



**Policy for
Early Years Foundation Stage
-
Reception**

**This policy has been approved
and adopted by the
Local Governing Body
October 2021**

“Logic will get you from A to B, imagination will take you everywhere” Albert Einstein

INTRODUCTION

The aims and objectives of Early Years Foundation Stage Education at Pearl Hyde Community Primary School are outlined in this policy. It defines the framework for the provision of education for 4 to 5 year olds - 'The Early Years Foundation Stage', in our Reception class. Our philosophy is to work co-operatively with parents/carers, to provide a broad range of experiences which are balanced, differentiated and progressive. We aim to nurture the physical, social, emotional, intellectual, aesthetic and spiritual development of each child in our care.

AIMS

Children enter early year's education with a wide range of abilities and experiences - and are energetic, curious and enthusiastic. Therefore, our aim is to provide an environment and curriculum which supports them in exploratory learning and addresses individual needs.

It is our aim to provide a warm, welcoming and stimulating environment which:

- helps children to work with others, so that they can develop socially;
- encourages curiosity and interest, so that each child gains confidence in him/herself, and a respect for others;
- provides opportunities to develop physical and intellectual development by presenting challenging tasks at the child's level;
- provides time and space for active exploration and discovery;
- enables each child to show his/her true ability by being given time to express him/herself;
- encourages children to appreciate differences in culture, religion, race, ability;
- helps develop skills in language, literacy, mathematics, knowledge and understanding of the world, and creative areas of the curriculum; and,
- ensures smooth transition from home or pre-school settings to school and develops an enthusiasm towards the next stage of school life.

Intent:

At Pearl Hyde Primary School, the EYFS curriculum is designed to encourage children to be independent, inquisitive and develop a lifelong love of learning. We understand that young children develop rapidly during the early years – physically, emotionally, intellectually and socially. Our holistic curriculum maximises cross-curricular links and builds strong foundations for the future of our learners, enabling them to succeed in an atmosphere of trust and feeling valued.

Learning for young children is a rewarding and enjoyable experience in which they explore, investigate, discover, create, practise, rehearse, repeat, revise and consolidate their developing knowledge, skills, understanding and attitudes. Their prior learning is recognised, both from previous settings and their experiences at home. We work in partnership with parents, carers and other settings to provide the best possible start to school life, ensuring each individual reaches their full potential from their various starting points.

We believe that high level engagement ensures high level attainment. We therefore provide an engaging curriculum that follows children's interests and ideas, supported by the use of high quality texts and a range of

experiences to bring the curriculum to life. We also recognise that all children are unique, celebrating and welcoming differences within our school community and providing opportunity for the children to share and celebrate their culture and heritage.

Underpinning all of this is our school vision:

Where learning is **collaborative**
and builds **friendships** and *teams*
Where learning awakens **curiosity**
and sparks **imagination**
Where learning is **forward thinking**
and builds on **experiences**
Where learning is seen **beyond** the walls
of the *classroom*
Where learning **creatively** makes
use of **technology**
Where learning provides **opportunities**
Where learning leads to **success**

Where learning is fun!

Implementation:

Our Reception curriculum follows the 2021 Early Years Statutory Framework for the Early Years Foundation Stage. This document specifies the requirements for learning and development in the EYFS and provides the prime and specific areas of learning we must cover in our curriculum.

Through our knowledge of each child and formative assessments the EYFS team plan exciting and engaging activities that will move the children's learning forward. This often involves following a whole class theme, taking into account children's interests or current topics at the point of learning (e.g. Diwali, Harvest, Eid, Holi, Safer Internet Day etc) where we take advantage of cross curricular links in order to combine transferable skills and develop a wide-ranging vocabulary which underpins the children's learning. In addition, we strive to make the most of focused moments where teaching and learning can be maximised in a one to one way with teacher and child. Our yearly overview is definitely not set in stone and each cohort creates its own unique blend of whole class, guided, adult directed learning and independent child-initiated play activities dependant on the nature and needs of the class of individuals.

