



Inspiring All to Excellence



Violet Way Academy

Early Years Foundation Stage (EYFS) Policy

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Document Control

Document Title	EYFS Policy
Effective Date	Autumn 2023
Review Date	Autumn 2024
Policy Owner	Michelle Kee
Policy Approver	LGB

Version Control

Version	Date	Amended by	Comments
V2	26.08.23	M Kee	No changes





Section	Changes Made

1. Our Academy Vision

At Violet Way Academy we want all our pupils to ‘**Reach for the Stars.**’ This means setting aspirational goals, persevering in the face of challenge and striving for excellence in all that they do.

‘Inspiring All to Excellence’

2. Our Academy Values

	<u>Values</u>	<u>Key linked character traits</u>
	<p>We care</p> <p>We treat people, living things and delicate objects with gentleness. We offer support to someone who needs help or is sad. We care about and look after our environment. We look after ourselves by eating healthily, exercising, keeping clean and staying safe.</p>	<p>caring, cleanliness, kindness, helpfulness</p>
	<p>We are brave</p> <p>We will try new things even if we feel afraid of doing them. We do what we know is the right thing, even when it is difficult. If we find things challenging, we keep trying and never give up. We support each other to face our fears and persevere. We aim to be the best that we can be.</p>	<p>courage, perseverance, independence, honesty</p>
	<p>We celebrate individuality</p> <p>We celebrate that each child is unique and special. We respect each other’s ideas and opinions. We know who we are as individuals and are happy with who we are. We celebrate our individual strengths and talents and encourage one another to live life with joy.</p>	<p>respect, curiosity, fairness, understanding</p>
	<p>We leave no one behind</p> <p>We take responsibility for our own behaviour and learning. We work together for the benefit of everyone. We are patient and supportive, taking time to listen and consider the feelings of others. We follow the school rules and encourage one another to be the best we can be.</p>	<p>responsibility, cooperation, patience, supportive</p>

Our values are the thread that drive excellence and create the culture in which we can all excel. We expect all members of the school community, parents, families and staff, to work collaboratively with high aspirations and expectations of everyone, consistent with our values. Below, we have identified some of the key character traits, linked to our four key values, that our pupils will learn at Violet Way to help them flourish as individuals, ready for the next stage of their education.

3. Whole School Curriculum Vision

At Violet Way Academy we intend that all pupils, regardless of background, develop the knowledge and character needed to flourish in life. We aim to ‘inspire all to excellence’ through the provision of:

1. A rich, broad and balanced curriculum, presented in a vibrant, exciting and imaginative manner, enriched through a range of meaningful experiences.
2. A character education, that runs through all that we do, nurturing and fostering the values our pupils need to thrive as individuals, ready for the next stage of their education.

4. EYFS Curriculum Intent

In line with our whole school five key curriculum drivers (*Aspirations, Collaboration, Connections, Creativity and Expression*), our EYFS Reception Curriculum has been designed to support pupils to develop confidence and independence and to persevere in the face of challenge. The design of the curriculum encourages pupils to build respectful relationships and communicate effectively with each other. It is carefully planned to enable pupils to make connections between home and school life, prior knowledge and new learning and begin to make links with the wider community. Children are encouraged to explore their own ideas, fascinations and interests and express their individuality, communicating their thoughts and ideas verbally, through drawing, mixed media and in writing.

Our ambitious EYFS Reception curriculum aims to enable all children to develop the knowledge, skills and understanding they should acquire by the end of the Reception year in order to become confident, self-assured, independent learners, ready for KS1.

At Violet Way Academy, we take time to get to know each individual child well, building good relationships so that we can best understand their needs. Our approach gives the children opportunities to learn, make choices and decisions and develop self-awareness, confidence and independence. This learning takes place in an atmosphere of caring and warmth, where each child and their individual needs and achievements are recognised, valued and praised.

