

EYFS Reception Handbook

Parents

- Parents recognised as first and most enduring educators.
- Parents invited to take part in Mystery reader and into class for the end of day story.
- Regular parent workshops throughout the year.
- Learning journey shared with parents through Tapestry and during Parent Consultations.
- Teachers available at the beginning and end of the day for parents to discuss concerns and ask questions.
- Parents invited to Parent Consultation three times a year.
- Parents informed of child's progress through reporting documents three times a year.

Provision

- Children are grouped according to attainment for phonics.
- Children are grouped according to outcomes of lessons for Literacy, Mathematics and UTW.
- Provision made for intervention groups, to include phonics, language, maths and social aspects.
- Children for interventions identified by class teacher along with SENCo and EYFS phase leader.
- Indoor and outdoor provision reflecting seven areas of learning.
- Provision is clutter free, all resources have been carefully selected and placed in the environment
- Specialist teaching in specialist rooms.
- Children are encouraged to respect the environment and lead by example from the class teacher and LSA.
- Writing and reading opportunities are to be provided in all areas of the provision.

Planning

- All 7 Areas of Learning are taught, with the Prime areas underpinning all teaching and learning.
- Opportunities for both adult-directed and child-initiated play are planned for.
- Carpet sessions (Whole Class Teaching) and focus activities planned.
- Indoor and outdoor learning environments planned including daily independent challenges and activities to promote the Characteristics of Effective Learning.
- Clearly identified objectives must match differentiated activities, layered success criteria, groups and resources.
- Key questions and vocabulary for each lesson outlined in planning where necessary.
- Layered differentiation to meet the needs of each individual.
- Children's ideas and interests are accounted for.
- Activities are practical and purposeful.
- Planning is relevant and incorporates current cohort's interests and needs.
- Meaningful outcomes are set for the end of each topic.
- Specific skills set is included for each subject area.

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Environment

- Indoor and outdoor learning environments available throughout the day.
- Enabling environment clearly labelled to support pupils Characteristics of Effective Learning.
- Children are encouraged to self-select and operate independently within the learning environment.
- Where possible resources used are practical and kinaesthetic so that children learn in a meaningful way rather than paper based resources.
- Displays are stimulating and provide a balance between celebration of work and information.
- Across the setting, both classes have access to learning opportunities through zoned areas to reflect the areas of learning including book corner, maths, writing, UTW, small world, construction, creative, malleable, role-play, ICT, sand and water.
- Environment and resources reflect the diversity of our children and community.
- Children's work is celebrated and displayed.
- Calm area in both classrooms to provide space for children to relax and regulate.

Teaching

- Balance of teacher directed and child initiated learning.
- We continuously facilitate learning and teach in a variety of ways- whole class, small groups and one to one.
- Teaching is always engaging, inspiring and practical.
- Teachers may at times facilitate independent play to help move learning on, this indirect teaching is vital in the EYFS Phase.
- Where appropriate topic is to be taught using One Note/Powerpoint as a stimulus.
- Explicit focus on CL and PSED in first 6 weeks, with teachers modelling skills rather than formal teaching. This will then help to feed topic planning, whilst ensuring we have confident learners.
- Daily independent challenges available indoors and outdoors.
- Weekly sessions (building up to):

5x 1 hr RWI sessions	5x 45min maths sessions
2 x Literacy sessions	1x PE
1x Topic	1x Music
1x P4C/RSE	1x Communication and Language

- Format of each session: teacher input followed by working in groups before then engaging in child-initiated play. Writing- input followed by teacher and LSA working with a group each to complete the writing objective and repeated the next day so every child has completed the activity.)
- High quality teaching of vocabulary is embedded into all elements of the school day. Good vocabulary is modelled by all staff and displayed around the environment. We have specific vocabulary time daily in which we discuss new vocabulary that we have come across in our story time. Specific vocabulary is also pre-taught at the beginning of each formal lesson.
- As well as vocabulary, LO and SC to be shared at the beginning of the lesson.

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Assessment

- Observations by the Class teacher and the LSA form the basis of EYFS assessment.
- The majority of observations should be taken from independent play and learning.
- Children to have at least 2 child initiated observations plus one piece of independent writing per week.
- Observations, photographs and work samples are recorded using Tapestry and cross referenced against the EYFSP.
- Baseline assessment taken during 1st half term to enable evaluation of future attainment.
- Assessments taken at termly intervals and recorded onto DCPro and a working paper assessment document.
- Parents receive an annual report that highlights strengths and development needs in each area of learning, which indicates ELG met. It also includes a short report on the Characteristics of Effective Learning.
- Assessments feed planning ensuring that teaching is derived from the child's needs and current attainment and extends their learning at a relevant pace and level.

Transition

- Teacher visits pre-school setting in summer term prior to children starting to correlate information on the children starting in their cohort.
- Home visits are carried out by teacher and LSA in first weeks of September.
- Parent's induction meeting carried out by teacher and member of SLT in summer term before children start.
- Stay and play x2 prior to starting school
- Staggered admission arrangements over three days.
- Learning Journeys and Profiles received from other pre-school providers to support baseline judgments.
- New parents invited in for a picnic before children officially start school.
- Settling periods may differ depending on needs of the child, including SEND needs.
- Profiles are passed onto Year 1 teachers to support transition and staff meet to discuss individual children.
- Regular opportunities for children to visit Year 1.
- Picnic lunch with Y1 children.
- In summer term, children begin attending assembly with the rest of the school in preparation for KS1.

Approval and Review

This policy was recommended to the CEO and approved in

Next review date: