



A member of Hatton Academies Trust

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Approved	

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Early Years Curriculum Policy

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of their first year in school. Our Early Years provision accommodates children who have turned four by the 1st September of that school year. At Oakway Academy there are up to three Early Years registration classes, with thirty places available in each class. Each Early Years class has a full time teacher supported by a number of teaching assistants and inclusion support assistants who work across all three classes.

Intent

1. Aims:

At Oakway Academy we aim to:

- Provide a safe, challenging and stimulating environment which is responsive to the needs and interests of all children attending the setting
- Provide a broad, balanced, relevant and engaging curriculum
- Establish foundations on which the children can develop into independent and motivated learners to ensure that they:
 - are physically and emotionally ready and able to learn
 - possess the resourcefulness and strategies needed to be successful learners
 - have the resilience to reflect upon and adapt their learning
 - are able to persevere when faced with a challenge
 - can work with others to achieve a goal.
- Provide support for children to develop physical, social, verbal and cognitive skills
- Provide a structure for learning which has a range of starting points, setting ambitious expectations delivered through a wide range of interesting and engaging first-hand experiences
- Understand, empathise with and celebrate the diversity of cultures, religions and needs in our school and wider society.
- Cumulatively, we hope that this will enable our children to progress to the next stage of their learning journey with a broad range of knowledge and skills in readiness for future learning and development in Key Stage One.

Implementation

2. Early Years Curriculum

The Early Years classes work towards the learning and development requirements as outlined in the 2021 Early Years Foundation Stage document, which is available on the Academy website or to download at:

[Statutory framework for the early years foundation stage \(publishing.service.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/92222/Statutory_framework_for_the_early_years_foundation_stage.pdf)

The Early Years curriculum at Oakway is also guided by the non-statutory curriculum guidance for the EYFS (also known as Development Matters) which sets out how children can develop and learn. This is available to download at:

[Development Matters - Non-statutory curriculum guidance for the early years foundation stage \(publishing.service.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/426273/Development_Matters_-_Non-statutory_curriculum_guidance_for_the_early_years_foundation_stage.pdf)

These documents, together with this curriculum statement, clearly define our approach to teaching learning in the Early Years within our setting.

3. Four principles of EYFS:

The EYFS is based upon four principles:

- Every child at our setting is a **unique child**
- Children learn to be strong and independent through **positive relationships**
- Children learn and develop well in **enabling environments** with teaching and support from responsive adults
- The importance of **learning and development**

3.1 A Unique Child

We recognise that every child is a capable learner who can be resilient, motivated and self-assured. We recognise that children develop in individual ways, at varying rates. We gather information about children's interests through observations and discussion and use this to help provide developmentally appropriate and engaging learning opportunities linked to these. We use praise through feedback discussions, Growing PRIDE, team points, PRIDE assemblies, Dragon certificates and postcards home (see Behaviour & Relationship Policy for further details) to encourage and motivate the children and to help them develop a positive attitude towards learning.

3.2 Positive Relationships

We recognise that children learn to be strong and independent from secure relationships and aim to develop caring, respectful and professional relationships with the children and their families. Positive relationships are fostered using circle times, Growing PRIDE and our Personal Development curriculum (see Teaching & Learning policy). Children are further supported in their interactions with each other through the adults sensitive modelling of caring and considerate dialogue and, where they encounter challenges with their peers, the use of the restorative approach (see Behaviour & Relationship Policy for further details).

3.3 Enabling Environments

We recognise that the environment plays a key part in supporting and extending children's development. The physical Early Years environment has open and spacious inside and outside shared areas which are loosely zoned into areas of learning so children can locate and access resources independently, whilst having the flexibility to transport resources from one area to another as the direction of their play changes. Part of the outside area is safety surfaced with Astroturf to enable climbing activities to take place safely, while the remaining area is a hard surface to enable children to use balance bikes. There is also provision for children to interact with the natural environment in our own growing area and also within the school forest area. Our inside provision includes three quiet rooms which are allocated to each registration class for children to participate in adult led activities without being distracted by the open plan areas. The children are able to access the free-flow provision for an uninterrupted period each day around the inside and outside areas engaging in child initiated activities.