Our EYFS Curriculum has been designed to:

- support children's transition to Reception (and then KS1)
- reflect our beautiful woodland environment
- teach the children how their environment compares to other places, cultures and nature in their local community and other parts of the world
- learn about themselves, and other important people in their lives, including in the school, their family and the local community

As a result, each planned topic is included in the curriculum for very specific reasons, building upon children's prior knowledge (please refer to our EYFS Long Term Overview). We want to ensure that all children leaving the Reception year are ready to start the Violet Way Academy KS1 curriculum. Although our curriculum includes six half-termly learning units, we are responsive to the children's learning needs and interests and will adapt our EYFS Reception curriculum in order to meet the needs of our youngest learners. All the learning units have resources and activities ready to use in the continuous and enhanced provision. The learning units are always introduced with a good-quality text, which helps children learn the value and importance of books and reading and promotes reading for pleasure. Our EYFS curriculum is enhanced by the provision of specialist teaching in Forest Schools and Music.

5. Early Years Foundation Stage (EYFS) Framework

The Early Years Foundation Stage curriculum in Reception incorporates the statutory requirements of the 'Statutory Framework for the Early Years Foundation Stage', which sets the standards for care and learning in the early years. Our EYFS curriculum offer ensures that pupils in Reception experience a range of learning opportunities, which best meet their developmental needs as well as taking into account their individual interests. The curriculum and early years practice have been shaped with respect to the four overarching principles of the EYFS Framework 2021:

- every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured

- children learn to be strong and independent through **positive relationships**
- 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**
- importance of learning and development. Children develop and learn at different rates. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND).

We utilise the EYFS Framework 2021, Development Matters (2021) and the updated Birth to 5 Matters to ensure we are knowledgeable about how children typically develop and how we can support them further where necessary. We want children to acquire knowledge and develop skills typical for their age. We create purposeful and exciting learning experiences, well-modelled adult-led activities and build warm, genuine relationships with our youngest learners, in order to support their learning journey. The curriculum for Reception is planned to enable the children to acquire knowledge, demonstrate their understanding and learn skills through the seven areas of learning. All seven areas of learning and development are important and inter-connected. The three prime areas are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving. There are also four specific areas, through which the three prime areas are strengthened and applied.

Prime Areas

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

Specific Areas

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

In planning and guiding what children learn, teachers reflect on the different rates at which children are developing and adjust their practice appropriately, referring to guidance in Development Matters (2021). Three characteristics of effective teaching and learning are:

- ✓ 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

We will, as per the statutory framework, adopt the educational programmes. Detailed below is how we will work within the structure of these educational programmes to meet the needs of our pupils.

6. Educational Programmes

6.1 Communication and Language

The development of children's spoken language underpins all seven areas of learning and development. At Violet Way, talk is a key element of the curriculum. Our learning environment is a nurturing learning

space, purposefully designed to provide the necessary stimulus to support the development of children’s language skills effectively. All adults seize every opportunity, throughout the academy day, to use language, interact and encourage turn-taking. During child-initiated, continuous provision time, adults are free to play alongside children, as this is when the best language development will take place. Adults comment on what children are interested in or doing, model speaking in full sentences, engage in conversation, use talk alongside actions and objects and add vocabulary to help children learn new words and develop understanding. During Story and circle time, children sit in familiar groups, where their back-and-forth interactions are modelled and supported. Throughout the day, children are encouraged to ask questions and contribute to whole-class, group and paired discussion whenever possible. Children who struggle to communicate are sensitively supported in the provision and learning interventions are used when appropriate to support pupils who lack confidence or need additional support to make typical progress.

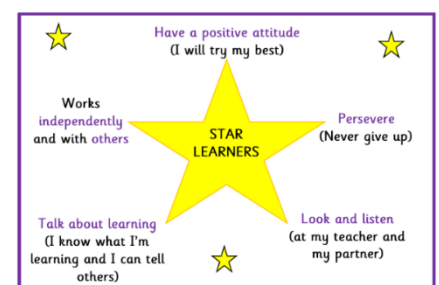
The Wellcomm language screening tool is used to screen children’s speech and language ability, allowing us to quickly identify problems before they become more serious. Wellcomm interventions will be put in place for any of the children who need extra support. We also deliver programs set by the Speech and Language Team.

