

Policy & Procedure



Early Years Foundation Stage Policy 2023_{v1}

This policy is reviewed as required. It was agreed by the Governing Body of Newcroft Primary Academy on 3rd July 2023.

Signed: _____ Chair of Governors

Date: _____

Statutory Policy

Introduction

At Newcroft Primary Academy, we have Pre School setting for 3 and 4 year olds, in addition to our 2 Reception classes. The Pre-School and Reception classes are based adjacent to each other in the EYFS block and are managed by the EYFS leader, who is a member of the school's Senior Leadership Team. The Pre-School is ran on a day to day basis by the Pre School Leader.

Reception Intent

In Reception at Newcroft Primary Academy, the curriculum is designed to recognise children's prior learning from previous settings and their experiences at home. We provide first-hand learning experiences, whilst allowing the children to build independence, resilience and to be aspirational. Every child is recognised as a unique individual and we celebrate and welcome differences within our school community; our children learn to be inclusive and proud of themselves, where they come from and of our school. We guide children to recognise their own strengths and achievements, through experiencing success and developing their confidence to work towards their areas for development.

Throughout their time in Reception, the children develop a sense of belonging to our school community, ready for their transition to Year 1. They have the confidence and skills to make decisions and self-evaluate, make connections and become lifelong learners. We work in partnership with parents and carers to encourage independent, happy learners who thrive in school and reach their full potential from their various starting points. Our fundamental aim is to ensure that pupils make excellent progress from their starting points and develop a love of school and of learning.

Reception Implementation

At Newcroft Primary Academy, we follow the Early Years Foundation Stage Statutory Framework. Our curriculum is taught through topic themes, which are enriched with classroom enhancements, trips and visitors. Topics are supported by high quality key texts. Our curriculum is flexible and responsive to children's needs and may be adapted, dependent on children's interests.

Through our topic themes, we tailor the curriculum to follow children's interests and provide opportunities, support learning, consolidate and deepen knowledge, and ensure children meet their next steps.

We prioritise creating a 'language rich' environment through the use of songs, nursery rhymes, stories and providing time for quality interactions between adults and between peers. Children are encouraged to become early readers through enjoyment of books, the schools' rigorous approach to reading, and the systematic teaching of phonics.

A vital aspect in the development of essential knowledge and skills is the use of continuous provision. This means that children are using and developing taught skills on a daily basis. The children are supported to learn to work together, manage their feelings and ask questions through skilled adult facilitated play.

Reception Impact

Our curriculum and its delivery ensure that children, from their own starting points, make excellent progress from their baseline assessments, both academically and socially. Class teachers and Early Years staff use formal and informal observations to make formative assessments, which inform future planning and ensure that all children build on their current knowledge and skills at a good pace. Summative assessment compares children's attainment to age related expectations using

Development Matters. Children are assessed in relation to their progress towards the Early Learning Goals.

Introduction to the Foundation Stage

We place a great deal of emphasis into preparing our children to start with us in Reception and to welcome their families to our Newcroft family. Our welcome and support programme includes:

- New Parents' Meeting in the later Spring term for parents to meet the staff, tour the school, visit the Reception base and collect their personalised 'pack' for their child. This pack includes important forms, information about school routines, start dates, and opportunities for parents to apply for/ speak to us about Pupil Premium funding.
- In the late Spring/ early Summer term, class teachers may visit all the children in their current pre school setting (or at home if they do not access childcare) and obtain key information from their key worker.
- In the Summer term, class teachers will meet with parents by telephone or a face to face meeting to discuss their child starting with us.
- In the Summer term, children will attend school with their parents for a Stay and Discover session, where they can play in their new class, meet their new classmates and the staff they will be working with.
- All children begin full time in Reception in the August after they turn 4 years old. Newcroft has a full time transition programme for entry into school during the first week.

Curriculum Content

Our school follows the Early Years Foundation Stage Framework, alongside Development Matters as a basis for our curriculum. Activities and experiences are shaped by our Early Years team (based on our children), around our knowledge and skills progression map for each area of learning.

There are 7 areas of learning, 3 Prime and 4 specific

The 3 Prime Areas are:

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

The 4 Specific Areas are:

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

Our curriculum is also modelled around the Characteristics of Effective Learning, giving children as many experiences and possible, to enable them to explore, enjoy, experience disappointments and thrive in our setting:

- 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.

