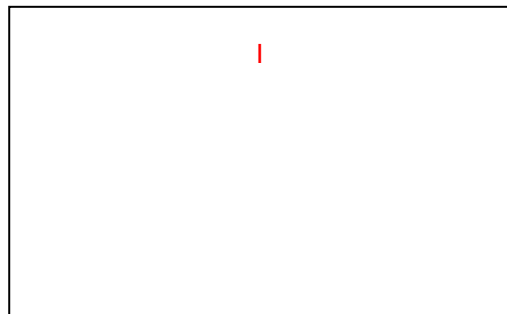




Aughton Town Green Primary School

Early Years Foundation Stage Policy



Introduction

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.

Statutory Framework for the Early Years Foundation Stage (Updated 4th Jan 2024)

The overarching aim of the Early Years Policy at Aughton Town Green Primary School is to promote the principles of the EYFS Statutory Framework and the non-statutory Development Matters in the Early Years Foundation Stage Guidance.)

The Statutory framework states the requirements for schools and early year's settings to support children's learning and development, assessment, safeguarding and welfare.

The Statutory framework sets out the educational programmes which provide the overview of learning and development from which practitioners can refer to, to develop a curriculum for their children.

It also sets out:

- The Areas of learning, the aspects within them and the early learning goals for each area. The areas of learning and development must shape activities and experiences (educational programmes) for children in all early years settings.
- Each child's level of development must be assessed against the early learning goals at the end of reception. Practitioners must indicate whether children are meeting expected levels of development, or if they are not yet reaching expected levels ('emerging'). This is the EYFS Profile.
- Assessment arrangements for measuring progress (and requirements for reporting the EYFS Profile to parents and/or carers).

The safeguarding and welfare requirements cover the steps that providers must take to keep children safe and promote their welfare.

The Early Years Foundation Stage (EYFS) sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

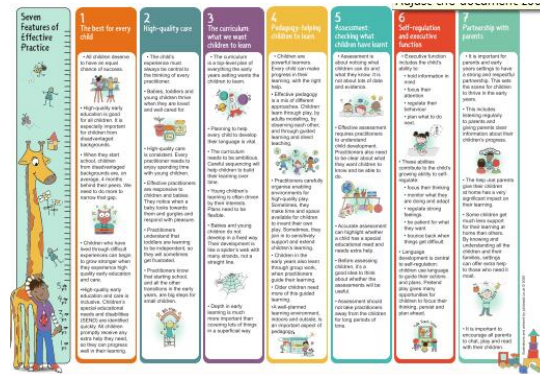
The EYFS seeks to ensure:

- quality and consistency in all early years 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 child, 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

The Development Matters in the Early Years Foundation Stage Guidance provides guidance on observing what children are learning at different age phases, plus examples of what practitioners might do or provide to support children’s learning across each aspect of each area. It offers a top-level view of how children develop and learn. It guides, but does not replace, professional judgement.

The guidance can also help practitioners to meet the requirements of the statutory framework for the early years foundation stage.

Development Matters sets out the pathways of children’s development in broad ages and stages. However, the actual learning of young children is not so neat and orderly. The main purpose of these pathways is therefore to help you assess each child’s level of development. Accurate assessment helps practitioners to make informed decisions about what a child needs to learn and be able to do next.



Themes, Principles and Practice:

Seven Key Features of Effective Practice – (from Development Matters, also referred to in Julian Grenier’s book in the form of the poster)

1. The best for every child
2. High-quality care

3. **The curriculum: what we want children to learn**
4. **Pedagogy: helping children to learn**
5. **Assessment: checking what children have learn**
6. **Self-regulation and executive function**
7. **Partnership with parents**

In our school the seven key features permeate through our practice, philosophy and the environment for learning we provide.

Safeguarding

Relevant Documents:

Statutory framework for the early years foundation stage: setting the standards for learning, development and care for children from birth to five', DfE, 2021¹

Inspecting Safeguarding in Early Years, Education and Schools Ofsted 2019

'Prevent duty guidance for England and Wales: guidance for specified authorities in England and Wales on the duty of schools and other providers in the Counter-Terrorism and Security Act 2015 to have due regard to the need to prevent people from being drawn into terrorism', HM Government, 2015.²

As a school and in our early years provision safeguarding is a priority. We look to ensure children feel safe, and we always aim to promote children's welfare and strive to safeguard children . This includes:

- regular safeguarding training, including child protection training and updates for staff. There is a named and designated lead who is enabled to play an effective role in pursuing concerns and protecting children and learners. Mrs Dykes and Mr Huxley are both DSL's. Mr Gordon is the lead for online safety.
- Mrs Earl, Miss Woods and Ms Carlton are Paediatric first aid trained.
- staff and other adults working within the setting are clear about procedures where they are concerned about the safety of a child or learner.
- safeguarding policies and procedures that cover the safe use of mobile phones and cameras in the setting and how staff should respond if they have concerns about the behaviour of colleagues. Please refer to the following documents Safeguarding policy, Online Safety policy, Anti-bullying policy, Whistle blowing policy, Social networking sites and social media policy.
- the extent to which children behave in ways that are safe for themselves and others.

¹ www.gov.uk/government/publications/early-years-foundation-stage-framework--2.

² www.gov.uk/government/publications/prevent-duty-guidance.

- children’s understanding of dangers and how to stay safe, including e-safety .
- the extent to which children show that they feel safe and are confident to confide in adults at the setting/school.
- the steps taken by the key people to safeguard and promote the welfare of children and how well adults teach children about keeping safe
- the necessary steps taken to encourage good oral health, to prevent the spread of infection, particularly measures to combat the pandemic and to ensure appropriate action is taken when children are ill
- the suitability and safety of outdoor and indoor spaces, furniture, equipment and toys
- the maintenance of records and policies and procedures required for the safe and efficient management of the Early Years Foundation Stage and for ensuring that children are safeguarded and their needs are met
- the suitability and qualifications of the adults looking after children or having unsupervised access to them
- the regular appraisal of staff through the school appraisal cycle. Regular training opportunities for staff.
- the effectiveness of risk assessments and actions taken to manage or eliminate risks.

EYFS Provision in this setting consists of:

- the terms ‘early years’/ foundation stage in this context refer to children in the reception class.

This policy reflects the main aims of the school which are:

At Aughton Town Green Primary we believe that all children are entitled to a curriculum that;

“Enables them to achieve the highest levels within their capability, that develops the whole child by catering for their social, emotional, physical intellectual and moral development and encourages purpose, self-discipline, independence and community responsibility in a caring and secure learning environment.”

The curriculum will be balanced and broadly based and will be relevant to the child’s particular individual needs.

Children will acquire and develop the following:

- skills
- knowledge
- understanding
- cultural capital
- characteristics of effective learning including independence, curiosity, resilience, seeking challenge and persistence

EYFS Provision at Aughton Town Green Primary School

Staff in the early years are:

Mrs Earl (EYFS Lead and SENCo)

Miss Woods (Teachers)

Ms Carlton & Mrs Jones (Teaching Assistants)

Ms Jones (HLTA – PPA cover)

Mrs Earl and Ms Carlton are paediatric first aid trained

Organisation and management of provision:

Early Years provision at Aughton Town Green Primary school is organised into one EYFS unit with two reception classes for a total of 50 pupils aged 4-5, which share access to all areas including the outdoor area. Each room has an adjoining set of toilets. A wide range of indoor /outdoor equipment and resources are available to meet the needs of the children in the early years department, and the children also have access to other equipment and facilities throughout the school, e.g. computer suite, hall, forest school area and playground.