6.2 Personal Social and Emotional Development

At Violet Way Academy, we aim to create a welcoming, supportive learning environment where pupils are valued and cared for. We want our children to be happy, confident and successful, developing positive attitudes towards learning during their early years and beyond. It is important to us that their emotional and physical well-being is nurtured. All adults take time to develop positive, warm and supportive relationships with the children, supporting them to learn how to understand their own feelings and those of others, manage their emotions, develop confidence, self-assurance, independence and persevere in the face of challenge. Effective transition procedures, consistent routines, a well-organised learning environment and supportive Key Persons, also help to ensure that children settle quickly and the move from Nursery (or home) into Reception is made easier. Taking time to find out about each individual child before they start in Reception means we can plan our provision carefully to ensure their individual needs are catered for and they have a smooth transition into Reception.

-  We will listen to and show respect to ALL in school.
-  We will have kind hands, kind feet and kind words to all.
-  We will walk sensibly and quietly around school showing politeness to others.
-  We will be determined to be the best learners and the best friends we can be.
-  We will care for our classroom, our school and our local community.

We encourage positive learning behaviours and self-regulation by teaching children our ‘Five Golden Rules’ and providing positive incentives, including our Star Learner award. All adults consistently model and praise the behaviour we expect to see and the four academy values, which underpin the whole curriculum. These rules and values then follow on throughout the children’s school life at VWA.



At Violet Way Academy, we understand the importance of supporting our youngest pupils in learning how to process information, stay organised and focus on what they are doing (executive function). This coincides with developing children’s self-regulation skills. Executive function helps us to get things done whilst self-regulation helps us to understand our emotions so that we are stable and secure enough to

get anything done in the first place. To support our pupils in developing these skills, adults model self-regulation by talking about feelings like anger, frustration and sadness and how to process these feelings. Developing pupils' positive well-being comes first and this, in turn, supports their development of executive function. We recognise that, if our pupils are emotionally secure, they are more likely to feel up to the task of staying organised and getting things done.



In order for pupils to develop positive, respectful relationships with their peers, adults support interactions by playing alongside them during child-initiated provision, guiding them through restorative conversations to resolve conflicts, planning in paired talk opportunities and providing purposeful, collaborative activities.

Children are motivated to be active and learn outside in our Forest School environment. Our Wellbeing Wednesdays offer children the opportunity to develop an understanding of how to look after their emotional well-being.

6.3 Physical Development

At Violet Way Academy, pupils have opportunities to develop their gross motor skills as they explore the outdoor environment, including open-ended resources, engaging in large construction, climbing, balancing and negotiating the space. The adults help children learn how to take measured risks as they play in the Reception outdoor area and their Forest School sessions. They have a weekly PE session through a scheme of learning that supports them to develop their core strength, stability, balance, spatial awareness, coordination and agility (Power of PE). Through modelling, praise and supportive interactions we guide pupils into developing their understanding of how to stay safe and look after their bodies, including healthy eating, oral hygiene and managing their personal needs. Teachers plan a range of learning opportunities to support this, including snack time and cooking activities. We offer a healthy morning snack and healthy meals at lunchtimes. On Wellbeing Wednesdays, children learn about the importance of physical exercise, healthy lifestyles and how they can manage their emotional well-being.