No Shoes Indoors

To support children's transitions from indoor to outdoor play we have a no shoe policy for the inside space. Children take their school shoes off as they enter the indoor area and replace these with slippers, plimsolls or socks/tights. We recognise the children's need for quiet and order in the indoor space to allow them the greatest opportunity for concentrated work. The opportunity to take off and put on shoes also increases their level of independence and dressing skills. Slippers/plimsolls also eliminate a higher noise level in the shared area. The children use rugs for a great deal of floor work and indoor shoes help to maintain the hygiene and cleanliness of the environment. In a 10 year study across several countries including England it was found that when children were shoeless:

- Behaviour improved
 - Engagement and concentration improved
 - Noise reduced providing a calmer environment
 - Children felt more comfortable to work on a clean floor / rug
 - Staff working in the Early Years area also wear slippers when working with the children.
- (see 'Shoeless Spaces' by Professor Heppel at: <http://rubble.heppell.net/places/shoeless>)

Wellies for outdoor play

During their reception year the children at Oakway are provided with access to the outdoor area and will be able to go outside in all weathers. We provide aprons for children to wear when engaging in water play. In addition to this, parents are asked to provide their children with a pair of named wellington boots and to ensure their child attends school dressed in suitable named outdoor clothing, such as a warm waterproof coat and gloves with fingers on cold days. We also recommend that parents provide their children with spare trousers and socks in case they are caught out by the rain.

3.4 Learning and Development

We use observations to support teachers' knowledge of children's interests and progress in their development and learning prior to planning challenging, meaningful and achievable activities and experiences to extend their learning. Children have daily opportunities to learn through a mixture of adult led and child initiated activities. Adults sensitively intervene in children's play through scaffolding and sustained shared thinking to extend their learning and help the children to develop new ways of thinking and interests. Adult led activities are structured but playful and planned for based on observations and assessments of children's needs in all areas of learning and provide a systematic approach to teaching skills such as phonics, fluency in number and writing. Adults then provide opportunities during child initiated activities for children to apply these skills.

4 Areas of Learning

The EYFS is made up of 3 **Prime** areas of learning;

- Personal, social and emotional development
- Communication and language
- Physical development

There are four *specific* areas of learning;

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

5 Play

Learning through play underpins our approach to teaching and learning in the EYFS. We believe that learning through play is effective when we provide purposeful activities and experiences that interest children. Play based learning is enhanced with supportive, knowledgeable adults intervening in play, encouraging children to think about what they are doing and provide them with opportunities to explore and experiment with ideas. Through play, children have opportunities to explore their own and other's feelings, thoughts and ideas as well as cultivating and consolidating the new skills.

6 Characteristics of Effective Teaching and Learning

There are three identified Characteristics of Effective Learning which are based around children's approach to learning, their ability to play, explore and think critically about the world around them. Teachers observe children with these characteristics in mind and reflect on the level at which they are able to demonstrate these characteristics which in turn informs their planning of future activities and experiences. The three characteristics are

- **Playing and exploring** – children investigate and experience things and 'have a go'
- **Active learning** – children concentrate and keep on trying if they encounter difficulties and enjoy achievements
- **Creating and thinking critically** – children have and develop their own ideas, make links between ideas and develop strategies for doing things.

7 Planning

At Oakway Academy we follow a skills based learning approach to planning experiences and provision based on the interests and skills level of the children, which allows flexibility to ensure that both children's needs and interests are taken into account. Regular assessment and observations help to inform staff about the children's interests and skill level and these are then used to plan experiences within the Early Years area. Our planning ensures coverage so that all children have opportunities to work towards and achieve the Early Learning Goals (ELGs) that define the expectations for most children to reach by the end of the EYFS. Adult led activities are planned for and delivered in a number of ways:

Rainbow Time rotation Rainbow time will be mentioned in several of the ensuing paragraphs and is the name given to a half an hour daily slot on the Early Years timetable where children are split into equal groups to participate in a range of adult led activities. Each adult will lead a differentiated activity for a week and each day the children will participate in one adult led activity and move on to another adult led activity the following day and so on until they have participated in all the planned activities. At this point the adults will introduce a new set of adult led activities for the groups to participate in. The activities provided are designed to meet a skills gap identified through observations and will vary to provide coverage across the Early Years curriculum.