- The children participate in carpet sessions in their base room, Ash or Elm, with their Teacher but then have access to the whole unit including the outdoor provision. The children attend singing with KS1 once a week and also participate in the Superstar awards assembly each week.
- Each classroom has an allocated Teacher and Teaching Assistant for carpet sessions and pastoral times such as news and PSHE but all adults work with the children across the unit.
- The children have their lunch in the hall at 12.00pm and are supported by two welfare staff. There is no playtime in the morning as the children have freeflow throughout the morning. The children have a playtime in the school playground each afternoon.
- The children have access to outdoors throughout the day and there is an adult timetabled during each morning and afternoon to support the children's learning outdoors.
- The EYFS supports all individual needs, staff support children with SEN and EAL within the environment.
- Information evenings are held for Parents both before the children begin school and within the first half term. We hold phonics and early maths evenings to support Parents with the teaching of early reading, writing and maths. Parents evenings are held in the Autumn and Spring Terms. We hold regular Stay and Play sessions each half term where families are invited into school to share the learning experiences with their child. Staff are available to talk to Parents at the

start and end of each day. As a school we use Class Dojo as a means of communication with Parents, this also provides the opportunity for Parents and staff to share the child's learning.

- Remote learning, if necessary can be accessed via Teams and will include live lessons with EYFS staff.
- School staff regularly attend EYFS group cluster meetings which enables both staff development and the opportunity to liaise with other EYFS staff from different settings. We participate in school group moderation to ensure accurate and robust judgements against the Early Years Profile. When necessary school can involve outside agencies such as SEN specialist teacher support or Child and Family well-being service.
- Daily phonics takes place using The Little Wandle Letters and Sounds scheme. Reading books are closely matched to the phonics scheme.
- Visits are organised to support the children's learning. These may include visits outside school or visits to the wider school grounds and forest school area.

Reception children are admitted at Aughton Town Green Primary in September on a part - time basis for the first week of school.

Early Years Foundation Stage Curriculum

Intent

Our Early Years Curriculum is based on the principles of child development and the educational programmes in the revised EYFS Statutory Framework 2021. It is planned to lead smoothly into the National Curriculum at KS 1 in a way which is relevant and meaningful for all children. Reception and KS1 staff work together through the year to ensure a successful transition into YR1.

The EYFS curriculum stresses the importance of the prime areas of learning - the child's personal, emotional and social development, the vital element of communication and language and the role of physical development. It also emphasises that the knowledge and skills in the specific areas of early literacy and numeracy, understanding the world or expressive art and design lay the foundations for the future learning of all children.

The EYFS framework is organised into seven areas of learning and development, all of which are interdependent and of equal importance;

Prime:

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.

Key Learning:

Self regulation	Building Relationships	Managing Self
<p>Express feelings – show how they feel in response to different experiences as appropriate (happy, sad, excited, upset, angry, frustrated, worried,) show pride in their own achievements.</p> <p>Communication – make choices, communicate what they need, listen to others, maintain attention in familiar and unfamiliar situations, attend to other people (adults, peers) both familiar and unfamiliar.</p> <p>Recall experiences, initiate an apology when appropriate.</p> <p>Respond – Follow instructions, requests, and ideas in a range of contexts and situations.</p> <p>Understand feelings – talk about and discuss with others how they feel; explain why they are experiencing particular feelings.</p> <p>Manage feelings and behaviour – understand and follow rules, share with others, work with others, change and adapt their behaviour in response to different situations, deal with anger and frustration, negotiate with others to solve simple problems.</p> <p>Understand how others feel – show care and concern for others, show sensitivity to others, show awareness of how their actions may impact on others, know that other children think and respond in different ways to them.</p> <p>Active learning – engage in challenges, show awareness of strengths and what they need to learn, develop ability to plan, adapt, persist and review their progress</p>	<p>Build friendships – engage in positive interactions with adults and peers, form relationships with others, seek others to share activities and experiences, seek familiar adults and peers to engage in conversations, ask for help.</p> <p>Work together – understand and follow simple rules, share and take turns, listen to others, be considerate to the needs of others, respect the view point of others, take on ideas of others, work together in collaboration.</p> <p>Use language – to negotiate, co-operate, plan and organise play, resolve conflict. Social skills – observe others, initiate and understand the rules of social interaction, negotiate, resolve conflict, able to compromise, take responsibility for themselves and others.</p> <p>Recognise the needs of others - show sensitivity to others, demonstrate empathy, show awareness of how their actions may impact on others, know that other children think and respond in different ways to them.</p> <p>Communication – use gestures, non-verbal communication, facial expressions, body language, appropriate language and vocabulary; listen to others, speak to peers and adults and engage in discussions in a positive way, reflect on experiences, explain reasons why, respond to experiences and people, recall events, make suggestions</p>	<p>Self-awareness – know what they like and do not like, talk about what they are doing and why, talk about and discuss their interests, share their ideas and interest with others, take pride in themselves and their work and achievements, share their achievements with others.</p> <p>Work together – understand and follow simple rules, share and take turns, listen to others, be considerate to the needs of others, respect the viewpoint of others, take on ideas of others, work together in collaboration.</p> <p>Independence – select own resources, carry out tasks without help, will try to complete a task themselves before asking for help, can work on own and with others.</p> <p>Confidence – try new activities, make own choices and decisions, talk to others about what they need or their ideas, ask for help, initiate own ideas, seek a challenge.</p> <p>Responsibility – take care of their own belongings, take care of the belongings of others and class resources.</p> <p>Communication – Use language to negotiate, co-operate, plan and organise play, resolve conflict, listen, speak, reflect, explain, respond, recall, review.</p> <p>Self-care – eating, drinking, making or helping to make own snacks, personal hygiene, cleaning teeth, dressing undressing, takes care of own belongings.</p> <p>Safety – understand and follow rules on how to keep safe when using and transporting tools, equipment and resources; understand rules linked to road safety.</p> <p>Keeping healthy – knowledge of food groups including healthy foods; knowledge of importance of exercise to keep their body healthy.</p> <p>Vocabulary – use vocabulary linked to: foods and food groups, body parts, exercise and effects on body, dressing skills, road safety, safety including using and transporting tools and equipment.</p> <p>Communication – communicate own needs in relation to being thirsty, hungry tired, use of toilet; communicate when they need help from others including peers and adults</p>

Communication & language - involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