Teachers ensure that the resources available within child-initiated provision enable repeated opportunities to explore, practice and refine their fine motor skills. Adults support and offer feedback to encourage children to think and improve. Through offering a range of small-world, puzzle play and creative activities, including arts and crafts and manipulating small resources and tools, children develop their fine motor skills in fun, playful ways. In their Forest School sessions, children will practice using tools safely, developing confidence and control with support. Handwriting relies on fine motor skills being established and during morning time, when the children first come into school, adults utilise the Fine Motor Skills Toolkit to plan activities which support the development of pupils' motor skills. As children's fine motor skills improve, children will be taught pencil control skills through modelling, practice and feedback.

Children are taught about the importance of regular exercise and healthy eating and are encouraged to join in with whole-school sports initiatives such as 'Wake up Shake up' Wellbeing Wednesdays, yoga sessions, sports days and Maypole dancing.

6.4 Literacy

The ability to read is a fundamental skill linked to successful learners. We believe that it is important to teach our children early phonics as soon as possible because fluent readers will learn more as they can read and gain knowledge for themselves. We want to give our children a good foundation by building their phonic knowledge and reading skills. At Violet Way Academy, we have chosen to utilise Read Write Inc for phonics because it is a systematic, synthetic phonic scheme which engages children in phonics and reading. Children in Reception have a daily phonics lesson to help them to read. They are taught the sounds that letters make, blending to read and segmenting to write. Children practice reading lively phonics books consistent with their developing phonic knowledge so that, early on, they experience success and gain confidence as readers. Each week, children take home a text matched to their phonic knowledge as well as a library book to share with parents.



At Violet Way, adults in Reception read frequently to children as part of our curriculum. Adults read books to children informally during child-initiated provision, as part of their learning units, during rhyme time and in daily story time sessions. Through storytelling, role play and group time, children are encouraged to express their ideas, thoughts and opinions. The adults in Reception use comments and questions which encourage pupils to elaborate or extend their ideas and apply new vocabulary with developing independence.

Adults carefully plan enhancements to the learning environment that include role-play areas, small-world play, story making tables, books and writing in the environment to encourage the children to act out scenarios and talk about what they are learning. This helps them learn and use new vocabulary and apply their developing reading and writing skills.

6.5 Mathematics

Children are taught maths through whole class and guided group teaching and activities to develop and improve their knowledge skills in counting, understanding and using numbers, simple addition and subtraction problems. We also use maths enhancement activities in the different areas in the classroom, including the outdoors. The main aim of the maths curriculum is to enable our pupils to develop firm mathematical foundations, including a deep understanding of number to ten and being able to subitise numbers to five automatically as soon as possible. Children who need extra help with mathematics are provided with targeted support, either through provision enhancement, adult interactions or additional intervention where required. Time is given for children to talk, play and practice using mathematical vocabulary and numbers.

We utilise the White Rose scheme of learning because they make sure topics are introduced to children in a logical order and revisited throughout the year to encourage deep learning, ensure children have the foundational knowledge they need and embeds mathematical thinking and talk. We also utilise the NCETM resources because they support us in planning the initial building blocks for mathematical thinking, reasoning and problem solving for our pupils. In maths, we also ensure children have opportunities to learn about maths through stories, songs and rhymes.

6.6 Knowledge and Understanding of the World

Within our EYFS curriculum, children are encouraged to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, cultures and

the environment. Children get to explore the school grounds, including our forest area. They visit the local post office and Chinese restaurant and take a trip to Conkers later in the year. The children learn about important people in school and within the local community. We celebrate and value the different cultures, languages and experiences our pupils and families bring and encourage them to share these with each other.

We are extremely fortunate to have a forest area within the grounds of our school. The Forest School Leader is knowledgeable about local wildlife and plant species, and endeavours to pass this knowledge on to children through carefully planned Forest School learning sessions. Our 'Minibeast' and 'Animal' learning units link particularly well to the outdoor area, where children are encouraged to observe nature around them changing over time and to look after our garden areas and the chickens.