At Pearl Hyde, the children learn through a balance of child-initiated and adult-directed activities and challenges. The timetable is carefully structured in order for the children to have directed teaching during the day. The timetable changes throughout the year to take into consideration the developmental needs of the children. These sessions are followed by group work where children work with a member of staff to develop their individual targets. This focused group time enables the teacher to systematically check for understanding, identify and respond to misconceptions quickly and provide real-time verbal feedback which results in a strong impact on the acquisition of new learning.

Children are provided with plenty of time to engage in 'exploration' within our indoor and outdoor classrooms. The learning environment is planned and organised to encourage children to become independent, creative, self-motivated and in control of their own learning. All areas are planned in a cross-curricular way to enable all aspects of the children's development to be connected, including Understanding the World and Expressive Arts and Design, to promote sustained thinking and active learning.

We aim to ensure that all children in our Reception class participate in play experiences which extend knowledge and understanding and enable learning to develop and progress.

Through such experiences we provide opportunities to:-

- experience, explore and discover;
- experiment;
- construct;
- repeat and consolidate;
- rehearse and reflect;
- create and imagine;
- concentrate and persevere;
- make meaning of the world around them;
- socialize;
- be in control; and,
- organise and order.

'Play that is well planned and pleasurable helps children to think to increase their understanding and to improve their language competence. It allows children to be creative, to explore and investigate materials, to experiment and to draw and test their conclusions..... Such experiences are important in catching and sustaining children's interests and motivating their learning as individuals and in co-operation with others.' **Starting with Quality DES (HMSO)**

Reading & Phonics:

Reading is at the heart of our curriculum and our aim is to encourage a love of reading right from the start. Age appropriate, high-quality texts are chosen as a stimulus for learning, to enhance themes and to provide good models for writing. Children enjoy story time and re-telling stories in their play. They also read a variety of books inside and outside of school through guided reading sessions, as part of the daily phonics session and independent reading with adults.

Children follow the highly successful Read Write Inc Phonics Program to ensure consistency across the school. Throughout the year, they will develop Grapheme Phoneme Correspondence (GPC) and segmenting and blending skills to decode words. Every child has access to a phonics session every day with intervention opportunities for those who find this area of learning more difficult. We use the phonics session to also develop children's expertise in handwriting.

Children are encouraged to read at home too, both books from school and their own books. They are given books that match their phonic knowledge in order for them to apply their learning with the aim of becoming successful, confident and fluent readers.

Maths:

We follow the Maths Mastery approach in Reception with an emphasis on studying key skills of number, calculation and shape to support children to develop deep understanding and the acquisition of Mathematical language. Explicit connections are made where possible. For example, when focusing on the number 3, we discuss how the number 3 relates to triangles etc. Children learn through games and tasks using concrete manipulatives which are then rehearsed and applied to their own learning during exploration and in adult lead activities. These collaborative and practical mathematical experiences are carefully designed to help children remember the content they have been taught and to support them with integrating their new knowledge across the breadth of their experiences and into larger concepts. Teaching Mathematics in such a kinaesthetic

and practical way, supports our children to become logical problem solvers that can demonstrate resilience and justification when learning. All children are exposed to the same learning, support is given where necessary in terms of pre-teach sessions and follow up sessions to secure understanding. Our confident mathematicians are encouraged to talk about their maths and develop their ability to reason.

Our inclusive approach means that all children learn together whilst also using a range of additional intervention and support to enhance and scaffold learning for those children who may not be reaching their potential or to facilitate and extend the learning of those who require further challenge. This includes, for example, sessions for developing speech and language, social skills, fine motor skills, phonics, and mathematics.

The Reception team gather evidence of children's learning through work completed in their Maths and Literacy books and observations and photos collated in their 'Learning Journey'. These are shared with parents and carers each term when their 'Learning Journey' is sent home. Parents and carers are invited to add contributions of any experiences or achievements made outside of school. This means that parents can engage with children about their learning and can contribute to the knowledge we have of the child in school. In addition, the characteristics of effective learning are viewed as an integral part of all areas of learning and are reflected in our observations and assessments of children.