Key Learning

Listening, Attention and Understanding	Speaking
<p>Listening – listen to others 1:1/in groups/whole class, in familiar and new situations, during conversations or activities, listen to stories with enjoyment and interest.</p> <p>Attention – maintain attention in different contexts, attend to other people (adults, peers) both familiar and unfamiliar. Show attention and interest in stories read to them in whole class and small group contexts.</p> <p>Respond – with relevant comments, questions of their own or actions when listening to stories, to instructions and when engaged in play activities e.g. role play/creative expression. Interact with and respond to others in a range of situations including small group interactions, whole class discussions and during play. Engage in purposeful conversations with others during play, in response to stories or questions, daily routine, etc.</p> <p>Demonstrate Understanding – follow instructions, requests, and ideas in a range of contexts and situations. Ask and answer questions in different contexts including in response to stories, ask questions to check understanding.</p> <p>Respond to and answer questions – ‘where’ ‘how’ and ‘why’ questions about self and own experiences; ‘how’ and ‘why’ in response to stories and events; answer questions in response to thoughts, ideas, predications, speculation, provocations in different contexts and situations, including their play.</p>	<p>Speaking – speak clearly, speak in full sentences, use sentences that give many details, express ideas about feelings and experiences.</p> <p>Vocabulary – use an increasing range of vocabulary appropriately, understand the meaning of new words and use appropriately in discussions and conversation.</p> <p>Communication – communicate freely with different people, engage in conversations taking into account the listener, and take turns to listen and to speak in different contexts including small group, whole class and 1-1 discussions. Talk about and discuss familiar events or characters in stories.</p> <p>Questioning – ask and answer questions in different contexts including group activities, during their play, daily routine, personal conversations with others etc.</p> <p>Uses Tenses – past, present and future – in conversations with peers/adults about themselves and their experiences, activities, ideas and events. Begin to use conjunctions to extend ideas.</p> <p>Reasoning – talk about, explain and give reasons for actions, events and activities linked to their experiences, stories, or other contexts. Offer explanations for why things might happen.</p> <p>Clarify Thinking – use talk to connect ideas, and share their thinking in different contexts.</p> <p>Narrative – use language of stories, rhymes, poems and non-fiction to imagine and recreate ideas in different contexts and offer explanations for why things happen</p>

Physical development - involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. 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

Key Learning

Gross Motor Skills	Fine Motor Skills
<p>Fundamental movement skills – run/running fast, travel on feet/feet and hands, underhand throw, underhand roll, catching, vertical jump and land, hop, static balance, balance on body parts and balance using equipment, side roll and rock and roll, pencil roll.</p>	<p>Fine motor skills – demonstrates left/right hand dominance, demonstrates hand-eye co-ordination; dexterity, manipulation and control when interacting with materials, objects, equipment and toys; manipulation and control when using tools and equipment.</p>
<p>Gross motor skills/movements – climbing, crawling, skipping, sliding, slithering, shuffling.</p>	<p>Linked to Handwriting/Drawing Movement of body parts – rotation of shoulder; bending, flexing and rotation of elbow and wrist; making a fist; finger isolation, wriggling and stretching fingers, grasp and release, exploring mark making using fingers and media.</p>
<p>Spatial Awareness – awareness of own space, negotiates space, finds a space, changes direction, stops.</p>	<p>Strength – shoulder, elbow, wrist, fingers.</p>
<p>Safety Awareness – when moving themselves; when travelling on, under, over through equipment and apparatus; using small apparatus and equipment; carrying and moving equipment and apparatus; respond to safety instructions.</p>	<p>Pencil grip – holds writing tools and implements with a mature pencil grip, uses appropriate amount of pressure.</p>
<p>Apparatus – control and balance when using equipment for climbing, jumping, scrambling, travelling, swinging; interacts with small equipment – drop, push, throw, roll, catch, kick. •</p>	<p>Lines and Patterns - uses a variety of media and tools to scribble and doodle, draw lines, shapes and patterns: undulating, wavy, vertical, horizontal, diagonal, straight, parallel, zig-zag, curved, circular, enclosed abstract shapes, dots.</p>
<p>Body strength – with and without tools and equipment e.g. sky writing outdoors, carrying, pushing, pulling, digging. •</p>	<p>Drawing - draws pictures using a range of media and materials, adds detail to pictures, demonstrates control of tools for drawing, takes care when drawing, demonstrates accuracy in their drawing.</p>
<p>Movement of body parts - rotation of waist, shoulder, hip, knee; bending, flexing and rotation of elbow and wrist; making shapes with arms and hands, legs and feet; wriggling and stretching elbows, wrists, fingers, knees, ankles, feet, toes. •</p>	<p>Communication - talks about their mark making, representations, drawings and writing; discusses mark making, writing and drawings with others.</p>
<p>Use of Vocabulary linked to Movement - names of body parts, directional movement – up down, backwards, forwards, sideways; speed – fast, faster, slow, slowly, slower</p>	<p>Manipulate and control a range of tools with increasing accuracy to represent their ideas and experiences.</p>
	<p>Control of writing tools and equipment – size of letters, correct starting points for different groups of letters, forms letters correctly.</p>
	<p>Letter formation – draws patterns, understands and follows language linked to talk about shape and movement of patterns and letters, knows the handwriting movements involved in the three basic letter shapes as exemplified by 'l' 'c' 'r' and forms basic letter shapes (linked to teaching of phonics and those letters in their name).</p>

Specific

Literacy - It is crucial for children to develop a life-long love of reading. It involves encouraging children to link sounds and letters and to begin to read and write. Children must be given

access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.

Reading

Key Learning: 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.

Phonics – <i>GPC recognition (hear, say, read letters), oral blending, blending for reading</i>	Word Reading – <i>HFW both decodable and common irregular words (tricky)</i>	Comprehension
<p>Orally blend sounds to make simple words.</p> <p>Decode a number of regular words using Phase 2 phonemes.</p> <p>Phase 3 phonemes/Phase 4 (combination of adjacent consonants) with build and blend strategy.</p> <p>Link sounds to letters, naming and sounding letters of the alphabet as well as digraphs (Phase 3 phonemes).</p> <p>Use decoding to read – using build and blend strategy – towards automatically reading known words.</p> <p>Blend phonemes to read a range of words using build and blend towards automaticity, fluency and accuracy.</p> <p>Use phonic knowledge to attempt unknown words</p>	<p>Read decodable HFWs sight words (list 1) (e.g. a an as at if in).</p> <p>Read decodable HFWs sight words (list 2) (e.g. will that this then them).</p> <p>Read common exception words (tricky) from Phase 2 (e.g. the to no go into).</p> <p>Read common exception words (tricky) from Phase 3 (e.g. he she we me be was you they all are my her).</p> <p>Read some common exception words (tricky) from Phase 4 (e.g. said like have so).</p> <p>Distinguish between a word, a letter and a space.</p> <p>Read simple sentences and books consistent with their phonic knowledge.</p> <p>Recognise some capital and lower case letters</p>	<p>Listen attentively to a story at the appropriate interest level.</p> <p>Recite simple rhymes, songs and poems.</p> <p>Differentiate between text and illustrations.</p> <p>Understand that print conveys meaning. • Hold a book correctly and turn pages from front to back and recognise front and back cover.</p> <p>Know that in English print is read from left to right and top to bottom.</p> <p>Use picture clues to help read a simple text.</p> <p>Predict storyline and key events (e.g. the ending and appropriate vocabulary, aided by illustrations).</p> <p>Talk about events, settings and characters.</p> <p>Retell stories and narratives in the correct sequence and in their own words, drawing on the language patterns of stories.</p> <p>Use and show understanding of recently introduced vocabulary appropriately when retelling stories and narratives, and during discussions about stories, non-fiction, rhymes and poems.</p> <p>Respond to questions about who, what, where, when linked to text and illustrations.</p> <p>Sequence a simple story or event.</p> <p>Use gestures and actions to act out a story, event or rhyme from text or illustrations.</p> <p>Make predictions and anticipate key events based on illustrations, story content and title.</p> <p>Respond to questions about how and why something is happening.</p> <p>Say what a character might be thinking, saying or feeling.</p> <p>Say how they feel about stories and poems.</p> <p>Recall the main points in text in the</p>

