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Early Years Foundation Stage

Mission Statement

To inspire our family of schools to provide opportunities for our pupils, staff and leaders to be the best they can be; to create a passion for lifelong learning; to enable our pupils to become kind, confident and impactful world citizens.

1. Guiding Principles

Empower Learning Academy Trust believes that every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high-quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.

We follow the Early Years Foundation Stage (EYFS) Statutory Framework. The EYFS statutory framework for group and school-based providers sets the mandatory standards for learning, development and care of children from birth to 5 years old in England. All Ofsted-registered schools, preschools, nurseries and childminders must follow it to ensure every child is safe, healthy, and prepared for school. The framework promotes teaching and learning to ensure children's 'school readiness' and gives children the strong foundations required for good future progress through school and life.

The EYFS seeks to provide:

- **Quality and consistency** in all early year's settings, so that every child makes good progress, and no child gets left behind.
- **A secure foundation** through planning for the learning and development of each individual children, and assessing and reviewing what they have learned regularly.
- **Partnership working** between practitioners and with parents and/or carers.
- **Equality of opportunity** and anti-discriminatory practice, ensuring that every child is included and supported.

Overarching Principles:

Our practice is shaped by the four guiding principles of the EYFS which work together to provide the best early years experience for each child. All children develop in different ways – they are unique. Each unique child needs opportunities to interact in positive relationships and enabling environments that encourage their engagement and recognise their strengths.

A Unique Child + Positive Relationships + Enabling Environments = Learning and Development

Every child is a **unique child, who is constantly learning and can be resilient, capable, confident, and self-assured.**
Practitioners:

- understand and observe each child's development and learning, assess progress, plan for next steps
- support children to develop a positive sense of their own identity and culture
- identify any need for additional support.
- keep children safe
- value and respect all children and families equally

Children learn to be strong and independent through **positive relationships.**

Positive relationships are:

- warm and loving and foster a sense of belonging
- sensitive and responsive to the child's individual needs, feelings and interests
- supportive of the child's own efforts and independence
- consistent in setting clear boundaries
- stimulating
- built on key person relationships in early years settings

Children learn and develop well in **enabling environments with teaching and support from adults**, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.

Enabling environments:

- value all people
- value development and learning

They offer:

- stimulating resources and spaces, relevant to all the children's cultures and communities
- rich learning opportunities through play and playful teaching
- support for children to take risks and explore

Learning and development. Children develop and learn at different rates.
Practitioners:

- Teach children by ensuring there are challenging, playful opportunities across the prime and specific areas of learning and development.
- Foster the characteristics of effective early learning - playing and exploring, active learning and creating and thinking critically

2. Intent: Curriculum

The Trust recognises that every child is unique. We understand that children develop in individual ways and at varying rates. We want our children to be independent and self-motivated learners, encouraging the children to adapt their work, think critically and take risks with their learning. We are committed to giving every child the best start in their early years.

'When we give every child the best start in their early years, we give them what they need today. We also set them up with every chance of success tomorrow.'

Development Matters 2023

The Areas of Learning and Development

The EYFS framework includes seven areas of learning and development, all of which are important, inter-connected and included in the curriculum taught.

There are three prime areas and four specific areas of learning. The prime areas are particularly important for learning and forming relationships. They build a foundation for children to thrive and provide the basis for learning in all areas.

These are the **prime areas**:

- Communication and Language
- Physical Development
- Personal, social and emotional development

There are also four specific areas, which help strengthen and develop the three prime areas, and ignite children's curiosity and enthusiasm.

The **specific areas** are:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

Across the trust, we ensure that each school plans a curriculum incorporating the educational programmes as stated in the **EYFS Statutory Framework 2025**. The educational programmes are high-level curriculum summaries which set out what should be taught for each area of learning. They must involve activities and experiences that enable children to learn and develop as set out under each of the areas of learning:

Communication and Language
The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich

environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

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

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

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

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

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

Expressive Arts and Design
The development of children's artistic and cultural awareness supports their imagination and creativity. It is

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

Ongoing assessment is an integral part of the learning and development process. Our ongoing observations of the children during their free play and guided learning ensure that we adapt our support to enable every child to access the curriculum and progress through it at their own pace and level. Where children move on quickly, we focus on deepening their learning rather than introducing new skills or concepts (see 4. Impact).

3. Implementation: Pedagogy

We prioritise meaningful, high-impact **adult-child interactions.** In planning and guiding what children learn, our staff in the early years reflect on the different rates at which children are developing and adjust their practice appropriately. There are three characteristics of effective teaching and learning which are planned for and encouraged:

- 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

The EYFS is about how children learn, as well as what they learn. Effective practice is a mix of different approaches. Children learn through play, by adults modelling, by observing each other and through adult-guided learning. We ensure that we provide opportunities for children to develop their own play and independent exploration to ensure that the children enjoy learning and are motivated to find out more. We also ensure we 'scaffold' their learning by giving them the building blocks to become independent learners who can think, discuss and plan ahead.

There are seven key features of effective practice which underpin all we do in our early years classrooms. We strive to provide:

1. The best for every child
2. High quality care
3. A broad and balanced curriculum
4. A play based approach to learning through independent play, guided learning and direct teaching.
5. Effective assessment that informs the next steps for the children in our care.
6. Self-regulation and executive function – opportunities for the children to deepen their understanding and develop their language.
7. A strong partnership with parents and carers.

(Development Matters 2023)

4. Impact: Assessment

Ongoing assessment is an integral part of the learning and development process in the EYFS. It involves practitioners understanding children's interests and what they know and can do, and then shaping teaching and learning experiences for each child reflecting that knowledge. We ensure that practitioners have an excellent knowledge of each child's level of achievement and interests through actively engaging with the children during day-to-day interactions and ongoing observations. There is not a requirement for observations to be recorded however we acknowledge that practitioners may find it helpful to record particularly noteworthy achievements, in order to know what to teach next.

Autumn Term

The children in Reception are required to complete the statutory Reception Baseline Assessment (RBA) within the first 6 weeks of the children starting Reception. This is an age-appropriate assessment of early mathematics and literacy, communication and language. The RBA is used to create school-level progress measures for primary schools which will show the progress pupils make from Reception until the end of key stage 2.

Summer Term

In the final term of the year in which the child reaches age five, the EYFS Profile is completed for each child. Each child's level of development is assessed against the early learning goals. Practitioners will note whether children are meeting the expected levels of development, or if they are not yet reaching expected levels ("emerging"). The children are assessed against the Early Learning Goals (ELGs) to determine if they have achieved a **Good Level of Development (GLD)**. A child achieves a GLD if they meet the expected standard in all 12 ELGs within the **Prime Areas** of learning (Communication and Language; Physical Development; and Personal, Social and Emotional Development), as well as the specific literacy and mathematics goals (DfE Early Years Foundation Stage Profile Handbook).