Geography is introduced through our 'Around the World' and 'Pirate' learning units but children are also encouraged to use maps in their play, for example drawing maps for small world play. The children also learn about our school and local community. Each year we take a trip to the local post office to post letters to Santa. History is introduced in our 'All about me' learning unit, where pupils compare the toys they play with now to those they played with as a baby and they also find out what toys their parents and grandparents used to play with. In our 'Superheroes' learning unit, we identify superheroes in our families and local community, such as parents, grandparents, doctors and police officers. We teach RE throughout the year, utilising the Discovery RE scheme and encourage pupils respectfully compare how they celebrate in their family compared to other children in their class. They talk about their own cultural experience, for example birthdays, Diwali, Christmas, Easter and Eid. The children visit Wing Wah to learn about and celebrate the diverse cultures and traditions within Britain. During this trip they children learn about Chinese cuisine and the traditions celebrated during Chinese New Year, including dragon dancing.

Cultural Capital - We believe that cultural capital can be strengthened through vocabulary development, the enhancement of the learning environment and provision to provoke conversations, exploration of the school grounds, local environment and beyond. We aim to develop and increase cultural capital for our youngest pupils in school by utilising opportunities which help pupils expand their vocabulary, which is needed to enable them to participate in social activities. We enrich the curriculum with a range of activities that enhance our curriculum, including trips, visitors and exciting experiences.

6.7 Expressive Arts and Design

At Violet Way, music, role play and dance play an important role within the curriculum. We want children to sing songs, make music, dance and perform. We have regular music lessons taught by specialist teachers, where children learn to play, appreciate, compose and ENJOY music. Within the continuous provision, children are given time to play imaginative games and make up stories, songs and dances.

Children listen to a broad range of stories, non-fiction texts, songs and poems to inspire and encourage them to perform, develop and share their own stories, songs and rhymes. The children are taught how to safely use and explore a variety of materials, tools and techniques, experimenting with colour, texture and design. They are encouraged to share their creations with others, talking about how they made them and what materials, tools and techniques they used.

7. EYFS Curriculum Implementation: Pedagogy

In the early years of life, children learn through play. It is through play that children make discoveries about themselves and find out about the world around them. By providing a range of play-based activities in EYFS, we aim to encourage learning through excitement, fun and discovery.

From what we know about how children learn, we also recognise that there is a need for direct instruction and teacher-led activities to ensure that children gain essential knowledge. Adult-led learning activities are carefully modelled, and children are given sufficient time, support and resources to repeat and practise what they have been taught. We ensure that our children experience a good balance of child-initiated and adult-directed learning activities. At Violet Way, children in Reception will have the opportunity to learn in a variety of ways, including child-initiated learning, whole class teaching, small-group teaching, investigations, problem solving, paired talk and independent learning.

We recognise that the majority of a child's day in Reception should be devoted to leading their own learning in areas that interest them, within a rich and varied environment (**continuous provision**). Some of these areas may be enhanced with the inclusion of specific resources or adult support (**enhanced provision**). In addition, adults will also directly teach new skills or knowledge for example in maths or phonics (**adult-led learning**).

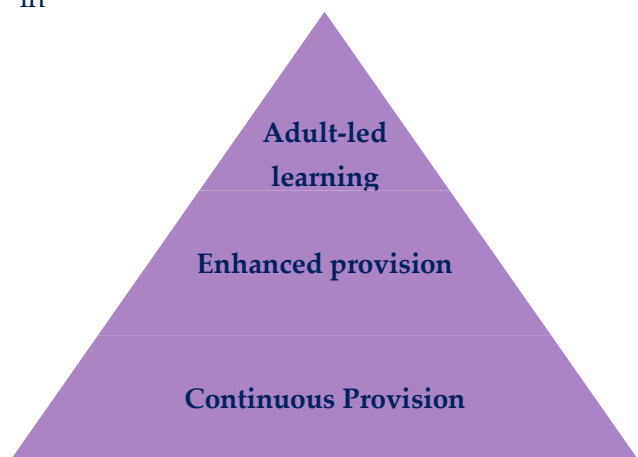
The balance of all these types of learning opportunities is carefully considered so that the pedagogy meets the needs of all learners. In addition, we will also follow the fascinations of pupils, enhancing the learning environment in a way that values their interests and, in turn, motivates and encourages them to engage, interact and communicate about the world around them. The role of the adult during continuous provision includes teaching through modelling, challenging and questioning, and acting as a play partner.

