

TANKERSLEY C of E (A) PRIMARY SCHOOL

EYFS POLICY



“A love of learning in a Christian environment”

We aim high and have self-belief

We have community spirit

We are enterprising

We have enquiring minds

We are respectful

Updated September 2020

Next review September 2022

Introduction

“Every child deserves the best possible start in life and support to fulfil their potential. A child’s experience in the early years has a major impact on their future life chances. A secure, safe and happy childhood is important in its own right and it provides the foundation for children to make the most of their abilities and talents as they grow up.”

Early Years Foundation Stage Profile

We believe that the early years are a vital time for children, because it is when attitudes to learning are shaped. It is also when attitudes and responses to others are established and when children are shaped socially. It is our responsibility therefore to broaden and extend a child’s experiences in school to ensure that they gain both delight and pleasure in learning. We value the whole child as an individual and believe in developing self-esteem, independence, self-reliance, curiosity, creativity and the ability to make decisions for themselves. This includes valuing play and active learning.

Principles

The EYFS is based upon four principles:

A unique child. We recognise that every child is a competent learner who can be resilient, capable, confident and self - assured. We recognise that children develop in individual ways and at varying rates. Children’s attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement as well as celebration and rewards to encourage and develop a positive attitude to learning.

Positive relationships. We recognise that children learn to be strong and independent from secure relationships and aim to develop caring, respectful and professional relationships with the children and their families. Relationships in which children feel secure are a crucial aspect of their development.

Enabling environments. We recognise that the environment plays a key role in supporting and extending the children’s development. Through observations we assess the children’s interests and stages of development and learning in order to plan for an enabling environment.

Learning and development. We understand that children develop at different rates. We strive to ensure that the needs of all children are met and that all children receive an appropriate and challenging education regardless of needs. We believe that young children are motivated by the joy of exploring, creating and learning.

Early childhood is the foundation on which children build the rest of their lives. At Tankersley St Peters we greatly value the importance that the EYFS plays in laying the secure foundations for future learning and development. However, we also believe that early childhood is valid in itself as part of life. It is important to view the EYFS as preparation for life and not simply preparation for the next stage of education.

The EYFS for children is from birth to five years of age. All children begin school with a wide variety of experiences and learning and it is the privilege of the adults working in the Foundation Stage to accept the task of building upon that prior learning experience. This is done through a holistic approach to learning ensuring that parents and guardians, support staff and the Foundation team work effectively together to support the learning and development of all children.

Areas of learning and development

There are seven areas of learning and development in the EYFS. These are split into the prime and specific areas. The prime areas are considered to be particularly crucial for igniting children's curiosity and enthusiasm for learning and for building their capacity to learn, form relationships and thrive.

These Prime Areas are:

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

There are also 4 Specific Areas:

- Literacy
- Mathematical Development
- Understanding the World
- Expressive Arts and Design

These seven areas of learning support the planning in the Foundation Stage and provide a framework for the learning environment. The curriculum for the early years identifies progress through the ages and stages towards early learning goals in each area. These goals are the established expectations for most children to reach by the end of the Foundation Stage.

All areas of the curriculum are equally important and are planned for to ensure that children receive a broad, balanced and challenging learning experience. We believe that the child should be at the heart of the planning and assessment process so that their experience, interests and learning styles can be explored and used to plan the next steps. All areas of learning depend on each other and are delivered through child initiated and adult led activities.

EYFS - Curriculum Intent, Implementation and Impact

Intent

At Tankersley St Peters the early years child is at the centre of our practice. This is reflected by the value that we place on pupils' individual ideas and interests. Teaching is based on both observations of what pupils know, do, say and apply and interactions with pupils during child initiated play and planned activities. Teachers assess when to encourage, show, demonstrate, explain, question and model, according to pupils' needs and play contexts. Practitioners know when to step in and step back in order to facilitate and further children's learning

Integral to these interactions with pupils are effective open ended questioning, adult and peer modelling of concepts, language and learning behaviours. Teachers plan in meaningful enquiry questions to support pupils' acquisition of key knowledge, skills and understanding. We provide narratives for pupils' learning, giving them the freedom to explore concepts and feelings in a stimulating and challenging setting. Whole school teaching policy strategies are used with development of Word Conscious classrooms and vocabulary, Kagan structures, peer and self-assessment, reflection on a range of learning and adult focus activities linked to LO's and criteria marking.