Personal, Social and Emotional Development (PSED):

We have weekly timetabled sessions for supporting children the in development of their personal, social and emotional development. During these adult led sessions, we follow academy programmes and initiatives, such as Growing PRIDE (which is detailed in our Relationship and Behaviour Policy) and the PHSE programme, 1 Decision, which covers ways to keep ourselves healthy (including oral hygiene), being responsible, and keeping ourselves safe. This is detailed in our Personal Development Curriculum (detailed in our Teaching and Learning Policy). It is through these and other planned PSED opportunities that we help the children interact effectively and develop positive attitudes of themselves and others.

Communication and Language:

All children's communication and language skills are assessed when they enter our Early Years setting. Following these assessments, our independent speech and language therapist supports a specialist teaching assistant to implement a communication and language intervention programme, called Chatterways. All children who are below age related expectations participate in this intervention until they reach age related expectations for communication and language. Children who require specific speech production support are referred to the NHS speech therapy service who provide individual programmes of support for our specialist teaching assistant to follow.

All adults model clear spoken English for children to consistently hear. Children have many opportunities to listen to one another and to adults in small groups, large groups, and on a one to one basis.

There is a daily **Talk Time** session planned for by the class teachers. In this session the whole class have the opportunity to engage in a range of vocabulary building activities including: reciting nursery rhymes, learning a word of the week, exploring how we can use it in sentences and synonyms, shared news such as talking about their own experiences or an object that has been brought into school, etc. This is explained further below.

Physical Development:

We provide opportunities for children to practise and develop fine and gross motor control in a range of ways through their free flow play. However we also provide targeted skills based adult led teaching during **Rainbow Time**. In these sessions, which take place as a rotation throughout the week, children are supported to play games and take part in activities which include; throwing and catching, kicking, climbing and balancing in order that they can practise and become confident with

these skills. Children are also supported to participate in activities which include joining, cutting, pouring, threading and manipulating materials in order to develop and practise fine motor control. All children participate in daily Kinetic Letters lessons which promote the development of gross and fine motor skills as a means to developing their handwriting skills. Children who need to develop and strengthen their fine motor control participate in a daily Dough Gym intervention. We also provide children in Early Years with the opportunity to practise and develop physical skills once a week during a Physical Education lesson.

English:

Reading:

We follow Read, Write Inc. systematic phonics programme in which children: learn all of the phonemes (sounds) and how they link to graphemes (letters); read story books and non-fiction books closely matched to their developing phonic knowledge; read with fluency and expression; learn to spell using known sounds and work well with a partner. Children have daily phonics lessons which initially take place for 30 mins at the start of the academic year and increase to an hour by the end of the academic year. See the website below for parent videos and further information:

<http://www.ruthmiskin.com/en/read-write-inc-programmes/phonics/>

When it is developmentally appropriate to do so, children are given reading books, chosen to match the child's level of reading ability. Children regularly read to adults within the early years' area on a 1-1 basis. We also strongly encourage parents to read at home at least 4 times a week to help develop children's reading skills further. To support our families read with their children and to foster a love of storytelling, throughout the year, we provide children with a sharing story book to take home each week and hold weekly library sessions which Early Years parents are invited to attend.

All children with Pupil Premium Grant entitlement also have an additional daily reading opportunity to ensure they make at least expected progress in reading. All Early Years staff have been trained to deliver RWI Inc phonics, including targeted interventions to ensure that children who need the most support are given the best opportunity to make expected progress in reading.

