



Ribby with Wrea Endowed C.E. Primary

Early Years Foundation Stage Policy

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Ribby with Wrea Endowed C.E. Primary School

Mission Statement

To encourage all children to develop as confident lifelong learners, to be curious about the world around them and to achieve their full potential within our safe and caring Christian school family.

Introduction

The Early Years are a crucial stage of life in terms of a child's physical, intellectual, emotional and social development and should be valued as such. They lay the foundations for all future learning and provide a base on which everything builds.

At Ribby with Wrea Endowed C.E. Primary School, the Reception Class caters for the last year of the Early Years Foundation Stage (EYFS).

Organisation and the Learning Environment

The Reception Class is taught in a mixed Reception/Year 1 class. Their classroom provision includes a purpose built outdoor area with access directly from the classroom. This contains a covered area to enable outdoor provision in all weathers.

The hall is used for P.E. and also the main playground and village green in the warmer weather.

They have access to computers, laptops, Ipads and other ICT equipment equally with the rest of school.

The children have the choice of a school lunch, prepared on the premises, or bringing a packed lunch.

During wet playtimes the children stay in their classroom with the teacher and during wet lunch times, they are supervised by the welfare assistants.

Milk is available at a small cost to the parents (free for children under five years old and on Free School Meals). Fruit is provided free daily. Milk and fruit are taken in the classroom at **10.50am**.

Reception children are able to enter the classroom from **8.40** and are collected at **3.15pm**. Children in this class will only be handed over to a named adult on our school list, so if another person is collecting it is important to inform the school office.

Staffing

Miss Hargreaves is the full time Reception Class teacher. She is supported by Mrs. Lyon, who is a full time Teaching Assistant.

On occasions we have student teachers and secondary school pupils on work experience working with the Early Years children. We also have members of the community assisting with readers (all DBS cleared).

Special Needs

Work is differentiated so that all children have access to the full Foundation Stage curriculum. Where appropriate, additional staff are employed to support children with special educational needs.

Curriculum

The Reception curriculum is based on the seven areas of learning of the Early Years Foundation stage

These are divided into the Prime areas of

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

And the Specific Areas of

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

Planning is the responsibility of the class teacher and is done on a termly basis.

Active learning through structured play and experiences is considered to be of utmost importance and this is provided through continuous provision. Work is differentiated according to the needs of the children.

The progression into the Key Stage 1 curriculum is built upon these prime and specific areas of learning.

Behaviour / Discipline

We teach and encourage children to work and play together co-operatively and constructively. Positive behaviour is supported by house points, 'star of the week' awards and reward stickers.

Expectations of behaviour follow our whole school policy.

(Also see School Behaviour Policy.)

Induction Procedures

The school endeavours to make the induction process into the Reception Class as smooth as possible.

Parents of children to be admitted in September are invited to an induction meeting in the preceding Summer Term. New children make three visits prior to their entry in September. The children who attend the village Pre-school also make an additional

visit. We admit our Reception children on a staggered basis at the start of the Autumn Term.

Miss Hargreaves and Mrs. Lyon visit the children and their Key Workers at their Nursery or Pre-school during the Summer Term prior to their entry in the Autumn Term. They will also visit the child and their parents at home should the parents request this. The purpose of these visits is to help forge good working relationships with the parents, to meet the children on their home ground so that they feel more confident when they begin school and to find out as much information as possible about the child to make their induction into school as comfortable as we can.

The induction period continues in September with the children attending school for half days. Half of the cohort attend for the morning session and the other half for the afternoon session, before swapping over. This allows them to get used to the different routines of our day in smaller groups and for the staff to get to know the children better. During their induction period the children will be invited to stay for one lunchtime to experience this part of the day too.

Involving Parents

Parents/carers are the child's first and most enduring educators. When Parents/carers and practitioners work together in early years settings, the results have a positive impact on the child's development. A successful partnership needs to be a two-way flow of information, knowledge and expertise. We aim to develop this by:

- Outlining how the EYFS is being delivered to Parents/carers during the new parents meeting in July, to enable them to understand the value of supporting their child's learning at home and how they can access more information.
- 'Looking Forward' sheets are sent home at the beginning of each term to keep parents informed of their child's current curriculum.
- Operating an "open door" policy, whereby parents/carers can come and discuss concerns and developments in an informal manner, and also to view children's work.
- Having a weekly 'Drop-in' evening when parents can meet with the teacher without an appointment.
- Parents are able to contact the class teacher through email, Seesaw or by writing notes in the children's Reading Record book.
- Sharing progress at school through annotated photographs and observations in 'Scrapbooks' which are sent home prior to each Parent's Evening.
- Providing useful information and videos via Seesaw and the School Website.
- Providing Homework tasks on a fortnightly basis that explain what we have been learning in school and giving the parents an activity to do at home with their child which will support this learning.
- Writing comments in the children's Reading Record book which becomes a two-way dialogue between home and school.
- Snapshots into our school day are shared regularly via the school website and our class Twitter page @mallard_ribby
- Discussing individual next steps and progress with parents/carers at parents' evening in Autumn and Spring terms.