Pupils in EYFS have access to a broad and balanced, indoor and outdoor curriculum where activities are always planned to meet the range of pupils' holistic learning needs. There is careful differentiation by activity and outcome, based on a child's stage and development in a variety of learning areas.

Our Creative curriculum is hooked upon an open ended enquiry question. Practitioners seek to establish pupils' prior knowledge and interests to determine the sequence and pathways of learning. As part of this process, pupils' home learning experiences are interwoven using a range of strategies such as 'home school chatterbox', 'proud clouds', 'wow moments' and parental drop in sessions.

Development Matters, Characteristics of Effective Learning and pupils' interests/home learning provide the basis for planning a sequenced curriculum throughout FS1 and FS2. Planning is tiered and knowledge and skills are built upon both within and between F1 into F2. Our curriculum provides pupils with the continuous provision (*e.g. sand, water, mark making areas*) and enhanced environments linked to our EYFS curriculum. Our provision encourages problem

solving along with ambitious use of vocabulary and rich group interactions (e.g. *sustained shared thinking*.)

Strong characteristics of effective learning are embedded and demonstrated through the Prime and Specific learning areas of our curriculum, providing practitioners with a holistic view of every child. We encourage pupils to recall and reflect so that they can learn from experiences, make new links and develop their intrinsic motivation. For example, as pupils take greater ownership of their own learning journeys, they regularly take part in self and peer reflection through 'Feeling fans' in F1 and building to self and peer assessment faces in F2. This in turn leads pupils to be more focused on their own learning needs, whilst developing resilience, independence and a lifelong love of thinking and learning. Pupils have the opportunity to reflect on prior learning so practitioners can check what knowledge and skills pupils have retained.

Early reading skills are integral to our practice - The teaching of phonics starts in our F1 nursery and reading is very well embedded in the EYFS curriculum. This is a key part of the school day for all our EYFS pupils in school. At Tankersley it is our intention that all of our pupils will be competent fluent readers by the end of KS1 so the pupils have a daily 'read write inc' phonics session where they learn all of the complex 44 sounds in the English language and then use these to read phonetically decodable books. We are resolute in our intention that all pupils will learn to read and any pupils who need support in this will get additional help through our catch up *Read Write Inc* programme.

Implementation

The seven areas of learning are covered in the implementation of our EYFS planning:

- Long term planning - This is a one year cycle of themes or topics for F1 and F2, taking account of the 7 areas of learning within the development matters outcomes, predictable interests, visits/visitors and parental involvement/workshops.
- Medium term planning - This half termly planning is organised under the seven areas and activity ideas are noted. It highlights R.E, Global and British Value links.
- Short term planning - This includes weekly objective planning and takes account of Eaz Mag observation tracking for every child. It shows adult input, regular activities, daily focus and learning intentions. It also covers continuous and enhanced planning, based on pupils' interests and next steps. Within this there are regular provocations to challenge and stimulate pupils' imagination and thinking.

Any interventions planned are based on an individual or small group of pupils' needs. Pupils may need extra support to fulfil their potential and some of the interventions include the *Time To Talk*, *Welcom* and *Music Interaction* programmes, 1:1 Speech Therapy and Fine motor or Maths, Writing and Reading groups.

Parental and community involvement

Various termly workshops – mathematics, phonics etc.

Transition events-

Drop in sessions

Trips and visits / Enhancements

Communication – blog twitter and newsletter.

Our EYFS curriculum offer; intent and implementation can be found displayed in the F1 and F2 classrooms as well as on the school website.

Impact

Regular assessments of children's learning are made in EYFS and these are used to inform planning and next steps.

Assessments take the form of:

- Informal observations that are made by practitioners and parents/carers across the seven areas of learning.
- Focussed assessments which are planned for and conducted to assess prime and specific areas of learning.