The EYFS Profile provides parents and carers, practitioners and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their attainment against expected levels and their readiness to transition confidently and successfully into the more formal curriculum of Year 1.

<table>
<tr><th colspan="3">The Early Learning Goals</th></tr>
<tr><th colspan="3">Prime Areas</th></tr>
<tr><td>Personal, Social and Emotional Development
Self-regulation
Managing self
Building relationships</td><td>Physical Development
Gross motor skills
Fine motor skills</td><td>Communication and Language
Listening, attention and understanding.
Speaking</td></tr>
<tr><th colspan="3">Specific Areas</th></tr>
<tr><td colspan="2">Literacy
Comprehension
Word reading
Writing</td><td>Mathematics
Number
Numerical Patterns</td></tr>
<tr><td colspan="2">Understanding the World
Past and present
People, culture and communities
The natural world</td><td>Expressive Arts and Design
Creating with materials
Being imaginative and expressive</td></tr>
</table>

The outcomes of the EYFS Profile will be shared with Year 1 teachers to assist with the planning of activities in Year 1. The results will also be shared with parents and/or carers. The profile is completed for all children, including those with special educational needs or disabilities (SEND) and we ensure that reasonable adjustments are made to the assessment process for children with SEND as appropriate.

The Early Years Foundation Stage at Hacton

'All children deserve the care and support they need to have the best start in life. Children learn and develop at a faster rate from birth to five years old than at any other time in their lives, so their experiences in early years have a major impact on their future life chances. A secure, safe, and happy childhood is important in its own right. Good parenting and high-quality early learning provide the foundation children need to fulfil their potential.'

EYFS Statutory Framework 2025

At Hacton, we believe that the early years are the baseline of a child's education, providing the strong foundations required for lifelong academic excellence. We deliver an ambitious, knowledge-rich and communication focused curriculum allowing each child to enjoy experiences in all areas of learning and development based on their interests and needs as well as overarching themes.

Our curriculum prioritises rapid language acquisition by integrating a structured **Vocabulary Long Term Plan** that explicitly highlights intended words from both focus texts and continuous play areas, which sits alongside an **Oracy Curriculum Map and Skills Progression** outlining the speaking and listening competencies children will develop by the end of their Reception year through a deliberate blend of planned, structured activities and responsive 'in-the-moment' interactions.

We also focus on the foundations of handwriting beginning with physical strength. We follow a structured **Handwriting Long Term Plan** that prioritises the essential progression from gross motor stability to precise fine motor control, ensuring children develop the necessary finger strength, coordination and pencil grip before formal writing begins. Children are provided daily gross motor opportunities (climbing, lifting, balancing) to build the core and shoulder stability required for sitting and writing. Fine motor activities (threading, playdough, using tools) build the necessary finger strength for a comfortable pincer grip. Formal letter formation is taught sequentially in 'letter families', ensuring correct pencil grip and posture.

We have 12 curriculum goals which begin with the children when they join our nursery and continue throughout the EYFS to the end of the Reception year. The goals are ambitious and provide an overview of the different things we would like children to experience, know and be able to do. The goals are adaptable to the particular children on roll.

At Hacton we want our children to be:

- Confident Communicators
- Incredible Individuals
- Faithful Friends
- Awesome Athletes
- Terrific Tool Users
- Remarkable Readers
- Wonderful Writers
- Marvellous Mathematicians
- Extraordinary Explorers
- Caring Citizens
- Expressive Entertainers
- Daring Designers

Play is essential for children's development, building their confidence as they learn to explore, relate to others, set their own goals, and solve problems. Children learn by leading their own play, and by taking part in play and learning that is guided by adults. At Hacton, we offer a broad and balanced curriculum whilst taking into account children's interests, responding to each child's emerging needs and guiding their development through high-quality, warm, positive interactions coupled with secure routines for play and learning. We provide a safe and stimulating environment, planning activities in both the indoors and outdoors as we acknowledge the key role the environment plays in supporting and extending children's development and learning. The outdoor area is a learning environment

with equal status to inside. It encourages risk taking and challenge and children have free flow access in all weathers, with adult led and adult initiated activities taking place both inside and outside.

Planning in Nursery

When planning, we consider the individual needs, interests and development of each child and use this information to plan a challenging and enjoyable experience for each child in all areas of learning and development. Children will have opportunities to play indoors and outdoors. We will focus especially on the prime areas of learning and development to ensure strong foundations that can then be strengthened and applied in the specific areas.

We ensure that we provide opportunities for children to:

- develop their own play and independent exploration
- enjoy learning
- be resilient, capable, confident and self-assured
- learn to be strong and independent through positive relationships
- be motivated to find out more and to develop a 'growth mindset'

We will plan activities that stimulate children's interests, responding to each child's emerging needs and guiding their development through warm, positive interactions coupled with secure routines for play and learning. There will also be an overarching theme every half term and adult-led activities will be planned. There will be a long-term plan, a medium-term plan and a weekly plan based on the objectives in the Curriculum Overview.

Planning in Reception

It is recommended that time is built in at the start of the year to establish routines and high expectations with a focus on PSED. This investment at the start of the year will provide a strong foundation for children's learning and development across the phase

Teachers will plan a balance of adult led and adult initiated activities whilst planning enough time for child-initiated learning. Planning will allow for small focus groups to embed next steps arising from observations and outcomes of previous adult led activities. Detailed planning of continuous and enhanced provision will be provided for both indoor and outdoor learning. Planning will be differentiated on daily adult led plans to ensure children are working at the appropriate level.

Medium Term planning will be based on the Curriculum Overview and learning skills taken from Development Matters, not activities. Planning will be loosely based around the long-term plan and half termly topics but will follow children's interests and be adapted where necessary.

The AHT will attend some planning meetings to ensure that planning is consistent and progressive across the phase.

Planning meetings will be held on a weekly basis as a year group team to ensure planning is in place for the following week.

Phonics

Nursery will focus on sound discrimination, rhythm and rhyme, alliteration, speaking and listening and oral blending and segmenting following Essential Letters and Sounds (Phase 1), a government approved phonics programme. The children will take part in small group activities over the week. This will be in a structured, planned program, with a view to begin introducing graphemes and their linked sounds in the Summer Term.

Reception will follow the government approved phonics programme, 'Essential Letters and Sounds', which will introduce new sounds progressively. The children will have a whole class introduction and will then split into ability groups for short practical sessions to practise letter formation, segmenting and blending activities and sentence work.

Staffing

All children deserve high quality early education and care. At Hacton, we have a skilled team of teachers and support staff who strive to help every child achieve the best possible educational outcomes. In the Nursery, we operate a key person system. For the younger children in our care, they need to build an attachment with their key person for their confidence and well-being. The key person also promotes children's learning by developing a deep understanding of their individual needs.

