that the activities are suited to your child's unique needs. Children in the EYFS learn by playing and exploring, being active, and through creative and critical thinking which takes place both indoors and outside.



Reception Topics

Over the course of the year, children learn through a variety of themes and topics. These are:

- *Autumn Term 1: All about me! / Autumn
- *Autumn Term 2: People who help us! / Winter
- *Spring Term 1: Ready, Steady, Cook / Where in the world does my family come from?
- *Spring Term 2: Animals and our planet / Spring
- *Summer Term 1: Transport / Space
- *Summer Term 2: Famous people and events / Summer

For more detail, please visit the school website for half termly topic overviews and knowledge organisers.

All curriculum-related information for your child can be found on the class page for Reception class by clicking [here](#).

Extra - Curricular Activities

We offer a wide range of extra-curricular activities that children can join. These normally run after school for about an hour or during lunch times, subject to availability.

Below is an example of the types of clubs we offer:

Nasheed club, Football club, Henna Club, Homework club, Arts and Craft club, Science club and Coding club.



Daily Routine / Timetable

On a daily basis, children will typically spend some time enjoying a range of learning activities to allow them some time to settle, eg: counting, word matching, browsing through books. Children will be given access to many learning activities, both indoors and outdoors over the morning, where they will be learning independently or with an adult on a focused activity. Here is a typical timetable for EYFS.

	08:30-09:00	09:00-09:30	09:30-10:00	10:00-10:30	10:30-11:00	11:00-11:30	11:30-12:00	12:00-12:30	12:30-1:00	1:00-1:30	1:30-2:00	2:00-2:30	2:30-3:00	
M	Registration	Assembly (Principal's)	Maths Focus group - Continuous Provision	English Focus group - Continuous Provision	Show and Tell	Maths meeting	RW Phonics (whole-class teach)	Maths focused group	5 a day	Topic: Understanding the World /RE	English focused group	Continuous Provision	Storytime	
	Morning Meeting		5 a day book	5 a day book	5 a day book		RW Phonics / (small-group) Handwriting	Continuous Provision			Topic focused groups	Wellcomm Intervention	Phonics tutoring	5 a day book
	5 a day book													
T	Registration	Assembly (P4C)	Maths Focus group - Continuous Provision	English Focus group - Continuous Provision	Especially	Maths meeting	RW Phonics (whole-class teach)	Maths focused group	5 a day	Topic: Understanding the World / Expressive arts and design	English focused group	Continuous Provision	Storytime	
	Morning Meeting		5 a day book	5 a day book	5 a day book		RW Phonics / (small-group) Handwriting	Continuous Provision			Topic focused groups	Wellcomm Intervention	Phonics tutoring	5 a day book
	5 a day book													
W	Registration	Assembly (Values)	Maths Focus group - Continuous Provision	English Focus group - Continuous Provision	PSHE/ Circle time	Maths meeting	RW Phonics (whole-class teach)	Maths focused group	5 a day	Topic: Understanding the World / Expressive arts and design	English focused group	Continuous Provision	Storytime	
	Morning Meeting		5 a day book	5 a day book	5 a day book		RW Phonics / (small-group) Handwriting	Continuous Provision			Topic focused groups	Wellcomm Intervention	Phonics tutoring	5 a day book
	5 a day book													
Th	Registration	Assembly (Singh)	Maths Focus group - Continuous Provision	English Focus group - Continuous Provision	Show and Tell	Maths meeting	RW Phonics (whole-class teach)	Maths focused group	5 a day	Topic: Understanding the World / Expressive arts and design	English focused group	Continuous Provision	Storytime	
	Morning Meeting		5 a day book	5 a day book	5 a day book		RW Phonics / (small-group) Handwriting	Continuous Provision			Topic focused groups	Wellcomm Intervention	Phonics tutoring	5 a day book
	5 a day book													
										12:00 - 1:00				
F	Registration / free learning time	Assembly (Celebration)	Morning Meeting	PE/library	PE/library	Lunch	Registration	PPA / Intervention time for selected pupils						RW Spelling s.

Helpful hints for a successful start to Early Years

Children will be encouraged to be independent learners. It is therefore important that they are given the best opportunities from home to support them with this independence. It would be helpful if you were to buy items of clothing that are easy for the children to take on and off themselves. Remember to purchase shoes with velcro rather than lace up shoes, so children can easily remove and replace their own footwear.

It would also be helpful if you could encourage your child to put on and take off their own coat, before hanging it up, as well as using a tissue to wipe their own nose.

To ensure nothing is lost or goes astray, encourage your child to look after their own belongings, putting things away in bags and hanging items on specific pegs. Please remember to clearly label all of your child's belongings with their full name. It is not advisable to bring in toys from home as they can inevitably become lost. We have lots and lots of toys for the children to play with so please keep your toys from home, at home!

All children will receive a snack from a range of fruit and vegetables. We also provide them children with milk or water. Parents should not provide any alternatives for snack unless a child has a recognised medical condition. To help your child excel in their learning and develop a good routine, please ensure they go to bed on time so that they can have a good night's sleep before coming to school in the morning.