Informal and more formal assessments of children's progress in reading, writing and mathematics. All children are assessed on entry to F1 and F2 and then on leaving the Foundation Stage. See below for more information about baseline assessments in FS2.

The assessment of the learning and development of each child takes place through child initiated long and short observations (including Learning Stories), discussions, photographs, children's recordings and writing, record keeping and planned assessments. These are compiled into each child's 'Learning Adventure' Journals throughout the year. Our EMAG system is integral to this and Learning Adventure Journals are shared with parents/carers on Parent's Evenings, and throughout the year. Children regularly self and peer assess their own and others' learning.

Assessments against Development Matters and the Characteristics of Effective Learning are brought together in the Profile document at the end of FS1 and FS2. Children are assessed whether their learning is at the expected level, below the expected level (emerging) or exceeding the expected level for a child at the end of their time in the Foundation Stage. The records of these assessments are shared with the children and their parents/carers in an appropriate way to help

evaluate progress and identify next steps. They are also shared with the LA and the Year One class teacher as part of the transition to KS1.

Children will be defined as having reached a Good Level of Development at the end of the EYFS if they achieve at least the expected level in the early learning goals in the prime areas of learning (personal, social and emotional development; physical development; and communication and language) and the early learning goals in the specific areas of mathematics and literacy. The characteristics of effective learning are central to how children learn and progress/achievement in these are also recorded and reported upon.

7 Areas of Learning both in and outdoors

Personal, Social and Emotional Development

There are three aspects of the PSED area of learning: Making Relationships, Self Confidence and Self Awareness and Managing Feelings and Behaviour. These aspects are threads running through daily life in the Early Years setting. They involve developing children's dispositions, social skills and resilience. Teaching and learning methods include circle time, in the moment problem solving, adult/peer modelling, sharing of experiences through imaginative play, stories and oral activities. The children enjoy watching video clips as part of their '1 Decision' learning programme, which allows them to consider the consequences of good and bad behaviour choices. **Anti bullying, safeguarding, resources reflecting diversity,**

Communication and Language

There are three aspects of the Communication and Language area of learning: Listening and Attention, Understanding and Speaking. These aspects are integral to all interactions and sustained shared thinking throughout the EYFS. They involve active listening, understanding and speaking skills in a range of contexts and for different purposes. The children have plenty of daily opportunities to practise and apply these skills in their play. Teaching and learning methods include 'Show and Tell' with question and answer sessions and adult/peer modelling. Role play and interest led exploration is encouraged to develop vocabulary, understanding and acquisition of deeper knowledge.

Physical Development

There are two aspects of the Physical Development area of learning: Moving and Handling and Health and Self Care. Fine and gross motor skills are developed and practised in a variety of ways: Funky Fingers challenge stations, cutting and threading activities, outdoor obstacle and climbing, chasing games, bikes and ball activities. In F2 the children experience a weekly apparatus/gymnastics, games or dance session in the school hall and all children are made aware of the physical effects of exercise. In terms of Health and Self Care, independence skills are regularly practised, such as attending to own toileting, hygiene and

dressing needs. Children are taught about ways to keep healthy and safe through practical activities and '1 Decision' learning.

Mathematics

There are currently two aspects of Mathematics: Numbers and Shape, Space and Measure. Maths for mastery involves employing approaches that help the children to develop a deep and secure knowledge and understanding of mathematics at each stage of their learning. Maths occurs in all of our daily routines such as self-registration for attendance, dinner choices, snack station, calendar, visual timetables and birthday charts. Teaching and learning approaches allow children to explore mathematical concepts and number facts in a range of contexts. These involve whole class and group teaching as well as many practical and problem solving opportunities. These allow the children to make links, understand concepts and represent their learning in many different ways. We have a fun and engaging approach to mathematics, based upon Early Years Mastery (alongside White Rose), which is part of a sequenced and developmentally appropriate approach to learning. Children's embedded concepts, knowledge and skills can be demonstrated and applied through their play.