Adults across the EYFS will demonstrate, both indoors and outdoors:

- Demonstration and explanation
- Modelling and scaffolding learning
- Introduction of new vocabulary and new concepts
- Making observations
- Extending learning
- Encouraging sustained shared thinking
- Encouraging problem solving
- Developing trusting relationships
- Questioning the children

The Learning Environment - Areas of provision

In both the indoor and outdoor areas, there are clearly defined play areas that encourage the children to feel confident in accessing the resources and activities. Neatly labelled drawers, trays and storage boxes (some with accompanying photographs / drawings) support both self- selection and in tidying up.

It would be expected that the areas described below are evident in our early year's classrooms (indoors or outdoors):

A quiet place to talk – an area inside or outside where children can talk and relax. Sensory resources can be added to facilitate relaxation. We create a language-rich environment through the use of songs, nursery rhymes, stories and providing time for quality interactions between adults and between peers.

Sensory area - (more prevalent in Nursery) this could include discovery bottles, baskets of different textures, natural materials, torches, mirrors and kaleidoscopes if available

Writing/Mark Making – Organised resources include a variety of paper types and sizes, envelopes, cards, note books, various sharp pencils and crayons.

Construction – Larger construction outside, variety of labelled construction blocks, an area for children to display and label their models in both Nursery and Reception.

Creative area – free access to junk modelling, with well organised labelled resources and materials – glue, string, sticky tape, hole punch, stapler, etc. An area for children to display and label the things they have made. Also, an area set up for good quality painting with a variety of brushes, paints, pictures in frames as a stimulus and different size, colour and shape of paper.

Physical development – Outside resources enable the development of gross motor skills – climbing, running,

balancing, throwing and catching, swinging and riding – all to include an element of calculated risk taking. Also, to encourage fine motor skills to develop the pincer grip – pegs on a washing line, tweezers, chalks, throwing bean bags and balls etc.

Role-play – both inside and outside based on current themes and children's interests. Include mark-making tools in this area. Adult participation is needed in this area to model to the children.

Small World – a well set up area to model real life situations and experiences, generally linked to the theme or story of the week.

Investigation Area – investigation/exploration areas inside and outside. Resourced with natural resource and magnifying glasses and mirrors, along with non-fiction books and clipboards. Outside to include a digging and planting area

Book corner – a good balance of fiction and non-fiction texts. A place to display current topic books, so this should be changed regularly and updated and thought about within planning sessions. Children's interests should be catered for with a section for comics, magazines and newspapers. Relevant story props, puppets, story sacks and displays should be within this area. Each classroom has a crate of '25 Recommended Reads' which contain a selection of fiction, non-fiction and poetry books to encourage children to become early readers through enjoyment of books, allowing them to develop their speech, language and communication skills.

Malleable Area – This is usually for play dough, and should include cookery books, recipe cards from previous taught dishes, cutters to suit the theme and a range of textures and colours to be experienced throughout the year.

Maths Area – a working resource area with a range of resources including puzzles, colour activities, games, books and number lines to support the learning of numbers, pattern and shape, space and measure.

Sand and Water Areas – a range of resource sorted, labelled and available to self-select.

Performance Area – a range of musical instruments to explore. Music linked to themes can be played outside to encourage movement and self-expression.

ICT – interactive whiteboards, programmable toys and iPads will be accessible for children.

Staff development

We actively encourage staff development. We recognise that continuous professional development and research-led training are crucial for delivering high-quality early years education. When new legislation is published, the Assistant Headteacher EYFS disseminates information, holds in-house training or signposts staff to relevant courses.

Team meetings are held as and when required. Year groups will meet weekly for planning and information sharing, and termly for moderation purposes.

Termly pupil progress meetings will be held (in line with the school's assessment timetable) to discuss evidence of children's work, learning journals and any children staff have concerns about, to look at good practice and areas for development. If more regular meetings are required, they will be arranged on a needs basis.

In weekly planning meetings EYFS staff will discuss outcomes of work and observations of children from

the previous week and any children they have concerns about, to ensure that the following weeks planning is appropriate and following the children's interests and needs.

On occasion, during staff meeting time, EYFS team meetings will be held to discuss any business specific to the EYFS that needs to be shared. Teaching staff will be encouraged to attend the borough's network meetings and training when required.

Learning Walks – The AHT and the Reception Lead will monitor the provision every half term through learning walks to highlight successes and areas for development. The findings will then be shared in team meetings, and an action plan put in place for improvement, using the BLINK format in line with the school monitoring procedures.

Staff Training - Continuous professional development (CPD) is treated as a strategic priority to ensure our workforce has the expertise to give every child the best start in life. In line with the latest EYFS Statutory Framework requirements, all early years staff participate in annual safeguarding training. They are also informed of EYFS specific criteria, including managing unexplained absences, safer recruitment reference checks, mealtime choking prevention and whistleblowing procedures. We actively train our staff in research-led, evidence-based frameworks, for example, the *ShREC Approach*.

Daily routines (subject to change based on the needs of each cohort)

Nursery

- 8.30am: Doors open. Children self-register and enjoy a range of child initiated self-chosen learning activities.
- 9am – 9.10am: Welcome Time.
- 9.10 – 10.10am: Child initiated and adult led activities inside and outside.
- 10.10 – 10.25am: Focused activities in small key worker groups.
- 10.25 – 10.55am: Child initiated and adult led activities inside and outside.
- 10.55am: Tidy up time
- 11.05 – 11.20am: Story time and singing.
- 11.30am: Home time / Lunchtime Hacton-EYFS-Packed-Lunch-Policy.pdf
- 12.30pm – 1.30pm: Child initiated and adult led activities inside and outside
- 1.30pm – 1.45pm: Focused activities in small key worker groups.
- 1.45pm – 2.15pm: Child initiated and adult led activities inside and outside
- 2.30pm / 3.30pm: Home time

The Nursery session runs from 8.30am until 2.30pm. The afternoon session begins at 12.30pm and finishes at 2.30pm. An extended wraparound hour is offered allowing children to finish at 2.30pm. This is chargeable at £7.00 per hour.

Reception

- 8.40 – 8.50am: Doors open
- 8.50 – 9.00am: Registration
- 9.00am: Whole class Phonics lesson.
- 9.30 – 10.15am: Child initiated and adult led activities inside. Focused activities in small teacher led groups.
- 10.15am: Snack and story time
- 10.25am: Outside area opens. Free flow between the indoor and outdoor areas.
- 11.05am: Whole class circle time or topic whole class input/activities.