		<p>correct sequence.</p> <p>Use the structure of a simple story when re-enacting and re-telling in their own words.</p> <p>Talk about the themes of simple texts, (e.g. good over evil).</p> <p>Act out stories through role play activities, using simple props (e.g. hats, masks, clothes, etc.) and appropriate vocabulary</p>
<p>Writing</p> <p>Emergent Writing – mark-making</p> <ul style="list-style-type: none"> • Develop language skills (listening and talking) in a range of contexts. • Show awareness that writing communicates meaning. • Give meaning to the marks they make. • Understand that thoughts can be written down. • Copies adults writing behaviour, (e.g. writing on the whiteboard, writing messages when on the phone, etc). • Make marks and draws using increasing control. • Know there is a sound/symbol relationship. • Use some recognisable letters and own symbols. • Write letters and strings, sometimes in cluster like words. • Beginning to use appropriate letters for initial sounds. • Beginning to build words using letter sounds in their writing. • Use writing in their play. • Use familiar words in their writing. • Show awareness of the different audience for writing. <p>(N.B links to daily systematic teaching of phonics)</p>	<p>Composition: vocabulary, grammar, punctuation/composition</p> <p>Composition:</p> <ul style="list-style-type: none"> • Use talk to organize, sequence and clarify thinking, ideas, feelings and events. • Understands that thoughts and stories can be written down. • Have their own ideas and reasons for writing. • Orally compose a sentence and hold it in memory before attempting to write it. • Begins to use simple sentence forms. • Can talk about the features of their own writing. • Writes a simple narrative. • Write different text forms for different purposes (e.g. lists, stories, menus, instructions, labels, captions, recipes, postcards). <p>Vocabulary, grammar, punctuation</p> <ul style="list-style-type: none"> • Begin to recognise and know there needs to be spaces between words in a simple sentence. • Recognise and know that full stops are at the end of a sentence. • Recognise and know that a sentence starts with a capital letter. • Write a simple phrase with finger spaces that can be read back by themselves. • Write simple sentences using finger spaces that can be read by themselves and others. 	<p>Transcription: (Spelling/handwriting)</p> <p>Spelling: GPC recognition, Oral segmenting, segmenting for spelling</p> <ul style="list-style-type: none"> • Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. • Segment sounds in simple words. • Segment to write VC and CVC words independently using Phase 2 and Phase 3 graphemes (e.g. it, mop, bell). • Make phonetically plausible attempts when writing more complex words, (e.g. using Phase 4 CCVCC). • Spell some irregular common words (tricky) the, to, no, go, independently. • Write own name. <p>Handwriting: (also see Physical Development –gross/fine motor)</p> <ul style="list-style-type: none"> • Write left to right and top to bottom. • Form some lower case letters correctly – starting and finishing in the right place, going the right way round, correctly orientated. • Know how to form clear ascenders (‘tall letters’) and descenders (‘tails’). • Form some capital letters correctly, including the initial letter of their name. • Forms letters from their name correctly. <p>(N.B. the letters children can form correctly will relate to their name, phonics phases and other letters which children have been taught to form correctly).</p>

Mathematics - 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

Key Learning

<p>Number</p> <p>Rote counting</p> <ul style="list-style-type: none"> • Rote count from 1. • Rote count on from a given number between 1 and 20. 	<p>Counting Items</p> <ul style="list-style-type: none"> • Understand that counting is to find out how many. • Use one to one correspondence when counting. 	<p>Number Sense</p> <ul style="list-style-type: none"> • Partition a set of objects in different ways using the terminology part/part-whole. • Make a group of 10 objects.
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<ul style="list-style-type: none"> • Rote count back from 5 to 1 then from 10 to 1. • Rote count back from a given number between 1 and 20. • Know what number comes before, or after a given number. • Say a number between two given numbers. • Count in 10s, 5s, 2s. <p>Recognition</p> <ul style="list-style-type: none"> • Recognise numerals 1-5, 6-10, 0, 11-15, 16-20. • Order numerals 1-5, 1-10, 1-15, 1-20 based on knowledge of quantities. 	<ul style="list-style-type: none"> • Understand the last number said is the number in the set. • Count items, sounds and actions. • Understand and use conservation of number. • Use the word 'zero' to represent 'none'. • Match numerals to sets of objects. • Understand more, less, fewer. • Compare two sets of different items saying which set is more, less, fewer. • Compare and order three or more sets of objects. • Can state without counting (subitise) quantities within 5. • Make a sensible guess of quantities within 10. 	<ul style="list-style-type: none"> • Arrange a group of items between 10 and 20 into 1 group of 10 plus another group. • Understand that 'teen' numbers are a group of 10 plus another number. • Understand 20 is the same as two groups of 10. • Recognise repeating patterns in the sequence i.e. 6,7,8,9 and 16,17,18,19. <p>Ordinal Numbers</p> <ul style="list-style-type: none"> • Understand and use ordinal numbers.
<p>Fractions</p> <ul style="list-style-type: none"> • Can share a whole item into two equal parts. • Understand that halving means sharing into two equal parts. • Understand the relationship between doubling and halving. • Know doubles of numbers and corresponding halves. <p>Vocabulary</p> <p>Number, order, count, pattern, next, forwards, backwards. More, less, fewer, altogether, equals, the same as, how many, too many, lots of, not enough, fewer than, before, after. Zero, one, two, three.....</p>	<p>Calculating</p> <ul style="list-style-type: none"> • Understand the concept of addition by practically combining sets of objects. • Understand the concept of subtraction by practically removing one amount from within another. • Relate subtraction to addition in practical situations. • Identify one more and one less than a given number. <p>Identify two more and two less than a given number.</p> <ul style="list-style-type: none"> • Add two single digit numbers totalling up to 10 using practical equipment. • Add two single digit numbers totalling more than 10 using practical equipment. • Subtract a single digit number from a number up to 10, using practical equipment. • Subtract a single digit number from a number greater than 10, using practical equipment. 	<p>Graphics</p> <ul style="list-style-type: none"> • Represent amounts in their own ways. • Represent their thinking in their own ways. • Talk about their representations. • Write numerals 0-9, 10-20.

Shape, space and measures - 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.