The team in Reception strive to ensure that children are surrounded by a kind, caring and happy environment which helps them develop and make good progress. It is a positive place to be where resilience, perseverance and successes are celebrated and every child feels valued and respected.

Impact:

At Pearl Hyde we aim to ensure all children progress through a balanced, creative curriculum; 'Our Irresistible Story of Learning'. We strive to ensure each child makes a very good level of progress through the Early Learning Goals, from their individual starting points. We aim to provide all children with the best possible start to their own 'Irresistible Story of Learning' which will allow them to develop the knowledge and skills to reach and exceed their potential in KS1.

To check that we are achieving this we take the following measures;

Baseline:

Prior to children starting, staff spend time speaking to the child's parents and previous settings to gain an understanding of them as the whole child and at what stage their strengths and development points are. During the first half term, we use ongoing assessments, observations and conversations with the child to develop a baseline assessment. This identifies each learner's starting points in all areas so we can plan experiences to ensure progress. This information is tracked on a system called Otrack and serves to inform us about the progress and attainment of each learner.

From September 2021 we will carry out the statutory Reception Baseline Assessment (RBA). This activity-based assessment focuses on children's starting points in 'Language, Communication and Literacy,' and 'Mathematics.' The purpose of this is to show the progress children make from Reception all the way through to the end of KS2.

Ongoing Observation:

All 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. Some observations are recorded and evidenced with photographs within each child's individual 'Learning Journey'.

Assessment:

Phonic assessments are carried out every half term to quickly identify those children who are not making expected progress. Our aim is for children to 'keep up' rather than 'catch up' where possible. Summative assessments are completed half termly to judge each child's progress across the 7 areas of learning and their progress against the Development Matters age related expectations is tracked. This allows us to assess the impact of our teaching and identify specific children who may need extra support or challenge.

In Summer Term 2, the Early Years Foundation Stage Profile (EYFSP) is completed where teachers judge whether the child has met each of the 17 ELG's. They will be assessed as either 'emerging' or 'expected.' Whilst there is no judgement to state if a child is exceeding beyond an ELG, teachers have a duty to provide a narrative for both parents/carers and the Year 1 teacher regarding this.

Any assessment judgements made are moderated internally within the Reception and Key Stage 1 team and externally by other schools in the MAT and school network.

Impact is also evident through the successful transition of our children into Year 1. Reception staff have a good understanding of how ELG's link to the National Curriculum, and through our robust planning and delivery across the spectrum of subjects – both core and foundation - children leave Year R with the skills, knowledge and confidence to continue their 'Irresistible Story of Learning' as well rounded, happy and confident learners.

In summary, our curriculum in Reception is used to promote teaching and learning to ensure children's 'school readiness' and give children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

THE LEARNING ENVIRONMENT

Four to five year olds are active in short bursts but also need time to sustain their play and lines of enquiry. The Reception staff aim to make as much use as possible of its outdoor area with relevant "hands-on" activities for the children to experience. The Reception indoor and outdoor learning environments are planned and organised in such a way to allow space for an appropriate range of activities including role play, use of large practical equipment, and "quiet areas" for specific language activities. It is important to consider regular changes of environment in order for the children to remain stimulated and interested.

In Reception we aim for all resources to be easily accessible and marked with a picture/word label. We encourage independent learning and aim for the children to know how to use the resources and where to replace equipment thus being involved in the tidying-up process and developing a respect for their learning environment.

EQUAL OPPORTUNITIES

At Pearl Hyde Community Primary School we aim to ensure that all children in our Reception class regardless of their race, gender or experience have equal access to a broad and balanced Early Years Curriculum which is relevant to their individual needs.

SPECIAL EDUCATIONAL NEEDS

Where pupils in our Reception class are identified as having a particular learning difficulty or ability, individual cases are discussed between the school's Inclusion Lead and the class teacher. Strategies for supporting the child are discussed, agreed and implemented.