Writing:

We have adopted a story based approach, using elements of Talk 4 Writing and The Write Stuff, to develop and inspire children to apply their writing skills (taught as part of their RWI Inc. sessions) with an overarching aim to support children to become confident thinkers, talkers and writers.

Reading for writing: As part of our daily English lessons, we follow the writing element of the RWI Inc. phonics sessions. Children are taught to write letter trails (graphemes) for the corresponding sounds (phonemes) they are learning to read. They very quickly progress to learning how to encode (segment) the sounds in words to write them – this is taught alongside learning to blend (decode) words to read. As soon as children are able to confidently read VC and CVC words, they are taught to write simple phrases and sentences by practising saying aloud what they want to write as a coherent sentence, break this down into words and the sounds needed to write these words and finally, write

the letters that represent these sounds. As the children become more confident to transcribe simple sentences, they progress onto sentence composition following book talk as a group or partner talk. This complements the oracy strategies (detailed below) as children learn to think, talk and write their ideas as they are encouraged and supported to make the links between their reading, talking and writing skills.

Story talking: In our Talk Time sessions, children learn to imitate and understand the language they need for a particular story orally, deepen their thinking and understanding of it and then create their own version. The three stages of the approach include ‘imitating’ where children learn a familiar story through oral rehearsal, ‘innovation’ where they adapt the story by changing characters, settings or plots and finally independent writing where they complete pictorial story plans before writing the story in words. We encourage the children to foster a ‘have a go’ approach to mark making and writing, applying their phonics, Kinetic Letters and artistic skills (as planned for and taught in **Rainbow Time**).

We also use our termly stories as a basis for our continuous provision planning, providing a hook to engage children with the story and wider learning opportunities. Our model text list for Early Years includes Dear Zoo, Little Red Hen, Peepo, The Three Little Pigs, How to catch a star and Little Red Riding Hood.

Talking into writing: In both adult led, and child initiated activities, adults model and nurture effective language and communication skills. Children’s ideas are celebrated as they are encouraged to think and talk about themselves, books, pictures and experiences – whether real or imaginary. Children are supported to articulate their thoughts and ideas through the use of the FANTASTICS – a sequence of ‘lenses’ which allow the children to focus on different aspects of a story or experience, such as what they or a character might be feeling, thinking or doing or what they might be experiencing as one of the five senses. Children develop a bank of vocabulary through the direct teaching of specific, targeted, up-scaled vocabulary. Children are given this vocabulary in an appropriate context to ensure that they can apply it to their developing knowledge, helping them to make links and organise their thinking. Each of the FANTASTICS has been assigned a picture which the children are taught through teacher and shared talk and drama and use in their mark making/writing. We also use the FANTASTIC lenses within our continuous provision to support opportunities for effective communication and language development. Children are given engaging and relevant opportunities to apply their skills as writers with adults and resources available to nurture and support their endeavours.

Handwriting: We consider handwriting to be a key literacy skill which needs to be taught actively through discrete lessons. We follow the Kinetic Letters handwriting programme which enables children to develop the necessary fine and gross motor skills in readiness for handwriting. Kinetic Letters places great emphasis on developing children’s ‘core strength’ in their bodies as well as specifically in hands and fingers, to enable them to be ready for handwriting activities. Children take part in handwriting lessons which incorporate whole body and hand strength exercises in a discreet daily session. Depending on their developmental stage, children will use sand trays or whiteboards and pens for the majority of the early Kinetic Letters work, before progressing to pencil and paper.

Mathematics:

We plan and deliver a daily 30-minute small group systematic mathematics lesson in which children use a range of resources such as Numicon, cubes, real-life objects, tens frames, cherry models, number tracks and squares to learn about and explore concepts of numbers, space, shape and measure. We work to a mastery model, ensuring that children recognise and understand numbers 0-3 and progress through to 5, then to 10, 15 and 20. As children progress through the groups, they develop a deep understanding of the numbers within each range (i.e. to 5, to 10 etc), the relationships between them and the patterns within them. For children working on numbers beyond 20, we use a complementary but progressive approach to introduce core elements of Key Stage 1 maths. In **Rainbow Time**, children are taught the essential skills to identify, describe and manipulate shapes as well as key mathematical vocabulary to create and describe patterns, organise and sequence events and describe the position of themselves and objects.