- 11.25am: Get ready for lunch
- 11.30 – 12.45pm: Lunch Time Hacton-EYFS-Packed-Lunch-Policy.pdf
- 12.45pm: Registration then 'Five a Day'/ Yoga / Dough Disco
- 1pm: Whole class carpet session – Literacy / Maths / Topic
- 1.20 – 2pm: Child initiated and adult led activities inside. Focused activities in small teacher led groups.
- 2pm: Outside area opens. Free flow between the indoor and outdoor areas.
- 2.40pm: Tidy up time
- 2.50pm: Whole class singing or poetry
- 3.00pm: Get ready to go home
- 3.10pm: Home time

We encourage our staff to use the terminology of '**working and learning' not 'playing'** so that children understand that they are learning through play. We will say '*Where are you working today?' 'What are you learning today? Our job today is…*

General routines

- A bell/shaker is used in Reception to inform children that it is time to tidy up. The bell gives children a two-minute warning and the bell informs them it is time to stop and tidy. A 5-minute tidy up song is then played in the indoor classroom. In Nursery, a tidy up song will be played.
- A visual timetable may be used in pictorial form in each classroom.
- In line with safe eating guidelines, all children are offered a fruit snack and water / milk (in Nursery and for those children who have signed up in Reception) which they consume as a small group or on the carpet as a whole class, whilst all seated and facing the teacher. Hacton-EYFS-Food-and-Nutrition-Policy.pdf
- There is a show and tell time for two children in each class beginning in the spring term in Reception. This is called 'Marvellous Me' time. Here the children bring in photographs and tell the rest of the class about them. Children in Nursery will be invited to bring something into Nursery as part of our 'Communication Box'.

Marking

- In line with the schools marking policy, oral feedback will be used with children in Reception and Nursery as a way of discussing their learning with them. If children make any comments on their work, this will be transcribed by the teacher/support staff.
- In Reception, children will record their work in a selection of books for Literacy/Topic, Phonics and Handwriting. They will keep maths work in a folder. Each child will also have a 'Learning Journey' folder where they will keep their independent work.
- In Nursery, children will have a 'Learning Journey' folder containing examples of work and observations. They will also have a busy book that they can use for 'work' as and when they wish. Photographs will be used to record children's work e.g. models made in the construction area.
- The objective will be written clearly on the children's work taken from the curriculum overview.
- For emergent writing, staff will write what the child says word for word (child's voice) using the correct spelling.
- In Reception, staff may write a positive comment followed by a next step target.
- Smiley faces to be drawn on work to show that work is pleasing.
- A learning objective sticker is used for focus activities. Green and pink highlighters are used to show 'what went well' (green) and 'even better if' (pink).

Assessment

In Nursery, staff use their interactions with children and outcomes of activities to inform their knowledge of children and ensure that individual needs and interests are being met. They will also record WOW moments.

These will link to the statements in the curriculum overview to ensure that children are on track. Training will be given to all new staff in September regarding expectations and what to record. Regular moderation of observations and practitioner knowledge will take place during termly pupil progress meetings as part of whole team meetings and development.

In Reception, staff will build up their knowledge of what children can and can't do through interactions with children, outcomes of lessons, observations and parental knowledge (from WOW moments, parents' meetings, informal chats at home time and Marvellous Me (show and tell).

All staff are to contribute to the assessment process across the phase. Any observations will be placed in Learning Journeys, linked to the Hacton curriculum goals.

The EYFS AHT will analyse data once per term to ensure progression and development. Outcomes will be discussed with staff and next steps e.g. provision maps and intervention groups will be planned for.

The assessment/planning cycle is used in order to ensure that planning meets the needs of the children and supports their ongoing development and progress. Next steps must be included on the planning to ensure progress of all children.

Autumn Term

The children in Reception are required to complete the statutory Reception Baseline Assessment (RBA) within the first 6 weeks of the children starting Reception. This is an age-appropriate assessment of early mathematics and literacy, communication and language. The RBA is used to create school-level progress measures for primary schools which will show the progress pupils make from Reception until the end of key stage 2.

All EYFS staff will also complete a school baseline assessment. This is to ensure:

- a picture of the whole child is built up. Information will be used from parents, parent meetings and observations of each child and their interests in the first couple of weeks. All areas will be assessed in the first half term. A form is completed for each child and placed into the child's 'Learning Journey' folder.
- An appropriate speech and language assessment will be completed on all children to inform interventions.
- The EYFS AHT will analyse all data. Baseline data to be inputted onto SIMs and the school system in October in line with the whole school data drop.

Any new arrivals after the autumn term, to have baseline assessments completed through the same process.

Pupil Progress Meetings are held in December (in line with the school assessment timetable) across the phase to highlight children who are not on track and require intervention or to have their learning enhanced.

Autumn term data across the phase is collected and recorded onto SIMs and the school system before the end of the autumn term.

Spring Term

All areas to be assessed using practitioner knowledge, the work in the children's books and 'Learning Journeys'. Data will be inputted onto SIMs and the school system.

Pupil Progress Meetings to take place in March and target groups to be identified and interventions to be put in place (supported by EYFS AHT and SENCo).

Summer Term

Nursery to be assessed using the SIMs spreadsheet and school's tracker system.

Reception will complete the statutory EYFS profile. There is no set number of observations or pieces of

evidence required for each of the Early Learning Goals (ELG). The ELG's define the level of development that the children in Reception should be expected to have attained by the end of the EYFS. The ELG's should support teachers to make a holistic, best-fit judgement about a child's development, and their readiness for year 1.

The main purpose of the EYFS Profile assessment is to support a successful transition to KS1. It should inform Year One teachers about each child's stage of development and learning needs and help them to plan the Year One curriculum to meet the needs of all children.

Data will also show the number of children who have achieved a 'Good Level of Development' (achieved expected in the three Prime areas, Literacy and Mathematics).

Behaviour Expectations

There is a clear behaviour strategy and expectations that are discussed and agreed with the children and shared with parents. These are displayed and link to the whole school policy.

1. We walk calmly on the left side of the corridor
2. We do not play in the toilets and we treat them with respect
3. We enter, leave and sit silently in assemblies.
4. When the whistle blows, we line up quietly and wait
5. We do not swear, tease or call people names
6. We keep our hands and feet to ourselves

Transition

We frame our transition processes around the DfE's statutory and non-statutory resource: Getting children ready for reception: supporting effective transition. We ensure smooth transitions into our Nursery and Reception classes by working closely with parents, childminders and private nurseries prior to entry in order to:

- Develop strong, warm relationships with families before their child starts.
- Ensuring the early identification of any additional educational or physical needs to secure immediate intervention.

The EYFS is a pivotal phase for young children as they move from the home into a much larger community.

We aim to make transition **into Nursery** as smooth as possible by offering:

- A welcome meeting for parents at school in June to introduce the setting, staff and curriculum.
- A 'Stay and Play' session for all children in July.
- A 20-minute meeting for parents and children in September.
- A 'Stay and Play' session for parents and children in September.
- 2 shorter sessions and then full time. Parents may stay and help settle their child as appropriate.
- Children may bring a transitional object such as a cloth or toy however once a child is settled, we discourage toys being brought to Nursery.
- An 'All About Me' book which is completed at home and then shared and kept in nursery for children to look at and share.
- A home-school learning pack is sent home in June containing a 'Getting ready for Nursery' checklist, letter and number formation sheets and playdough recipes and exercises.
- A social story containing photographs of Nursery and school staff as well as photographs of the indoor and outdoor areas.

