

EYFS Reception Handbook

Parents

- Parents recognised as first and most enduring educators.
- Actively involve parents in supporting their children's learning and development.
- Regular communication to give details of upcoming learning for the week.
- 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.
- Parents encouraged to complete 'proud clouds' or 'wow moments'.
- Practitioners available at the beginning and end of the day for parents to discuss concerns and ask questions.
- Parents invited to Parent Consultation twice a year.
- Parents informed of child's progress through reporting documents three times a year.

Provision

- Children 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 may reflect the seven areas of learning.
- Outdoor provision will have a focus predominantly on PD and CL.
- Provision is clutter free; all resources carefully selected and placed in the environment.
- Children are encouraged to respect the environment and lead by example from the class teacher and LSA.
- Writing and reading opportunities 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 and activities to promote the Characteristics of Effective Learning.
- Planned embellishments for basic provision demonstrated through weekly/termly planning.
- 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.
- Clear identification of role of CT and TA sited in planning.
- Plans are regularly annotated, to improve future teaching and reflection.
- Children's ideas and interests are planned 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 CoEL.
- 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, accessible for children, interactive and provide a balance between celebration of work and information.
- Displays to reflect current learning, working walls utilised during all learning opportunities.
- Both classes have access to equal learning opportunities through zoned areas to reflect the areas of learning (book corner, maths, writing, UTW, small world, construction, creative, malleable, role-play, ICT, sand and water).
- Zoned activity areas develop across the year to ensure all children's needs are met and children's interest are facilitated.
- Interactive Zones of Regulation display to help recognise and regulate their emotions throughout the day
- Environment and resources reflect the diversity of our children and community.
- Phonics frieze and Wow words displayed and accessible for children.
- Children's work is celebrated and displayed.

Teaching

- We continuously facilitate learning and teach in a variety of ways- whole class, small groups and one to one.
- Balance of teacher directed and child initiated learning.
- High-level vocabulary used at all times, linked to the skills the children are working on.
- Teaching is always engaging, inspiring and practical.
- Teachers will facilitate independent play to help move learning on, this indirect teaching is vital in the EYFS Phase.
- Where appropriate, Topics are taught using 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.
- Weekly sessions (building up to):

5x 1 hr RWI sessions – recorded in books	Weekly sessions (building up to): 5x 40min maths sessions – recorded through books, photographs and on Tapestry.
4 x Literacy sessions	1x AG writing session
1x Art	1x PE
1x P4C	2x Topic

- 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 across the week so every child has completed the activity.)
- 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 1 child initiated observations plus one piece of independent writing per week.
- Children will take part in at least 3 AG activities per week inclusive of UTW, Literacy and Maths.
- 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.
- Teddy-Bears picnic planned for the summer term.
- Home visits conducted by teacher and TA during the summer term.
- Parent's induction meeting carried out by teacher and member of SLT in summer term before children start.
- Stay and play x 2 prior to starting school, inclusive of school meal and meeting specialist teachers.
- Staggered admission arrangements over three days.
- Learning Journeys and Profiles received from other pre-school providers to support baseline judgments.
- Buddy system set up with Y6 to support children during lunchtimes.
- Transition to begin in Reception during summer term.
- 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.
- In summer term, children enter the school through the main doors and join lunchtimes with the rest of the school in preparation for KS1.

Approval and Review

This policy was recommended to the CEO and approved in: September 2021

Next review date: September 2023