Expressive Arts and Design We plan for children to experiment with materials and media and to find out about their properties. Adult led activities involve children working in a small group with adult support to explore sounds, patterns, movement, technique and tools. We plan for children to develop their imaginations by building on their knowledge of the real world from socio-dramatic to fantasy play through collaborative role play, small world play and music. Adult led activities are planned for in which children have the opportunity to access resources in these areas in open ended ways where they are encouraged to make choices and gain confidence in their own ideas. Children participate in creative adult led activities during the **Rainbow Time** rotation.

Understanding the World We plan for children to learn about themselves and others around them by: providing opportunities to discuss their families and experiences, use their senses to experience the natural and the man-made world in the local area through walks and visits, seasonal changes, growth and decay. Children are challenged to consider how things work and provide explanations of their thoughts and ideas. Children are also encouraged to understand and celebrate the religious and cultural diversity of our setting and the world in which they live through stories, objects and visitors. Both fiction and non-fiction books also provide children with further opportunities to consider changes through time and how their experience may differ from those who have come before them. Through planned activities adults model the vocabulary which will support children as they discuss what they observe and their experiences and in doing so, begin to make sense of it. Children participate in Knowledge of the World adult led activities during **Rainbow Time** rotation.

8 Written Feedback Expectations:

All recorded learning (in writing books) must be:

- Marked in blue pen
- Marked using kinetic letters handwriting
- Labelled as either independent (I), Minimal Support (MS) or Supported (S)
- Initialled by the adult
- A skills based, learning objective should be highlighted to identify the extent that the learning objective has been met. This is done as follows:

- Objective not met
- Objective partially met
- Objective met

Recorded learning in writing books at least once a week:

- Marking for grammar, punctuation and spelling (GPS) as applicable to the literacy expectation for the child which will include;
 - A spelling error which is an unknown spelling that the child doesn't know how to spell
 - A spelling mistake which is a known spelling that has been spelt incorrectly
 - Letter formation
 - Finger spaces between words
 - Capital letters for names and start of sentences
 - Full stops at the end of sentences
- Adults will identify one wish from the above areas that they feel is a priority in order to move the child's learning on. This will be marked on the children's work next to the area for improvement with a wand symbol. Beneath the work the wand symbol will be recorded with a chance to practise the identified area.
- Adults will also identify one strength in the work using the GSP areas above. This will be marked on the child's work next to the strength.

Observed learning from adult led sessions in PSED, mathematics, understanding the world and expressive arts is recorded in big floor books.

- Adults will record the first date of the week in which the learning commenced, the learning objective for the activity at the top of the page and a subject summary bubble (e.g. history, science)
- Adults will record photographic and written observations of the children's learning for the week.
- Big floor books will be available in the shared area for children to revisit and discuss. Adults should record children's comments and independent learning subsequent to the original task throughout the year as a record of the children's interest in and progression of the taught skills. Each additional observation (post-it, photographic etc) should be dated).

Mathematics individual assessment trackers, once a week:

- Adults will make weekly observations, both photographic and written, of the children's learning as they use a range of concrete resources during their daily mathematics lessons (see observed learning in big floor books, above).
- Adults will regularly and accurately update the children's individual numeracy trackers, dating and highlighting (in a different colour each term) to indicate the new skill the child has secured.

Impact

Children are engaged and motivated by the learning opportunities and Early Years environment at Oakway, empowering them to make good progress in their speaking, listening and social skills and

fuelling a desire to learn. As a result, children develop their mathematical, phonic, written, creative and physical skills and are able to evidence their independent application while demonstrating Oakway's PRIDE values of Passion, Responsibility, Independence, Determination and Enjoyment.