In terms of Shape, Space and Measure, the children use the environment and a range of resources to observe, continue, create and extend their learning in relation to patterns, measures; time, weight, length/height, capacity and money. We understand the close link between mathematical concept acquisition and language. We cater for this by providing the children with high quality visuals and/or

labels throughout the in and outdoor provision. The importance that we place on early mathematical foundations, is reflected in the parent/carer workshops offered throughout the year. These include an early Years Maths Mastery family information session, an afternoon 'Maths Everywhere' workshop for our pupils, their families, feeder nurseries, playgroups and child minders.

Literacy

There are two aspects of Literacy: Reading and Writing. Early phonics teaching begins with awareness and discrimination between sounds heard and builds up to children understanding the letter/sound symbolic relationship (looking at a letter and knowing which sound it represents). All of this learning is part of our Read Write Inc programme along with the skills that are practised to read tricky words using visual memory, context/picture cues. Alongside this, children are given plenty of opportunities to listen to a range of fiction, non fiction and poetry books. They have an author focus each term which is highlighted through the F1 and 2 'Book/s of the Week' tables in the provision. A life long love of reading is instilled through lending libraries, peer and parent reading workshops and themed reading areas in the provision. We understand the close link between oral literacy and early mark making. Children's experiences and motivations to

record through drawing and writing are highly valued in all areas of the continuous provision. Provocations are used to stimulate curiosity, purposes and audiences for children's writing. Helicopter Stories provide a vehicle for children to develop their writer's voice and enjoy acting their stories out in class. This has a powerful effect on children's understanding of story structure, imagination and confidence as they realise they are authors, actors and writers. We understand the importance of children being able to recite a range of rhymes such as those used in our 'Poetry Basket' smart board selection. These give children the greatest chance of becoming fluent and confident readers in the future.

Understanding the World

There are three aspects of Understanding the World; People and Communities, The World and Technology. The children's prior knowledge is brainstormed in response to enquiry questions such as 'How do people celebrate?' 'Who helps to keep us safe?' From this, Children's learning and predictable interests are planned. We know that first hand experiences allow children to develop their critical thinking; making links, acquiring new knowledge and being intrinsically motivated.

People and Communities

Children experience a range of learning opportunities linked firstly to themselves, their families and wider community religions, traditions and cultures. In F1 the children look at toys now and compare them to toys in the past. In F2 children's concept of chronology is deepened in the context of personal family timelines; looking at how babies' clothing has changed over time.

These include exploration of celebrations in Christianity (including termly church visits), Hinduism and Chinese New Year. The children are encouraged to consider the similarities and differences between festivals and cultures through tasting foods, dancing, watching videos and experiencing related fiction and non-fiction books. The Christian Nativity story is brought to life through performances for the school and parents. This is further enhanced by the F1 and 2 trip along with parent/carers to Chatsworth House Farmyard. The children actively participate in the retelling of the Nativity story, with real animals, costumes and a very supportive audience. F2 children experience a community Diwali workshop where a culmination of their learning is presented alongside community members. During Chinese New Year, F1 children enjoy being peer tutored by their F2 friends. This involves food tasting, watching the F2 Chinese Dragon dance, listening to them singing a Mandarin New Year Song and looking at the children's Chinese writing. The F1 children also listen to an information session planned by the F2 pupils.

Another aspect of our British Values learning is finding out about Remembrance Day; having grandparents to talk about and show medals from the World Wars, poppy art work and poetry, watching video footage of the cenotaph and parade and taking part in the 2 minute silence.

The World

Children are encouraged to observe, predict, explain and conclude during their interactions with the environment. This involves seasonal activities such as planting a range of vegetables and observing growth, creating Winter bird feeders, looking at the effect of temperature changes on ice and testing/choosing suitable materials for a warm and waterproof coat. Map drawing is woven into everyday provision through fiction/non-fiction resources. Children enjoy locality studies, widening out to holiday destinations and further afield to the Arctic and the Tropical Rainforests. They have opportunities to talk about similarities and differences between weather, plants and animals in different places. We explore further by considering outer space, researching planets of interest and space travel.