Key Learning

<p>Shape</p> <ul style="list-style-type: none"> • Use everyday language to talk about shapes in the environment. • Build and make models with 3D shapes. • Create patterns and pictures with 2D shapes. • Name common 2D (circle, triangle, square, rectangle, oblong). • Name common 3D shapes (sphere, cube, cuboid, cone). • Talk about using mathematical language (straight, curved, sides, flat, solid). • Sort shapes according to their own criteria. • Know that shapes can appear in different ways and be different sizes. 	<p>Measurement – Distance</p> <ul style="list-style-type: none"> • Understand that measures of distance can have different names including length, width, height. • Compare two objects of different length. • Compare two objects of different width. • Compare two objects of different height. • Understand and use language of comparison, (e.g. wider/narrower; longer/shorter; taller/shorter). • Order three objects of different length/width/height. • Understand and use language of comparison of three objects, (e.g. widest/narrowest; longest/shortest; tallest/shortest). • Find an object of similar length, width, height. • Understand the concept of the conservation of length, width, height. • Use uniform non-standard units to measure length, width, height. 	<p>Measurement – Volume/Capacity</p> <ul style="list-style-type: none"> • Understand the measurement of volume/capacity (empty/nearly full). • Compare two of the same container holding different amounts. • Understand and use language of comparison, (e.g. empty, full, more/less; most/least). • Order three of the same container holding different amounts. • Understand and use the language of comparison of three of the same container holding different amounts, (e.g. more/least). • Understand and the concept of conservation of volume/capacity. • Use uniform non-standard units to measure volume/capacity.
<p>Space</p> <ul style="list-style-type: none"> • Understand and use positional language in everyday situations. • Understand and use ordinal numbers when describing position. • Understand and use the language of movement/ direction. • Recognise patterns made of objects, numbers and shapes. • Describe patterns made of objects, numbers and shapes. • Create and describe their own patterns made of objects, numbers and shapes. <p>Measurement – Money</p> <ul style="list-style-type: none"> • Understand that we need to pay for goods. • Talk about things they want to spend their money on. • Talk about different ways we can pay for things. • Recognise that there are different coins. • Recognise 1p coin. • Use 1p coins to pay for items. 	<p>Measurement – Weight</p> <ul style="list-style-type: none"> • Understand the measurement of weight (heavy/light). • Compare two objects of different weights. • Understand and use language of comparison, (e.g. heavier/lighter). • Understand the concept of conservation of weight. • Use uniform non-standard units to measure weigh 	<p>Measurement – Time</p> <ul style="list-style-type: none"> • Talk about significant times of the day, (e.g. hometime, lunch time, snack time, bed time, etc). • Use the language of comparison when talking about time, (e.g. longer/shorter; faster/slower). • Understand and use language (e.g. before, after, yesterday, today, tomorrow). • Sequence two or three familiar events and describe the sequence. • Know the names of the days of the week. • Say names of days of the week in order.

Understanding of the world - involves guiding children to make sense of their physical world and their community.

Key Learning linked to People and Communities:

<p>Cultures and Beliefs Communication – <i>express feelings, give opinions and reasons. Comment on significant events in own lives, talk about family, friends and the local community.</i> Consider issues of similarity and difference in gender, language, ethnicity, religion, culture and SEND. Use their developing language skills to share experiences, ideas, give explanations, make suggestions, choices and decisions, either verbally or nonverbally. Respect – <i>themselves, special things in their own lives, other people including their ideas, feelings, beliefs, culture, possessions.</i> Observe – <i>look closely and consider the people and the lives of different people and events in the world around them, examine objects and find out more about them.</i> Describe – <i>themselves, friends, family, other people, significant places, events, objects or artefacts.</i> Research – <i>show curiosity and interest, find out about people, special places and events or objects, explore and ask different types of questions, examine possibilities, consider alternatives.</i> Vocabulary – <i>language of tolerance, respect and co-operation</i></p>	<p>Historical Development Communication – <i>talk about key events, in own lives, about family, friends, other people including significant people.</i> Observe – <i>show an interest in significant events and experiences in the lives of others, including friends and family members.</i> Describe – <i>features of objects, people, places at different times, make comparisons.</i> Research – <i>find out about, people, places, events, objects, ask questions, use different sources to find the answers.</i> Chronology – <i>order simple experiences in relation to themselves, and others including stories, events, experiences.</i> Vocabulary – <i>language of time when talking about past/present events in their own lives.</i> Geographical Development Communication: <i>talk about the features of different places (familiar/other places), talk about patterns and change in relation to places with which they are familiar.</i> Mapping: <i>know about features of different places, recognise and talk about the features in familiar/other places.</i> Fieldwork: <i>look closely at similarities and differences between different places (familiar/other places), make simple comparisons.</i> Enquiry: <i>comment and ask questions about familiar places/other places, and about familiar/other people.</i> Use of Technology: <i>use technology and IT equipment (e.g. camera, iPad, video/video clips, apps, visualisers or the internet) to make observations or find information about different locations and</i></p>	<p>Working Scientifically Explore/Observe: <i>look closely at/notice.</i> Describe: <i>talk about what they notice/observe; talk about changes they notice and changes over time.</i> Record: <i>draw pictures, take photographs, make models or scrapbooks.</i> Questioning: <i>shows an interest in/is curious about; ask questions about what they notice/observe or changes that occur.</i> Explain: <i>talk about why things happen/occur; talk about how things work.</i> Research: <i>talk to people (visits/visitors/family), think of questions to ask to find things out and find out how things work; use first hand experiences /use secondary sources, (e.g. books, photographs, internet).</i> Equipment and measures: <i>use senses/use simple equipment to make observations, (e.g. magnifiers, pipettes, egg timers, digital microscopes, etc).</i> Compare/sort/group/identify/classify: <i>notice similarities, notice differences; talk about similarities and/or differences.</i> Test: <i>make suggestions, show resilience, work with others.</i> Vocabulary: <i>use simple vocabulary to name and describe objects, materials, living things and habitats.</i></p>
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	<i>places.</i>	
<p>Technology</p> <p>Generic Skills and Knowledge linked to IT</p> <p><i>Use a finger or control a mouse to move a pointer around a screen. Know that a mouse and keyboard are tools for communicating with a computer.</i></p> <p><i>Use the keys on a real or virtual keyboard e.g. letters, numbers, space bar and develop familiarity with letters, numbers, backspace (to delete), arrow keys and space bar.</i></p> <p><i>Use an interactive whiteboard/large screen or tablet for mark-making.</i></p> <p><i>Interact and respond to a range of IT stimuli, including media and IT texts.</i></p> <p><i>Print out text and images using appropriate software.</i></p> <p><i>Interact with multimedia software to make something happen on screen.</i></p> <p><i>Understand that ICT can be used to communicate through text, images and sound.</i></p> <p><i>Can use simple tools on an interactive whiteboard, (e.g. software and pen tools).</i></p> <p><i>Use of different forms of electronic communication (e.g. mobile phones, hand held devices, walkie-talkies, etc).</i></p> <p><i>Use equipment to make a simple video.</i></p> <p><i>Use a shortcut such as an icon on the desktop to navigate to a specific website.</i></p> <p><i>Explore a teacher-selected website to find a desired page, using hyperlinks and navigation buttons. Know that IT sources, (e.g. Espresso, and the World Wide Web).(SWIGGLE: www.swiggle.org.uk) can be used to find things out.</i></p> <p><i>Know that information can be in different forms, (e.g. video,</i></p>	<p>Text and Digital Imagery</p> <p><i>Know that marks can be made on screen as well as paper and that a range of tools can be used to change the effects.</i></p> <p><i>Use simple tools/apps (e.g. to make effects or use brushes to add or change colour or etc.) on a paint program/app or interactive screen to communicate ideas.</i></p> <p><i>Explore changing text size, style and colour (with appropriate simple software).</i></p> <p><i>Be aware that text comes in different colours, sizes and styles. Know that there are various ways of capturing still and moving images.</i></p> <p><i>Use multimedia equipment including digital cameras, tablets, video cameras, microscopes, webcams and visualisers to capture still and moving images.</i></p> <p><i>Use control buttons to play back captured still or moving images, becoming familiar with the control buttons, (e.g. using play, stop and pause). Know that still objects can be animated using the computer.</i></p> <p><i>Use a program to select objects and animate them.</i></p> <p>Audio</p> <p><i>Know that computers and other devices can be used to record and play back sounds.</i></p> <p><i>Use simple programs and devices to make and listen to sounds.</i></p> <p><i>Record sounds and speech using a microphone and computer or a recording device (e.g. talking tins, recording pens, talking postcards).</i></p> <p><i>Use buttons to play back sounds on a computer and a sound player. Choose pre-recorded sounds within a piece of software.</i></p> <p><i>Know IT software and equipment</i></p>	<p>Data Handling</p> <p><i>Know that information can be sorted both practically and by using a computer program.</i></p> <p><i>Collect information, (e.g. by taking photographs or collecting objects). Sort, classify or group various objects progressing from practical activities to the use of IT, (e.g. practically sorting fruit into colours, or types, and then on-screen).</i></p> <p><i>Use IT to sort and sequence objects on a screen or interactive whiteboard. Produce simple charts (pictograms, bar charts).</i></p> <p><i>Understand how a computer/tablet allows:</i></p> <ul style="list-style-type: none"> <i>– objects to be moved around easily on screen</i> <i>– changes to be made easily</i> <i>– changes to be saved</i> <i>– information to be revisited at another time and changes made</i>