From a range of starting points, children make good or excellent progress so that they can continue into Key Stage 1 equipped with a broad range of knowledge and skills.

9 Assessment

Throughout the year children's knowledge, skills and understanding are assessed and tracked to ensure that children are on track (or receive additional support if necessary) to meet the Early Learning Goals by the end of their Reception year.

When children enter the Academy within the EYFS they will be assessed during the first six weeks of being inducted. The assessments directly relate to the Development Matters statements within the EYFS curriculum. The areas of learning assessed during the baselining process are: mathematics, literacy, personal, social and emotional development and physical development in order to establish a baseline, or starting point, for their future learning. We also consider assessment information handed up from previous early years settings. Judgements are made based on adult's observations and children's performance in a range of adult led activities and the children's independent play and interactions and are used to inform planning.

In addition to our internal baselining, we shall also complete the statutory Reception Baseline Assessment (RBA). The RBA will be a short activity based assessment of the children's starting points in language, communication, literacy and mathematics. This will also be completed during the first six weeks of the Autumn term.

9.1 Formative assessment

Accurate assessment depends on getting to know our children well and gathering information from a range of sources; observations of the children at play, during adult led activities, through discussion with parents and through talking to the children. We keep photographic and written adult evidence along with adult knowledge of the child and examples of children's own work to help us build up a picture of each child's strengths and achievements and also inform us should any additional support be required to support the children to meet their age related expectations by the end of their Reception year. This evidence is then used to help assess each child's current stage of development in all EYFS areas. Every child has a book in which we record our observations and samples of the children's work. Parents and children may access the children's book all year round on request.

9.2 Assessment cycle

Baseline – 6th September 2021 to 11th October 2021, children's starting points are established

Autumn – 3rd December 2021 assessments are completed and progress data for all areas is analysed

Spring – 25th March 2022 assessments are completed and progress data for all areas is analysed

Summer – 23rd June 2022 assessments are completed and progress data for all areas is analysed

Summative data – At the end of June all children will be assessed against the EYFS Profile Early Learning Goals, stating whether they meeting the expected levels of development (expected) or not (emerging) for each goal. If they reach the ELG in 5 of the 7 EYFS curriculum strands they are judged as having a Good Level of Development.

10 Phonics and Mathematics Assessments

Children are placed into phonics groups according to their phonic knowledge and in mathematics groups depending on their number knowledge. Frequent assessments are made in order that the groupings are fluid and responsive to children’s differing pace of learning. Phonic and mathematics assessments will take place at least once a term for all children.

Working with others

11 Transitions

We endeavour to ensure a smooth transition for children between Nursery and Reception and at the end of the EYFS as children move into Key Stage 1. We recognise that children may be vulnerable at stages of transition and implement a range of strategies in order to support children and their parents to feel secure and confident to face the challenges of starting school and progressing through the stages of their school life. We manage transitions in the following ways:

11.1 Transition from Nursery to Reception

The Academy holds open sessions in the summer term in order prior to the children starting school. Practical information is shared with parents and children and their parents are invited to ‘stay and play’ sessions where the children can become familiar with the setting with their parents beside them for support.

The Reception class teachers liaise with the feeder Nursery settings during the summer term to gather information and children’s level of development are discussed. At this time Reception class teachers will visit all children in their Nursery settings to observe them in play and to introduce themselves to the children allocated to their classes. For children attending the Nursery setting on site of Oakway Academy, further transition opportunities are planned throughout the academic year that children attend Nursery, such as shared play sessions, nursery children visiting the setting to watch performances, nursery children using the site facilities for activities such as Baby Samba and football. These opportunities support the Nursery children on site to be familiar with the academy setting prior to the summer term.

In the first week of term in September, , Reception class teachers arrange an individual time slot for children and their parents to come and meet their teacher on a one to one basis in the Early Years area. During this visit teachers will support children to settle in by showing them where their peg and drawer is, their quiet room for registration and the toilets. Teachers will also share information with parents about the expectations for children entering Reception classes and how they can support their children at home. This is also an opportunity for parents to share concerns about their child’s learning and progress so far.