At Violet Way, we ensure that we respond to the needs of our youngest learners and will adapt our approach and planning as required.

Registration Activities and Adult-led learning

Every morning, when the children come into school there are a range of activities set for the children to access during register time. Children will initially select their name and then move onto writing their name in their group registration book. The morning activities tend to initially focus on fine motor activities to build their finger strength and over the year, the challenge increases as children's skills develop and improve.

To ensure that children are taught the specific knowledge and skills required in Reception in Literacy and Maths, the teachers and teaching assistants deliver focused, modelled sessions in groups and with the whole class. Teachers plan whole-class or group modelled teaching sessions for maths, phonics and writing. The teachers plan a range of activities, which relate to current learning and enable pupils to practice independently what has been taught and modelled to them.



8. Learning Environment

Our EYFS learning environment consists of three Reception classes with a fenced outdoor learning space and access to the forest area on site. Consistent routines, rules, a well-organised learning environment and adults, who sensitively interact with the children and are responsive to their needs, interests and fascinations, helps to ensure that children settle quickly and the transition from Nursery (or home) to Reception is made easier.

Both the indoor and outdoor learning environments are carefully resourced and well-planned to stimulate children's learning, sparking their interest and imagination. Adults model, question and support children's development, engaging them in quality thinking and reasoning. We provide lots of opportunities for children to play outdoors to develop their gross motor skills, including climbing, running, negotiating space and balancing.

In order to provide children with learning opportunities which allow them to explore the environment, observe, listen, feel, experience, imagine, befriend and share with others, we plan our enhanced provision. This ensures children experience hands-on learning indoors and outdoors through a range of activities and resources that will inspire them and give them the chance to practice new learning. Indoor and outdoor learning opportunities are actively promoted and planned for. During continuous provision, the children make decisions about where they want to play and can choose to learn both indoors and outdoors.

9. Promoting Good Oral Health

Through our Early Years curriculum, children will be taught about good eating habits and dental hygiene. All parents are encouraged to take up the offer of a free school meal as part of the Universal Free School Meals Government funded scheme. Our catering service ensures that all our school meals comply with the current nutritional standards. Sugar has been drastically reduced and all our drinks are school compliant. Further information, including our healthy lunch box policy can be found on the Fierte website by clicking [here](#). Parents will be advised about ensuring healthy foods are provided as a snack including information about the negative impact of sugary snacks and drinks on children's health.

In school, during interactions with pupils during snack times, lunchtimes and as part of our curriculum learning units, the adults will talk to pupils about healthy lifestyles, including the importance of regular tooth brushing, twice a day for two minutes using a fluoride toothpaste. Through our curriculum learning units, we talk about healthy lifestyles, including people that help us, like the doctor and dentist. We encourage children to talk about their own experiences of visiting the dentist, read books and share videos. Throughout the day, children will have access to water to drink. They can eat healthy snacks, such as fruit, vegetables and parents can also pay for toast for snack, provided by our catering service.

Staff encourage parents to take their child to visit a dentist regularly (recommended twice a year) and promote good oral health at home.

10. Transition and Parent Partnerships

At Violet Way, we acknowledge parents and carers' significant role as 'the child's first educator' and we aim to establish and develop a partnership between parents, children and teachers. Good parenting,

together with high quality early learning, provides children with the foundation they need to make the most of their talents and abilities as they grow up.

Before children start school, we begin to gather information about the children from their previous setting (for example, pre-school, nursery, childminder or parents if the child has been at home). This is when we make contact and gather some basic information, which helps us decide upon classes and Family Groups. All children in Reception are assigned a 'Key Person', who supports children in becoming familiar with the setting and routines and to feel confident and safe within it. Children in each class are divided into two 'Family Groups', with a Key Person leading each group.