<i>pictures, sound and text)</i>	<i>can be used to select, control and change sounds. Experiment with pitch and sound using simple programs and tools.</i>	
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Expressive arts and design - involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

Key Learning Linked to Expressive Art and Design

<p>Art <i>Observation – look closely at the world through real experiences, objects and artefacts, in natural and made environments.</i> <i>Communication – talk about what they are doing, talk about colours, patterns, shapes, textures, in what they see, touch, and feel.</i> <i>Aesthetic Awareness – respond to creative and aesthetic experiences, showing pleasure and enjoyment, awareness and appreciation of sensory experiences/different stimuli.</i> <i>Physical skill – manipulate and control a range of tools and equipment for different purposes.</i> <i>Art processes and techniques – use different techniques within painting, drawing, collage and sculpture using a variety of media and materials.</i> <i>Evaluation – talk about their work/work of others, say what they like and dislike and why, make suggestions about changes they could make or different tools or techniques they could have used.</i></p>	<p>Being imaginative <i>Experiment – explore media and materials freely and in different ways.</i> <i>Respond – to different stimuli using gestures, actions, talk, movement and performance.</i> <i>Represent Ideas – initiate own ideas, make choices/decisions using objects, media, materials, own voice, dance, instruments and props.</i> <i>Recreate – familiar experiences, familiar activities and familiar stories.</i> <i>Expression – of feelings, ideas, thoughts and emotions in response to different media and materials.</i> <i>Communication – communicate their ideas, thoughts, feelings and preferences through talk, gestures, actions and performance.</i></p>
<p>Designing and making <i>Explore – experiment and build with a range of construction resources, find out about the properties and functions of different construction materials.</i> <i>Design – talk about ideas, choose resources, tools and techniques with a purpose in mind.</i> <i>Make – make models using different construction materials, e.g. construction kits, reclaimed materials, experiment with different ways to build, construct and join resources.</i> <i>Evaluate – talk about what they like/dislike about their models/constructions, say why, and how they would change them.</i> <i>Tools and equipment – use equipment and tools to build, construct and make simple models and constructions; use tools and equipment linked to food</i></p>	<p>Music <i>Listening to – sounds in the environment, vocal sounds, instrumental sounds, matching, sorting and reproducing sounds.</i> <i>Rhythm – follow steady beat or pulse, follow rhythms and patterns.</i> <i>Movement – in response to music, beat, rhythm.</i> <i>Singing – familiar songs, chants, activities which develop the voice as a sound maker.</i> <i>Making Music – using voice, objects, home-made and real musical instruments.</i></p>

<i>preparation. Safety – handle and use equipment appropriately and safely.</i>	
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Reception and Key Stage 1 children also have access to RE and collective worship

RE is taught throughout the Year and is often taught as a unit of work allowing the children the opportunity to explore the beliefs of themselves and others.

Implementation

In line with the principles of the EYFS our practice starts with the child and their individual/cognitive development. We observe and assess children on-entry to determine their needs, interests, abilities and skills which we use to develop our curriculum. We offer a play based curriculum inside and outside the classroom which is carefully organised and planned for and includes opportunities for children to develop knowledge and skills through a wide range of opportunities and experiences. Play is fundamental to children's development, building their confidence as they learn to explore, to think about problems, and relate to others.

We use the Development Matters EYFS Curriculum Framework when planning provision to support learning and development across all seven areas of learning & development /aspects, and when planning for characteristics of learning.

Our pedagogy is founded on our understanding of how children learn and develop and the needs and interests of the children.

We follow a core book approach to give all children a love of reading and a wide vocabulary. We aim to ensure children's access to a diverse and appropriate range of books containing exciting and gripping stories, evocative and fascinating language, thought provoking imagery and situations which will develop their imagination, understanding of the world, emotional resilience and empathy.

In maths we use the NCTEM mastery scheme for Reception which focuses on number and develops the children's deep understanding of number and number patterns. Shape space and measure is taught additionally to the scheme using Lancashire Maths planning.

Our curriculum is implemented in a considered structured way, by staff modelling and teaching in continuous provision using activities which develop children's skills, knowledge and understanding. This adult led/adult guided learning enables them to learn independently in continuous provision, building on, practising and developing what

they have been working on. Children's interests are developed through areas/stations created in tuff spot trays, on cable reel tables, planned or deconstructed role play experiences in the indoor and outdoor environment.

Key learning is developed through children's interests, topics and themes in continuous provision, adult led and adult guided learning and is sequenced through observation, assessment and planning.

The curriculum is reviewed regularly to ensure it meets the needs of the learners and topics are revised and adjusted to reflect this. A curriculum map is established each year but this is flexible to allow for changes that may be needed to reflect the needs of the children. The curriculum has been developed in line with the EYFS requirements for observation, assessment and planning. Skills are both taught through adult led and adult guided tasks but activities in Continuous provision allow for the independent development of these skills.

The wider curriculum at Aughton Town Green Primary consists of educational visits and visitors, e.g. family members, members of the local community. There are also opportunities to access the local and wider environment including shops and parks. British values and cultural capital are promoted and developed through planned activities such as through our RE and PSHE curriculum but also promoted by celebrations of festival days from other countries and faiths.

At Aughton Town Green Primary we have established links with local private day nurseries and local authority maintained nurseries.

EYFS Planning

At our school planning includes:

Long Term Planning: this forms an overview of learning, predictable themes, topics and core texts and helps us focus on our medium term planning:

- ❖ We ensure coverage of all areas of Learning and Development in line with the educational programmes of the EYFS Framework, Little Wandle Letters and Sounds phonics planning, NCTEM mastery planning for maths & whole school initiatives
- ❖ We follow the requirements for the locally agreed syllabus for RE as appropriate

- ❖ We identify how we meet the requirements of the educational programmes in relation to the seven areas of Learning and Development, and the Characteristics of effective learning, including ongoing monitoring and evaluation

Medium Term Planning: this informs the sequencing and teaching of content, knowledge, understanding and skills.

- ❖ Medium Term Plans reflect planning for a topic or each half term.
- ❖ We include a range of learning experiences and activities appropriate to our groups of children in line with the EYFS educational programmes using development matters, positive relationships/enabling environments to support planning effective provision
- ❖ Our daily routines which include school drop off from 8.45am until 9.00am where children independently organise their coat, bag, snack and water. They can then access continuous provision. The children can have rolling snack throughout the day as well as planned milk and fruit time during the afternoon. We plan for provision for outdoor activities as well as indoor activities. Planning for Maths and English includes time for individual or small group interaction, whole class activities with staff with both an indoor and outdoor focus. Children read in groups three times per week and these sessions are timetabled each morning with an adult.
- ❖ We review and plan for the balance between activities both indoors and outdoors, to meet the observed needs and interests of individual and groups of children
- ❖ We review and plan for the balance between activities both adult directed, adult guided and child initiated to meet the observed needs and interests of individual and groups of children, which will change throughout the year
- ❖ We evaluate our provision in relation to the principles of the EYFS, and as part of our Early Years action plan we review our progress.