If it is felt that the child's needs are such that they cannot be met by the school's own resources, then appropriate support is sought from relevant external agencies, and more specific support may result from this.

Reference to the school's current Special Educational Needs Policy, which reflects the code of Practice, details more precisely the nature of support which we offer.

SAFETY

The children's safety and welfare is paramount to us. We aim to create a safe and secure environment and provide a curriculum, which teaches children how to be safe, make choices and assess risks. We have stringent policies, procedures and documents in place to ensure children's safety.

We promote the good health of the children in our care in numerous ways, including the provision of nutritious food, following set procedures when children become ill or have an accident.

Please see appropriate, separate policies and procedures

ADMISSIONS

Children can begin in the Reception class in the September following their 4th birthday. At Pearl Hyde Community Primary School our Reception class currently has an intake of 45 children. Within each class there are two full-time teachers and a full-time Teaching Assistant. Whether children are moving from home to school, Nursery to Reception, or play group to Reception, every effort is made to ease the transition and make the change as smooth as possible.

INDUCTION AND CONTINUITY

During the Summer Term preceding the September children are due to start, the Reception holds an open day, during which pre-school children, parents and carers are invited to a 'Stay and Play' session. At the end of the Summer Term the Reception staff will visit the children and their parents/carers at home, to familiarise them with staff and the experiences provided in Reception.

Transfer from the on-site Nursery to the Reception class is eased by providing opportunities for the children to familiarise themselves with the wider school environment and staff e.g. joining Reception for activities throughout the academic year, using the school building and grounds as part of their learning activities and familiarisation visits to spend time in their "new" Reception class with staff.

Children who have not attended the on-site Nursery and their parents also spend time in school to meet with staff and be involved in activities in their "new" learning environment.

Every child's parent or carer is asked to complete an 'All About Me' form for their child's 'Learning Journal'. This provides the staff with important information about the child's family, previous experiences, likes and interests and forms the basis for the first term's planning.

During the Summer term before the children start Reception, parents and carers are invited to attend an evening 'All About Reception'. The Reception staff share information about the routine of the day and the EYFS framework.

In September children initially stay for a short half day session to allow them to become familiar with the classroom environment and the adults with which they will be working. However, we find that the children are soon ready to attend school for a full day and aim to do this as soon as possible. Every effort is made by Reception staff to ensure that all children feel settled and comfortable with new situations, including playtime and lunch times.

All Reception staff work closely to plan a transition program that suits the needs of each particular cohort and individuals.

PARENTAL/COMMUNITY INVOLVEMENT

Education is a partnership between home and school and at Pearl Hyde Community Primary School we value and encourage parental involvement. Contact with parents and carers is vital as a child begins school as the parent/carers is the person with the most knowledge of the child at that time.

We strive to create and maintain strong partnerships with parents and carers as we recognise that together, we can have a significant impact on a child's learning. We welcome and actively encourage parents to participate in their child's education and care in numerous ways: sharing experiences for their child's 'Learning Journal', where observations can be shared between home and school. We also encourage parents to share 'wow' moments with the setting, attend any activity days or special events, as well as taking part in concerts and trips.

During the Autumn Term we hold a meeting for parents of the Reception children, where the Reception aims and timetable are explained and discussed in more detail. In addition, parents are provided with practical activity ideas to support learning, at home.

Parent consultations are held each term for the Reception class. During these appointments parents/carers are able to look through their child's records and discuss their progress. However, if a parent or member of staff feels it appropriate to meet in addition to this, appointments are readily made.

In Reception we greatly value support and input from parents/carers as it helps to complete a full picture of each child.

Regular written communications keep parents informed about school events and activities.

Transition to Year 1

In the final term of their Reception year, the Year 1 teachers will meet with the Reception team and discuss each child's development against the Early Learning Goals in order to support a smooth transition to Year 1. This discussion helps the Year 1 teacher to plan an effective, responsive and appropriate curriculum that will meet the needs of all children.