- A home/school book for those children who may have communication needs

Transition **into Reception**:

- A visit from their new Reception teacher for children not attending Hacton Nursery either in their current setting or at home. If children attend Hacton Nursery, the Reception teachers will visit Nursery to meet the children and speak to Nursery staff.
- A visit by the SENDCO for children at their current setting if there are concerns of any SEND needs.
- A Year R parents' welcome meeting in July to introduce school, staff and the curriculum.
- A 'Stay and Play' session for all children in July.
- A 20-minute meeting for parents and children in September.
- A 'Stay and Play' session for children and parents in September.
- Reception teachers to lead story time sessions in Nursery during the second half of the summer term.
- Hacton Nursery teacher to complete a 'Handover Booklet' and discuss the cohort with the Reception teachers, discussing strengths and areas for development.
- Parents are given a 'Starting Reception' booklet to inform them of the definition of 'school readiness'. This can be used as a checklist before the children start school in September.
- 'All About Me' books to be completed by all children at home and shared in key groups in September. These are shared with the class at the beginning of the year and then transferred to their 'Learning Journey' file.
- A social story containing photographs of the Reception classrooms and school staff as well as photographs of the indoor and outdoor areas.
- Staggered entry in September based on term of birth
- Full time from first day

Transition **into Year 1**:
Transition into Key Stage 1 is carefully managed through handover meetings and familiarisation visits to ensure continuity of care and learning.

- Year 1 teachers visit the children in Reception
- Reception children visit Year 1 classrooms.
- Reception children visit the KS1 playground.
- Reception children attend the Singing assembly in the summer term.
- Reception children attend a story time session with their new teacher.
- Reception teachers to share and discuss the EYFS profile with Year 1 staff and complete a Handover booklet.
- Information given by Reception staff will be used in order to plan the environment, experiences and learning that will best meet the needs of all the children.

Parents in Partnership Policy

We value the unique insight that parents can provide in to their children's learning and acknowledge that learning begins and continues in the home environment. By working in close partnership with parents, we seek to nurture in the children, the development of trust, respect, confidence, independence, self- esteem and the desire to learn. We can do this by working and talking together. We aim to:

- Communicate fully with parents to ensure that we all (parents, children and staff) have the same purpose in the needs, development and progress of all children.
- To involve parents fully in school life and the school community.
- To operate an open-door policy that encourages the fullest possible two-way communication between

staff and parents.

- To work in close co-operation with parents in order to ensure high standards of care and academic achievement in all of our children.

  To provide an environment inclusive for all parents and their children, regardless of need, background or culture.
- Foster and promote a two-way partnership based on mutual respect between parents, children and all of those working in our school.

Parents are welcomed into the school at mutually convenient times to learn more about their children's progress and to celebrate successes. There are numerous opportunities throughout the year (both formal and informal) to meet together and to get to know each other. Meetings are arranged at a variety of times to enable as many parents as possible to attend.

Formal meetings:

- Tours of the school for all prospective parents prior to application (in line with Trust procedures).
- Initial meeting in June/July to provide parents with information for starting school.
- Induction events for new parents, join parents/child play sessions and meet the teacher sessions.
- Parent consultation meetings during the year to provide parents with up-to-date information on their child's progress and to set targets in the Autumn and Spring terms.
- Meetings to discuss, evaluate and update Individual Education Plans for children with Special Educational Needs.

Informal meetings:

- A variety of workshops and shared learning sessions (Stay and Play, Phonics workshops, Read Together, Secret Reader).
- A variety of school productions.
- Class assemblies
- Fund raising events.
- Educational visits
- Sports Events

Communication:

- Regular newsletters and information letters
- Termly 'Curriculum Letter'
- Parents' Evenings
- Annual Progress reports in July
- Website information
- Regular updates on the school blog on Facebook
- Home school agreement
- Open Door policy
- Reading Records (Reception)
- Open Day in July

Opportunities to support parents:

- Providing information and advice workshops to enable parents to support their child's learning
- Offering guidance on specific areas of the curriculum to enable parents to support their child at home

Extended provision:

- Breakfast and After school club (Reception only) run by a private provider.
- Creating as many opportunities as possible for parents to be involved in their children's learning e.g. shared learning sessions such as phonic workshops in Reception.

Home/school partnership:

We believe that a strong home/school partnership is key to children's emotional development, progress and growth as part of the community. We encourage parents to support their children's learning at home in a variety of ways including:

- Jointly signing the Home School Agreement
- Reading with children as often as possible (minimum of three times per week)
- Following up learning at school in the home
- Celebrating WOW moments
- Encouraging children to complete and return any homework they have been given
- Checking their home/school books on a regular basis and as a means of contacting teachers
- Supporting our core values, rules and expectations

Parental Feedback:

The academy will regularly seek parental views on a range of topics affecting pupils' education through questionnaires, surveys and verbal discussions. Feedback is valued and responses are seriously considered and appropriate action taken. We are committed to the highest possible level of partnership and are always open to new suggestions on ways to improve.

The Early Years Foundation Stage at Ardleigh Green Infant School

'All children deserve the care and support they need to have the best start in life. Children learn and develop at a faster rate from birth to five years old than at any other time in their lives, so their experiences in early years have a major impact on their future life chances. A secure, safe, and happy childhood is important in its own right. Good parenting and high-quality early learning provide the foundation children need to fulfil their potential.'

EYFS Statutory Framework 2025

At Ardleigh Green Infant School, we believe that the early years are the baseline of a child's education, providing the strong foundations required for lifelong academic excellence. We deliver an ambitious, knowledge-rich and communication focused curriculum allowing each child to enjoy experiences in all areas of learning and development based on their interests and needs as well as overarching themes.

Our curriculum prioritises language acquisition which is delivered through an Oracy Curriculum. We also focus on the foundations of handwriting beginning with physical strength. We follow a structured **Handwriting Long Term Plan** that prioritises the essential progression from gross motor stability to precise fine motor control, ensuring children develop the necessary finger strength, coordination and pencil grip before formal writing begins. Children are provided daily gross motor opportunities (climbing, lifting, balancing) to build the core and shoulder stability required for sitting and writing. Fine motor activities (threading, playdough, using tools) build the necessary finger strength for a comfortable pincer grip. Formal letter formation is taught sequentially in 'letter families', ensuring correct pencil grip and posture.

Our provision

Literacy areas – All classrooms provide children with access to mark making, cutting and joining tools enabling them to develop their fine motor skills. Children have access to phonic mats and word banks, along with phonic posters and friezes, to support independent and child-initiated writing. Letter formation is clearly displayed to support children in developing their handwriting. Our weekly focus texts are displayed clearly on shelves to develop the children's love of reading and breadth of genres and writing styles.