Reading

Reading is the heart of our whole school curriculum at Newcroft. We place a great deal of emphasis at all stages of a child's journey through primary school, on reading for pleasure, word recognition and word comprehension. Synthetic phonics is taught rigorously in Reception. Teachers and support staff read whole class texts and stories daily to children. The Reception curriculum topics feature key literature from a wide range of genres that are shared with all pupils through continuous provision and directed learning tasks.

Parents are very much part of this reading focus. We invite parents to a phonics and reading meeting in the early Autumn term to explain our strategies and how they can support and help at home. They are given phonics packs to support them. We have a dedicated phonics and early reading area of our website to support parents throughout the year.

We endeavour to read with all children and change their books weekly in Reception. Parents are asked to support us in reading with their child, at least 3 times per week. Parents are able to use the phonics levelled book (phonetically matched to the phoneme they are learning in their phonics), from our phonics scheme, Success for All Phonics (SFA). This is also available to parents on the on the SFA portal. We also send a 'library' reading for pleasure book that parents can share with their child to promote enjoyment for reading.

Teaching and Learning Methods

At Newcroft Primary Academy, we ensure that there is a balance of adult led and child-initiated activities across the day. The interaction between the adult and child is essential as the adult's response to children builds understanding and guides new learning. The adult's role is to continually model, demonstrate and question what the child is doing. In some cases the adult will ask a child to complete a task or game with them; at other times they will participate in a child's game, extending it where possible. Pupils may work in small groups, larger groups or 1:1 with an adult.

Each day we follow a timetable with set routines in place. We set aside times each day when the children come together to be taught in the more traditional sense, gathered together on the carpet as a class, or in smaller groups. In these slots we focus on our topic work, maths, literacy, phonics, and stories. These sessions help to develop vital habits of learning: learning as a group, listening to the teacher and to other children, taking turns to answer, sitting still etc.

By the Summer term in Reception, the children will experience many more adult directed tasks as they prepare for their transition to year 1.

Play

Learning through play is an important part of our Reception classrooms. We believe children learn best from activities and experiences that interest and inspire them. We provide children with stimulating, active play experiences, in which they can explore and develop their learning to help them make sense of the world. They have opportunities through their play to think creatively and critically alongside other children as well as on their own. They are able to practise skills, build upon and revisit prior learning and experience at their own level and pace. Play gives our children the opportunity to pursue their own interests and inspire those around them. The children learn to adapt, negotiate, communicate, discuss, investigate and ask questions. We believe it is important that adults take an active role in child initiated play through observing, modelling, facilitating and extending their play. Getting the balance right between child initiated play, which is controlled, and adult led activities, is very important to us. Play activities may include a mix of:

- Child initiated activities – children make choices from within the learning environment to meet his/her outcome for learning.
- Adult initiated activities – practitioners provide the resources to stimulate and consolidate learning.
- Adult directed activities – children engage in planned activities to meet specific learning outcomes.

It is often through children's play that we see how much of the learning children have understood and taken on.

Assessment and Record Keeping

Assessment is an essential part of the learning and development of children in the Reception but is not onerous and does not require staff to spend considerable time record keeping. On-going formative assessment forms a crucial part of daily practise in Reception at Newcroft. It involves practitioners observing children to understand their level of achievement, interests and learning styles, and to then shape learning experiences for each child reflecting those observations. To ensure we have evidence of a child's progress in Reception, we use a range of strategies all of which come together in their on-line 'Tapestry' journal, writing books and maths folders. Where appropriate, we include individual next steps for children's learning that are used by adults in the setting and may be shared with pupils, as appropriate. Next steps are discussed by the Reception team, led by teachers, in informal meetings and in the weekly planning meetings. These next steps inform planning for the next day and week ahead, as well as longer term adaptations to the curriculum. Reception teachers use assessment trackers to record the summative progress of pupils. This further allows staff to identify where pupils are making good progress and where a pupil may require additional interventions or support to raise progress in a given area.