Reception Baseline

Within the first 6 weeks of children starting school, we will conduct the Government's baseline assessment. This is an activity-based assessment of pupils' starting point in:

- * Communication and Language
- * Mathematics

The assessment is designed to be age-appropriate, last approximately 20 minutes and teachers will record the results on a laptop, computer or tablet. Please do not worry about this! It will not be used to label or track individual pupils. No numerical score will be shared and the data will only be used at the end of year 6 to form the school-level progress measure. However, teachers will receive a series of short, narrative statements that tell them how their pupils performed in the assessment at that time. These can be used to inform teaching within the first term.

More information about the Reception Baseline Assessment can be accessed by clicking [here](#).



Leading with Technology

As a forward-thinking school that uses technology to enhance children's learning we place a high value on using a range of technology to support the development of children as independent learners from the moment they start in Reception. As such, we will issue your child with a mobile device (IPad) which must be charged from home and brought to school daily.

We deliver a bespoke curriculum which is tailored to the needs of the children in our community, complying with all national requirements, but tailored to cater for individual needs. We place a high value on the basic skills of Literacy and Numeracy, as well as the skills of learning itself, in order that our children can continue to learn throughout life, and utilise what they have learned over and over again.

Our curriculum builds on those skills year upon year, both in academic skills, and in creative subjects.



As a parent or carer, how can I help with my 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, 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.

If you are looking for new ideas for things to do please speak to one of our members of staff as they can give you advice about the kinds of books or other activities your child might enjoy at different ages.

In order to help you stay in touch with your child's learning, our Reception staff will provide you with verbal feedback on an ongoing basis.



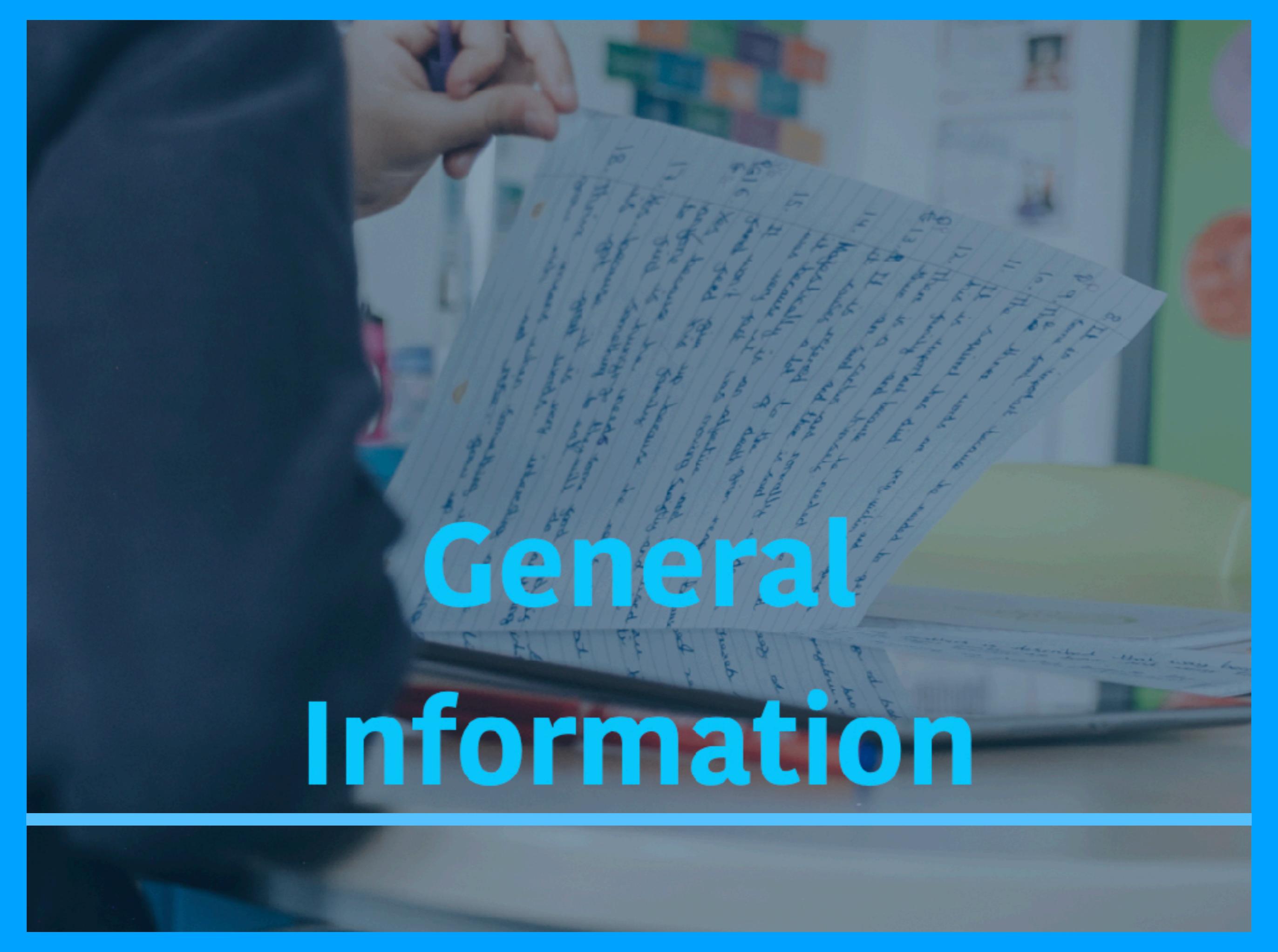
When your child is 5:

At the end of the summer term of your child's year in Reception class, your child's teacher will complete an assessment.