Short Term Planning: We continually use the observation, assessment and planning cycle to determine the children's starting points, needs and interests.

Short term planning is responsive to the children's needs/fascinations and provides a weekly overview of the implementation of the curriculum through teaching and learning activities covering the seven areas of learning and opportunities for the development of the characteristics of effective learning.

For reception and children at the beginning of KS1 this would include knowledge of prior learning, takes account of the children's prior learning by using ongoing assessment to inform the child's next steps of learning. From this specific and more individual planning may be required to meet the requirements of the seven areas of learning and development, mental maths, phonics and the locally agreed RE syllabus. Planning for adult led or adult guided activities, enhancements in continuous provision are informed by the needs of the children allowing them to build on prior learning and

consolidate their learning independently. Whole class, small group and individual activities are planned to ensure the children have the opportunities necessary to meet the requirements of the seven areas of learning.

Our planning includes:

A curriculum map for the year, medium term planning for topics and Knowledge organisers for each topic. We also have overviews for each half term which provide an outline for our weekly plans. Continuous provision enhancements are planned each week by each member of teaching staff, each member of staff has responsibility for certain areas. Maths planning is provided by NCETM, Phonics planning is provided by Little Wandle Letters and Sounds.

- Staff use observations to inform planning and next steps in children's learning; this can be in the moment challenges/ adaptations or can be used to address misconceptions and next steps during the next session.
- Each session one member of staff is deployed to work on an adult directed activity indoors, one to work during the morning on an adult directed task outdoors, one to support, scaffold and extend the children's learning in Continuous provision and one adult during the morning to focus on group reading. During the afternoon one adult will work with intervention groups to narrow the gaps.
- Activities can be differentiated according to the needs of each individual child, staff are aware of each child's individual needs and are able to support or challenge the child according to their individual needs. Enhancements are planned by staff according to the needs and interests of the children. These often reflect the skills the children need to develop and practise.
- Key vocabulary and questions as appropriate. Our English plans reflect a word of the week which we use to widen the children's vocabulary.
- Children with SEN are supported by the classteacher, Teaching Assistants, EYFS leader and SENCo. When needed Individual SEN support plans are written with the SENCo.

Our learning environment reflects a range of areas for the children to enhance their learning. Indoors we have a role play area, small world and construction area, creative area, sand area, water area, malleable area, fine motor area, maths area, writing/ mark making area and phonics area.

Outdoors we have a large area with tyres and planks to promote physical activities, a large area for bikes, scooters, football, tennis etc which develop the children's gross motor skills. There is also a mark making area, mud kitchen, den building area, small world area, creative area, construction area, maths area and covered area which is often used for a role play area.

Practitioners plan for play based firstly on the interests of the children. Practitioners also consider the needs of the learners when planning play opportunities based on prior learning experiences. Children are able to initiate their own play and follow their interests and investigations and the adult in continuous provision will then use their knowledge of the child to either observe or guide the child to promote/ consolidate their learning through sensitive questioning and interactions.

Adult directed tasks are planned to reflect the needs of the learners and the skills that the children need to learn and develop.

The learning environment is accessible to all children and the children are responsible for managing the resources within each area. This independence allows for the opportunity for independent play and exploration within the environment. Resources are provided which promote open ended play and exploration which supports the active learning as the children are engaged with the environment and resources. Through the promotion of independent learning the children learn to become resilient learners.

Impact

At Aughton Town Green Primary we are working towards all children making the best possible progress, enjoying learning and fulfilling their potential. We set out to ensure all children are achieving a good level of development in the early learning goals by the end of the reception year. However we also recognise the importance of a broad curriculum meeting the needs of the children, enabling them to become deeply engaged and to develop life enhancing knowledge, skills and attitudes. We aim to create a curriculum which enables everyone to succeed, where children are resilient, co-operate and work well with each other. Development Matters age phases plus practitioners knowledge of child development help staff identify children's developing interests, strengths and talents as they make progress through our curriculum, towards the early learning goals at the end of reception.

Observation and Assessment

On Entry Assessment

During the first weeks in school staff observe the children and use these observations and knowledge of child development to provide a holistic 'Best fit' baseline. Before half term we create a baseline judgement which reflects whether the children have entered school on track or emerging. We use the Development Matters age phases to support our judgements. Information is also gathered from discussions with parents and information from previous settings. As well as this school also gather information from the mandatory Reception baseline.

Throughout the year information is collated through observations of adult led and guided tasks, observations of independent activities which are recorded using Evidence Me. Evidence is also collated in a “Look what I can do” book where independent mark making, drawings and creative activities are collated

Practitioners use a school tracking system to track the progress of children on entry, end of Autumn Term, end of Spring Term and then the mandatory end of year Early Years Profile judgement.

Formative Assessment

Practitioners use regular observation and assessment to inform future plans.

Practitioners engage in regular discussions to inform about individual progress. Regular discussions with the children also inform future planning and highlight individual progress. Discussion with Parents during Parents evening also provides further knowledge of the individual child.

On-going information is collected electronically via Evidence Me and this is shared with Parents at the end of the Reception Year. Writing books provide evidence of progress as do formal observation notes taken during adult led activities. Topic books are also used as evidence of learning but are also for the children to recall prior learning.

Evidence is assessed by practitioners regularly to inform future planning, identify any gaps in learning and to assess whether the children are on track to meet their Early Learning Goals at the end of Reception.

Summative Assessment

We use summative assessment in our setting to ensure that:

- Practitioners have a clear understanding of a child’s progress across all areas of learning and development.
- Parents understand their child’s progress and are helped to support learning and development at home.
- Concerns about individual children’s progress are identified and addressed.
- The quality of provision is monitored, and improvements made where necessary.
- The progress of groups of children can be monitored to make sure they are being given the best opportunities to learn.
- The staff have the skills and knowledge they need to enable the children to make progress.

How is progress monitored:

- Summative information is used within our school to assess on entry any areas of learning in which individuals/ groups of learners need further support.
- We consider typical on entry assessment to be children who have attained many of the skills identified in the age 3 to 4 age phase in Development Matters.

- The summative information is used to assess which areas of learning and development children make most/least progress. We then consider why this is the case and what further steps/ actions are needed to support learning in this area. This may be via the EYFS action plan.
- We measure progress of specific groups; Pupil Premium, SEN, summer born children and consider what strategies are most/ least successful in supporting these children to support further learning and improve their progress.
- Phonics progress is measured via the Little Wandle assessment tracker which provides half termly analysis of individual children's progress and where further specific intervention is needed.

Statutory assessment for reception is currently the Reception Baseline Assessment

The RBA is an activity-based assessment of pupils' starting points in:

- language, communication and literacy, and mathematics
- The RBA is a short task-based assessment, children use practical resources to complete these tasks and staff record the results on a laptop, computer or tablet.
- Schools are required to carry out the assessment within the first 6 weeks of pupils starting reception.
- Numerical scores are not shared and the data will only be used at the end of year 6 to form the school-level progress measure. (These measures will be published for all-through primaries in the summer of 2028 for the first time)
- Teachers receive a series of short, narrative statements that tell them how their pupils performed in the assessment. These can be used to inform teaching within the first term.