The Zoolab Rainforest creature workshop brings the children's learning to life with hands on sensory exploration. This new knowledge prepares the children for investigation of mini beasts and focused learning about their life cycles. We understand the close links between STEM learning and practical experiences. Our F1 and 2 Makerspace trolleys allow children to explore simple circuits whilst developing their critical thinking and problem solving. A Makerspace ambassador from KS 2 supports FS 2 children each week and the children's learning is further enhanced at a parent/carer Makerspace after school workshop, which runs on a rota system.

Technology

Children have the opportunity to experience a range of technology, including computers, smart boards, I- pads, Alexa, B bots and everyday technology (mobile phones, digital camera, remote control car). On the computers children can access Mini Mash, 2 Simple, word processing and google searches. Similarly the smart board is used as an interactive learning resource for children and a teaching and learning tool. The i-pads are readily available with a range of age appropriate apps to access and the children can use Alexa to research their questions and develop their knowledge. We understand the importance of programming and give the children daily opportunities to use B Bots. Parents and carers are consulted to find out about their child's use of ICT at home. Internet safety is woven throughout the children's ICT learning and particularly addressed during Internet Safety week where F1 and 2 children's learning is displayed as part of a whole school approach.

Expressive Arts and Design

There are two aspects of Expressive Arts and Design: Exploring and using media and materials and Being Imaginative. The children enjoy child initiated learning where they can choose their form of expression to reflect their own thoughts, feelings and ideas in creative ways. The continuous and enhanced provision allows children to use materials and tools independently, to work on their own

projects of interest. Small world resources include figures, wooden artefacts, fairy/elf doors and natural items as well as animals and different settings. Role play areas are set up in F1 and 2 as part of wider topics and in response to children's interests. Role play is also a powerful teaching tool that is employed across the curriculum to stimulate children's curiosity, creative thinking and imaginations.

As well as percussion instruments in the EYFS setting, F1 and 2 children experience a weekly music session led by a specialist music teacher. Often this learning leads to performances. The children also experience dance in different forms (Diwali and Chinese Dragon dancing, creative movement). Adult focus activities provide the children with new knowledge, skills and understanding highlighting different elements of the art and design curriculum. These include malleable activities (clay, play dough, plasticine and gloop), modelling (box modelling and construction kits), drawing and painting (chalks, pencils, crayons, felt tips, charcoal).

Characteristics of Effective Learning

Characteristics of Effective Learning are a fundamental aspect of the Early Years Foundation Stage Curriculum. Characteristics of Effective Learning advocate that in planning and guiding children's activities, practitioners must reflect on the different ways that children learn, and then reflect these in their practice. A child's individual learning characteristic will determine the way they respond to both the teaching and learning taking place in the environment. The three characteristics of effective teaching and learning are embedded in our EYFS practice:

- **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; and
- **Creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

In the F1 and F2 classrooms there are displays where children's learning is shown, which demonstrates evidence of the characteristics of effective learning.

Teaching

Learning in the Foundation Stage is done through whole class, adult directed and child initiated activities.

Child initiated learning

Children will spend time learning through play. Adults will facilitate learning in the different areas to ensure that children are moving on with their learning.

Whole class

At certain times throughout the day, the children will come together for some direct, carefully planned, adult led teaching and activities. This allows for teaching of specific skills as well as supporting the children to get into good habits of learning e.g. listening to the teacher, learning as part of a group, taking turns, sitting still etc. Whole class sessions often take the form of carpet sessions and these are timetabled slots throughout the day. In these slots we focus on the seven areas of learning.

Small groups

In addition to whole class teaching, children will often work in groups led by an adult. This will increase towards the end of FS1 and 2 in order to prepare children for their transitions.

Phonics

In addition, the children in Foundation Stage Two will take part in daily phonics sessions. We follow the Ruth Muskin, Read Write Inc phonics scheme which ensures that children are taught in small groups according to their needs. The older children in FS1 are introduced to the sounds using the scheme. Children are assessed every six weeks and progress is monitored by the RWI lead. Children who are falling behind in phonics are given additional support to ensure that they catch up.