During their initial visit in the summer term before their child starts Reception, parents are provided with information booklets about the school day, the curriculum, timings, uniform and snack as well as photographs of the staff they will be working with. They are also given a leaflet explaining the EYFS, a leaflet about reading and an invitation to a Key Person meeting and a play and stay session.

The main roles of each Key Person is to support each child in their Family Group in becoming familiar with the Reception environment and routines, offering a settled relationship for each child and building a relationship with their parents. Each Key Person organises individual meetings with pupils and their parents in their Family Group. These meetings happen a few days before the child's start date so that they are fresh in the child's mind. They take place in school to enable pupils to become more familiar with the learning environment. Each Key Person meets with parents to explain their role, establish the child's confidence and learn about their interests and fascinations. This information is then used to plan some of the activities for the Play and Stay sessions the following day, ensuring that our transition procedures are tailored to meet the individual needs of each child.

Following the Key Person meeting, the children (in their Family Groups) attend a play and stay session. Pupils are invited into school, along with their parents, so that they can meet the children in their Family Group, explore the learning environment further and interact with the adults in the setting. This provides another opportunity for the adults in the setting to find out more about the pupils and take time to get to know them, building relationships. The staff also show the children and parents where they drop off and collect their child. This means children are familiar with the routines of lining up for coming into school before they start. As the Key Person build a special relationship with the children in their Family Group, they help to ensure that every child's learning and care is tailored to meet their individual needs. The class teachers and Key Persons seek to engage and support parents in guiding their child's development at home and signpost to more specialist support where appropriate.

Parents are invited to parent consultation meetings termly and receive a written report at the end of EYFS. Staff maintain good communication with parents regularly to discuss behaviour and progress. We also plan a range of experiences and workshops in school for parents to attend, which will be shared on the EYFS section of our website, in our newsletters and through Marvellous Me and Tapestry.

11. EYFS Curriculum Impact

We anticipate that our EYFS curriculum will ensure that children are equipped with the knowledge, skills and understanding that provide them with an excellent start to their KS1 education. During their time in Reception, their individuality is valued and each and every child has every opportunity to achieve, building on their own personal strengths, based upon interests and values whilst learning in

EYFS, and beyond. We support and challenge all pupils to make good progress and work towards achieving the EYFS Early Learning Goals at the end of Reception. Any children not making sufficient progress are identified early so that we can adjust our provision or provide additional intervention.

The overall impact of the curriculum will be to enable pupils, from their different starting points, to make good progress. From their starting point to transitioning into Year 1, they will make good progress, across all seven areas of learning, academically, emotionally, creatively, socially and physically. Our intended impact in relation to our curriculum drivers:

Aspirations – Children will become confident, independent learners, who persevere in the face of challenge. They will be given opportunities to set and achieve their own goals across all areas of learning. They will learn about ‘Superheroes’ in their own family, in school and within the local community, developing their understanding and appreciation of how we help each other to be the best we can be. They will aim high, developing their understanding that our vision to 'Reach for the Stars' is about setting ambitious goals and working hard to achieve them.

Collaboration - Children will build respectful relationships, developing the ability to share, take turns, communicate effectively and take others needs into account. They will learn to be patient and consider the feelings of others. They will take shared responsibility for looking after their classroom environment and they will work together to achieve shared goals. They will form positive partnerships, for example working with a talk partner to share ideas and talk about their learning.

Connections – Children will make positive, lasting relationships with adults and their peers. Adults will support them in making connections between prior knowledge and new learning, building their understanding. They will make connections with each other, their class teacher and teaching assistant, other adults in school and people within their local community. They will connect with their learning environment, confidently using the resources and equipment to support their independent learning and they will connect with nature in our beautiful woodlands environment.

Creativity – Children will be inspired by what the world around them and the wider world has to offer. They will be able to demonstrate their creativity through music, dance, role-play and art and design. Children will have the independence to create their own masterpieces. They will be able explain their ideas and processes for their own creations, evaluate them (talking about what they like and what worked well) and begin to suggest ways of improving their own work.

Expression – Children will share their thoughts and feelings in a range of ways, whether that be verbally, visually through drawings, models, creations or in writing. They will show awareness of their own feelings and those of other and express their feelings and emotions in appropriate ways, regulating their behaviour. Children will ask questions and use talk to make plans, express ideas, explain their thinking and hold back-and-forth conversations with peers and adults.

The impact of the curriculum is monitored by the class teachers and staff in Reception through their ongoing discussions about pupils. In response, they adapt the curriculum as appropriate. It is also monitored through the Teaching and Learning monitoring cycle, which includes learning walks, pupil conversations, half termly progress conversations, Pupil Progress meetings and internal and external moderation.

12. Assessment

Upon entry to Reception, teachers use transitional information, including parental comments and observation during transition, to baseline all pupils. Staff in Reception use the information they have found out about each child during transition, to make a judgement about whether the children are 'Typical' on entry or not, using the Development Matters (2021) document. These judgements are externally moderated. Staff use the information they have gathered to support pupils and ensure that they are able to settle well into school. Staff meet at least termly to moderate a few children with a key focus. Following baselining, children who are deemed to need additional support will be supported by the teacher and teaching assistant within the continuous provision time, through quality adult interactions as well as receiving planned, additional intervention where required. These interventions are added to EduKey as provisions.

Teachers in Reception complete the Reception Baseline Assessment at the start of the academic year in line with DfE requirements. All Reception teachers complete the RBA training prior to the children starting school in September.

The Wellcomm language screening tool is used to screen children's speech and language ability, allowing us to quickly identify problems before they become more serious. Wellcomm interventions will be put in place for any of the children who need extra support. Support for EAL pupils will be identified as part of these Assessments.

Any children identified with any SEND need are supported and a PLP is written on EduKey. These are reviewed regularly to check progress and ensure the correct provisions are in place.

All pupils' progress is assessed against the Development Matters (2021) and Early Learning Goals (as appropriate in relation to their progress). Teachers present this information during pupil progress meetings. Any children not making sufficient progress are identified early so that we can adjust our provision or provide additional intervention.

The adults in Reception get to know their pupils and their families really well and build good relationships with parents. The primary way parents can share information about their child's progress and learning at home is through Tapestry. Staff in Reception will also use Tapestry to record some observations of pupils. All children will have a minimum of one longer observation per term. These observations should be of significant, sustained and powerful learning and cover several areas of learning. Staff will also collect at least one drawing and one piece of writing per term for each child. They will also make note of the significant things the children say.

Pupils in Reception work towards the Early Learning Goals of the Early Years Foundation Stage Framework, with the intention that they are ready to move onto the National Curriculum Programmes of Study at the start of Year 1. Throughout this period and beyond children are still developing their phonic knowledge and their fluency in reading through structured teaching using the RWI Programme. In Reception, children's phonic knowledge is assessed approximately every six to eight weeks and pupils are re-grouped as appropriate.

At the end of EYFS (end of Reception), children are assessed against the Early Learning Goals (ELGs) and teachers make a judgement, based on their knowledge of the child, on whether the child is

'emerging' or 'expected' within the 17 ELGs. We ensure that our assessments are externally moderated before data submission.

Class teachers in Reception ensure that all assessment information is passed onto the children's Y1 teachers as part of our transition procedures. They highlight any children that have not achieved the Early Learning Goals, being clear about any gaps, reasons and what has already been put in place. The Y1 curriculum is tailored to ensure that children that need to, continue working within the EYFS curriculum towards the Early Learning Goals so that they have the foundational knowledge they need before beginning the National Curriculum.