Maths areas – All classrooms provide children with access to a vast range of manipulatives, enabling pupils to develop their independence and fluency as they become mastery mathematicians. Displays clearly highlight our weekly focus, demonstrating concrete, pictorial or abstract methods to support the children when solving problems independently.

Reading areas – All classrooms have a reading area, enhanced with high-quality texts which rotate each half term in line with our overarching theme. Children have the opportunity to access both fiction and nonfiction texts to develop their early love of reading and their understanding of different genres of writing and different writing styles. In our outdoor provision, our reading nook is enhanced with texts linked to each half termly theme with key texts and key vocabulary displayed to encourage the children to explore new language and develop their early comprehension skills.

Writing shed – Our outdoor writing shed is enhanced in line with half termly themes, encouraging our pupils to engage in child-initiated writing during roleplay~~ing~~ activities with staff and peers alike. Children have exposure to a broad range of writing styles; such as menus, letters, postcards, lists, etc. Children are able to record their ideas using writing frames, chalkboards and whiteboards.

Work to be proud of displays – Each classroom has a space where staff can display key pieces of work to be celebrated to highlight the children's efforts, along with pegs on a lower level for children to hang their own work which they take pride in. Photos of children are displayed on a weekly basis to celebrate the 'Child of the Week' and 'Handwriting Hero', along with birthday displays, to ensure all children are celebrated throughout the year.

Garden area – Staff guide the children in developing their role in being responsible for taking care of our setting, supporting the children in weeding, planting and making observations of plant growth and minibeasts.

Sand and water areas – These areas are enhanced with resources relating to our half-termly themes, enabling children to broaden their vocabulary whilst being engaged in sensory play.

Physical development – Children have ample opportunities to explore a range of movements including running, climbing, balancing, kicking, throwing and catching, and riding to develop their gross motor skills in our outdoor provision. In addition, Reception pupils have a weekly PE session and workshops throughout the year to help develop their coordination, balance and their spatial awareness.

Roleplay – Costumes are available on rotation in line with each half termly theme to inspire playing and learning. Staff engage in roleplaying games with the children, questioning pupils effectively to further enhance their early communication and language and PSED skills.

Performance Area – Music is played and instruments are available for children to perform alongside their peers.

Quiet area – A calm space in our outdoor provision for pupils seeking an opportunity to talk to, read or write with staff and peers.

Creative area – Children have access to a vast range of mark making, cutting and joining tools. A breadth of materials is available on organised and clearly labelled shelves to aid children when exploring a range of media. Each half term we study the work of artists, illustrators and sculpturers and we have an art focus on a weekly basis in line with our topic themes to ignite our children's imagination and creativity.

Staff development

We actively encourage staff development. We recognise that continuous professional development and research-led training are crucial for delivering high-quality early years education. When new legislation is published, the EYFS Leader, holds in-house training or signposts staff to relevant courses.

Team meetings are held weekly to keep all staff updated and teachers meet weekly for planning and information sharing. Year groups will meet weekly for planning and information sharing, and termly for moderation purposes.

Termly pupil progress meetings will be held (in line with the school's assessment timetable) to discuss evidence of children's work, learning journals and any children staff have concerns about, to look at good practice and areas for development. If more regular meetings are required, they will be arranged on a needs basis.

In weekly planning meetings EYFS staff will discuss outcomes of work and observations of children from the previous week and any children they have concerns about, to ensure that the following weeks planning is appropriate and following the children's interests and needs.

On occasion, during staff meeting time, EYFS team meetings will be held to discuss any business specific to the EYFS that needs to be shared. Teaching staff will be encouraged to attend the borough's network meetings and training when required.

Learning Walks – The Headteacher and the Reception Lead will monitor the provision every half term through learning walks to highlight successes and areas for development. The findings will then be shared in team meetings, and an action plan put in place for improvement, using the BLINK format in line with the school monitoring procedures.

Staff Training - Continuous professional development (CPD) is treated as a strategic priority to ensure our workforce has the expertise to give every child the best start in life. In line with the latest EYFS

Statutory Framework requirements, all early year's staff participate in annual safeguarding training. They are also informed of EYFS specific criteria, including managing unexplained absences, safer recruitment reference checks, mealtime choking prevention and whistleblowing procedures. We actively train our staff in research-led, evidence-based frameworks, for example, the *ShREC Approach*.

Daily routines:

- 8.45: Doors open
- 8.45 – 9:05am: Children self-register, complete morning routines and practise writing their name on whiteboards to support readiness for learning. Class calendars and weather charts are updated to develop the children's understanding of time and seasonal change.
- 9:05 – 9.30am: Whole class Phonics lesson.
- 9:30 – 9.45am: Whole class Literacy input
- 9:45 – 10:15am: Literacy activities (carousel rotation – adult led, independent and child-initiated learning in classrooms, the conservatory and our outdoor provision)
- 10:15 – 10:30am: Oracy Lesson
- 10:30 – 10:45am: Snack time and story session
- 10:45 – 11:00am: Whole class Maths input
- 11:00 – 11:30am: Maths activities (carousel rotation – adult led, independent and child-initiated learning in classrooms, the conservatory and our outdoor provision)
- 11:30 – 11:45am: Recap and rewind – Revision of key skills
- 11:45 – 1:00pm: Lunch time
- 1:00pm – 1:20pm: Quiet Reading /Word Detectives Session
- 1:20pm – 1:30pm: Movement Break
- 1:30pm – 1:45pm: Whole Class Foundation Input
- 1:45pm – 2:30pm: Child Initiated Free Flow activities
- 2:30pm – 2:45pm: Oracy Session
- 2:45 – 3:00pm: Story time
- 3:00 – 3:10pm: Getting ready for home
- 3:15pm: Home time

Assemblies

Once settled into school life, Reception pupils begin attending weekly year group assemblies to share key PSED books. In the Spring term, they join Key Stage One for weekly singing assemblies, where they learn about the school vision and values through songs and actions. In the summer term, Reception pupils will attend key whole school assemblies.

We encourage our staff to use the terminology of '**working and learning' not 'playing'** so that children understand that they are learning through play. We will say '*Where are you working today?' 'What are you learning today? Our job today is…*

General routines

- A bell/shaker is used in Reception to inform children that it is time to tidy up. The bell gives children a two-minute warning and the bell informs them it is time to stop and tidy.
- A visual timetable may be used in pictorial form in each classroom.
- In line with safe eating guidelines, all children are offered a fruit snack and water / milk which they consume on the carpet as a whole class, whilst all seated and facing the teacher.