The Indoor Classroom Environment

We believe that the learning environment is especially important and aim to provide an attractive, well organised and carefully structured setting that supports both the child and the curriculum. It will be rich and stimulating allowing all children to feel proud of their achievements. It will also be practical and purposeful, enabling young children to work independently, matching activities to learning styles and interests. It will be clean, tidy and inviting. In addition, the learning environment will also include outdoors and the provision for outside play should complement and add to the provision in the classroom.

The Outdoor Classroom Environment

Our outdoor space also provides for a range of learning opportunities, across the seven areas of learning. Children can explore and problem solve, following their own interests and ideas. There are different areas such as the mud kitchen, environmental/enquiry area, climbing frame, water wall, story and mark making areas plus many more. These provide opportunities for children to develop

sustained shared thinking and other independent learning characteristics and skills across the early years curriculum.

Parents as partners

At Tankersley we believe that parents and practitioners should work together to enhance children's learning and achievements.

In the EYFS we ensure a strong relationship between parents and staff through:

- If children join at the beginning of the Reception year they will be offered a home visit by the Reception teacher in the summer term before they are due to begin school in the autumn term.
- Formal parent's evenings are twice a year.
- An 'open door' policy whereby parents are actively encouraged to share ideas / information or any concerns, when they drop children off in the morning or after the school day has finished.
- Twice weekly parent drop in sessions after school, to discuss progress and next steps to work on at home and school.
- A weekly newsletter outlining what is going to happen in school that week and what the children will be learning.
- A regularly updated class blog and tweets.
- Communicating achievements to parents through the use of certificates, positive postcards and positive comments.
- Communicating concerns about behaviour. By following the school behaviour policy parents will be fully informed. Encouraging parents to share achievements at home through the use of 'Star / Wow Moment' slips.

Admission

Children are admitted to F1 from the age of three. They are offered sessions to meet their needs. These sessions can be taken as all morning or afternoon sessions, or can be combined together to make full days. When available, additional sessions may be purchased to add on to the five free session entitlement. We offer 30 hour provision.

All children have a right to full time education from September in the academic year in which they are five. Therefore those who have their fifth birthday before the end of August are offered a full time place at the beginning of the previous Autumn Term (September) in the F2 class.

Planning

The EYFS, Developmental Matters provides the basis for planning. Topics are chosen to reflect children's interests and to provide a vehicle for coverage of the curriculum.

Starting with the seven areas of learning from the Foundation Stage document the planning formats include-

- Long term planning. This is a one or two year cycle of possible themes or topics. These may change according to the children's needs and/or interests.
- Medium term planning. This includes half termly planning which is organised under the seven areas and details how the theme will be implemented.
- Both Long and Medium term planning takes account of curriculum intent and end points; ensuring a smooth progression between sequences of learning within and between topics and Foundation Stages.
- Short term planning. These include weekly plans which show adult input, regular activities, daily focus and learning intentions and allow for child initiated activities. In FS2 more detailed planning for maths and literacy will be done on a weekly basis. As part of our short term planning, children's interests at home and school are noted and help to inform the following week's planning.

Assessment in EYFS

Regular assessments of children's learning are made, and these are used to inform planning. These take the form of:

- Informal observations that are made by the practitioners and assessments across the seven areas of learning made regularly.
- Focussed assessments are planned for and conducted to assess specific areas of learning.
- Informal and more formal assessments of children's progress in reading, writing and numeracy are made in the F2 years

In addition:

- All children are assessed on entry to F1 and F2, and on leaving the Foundation Stage. See overleaf for more information about baseline assessments in FS2.
- The monitoring of each child will take place through regular observations, discussions, photographs, record keeping and planned assessments. These will be compiled into a 'Learning Journey' using the EMAG writer, along with children's recorded learning. This is regularly reflected upon by the children themselves and is available for parents to look at. It is also

shared during Parent's Evening. The 'Learning Journey' tracks each child's holistic development, interests and achievements.