This assessment is based on what they, and other staff caring for your child, 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 your child's class teacher 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. Finding out at this stage how your child is doing will mean that the teacher your child has in their next school year - year 1 - will know what your child really enjoys doing and does well, as well as helping them decide if your child needs a bit of extra support, what that support should be and if they are already getting it. We will provide you a report of your child's progress, including information from his or her EYFS Profile.



A person's hand is holding a piece of lined paper with handwritten notes. The notes are written in blue ink and appear to be a list of numbered items. The background is a classroom setting with a bulletin board and other papers. The text 'General Information' is overlaid on the image in a large, bold, blue font.

General Information

How can I find out how my child is getting on?

It is important that you and the professionals caring for your child work together at all times in order to support the learning and healthy development of your child(ren). We also want you to feel comfortable about exchanging information and discussing things that will benefit your child. These conversations will usually be with your child's class teacher, though the supporting staff members can also be approached for any queries you may have. Regular communication between all adults will help your child to become settled, happy and safe.

Throughout your child's time in EYFS, the teaching team will take careful notes of your child's progress, sharing this with you and giving you ideas as to how to help your child at home.

We have two parents' evenings and an open afternoon each year. You are very welcome to speak with the teachers, see what is happening and discuss your child's learning throughout the year.



Uniform

Boys	Girls
Navy blue V-neck jumper/cardigan with The Olive Tree logo	
Charcoal grey trousers	Charcoal grey pinafore dress/skirt or charcoal grey trousers
White polo shirt with The Olive Tree logo	
Grey socks	Grey socks/tights
Smart black shoes (no boots/trainers)	
A navy blue book bag with the school logo is needed to keep reading books, homework and activity sheets safe.	
Summer uniform (optional)	
Summer Uniform (optional): Charcoal grey knee length shorts with grey socks	Summer Uniform (optional): Blue and white gingham dresses with whitesocks, tights or leggings
Additional Uniform Options	
Boys	Girls
White topi	Navy scarf - Breathable fabric
P.E Kits	
Green P.E T-shirt (with logo)	
Plain black joggers	
Black pumps (indoor)	
Black trainers (outdoor)	
Optional (for winter months): Plain navy blue hoody jumper	
Note: Earring- Small studs or place holder studs only - to be removed for PE lessons or taped up prior to attending school	

Term Dates and Holidays 2024-25:

Autumn Term 2024 Total 74 days in term

Trust & Peace

INSET Day: Monday 2nd September 2024 (staff only)
Term begins: Tuesday 3rd September 2024 (school opens for pupils)
Half Term: Monday 28th October - Friday 1st November 2024
Term begins: Monday 4th November 2024 (School opens for pupils)
Term ends: Friday 20th December 2024

Spring Term 2025 Total 59 days in term

Fairness & Respect

Term begins: Monday 6th January 2025 (School opens for pupils)
Half Term: Monday 17th February - Friday 21st February 2025
Term begins: Monday 24th February 2025 (School opens for pupils)
***Eid ul Fitr 1446: Monday 31st March 2025**
Term ends: Friday 4th April 2025

Summer Term 2025 Total 57 days in term

Equality & Compassion

Term begins: Tuesday 22nd April 2025
Bank Holiday: Monday 5th May 2025
Half Term: Monday 26th May – Friday 30th May 2025
Term begins: Monday 2nd June 2025
***Eid ul Adha: Friday 6th June 2025**
Term ends: Friday 18th July 2025

Additional Information:

- Children will be in school for 190 days. Staff will be in school for 195 days .
- 1 INSET day allocated during non-term time, the remainder to be worked as twilights.
- Start of next academic year in Bolton is Monday 1st September 2025
- *Eid holidays could change subject to the sighting of the moon

Where can I go for further information

The information within this brochure forms part of our full school prospectus - which can be accessed by clicking [here](#).

The most important place to find out more is from the staff members that support your child. Please do ask as many questions as you need to as our staff really do welcome speaking with you! We will continue to post regular information relating to learning in EYFS / Reception on your child's class pages on the school website, which can be accessed [here](#).

The parents' guide, [here](#), is also very useful for supporting children's early learning. Should you require any further information, please contact our admin team as follows: **Phone:** 01204 322370,
Email: admin@theolivetreepriamry.com



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website.**





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Recognised by Apple as a distinguished school for continuous innovation in learning, teaching, and the school environment.



Accredited NPQ provider