The EYFSP (Early Years Foundation Stage Profile) which takes place at the end of the school year in reception and is reported to the local authority.

'Each child's development must be assessed against the early learning goals. Practitioners must indicate whether children are meeting expected levels of development, or not yet reaching expected levels ('emerging'). This is the EYFS Profile' Statutory Framework

Practitioners use of the EYFSP exemplification materials, for moderation of judgements in relation to the 17 ELG'S in each of the seven areas of learning and development. Practitioners also attend the Lancashire Moderation meetings where there are specific focused areas, as a collective group agreements are made on moderation of judgements. Practitioners also work closely with local schools to take part in moderation judgements.

Practitioners use knowledge from assessments, observations, recorded activities and their knowledge of the individual child to complete the EYFSP for each child. This profile reflects the ongoing observations and discussions with all practitioners within the setting. Parental discussions from throughout the year are also considered when making judgements.

This information is shared with Year 1 staff through transition meetings with staff where each child's attainment is discussed. For those children who are emerging; their specific needs in terms of further development of skills and knowledge is highlighted to Year 1 staff. The profile and each individual profile of judgements made is shared with Year 1 staff. The characteristics of each learner are also discussed with Year 1.

Reporting to Parents and YR1

- At the end of the reception year, currently, schools must share the results of the Profile with parents to inform them of their child's progress towards the Early Learning Goals and the profile must be completed for all children, including those with SEN or disabilities.
- Assessment should inform an ongoing dialogue between practitioners and year 1 teachers about each child's learning and development, to support a successful transition to key stage 1.
- Information about each individual child is shared between staff and Parents regularly. Parents have the opportunity to talk to parents at the start and end of each day, during Parents evenings and via Class Dojo messages. Parents are encouraged to share WOW moments from home and school also share information via Class Dojo. Learning journeys are also shared with Parents at the end of the year.
- Parents are given the results of the Profile alongside their school report. Parents can then arrange to meet with staff to discuss this.

Induction/Parental Engagement & Involvement

Practitioners endeavour to visit the children within their pre-school environment but where this is not possible practitioners will phone nursery. A welcome meeting for Parents is held mid June and after this the children will have the opportunity for 2 induction visits. During the meeting information booklets are given to parents which includes details regarding staff and routines. Information regarding prime and specific areas is also provided for Parents. Parents are asked to complete a data collection sheet which includes key contact information and any medical concerns. During the first week of school the parents are asked to complete an "All about Me" which shares information on children's interests, likes/ dislikes and ways to support their child.

Parents are invited into school during the first few weeks of school to attend a meet the teacher evening followed by a phonics and early maths workshop to provide information about how we teach and how they can support their child with early reading, writing and maths. Parents/ families are welcomed into school during each half term for a stay and play session. We share news weekly which enables practitioners to inform Parents

about future learning for the following week and allows the children to share what they have been doing at home. Class Dojo is also used to share information and WOW moments. Letters and regular newsletters for the whole school are sent out via email. Children also take home Reading record books in which Parents can share information regarding how their child has progressed at home. Phonics homework is sent home to enable the children to consolidate their learning and to inform Parents of the sounds they have been focusing on that week.

Parents are regularly updated via Class Dojo and can ask staff for further support and guidance when necessary. At Meet the Teacher practitioners inform parents regarding school procedures around school drop off and pick up, contact details, access to the school website, access to Class dojo and daily routines. Policies for Parents are available on the school website or via the school office.

Transition Procedures

Points of transition:

Nursery to Reception

Practitioners liaise with Nursery regarding transitions and transition documents. Visits take place to nurseries where possible and where not possible phone calls will take place. Meetings for Parents are arranged and it is during these meetings that Parents will meet their child's key person. 2 induction visits are planned for all children.

Reception to Y1

Children will have a transition visit to meet their new teacher, during this visit the children will be given information to take home regarding new teacher and topics they will be learning through the year. EYFS practitioners will meet with Year 1 staff to discuss Profile and transition. Meet the Teacher evenings are planned for early September.

Information to be transferred:

Nursery to Reception

- Data collection sheet to be completed regarding contact details, allergies, medical conditions, permission for photographs and school visits, pick up arrangements – who will be collecting your child?
- Information about progress in relation to EYFS from Nursery, this may be report or learning journey.

Reception to Y1

- EYFS Assessment data, characteristics of effective learning information and how this is used to plan for teaching & learning in Y1
- Writing books
- On-going assessment documents e.g. reading records, writing assessments, behaviour programmes, care programmes

Liaison with other agencies

The EYFS leader/ SENCo is responsible for referrals to outside agencies for medical, speech and language support who will then complete the necessary referrals. The DSL will complete any referrals relating to Early Help Support.

Staff Development

All staff working in foundation stage are conversant with the revised EYFS Framework 2021, the features of the EYFS curriculum and procedures for observation, assessment and planning. The class teacher will be key person to a group of children, '***Their role is to help ensure that every child's care is tailored to meet their individual needs ... to help the child become familiar with the setting, offer a settled relationship for the child and build a relationship with their parents.***' The class teacher is usually the main point of contact for curriculum matters.

Teaching staff regularly attend INSET training and courses related to EYFS. Teaching staff and Teaching assistants have the opportunity to attend Lancashire EYFS termly cluster meetings where recent updates to EYFS are discussed.

Teaching staff attend annual Lancashire moderation meetings to support Profile judgments.

Departmental meetings take place regularly to discuss any current issues and updates. All staff are trained in the delivery of Little Wandle Letters and Sounds.

The identification of training needs for teaching and non-teaching staff will take place through Performance Management and staff development interviews.

The Early Years Leader / SLT will ensure that:

- ◆ appropriate dissemination of training/materials/good practice takes place regularly.
- ◆ a record of INSET activities is maintained.
- ◆ teaching and learning is monitored formally by performance management and appraisal systems and informally through provision audits, talking to children, peer review and support.
- ◆ there is an assessment of the impact of INSET etc on the quality of teaching & learning.

Resource Audit

Appropriate age related equipment is available for the children. The resources promote both imaginative and open play as well as the opportunity for independent investigation.

Resources are stored in clearly labelled baskets/ boxes so they are easily accessible for the children. All resources are at child height so they can be accessed independently. Indoor and outdoor resources are stored within each area of provision. Children are responsible for putting resources away independently.

Practitioners are responsible for maintaining the resources and for ensuring they are safe to use. Any concerns are reported to Early Years Leader or site supervisor.

An audit of provision is regularly discussed within the unit to identify the needs of the children, how the provision is accessed and how this supports the children's needs.

There are a range of activities to support all individual children including those with SEN.

Early Years has a designated budget within the school budget which allows EYFS staff to prioritise the need to update and replace both consumable resources and expensive items such as sand & water trays, construction materials, or outdoor play equipment.

Reviewing the Early Years policy.

- This policy will be reviewed annually by EYFS Leader.
- Early Years Provision will be monitored by Early Years Leader and SLT. The Early Years Action plan will be updated annually.
- A link EYFS governor has been appointed and meets regularly with Early Years Leader to discuss progress and updates.

The head teacher, staff and governors will review this policy on a regular basis to ensure it is being implemented appropriately and to take account of changing circumstances.

Review Date	Signature	Position
<i>January 2027</i>	<i>N Huxley</i>	Head
	<i>J May</i>	EYFS Governor
	<i>N Earl</i>	EY co-ordinator

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