Behaviour Expectations

Pupils come 'FIRST' at Ardleigh Green, enabling them to learn and grow in a safe and secure environment. Assemblies, displays and ongoing discussions between staff and pupils clearly highlight expectations for behaviour by reinforcing the 5R's; readiness to learn, responsibility, resourcefulness, resilience and reflectiveness. Our children learn to communicate their needs effectively and politely by 'keeping in STEP'. Our open-door policy, and policies published on our school website, ensure there is effective communication regarding behaviour expectations between staff and our children's families.

Throughout the school, pupils are rewarded for positive behaviour and impeccable manners with stickers, certificates and class story or blog posts. Weekly celebrations (including 'Child of the Week', 'Handwriting Hero', 'Regular Readers' and the opportunity for afternoon tea with the Headteacher) ensure every child has numerous opportunities to be celebrated throughout their learning journey.

Planning

- Our planning ensures time is built in at the beginning of the year to establish routines and high expectations with a focus on PSED, as children learn to build relationships, regulate their emotions and develop their self-help skills in their new learning environment. This investment at the start of the year will provide a strong foundation for children's learning and development across the phase.
- Weekly planning meetings ensure staff across the setting work consistently to review planning documents and resources and adapt appropriately for our cohort and where appropriate, individual pupils.
- Planning documents are displayed for Phonics, Literacy, Maths and Topic inputs and activities.
- Objectives from the Early Years Framework are highlighted clearly on planning documents to ensure planning is progressive and in line with Baseline, Autumn, Spring and Summer expectations.
- Key vocabulary and questioning are highlighted on planning documents to ensure all staff members in the Early Years are confident in supporting children in broadening their early communication and language and PSED when learning and playing.
- Activities are planned and delivered on a carousel basis to ensure all pupils have access to adult led, independent and child-initiated activities in the classroom, conservatory and outdoors.

Marking

- In line with the school's marking expectations, children receive oral feedback to help them to develop the knowledge and skills necessary to be confident, fluent and independent readers, writers and mathematicians.
- Photographs are used to evidence practical work or any wow moments celebrating pupil's work.
- Recorded work is highlighted using 'tickled pink' and 'green for growth' to celebrate the children's efforts. Purple is used to highlight pupils' effective use of capital letters, finger spaces, full stops, and any other punctuation marks throughout their recorded work.
- Marking labels are updated on a half-termly basis in line with levels and statements for Baseline, Autumn, Spring and Summer, ensuring there is effective progression towards achieving the Early Learning Goal. Pupil voice or staff observations can be recorded on marking labels as additional evidence of a child's knowledge and understanding.
- I/S/P/SW are recorded on every pupil's piece of work to show if they have been able to complete tasks independently, with support, when working with a partner, or when completing shared written tasks as a group.

Assessment

Ongoing assessment is an integral part of the learning and development process in the EYFS. We ensure that

practitioners have an excellent knowledge of each child's level of achievement and interests through actively engaging with the children during day-to-day interactions and ongoing observations. All staff are to contribute to the assessment process. Although it is not a statutory requirement for observations to be recorded in the Early Years, we acknowledge it is valuable in supporting staff when forming judgements and effectively planning next steps for children.

Autumn term

Reception pupils are required to complete the statutory Reception Baseline Assessment (RBA) within the first 6 weeks of the children starting school. This is an age-appropriate assessment of early mathematics and literacy, communication and language. The RBA is used to create school-level progress measures for primary schools which will show the progress pupils make from Reception until the end of Key Stage Two.

EYFS staff will also complete a school baseline assessment. This is to ensure:

- A picture of the whole child is built up. Information will be used from home visits, coffee mornings, stay and play sessions, along with observations of each child and their interests in the first couple of weeks. All areas will be assessed in the first half term and an assessment booklet is completed for each child and used to help inform teacher judgements at baseline.
- A speech and language assessment will be completed to inform intervention planning.
- Reception teachers will ensure baseline data has been inputted onto SIMs in line with the whole school data drop. Staff will meet with the Headteacher and Assessment lead for data day and complete a STARE form to ensure expectations are consistent and to form an action plan going forward.

Autumn term data across the phase is collected and recorded onto SIMs before the end of the autumn term. A data day will take place to review expectations and highlight pupils working towards expectations and a plan to support them will be put in place.
For pupils working significantly below age-related expectations, staff will meet with the school SENDCO to communicate their concerns, and where appropriate arrange to meet with parents to discuss a plan moving forward. For some pupils, a unique learning pathway will be formed to monitor steps of progress in line with the individual child's needs and areas for development.

Spring Term

Staff will continue to collect evidence of adult led, independent and child-initiated recorded work for Literacy journals and Maths books. Additional evidence of 'wow moments' are recorded and annotated by practitioners with pupil voice or explanations of the learning that has taken place.
Staff will continue to adapt planning to meet the needs of pupils and adapt intervention groups to enable all pupils to make progress. A spring data day will take place as an opportunity for staff to moderate and review data dropped on SIMS to ensure expectations are consistent and form an updated plan to support pupils working towards the expected standard.

Summer term

Reception staff will complete the statutory EYFS profile. There is no set number of observations or pieces of evidence required for each of the Early Learning Goals (ELG). The ELG define the level of development that the children in Reception should be expected to have attained by the end of the EYFS. The ELG should support teachers to make a holistic, best-fit judgement about a child's development, and their readiness for Year One.

The main purpose of the EYFS Profile assessment is to support a successful transition to Key Stage One. It should inform Year One teachers about each child's stage of development and learning needs and help them to plan the Year One curriculum to meet the needs of all children.

Data will also show the number of children who have achieved a 'Good Level of Development' (achieved expected in the three Prime areas, Literacy and Mathematics).

<table>
<tr><th colspan="3">The Early Learning Goals</th></tr>
<tr><th colspan="3">Prime Areas</th></tr>
<tr><td>Personal, Social and Emotional Development
Self-regulation
Managing self
Building relationships</td><td>Physical Development
Gross motor skills
Fine motor skills</td><td>Communication and Language
Listening, attention and understanding.
Speaking</td></tr>
<tr><th colspan="3">Specific Areas</th></tr>
<tr><td colspan="2">Literacy
Comprehension
Word reading
Writing</td><td>Mathematics
Number
Numerical Patterns</td></tr>
<tr><td colspan="2">Understanding the World
Past and present
People, culture and communities
The natural world</td><td>Expressive Arts and Design
Creating with materials
Being imaginative and expressive</td></tr>
</table>

Transition

We frame our transition processes around the DfE's statutory and non-statutory resource: Getting children ready for reception: supporting effective transition. We ensure smooth transitions into Reception by working closely with parents, childminders and private nurseries prior to entry in order to:

- Develop strong, warm relationships with families before their child starts.
- Ensuring the early identification of any additional educational or physical needs to secure immediate intervention.