Reporting

On entry to Reception we carry out the Reception Baseline Assessments (RBA) for each child. Throughout the year the class teacher submits end of term assessment data to the Senior Leadership Team, showing each child's development across the seven areas of learning. At the end of the Foundation Stage, the class teacher completes the EYFS profile for each child. Each child's level of development is assessed against the 17 Early Learning Goals. Teachers indicate whether children are meeting 'expected levels' of development, or if they are not yet reaching expected levels ('emerging'). This information is also communicated to parents and carers in the child's end of year report and is shared with their new Year 1 teacher, for next steps planning.

Reception to Year 1 Transition

Reception and Year 1 teachers work together to make the transition from the Early Years Foundation Stage to Key Stage 1 as smooth as possible. At Newcroft Primary Academy:

- Children are encouraged to develop independence when dressing and undressing and when organising their personal belongings throughout the Reception year.
- Reception practitioners plan longer more structured activities to be undertaken during the summer term; encouraging less dependence on adult support.
- Reception children meet Year 1 teachers during assemblies and other whole school activities during the Reception year.
- End of Year assessments against the Early Learning Goals learning are shared and discussed in transition meetings between teachers and support staff.
- Reception and Year 1 teachers meet to discuss individual needs of children in July each year.
- Reception children visit their new Year 1 class and teacher for a day in July, as well as the year 1 teachers visiting the Foundation Stage classrooms.

Partnership with parents and carers

We believe that the relationship between home and school is crucial to a child's development and happiness. We want parents to feel they can speak to us about their child and feel comfortable in our setting and encourage parents to speak to us informally through discussions on the playground, phone calls or messages via the home school diary or via WEDUC.

At the start of the school year in October, all parents are invited to their child's first parents evening. At this time, teachers discuss with the parents how their child has settled into school. This time also gives parents the opportunity to raise any concerns or worries that they may have about their child. We give each family an exciting summer task to complete with their child over the summer, which they bring to school on their first day. This enables teachers and practitioners to discuss home life, familiarities and home comforts with each child as they are settling into our Reception setting. We also hold workshop sessions in the Autumn and Spring term for parents. This is a fantastic opportunity for parents to see their child learning, happy and settled in their class.

At Newcroft, we use the on-line learning journey 'Tapestry'. All parents have a unique password that allows them to contribute to their child's journal and make comments about things they have done in school. We only record key moments in pupils progress on Tapestry, to support staff in making ongoing formative assessments. The Tapestry record is an opportunity for parents to experience taste of what life is like in Reception; is not a journal of a child's day, which the school deem to be workload heavy for staff. Our staff instead focus their time on the children, helping them to achieve their best. There are many other opportunities for parents to 'get involved' with that is happening in Reception including: workshop sessions, Open Mornings, half termly newsletters and website updates.

Health, Safety and Safeguarding

Children learn best when they are healthy, safe and secure, when their individual needs are met, and when they have positive relationships with the adults caring for them. We are a 'healthy school.' Our children receive free fruit from the Government scheme, as a snack each day at school. All children in Reception are offered a free school lunch, but are also given the opportunity to bring in a healthy packed lunch from home. We are able to cater for food allergies.

Staff meet their safeguarding duties, set out in the Statutory Early Years Foundation Stage Framework. Mrs Sara Aukland (Head teacher) is the school's Designated Safeguarding Leader, supported by Miss Charlotte Kirkham, (Deputy Head teacher) who is the Deputy Designated Safeguarding Leader.

Members of staff use school iPads to take photographs as evidence to support the regular observation assessment cycle in Reception. These photographs are used in children's books and 'Tapestry', in class displays, and on the school website. All parents are asked to state if they give permission for their child's image to be used on the school website through the paperwork in their initial starter packs. Staff follow the Symphony Learning Trust ICT Acceptable Use policy.

We take all accidents seriously log all incidents (see accidents policy).

We are able to accommodate pupils with medical needs, as outlined in our medical needs policy. Pupils who need regular medication may need a Care Plan to be written for them, in partnership with parents.

At Newcroft, we encourage all children to start school without nappies but will support any children struggling with this. We acknowledge that young children often have 'accidents' have stocks of spare clothes and change anyone who needs it. For those who have persistent accidents or who

need a significant amount of support in changing, an intimate care plan may be written for them, in partnership with parents.