- The assessments against the curriculum statements are brought together in the Profile document at the end of FS2. Children are assessed whether their learning is at the expected level, below the expected level (emerging) or exceeding the expected level for a child at the end of their time in the Foundation Stage. The records of these assessments are shared with the children and their parents/carers in an appropriate way to help evaluate progress and identify the next steps forwards. They are also shared with the L.E.A. and the Year One class teacher as part of the transition to KS1.

Children will be defined as having reached a Good Level of Development at the end of the EYFS if they achieve at least the expected level in:

- The early learning goals in the prime areas of learning (personal, social and emotional development; physical development; and communication and language) and;
- The early learning goals in the specific areas of mathematics and literacy.

Electronic tracker

Records and assessments are kept using the EMAG system. Observational assessments are mostly done using the ipad; this includes the use of pictures to evidence children's learning. In addition, assessments of children's achievements made against the curriculum are entered into the EMAG tracker. These are then used to monitor and evaluate individual learning, identify any issues and specific needs. The tracker supports us to deliver a curriculum that is specific to the child's needs. It is also used to assist the completion of the Profile document.

Reception Baseline

At the start of FS2, children are assessed using observations of their child initiated learning and during adult focus activities. This assesses embedded concepts, skills and characteristics of learning. Practitioners make an assessment of each child against 47 assessment statements that cover these Characteristics of Effective Learning, all three Prime Areas (PSED, C&L, PD) and the Specific Areas of Literacy and Maths. Children must be assessed using this on-entry assessment within 6 weeks of entering school. To ensure that children are assessed at the optimum time, children's levels of well-being and involvement are considered.

Early Interventions and Wellbeing Group

After assessing and discussing individual pupil's progress, a half termly intervention programme is devised to meet the needs of children as they arise. Parents and Carers are fully informed about the purpose and nature of these interventions. We feel that early intervention is extremely important in order for pupils to fulfil their potential. Delivery of interventions will very much depend upon the child or group of children and their developmental stage/interests.

Our 'Stay and Play' wellbeing group is a flexible 20 minute (weekly) dinner time club which follows children's interests and meets their therapeutic play needs. It addresses a range of PSED strands and often has longer lasting positive effects on the pupil's wellbeing during the rest of the day.

Transition

We plan for a phased entry into FS1 in order to facilitate smooth transition and we endeavour to ensure that individual needs are met. Practitioners are flexible and take account of information given by parents and by previous settings. Regular meetings between F1 and F2 staff ensure a common format for planning and provision. There is also a sharing of data and information around children's individual needs.

Several transition visits for children moving from F1 to F2 take place during the half term leading up to the transfer. There is also a parent/carer presentation where information packs and school uniform/P.E kits can be looked at. Parents are invited to ask questions and make staff aware of any important information.

Towards the end of F2, the children spend a day in their new class, meeting their new teacher and becoming familiar with routines and expectations. Profile data and Learning Journeys are shared along with recent planning.

Special Educational Needs

It is important to ensure early identification of children who find some areas of learning challenging, so that strategies to help them can be put in place as soon as possible. Children will have an 'Action Plan, Do Review' document, which is written by the teacher in consultation with parents, support staff and the child. This will be reviewed regularly as the child progresses. Outside agencies will be consulted in partnership with the SENCO as needed. A one page profile is created and individual planning when necessary.

Equal Opportunities

We will endeavour to raise children's awareness of themselves as individuals and their relationships with others and the outside world. This means questioning our own practice and encouraging the children to question and challenge their practice too. All children will have equal access to all activities irrespective of gender, race or class and where there are cultural differences these will be given consideration.

British Values and Global learning

We promote British values in our setting, through our ethos and through a range of cross curricular activities. These include celebrating British occasions and

festivals, teaching kindness, respectfulness to others and empathy. These are reflected in our 'Christian Values' reflection area of the classroom. As part of this learning, children develop mutual tolerance through the understanding and respect for cultural and religious beliefs and their similarities and differences. Being part of a 'Global School' we benefit from a rich and varied curriculum.

Melanie Hartley

Foundation Stage Teacher

Reviewed date: September 2016

Reviewed: September 2017.

Next review: September 2018

Reviewed: September 2019