During the second week of term in September Reception class children will start school on a part-time basis. This is to enable teachers and children to get to know each other and for children to

settle into the setting in fewer numbers; half the class will attend in the morning and half the class will attend in the afternoon. Families are allocated their sessions during an information session in July.

On the third week of the academic year all children will start school at 8.50am and stay until 1.00pm, so that they experience being together as a whole class and also eating their lunches in the dining halls and playing on the playground alongside Year 1 and Year 2 children.

On the fourth week of term all children will be full time and will start school at 8.50am and finish at 3.15pm.

There may be a few exceptions to the above transition arrangements for individual children who require additional transition or alternative arrangements. Should this be the case, a discussion and arrangement would be put in place and regularly reviewed between parents and the academy SENCO (special educational needs co-ordinator)

11.2 Transition from Reception to Key Stage 1

We recognise that all children are unique and reach different stages of development at different times. Entry into Key Stage 1 is therefore an important transition as children's planned teaching and learning moves from one curriculum (EYFS) to another (National Curriculum). We adopt a number of strategies to ensure that this move is a positive experience for the children:

- Circle time discussions are held for all children about to move into Year 1 to prepare them for the changes
- Children who find managing change difficult are taken to visit Year 1 classes on several occasions prior to transition days and some identified children are provided with social stories to read at home and school in preparation for the changes
- Two transition days are held in which children from Reception classes are taught in Year 1 by their new teachers in the summer term prior to starting in Year 1. Parents will meet their children from the Year 1 classes at the end of the first transition day and will be invited into the Year 1 classroom on the start of the second day when they drop off their children in order to take part in a shared activity. This provides an opportunity for the parents to meet their child's new teacher and to become familiar with the new classroom areas
- Children's work completed on transition days are on display in Year 1 classes when Reception class children start in Year 1
- Year 1 teachers ensure there are opportunities for continuous provision for the first few weeks of the academic year when Reception children enter Year 1
- Reception class teachers hold moderation and assessment meetings with Year 1 teachers during the summer term prior to children entering Year 1 in order to baseline the children based on their outcomes at the end of the EYFS and the statements at the start of the National Curriculum. This helps to ensure that Year 1 teachers are planning for the children from appropriate starting points for all the children

12 Partnership with parents

We recognise that parents are children's first and most enduring educators and value the impact the working together with parents can have on children's learning, particularly in the early years. We foster these relationships in the following ways:

- Parent meeting in the Summer term prior to the children starting school
- Information sessions for all children and families starting in Reception classes at the start of the academic year
- Thorough induction of all new children with their families should they start in Reception class during the academic year
- Holding parent meetings during the Autumn term which also include providing information to parents about how they can best support their children's learning at home
- Holding parents meetings during the Spring term which provide an opportunity to discuss children's progress and learning
- Providing weekly library sessions for parents to support their children's reading with guidance and support on hand from Early Years staff
- Providing parents with opportunities to see the activities that have taken place in Reception through social media (Instagram, Facebook).
- Providing parents with information about the learning that will take place over each term in order to keep them informed of themes and topics being covered
- Providing reading records, decodeable words and reading books and establishing a system for changing reading books which enables parents and children to read together at home on a daily basis
- Providing and encouraging parents and children to participate in other learning at home opportunities such as weekly mathematics, high frequency words to learn together and other topic based learning opportunities termly
- Operating an open door policy whereby parents can speak with a teacher in an informal situation should concerns or issues arise
- Attainment reports and the children's learning journeys are given out at the end of the year and parents are given the opportunity to discuss them with the teachers

13. Monitoring and Review

It is the responsibility of the EYFS staff to follow this policy. The Senior Leadership Team will carry out monitoring on the EYFS as part of the whole school monitoring system.

The Academy Committee reviews this policy annually. They may, however, review the policy earlier if the government introduces new regulations, or if the Academy Committee receives recommendations on how the policy might be improved.