Learning and development is crucial in providing children with the best start in life as they embark on their learning journey with us. To support children in settling into school life, we aim to provide a smooth and seamless transition **into Reception** by offering:

- A 'School Readiness' meeting in May to help parents support their child in being ready for school.
- Parents are given a 'Starting Reception' booklet to inform them of the definition of 'school readiness'. This can be used as a checklist before the children start school in September.
- An Information Evening for parents in June to share our school vision, values, curriculum entitlement, and advice for preparing your child for starting school.
- A home visit from the Reception team.
- A visit by the SENDco for children at their current setting if there are any SEND concerns.
- Coffee mornings and stay and play sessions at our family centre.
- The opportunity for our new Reception cohort and families to attend our summer fayre to meet staff, other families and our school Parent Association.
- A Reception Stay and Play Open Evening in July for parents and children to explore the setting and meet staff. An information pack can be collected, along with a book for parents to share with your child to begin their exciting reading journey with us.
- A 'Chatterbox' activity to be completed at home over the summer holidays for children to share what is important to them with their peers and staff.
- A Reception Curriculum meeting in September to inform parents of the EYFS curriculum and to receive further information about the school.

- A social story with pictures of staff and the learning environment where appropriate to support individual pupils.

To effectively support pupils' transition to **Year One**:

- Reception teachers will carry out a transition meeting with Year One staff to communicate key information about each pupil, along with their current attainment levels and their next steps. The Year One team will then meet to plan effectively to support pupils.
- Year One teachers will visit pupils in their Reception classroom.
- Reception pupils will have the opportunity to meet their Year One class teacher and teaching assistants in school and complete activities in their new classroom in the summer term.
- Parents are invited to an Open Evening as an opportunity to view and celebrate their child's work in Reception and meet their child's Year One teacher in their new classroom.
- Reception children are asked to complete a summer holiday diary to share in Year One.
- Reception pupils attend whole school assemblies throughout the Spring and Summer terms.

Parents in Partnership

At Ardleigh Green, we value the unique insight that parents can provide for their children's learning and acknowledge that learning begins and continues in the home environment. By working in close partnership with parents, we seek to nurture the children in developing trust, respect, confidence, independence, self-esteem and the desire to learn. We can do this by working and talking together.

Our aims:

- To communicate fully with parents to ensure that we all (parents, children and staff) have the same purpose in mind: the needs, development and progress of all children.
- To involve parents fully in school life and the school community.
- To operate an open-door policy that encourages the fullest possible two-way communication between staff and parents.
- To work in close co-operation with parents in order to ensure high standards of care and academic achievement for all our children.
- To provide an environment inclusive for all parents and their children, regardless of need, background or culture.
- Foster and promote a two-way partnership based on mutual respect between parents, children and all of those working in our school. Parents are welcomed into the school at mutually convenient times to learn more about their children's progress and to celebrate successes. There are numerous opportunities throughout the year (both formal and informal) to meet together and to get to know each other. Meetings are arranged at a variety of times to enable as many parents as possible to attend.

Formal meetings:

- Tours of the school for all prospective parents prior to application (in line with Trust procedures).
- A Reception Information Meeting in June to provide parents with information about starting school.
- Induction events for new parents and children.
- An Early Reading and Phonics Meeting to share information with parents about our approach to reading and how to effectively support pupils in developing their love of reading and make effective progress.
- Parents' Evenings in the Autumn and Spring to provide parents with information regarding their child's progress and ways we can work together effectively to support them.

- Meetings to discuss, evaluate and update Individual Education Plans for children with Special Educational Needs.

Informal meetings:

- A variety of workshops and shared learning sessions (Stay and Play, Phonics Workshops, Read together, Secret Reader)
- A school production
- Christmas and Summer Fayres and other PA led fund raising events
- Sports Day
- Enrichment opportunities

Communication:

- Regular newsletters and information letters
- Parents' Evenings
- Annual Progress reports in July
- Website information
- Regular updates on the school blog and social media
- Home school agreement
- Open Door policy
- Reading Records
- Whole School Open Evening in July

Opportunities to support parents:

- Providing information and advice workshops to enable parents to support their child's learning.
- Offering guidance on specific areas of the curriculum to enable parents to support their child at home.
- Monthly Well-Being Hub meetings at our Family Centre.

Extended provision

- Breakfast and After school club are run by Abacus School Clubs.
- We aim to provide as many opportunities as possible for parents to be involved in their child's learning e.g., reading drop-ins, workshops, etc.

Home/school partnership:

- We believe that a strong home/school partnership is key to children's emotional development, progress and growth as part of the community. We encourage parents to support their children's learning at home in a variety of ways including:
- Jointly signing the Home School Agreement
- Reading with children as often as possible (minimum of three four times per week)
- Following up learning at school in the home
- Celebrating WOW moments
- Encouraging children to complete and return any homework they have been given
- Checking their home/school books on a regular basis and as a means of contacting teachers
- Supporting our core values, rules and expectations

Parental Feedback:

The Academy will regularly seek parental views on a range of topics affecting pupils' education through questionnaires, surveys and verbal discussions. Feedback is valued and responses are seriously considered and

appropriate action taken. We are committed to the highest possible level of partnership and are always open to new suggestions on ways to improve.

APPENDIX: Equalities Impact Assessment

1. **Characteristics of Effective Teaching and Learning:**
    - **Playing and Exploring:** Practitioners will ensure that play opportunities are diverse, culturally sensitive, and accessible to all children.
    - **Active Learning:** Practitioners should be mindful of individual learning needs and adapt their support accordingly.
    - **Creating and Thinking Critically:** Practitioners should encourage diverse perspectives and avoid limiting creativity based on stereotypes.
2. **Approaches to Learning:**
    - **Play-Based Learning:** Practitioners will ensure that play materials and scenarios represent diverse cultures, abilities, and backgrounds.
    - **Adult Modelling and Observation:** Practitioners will model inclusive behaviour and actively observe children's interactions. Sensitivity to cultural differences and individual needs is crucial.
    - **Adult-Guided Learning:** Practitioners should adapt guidance to accommodate diverse learning needs and abilities.
3. **Key Features of Effective Practice:**
    - **Best for Every Child:** Practitioners should consider individual needs, cultural backgrounds, and abilities when planning.
    - **High-Quality Care:** Practitioners will avoid favouritism and provide equitable attention.
    - **Broad and Balanced Curriculum:** Inclusivity involves representing diverse cultures, languages, and experiences. Practitioners should avoid cultural bias and stereotypes.
    - **Effective Assessment:** Assessment should be culturally sensitive and consider diverse learning needs. Practitioners should avoid assumptions based on stereotypes.
    - **Self-Regulation and Executive Function:** Supporting language development and understanding benefits all children. Practitioners should provide language-rich environments.
    - **Strong Partnership with Parents and Carers:** Inclusivity extends to involving families. Practitioners should communicate effectively with diverse families and respect their contributions and cultures.

Remember that promoting equity involves continuous reflection, adaptation, and a commitment to meeting the unique needs of each child.