- Providing an interim report in February and an annual written report to parents/carers in July summarising the child's progress against the early learning goals.
- All parents will be invited to join the PTFA, which exists to facilitate social occasions so that families can get to know one another and feel part of the school, to raise money to provide extras that enhance the education of all children in school and to contribute to the ethos of the school by providing support for staff e.g. on special occasions by organising refreshments and making new-comers feel welcome.
- Any concerns over special needs will be discussed with parents and the Special Needs Co-ordinator (SENCO) for the school.

Assessment, Recording and Reporting

From 2021, children will undertake the National Reception Baseline within six weeks of beginning school. Children who begin Reception at a later point in the year will also be required to undertake this baseline assessment within six weeks of beginning Reception. This will be carried out by the Class Teacher in a quiet area away from the main classroom in accordance with the guidance.

Narrative statements on the pupils' performance will be available for the school to download from mid-September. No numerical score will be shared with the school. The narrative statements will be shared with parents on request.

A School Baseline will also be carried out as soon as possible after the children are admitted in September. Regular assessments are carried out throughout the year to monitor progress.

Continuous assessment is made throughout the year and progress monitored termly. Assessment data is entered into the EYFS tracker on a termly basis. Children will either be 'on track' or 'not on track'.

At the end of the Reception year parents are provided with their child's Early Years Foundation Stage Profile (EYFSP) and a written report detailing their child's progress against 7 areas of learning. From 2022 the Early Year's Profile will state whether a child has met or not met the 17 Early Learning Goals.

Parents are invited to attend 2 Parents Evenings during the year to discuss their child's progress, once in the Autumn Term and again in the Spring Term. At the Spring Term meeting the Class Teacher will discuss the child's attainment and progress with regard to which class they will be placed in for Year 1.

We operate an open door policy and parents or staff may request additional meetings throughout the year to discuss specific issues or their child's progress.

Transition to Year 1

Due to our intake of 22 children per year, it is necessary for us to place some year groups over two classes. This is the case for our Year 1 pupils. Approximately one third of the cohort (approximately 8 children) will remain in Mallard Class for Year 1 and two thirds of the cohort (approximately 14 children) will move to Robin Class for Year 1 where they will be taught with two thirds of the Year 2 cohort. Regardless of which class the children are placed in, they will still access the Year 1 curriculum.

We appreciate that this may cause some concern for parents and aim to make this process as transparent as possible.

Decisions as to which class the children are placed in are made by the staff in Mallard Class in discussion with the Senior Leadership Team. These decisions are not taken lightly and we work hard to place each child in the most appropriate environment. In doing so we consider

- Academic ability
- Learning style
- Independence in classroom routines and completing tasks
- Maturity
- Self-esteem and self-confidence
- Gender mix and friendships

We are aware that some children will thrive with the challenge of working with Year 2 children, whilst for others this will be overwhelming and they are more comfortable working as part of the most able group in the Mallard class.

At Ribby with Wrea we have the highest expectations of all our children and being a Year 1 child in Mallard Class does not mean that they are not meeting age related expectations or we have concerns about their academic ability.

We value the opportunity to discuss this with you at any time during the school year and early indications of which class the children will be in will be given during the Spring Term Parents' Evening. The final decision is made at the end of June and parents are notified of our decision via letter with the children's end of year reports. Any parent who wishes to discuss this final decision and how they may further support their children may do so by making an appointment to see the class teacher.

The arrangements for Year 1 are discussed in general terms in a sensitive manner with the children throughout the year.

Transition sessions are held during the Summer Term and comprise of

- Visits to Mallard Class by the Robin Class Teacher
- The sharing and moderation of work by the Mallard and Robin Class Teachers
- Discussions between the Mallard and Robin Class Teachers
- Visits to the new classroom (where appropriate)

Throughout the year, the Year 1 children are given opportunities to work, play and enjoy time as a cohort.