



A member of Hatton Academies Trust

Title	Early Years Curriculum Policy
Reviewed	August 2023
Next Review	August 2024
Associated Policies	Teaching and Learning Policy Behaviour & Relationship Policy
Originator	Vicky Lochridge
Approved	Claire Byron

Table of Contents

Early Years Curriculum Statement	3
1. Aims:	3
2. Early Years Curriculum	3
3. Four principles of EYFS:	4
3.1 A Unique Child	4
3.2 Positive Relationships	4
3.3 Enabling Environments	4
4 Areas of Learning	6
5 Play	6
6 Characteristics of Effective Learning	6
7 Planning	6
8 Written Feedback Expectations:	12
9 Assessment	13
9.1 Formative assessment	13
9.2 Assessment cycle	14
10 Phonics and Mathematics Assessments	14
11 Transitions	14
11.1 Transition from Nursery to Reception	14
11.2 Transition from Reception to Key Stage 1	15
12 Partnership with parents	16
13. Monitoring and Review	16

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 Statutory framework for the Early Years Foundation Stage, which is available 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/612722/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/442423/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 with children and their adults (those with whom they interact at school and at home) and use this to help provide developmentally appropriate and engaging learning opportunities linked to these. We use praise through feedback discussions, team points, certificates and badges (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/ group times, 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. For this reason, we call our physical Early Years environment the 'Learning Landscape'. Our Learning Landscape 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 landscape 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 Learning Landscape for an uninterrupted period each morning and afternoon 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 landscape and will be able to go outside in all weathers. We provide water-resistant 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, hat 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 engaging, 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. Adults follow the ShREC approach to encourage high quality interactions between themselves and the children in our Early Years provision. 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

oracy, phonics, fluency in number, writing, art and design and science. 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 joyful play underpins our approach to teaching and learning in the EYFS. We believe that playful learning is most effective when we provide an engaging learning environment, high quality resources, purposeful activities and experiences that interest children. Play based learning is enhanced with supportive, knowledgeable adults that engage in co-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 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 knowledge and skills based approach to planning learning experiences and provision based on the knowledge, interests and skills level of the children. This allows the flexibility to ensure that both children's needs and interests are taken into account. Regular and purposeful assessment and observations help to inform staff about the children's knowledge, interests and skill levels 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:

Personal, Social and Emotional Development (PSED):

We have regular sessions for supporting children in the development of their personal, social and emotional development. During these adult led sessions, we follow academy programmes and initiatives, such as the PHSE programme and use planning from the Cornerstones curriculum, which together cover ways to keep ourselves healthy (including oral hygiene), being responsible, self-regulation 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 are opportunities to develop the children's listening, attention and speaking skills throughout the day which are planned for by the class teachers. In these sessions the whole class have the opportunity to engage in a range of vocabulary building activities including: reciting nursery rhymes and poems, learning a word of the week, exploring how we can use new vocabulary in sentences and synonyms, shared news such as talking about their own experiences or an object that has been brought into school, developing story narratives and story-based discussions. 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 play. Through the provision and interactions in the Learning Landscape, 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 of 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 the 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. Further information on the teaching of phonics and early reading at Oakway is provided on the school website. You can also access 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 Greg Bottrill's Drawing Club approach, 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 motivated, resilient, confident and imaginative 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 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 to 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.

Writing - Drawing Club: Drawing club takes children on a journey through the world of story and gives them the opportunity to explore their own imagination while developing literacy and creative skills. Drawing club operates on a three week rhythm - week 1: a story book, week 2: a traditional tale, week 3: an animation. Each week's stories are a springboard for joyful exploration through drawing and writing. Adults share the story and celebrate this time of the day as an opportunity to explore and adventure together. The class explores new vocabulary with actions ("Get up, stand up vocabulary"). The adult then models drawing a picture (either the character, setting or adventuring through the story with a linked idea) and writes an associated symbol, word or phrase/sentence (depending on the time of year). Children then have the opportunity in the Learning Landscape to work with an adult in their Drawing Club to show their own thoughts and ideas. The special symbols and sentences, when read out loud, can make magic – they can take characters or real life people to another world, they can make things happen (not always good!) and narrate the story the children wish to tell using the adult's earlier modelling as a launch pad. Drawing club enables children to write at the cusp of their confidence using their own knowledge of phonics, enjoy reading with interest as they explore their own thoughts about stories, and discover the art of fine motor control as they mark make and write for a purpose. The Drawing Club approach recognises each child as being unique by allowing them to connect with each story in their own way. It also allows the adults to 'sprinkle on' the writing skills each individual child needs and move 'beyond themselves'.

Adult led into independent 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 encouraged 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. 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. Children are given engaging and relevant opportunities to apply their skills as writers with 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:

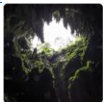












We plan and deliver a daily small group systematic mathematics lesson in which children use a range of resources such as Numicon, cubes, real-life objects, tens frames, cherry models, number tracks and squares to learn about and explore concepts of numbers, space, shape and measure. We work to a mastery model, ensuring that children recognise and understand numbers 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 addition, children have a 15 minute number NCETM Mastering Number session four times a week which covers concepts such as counting, cardinality, ordinality, composition, number bonds, comparison and subitising.

On the fifth day and using Cornerstones for maths (shape, space and measure), children are also given a weekly opportunity to learn essential skills to identify, describe and manipulate shapes as well as key mathematical vocabulary to create and describe patterns, organise and sequence events, describe the position and direction of themselves and objects and describe and compare the weight, height and length of objects.

Cornerstones Curriculum: Understanding the World and Expressive Arts and Design are taught through the project-based Cornerstones curriculum. This is based around the four 'Cornerstones' approach which centres on the belief that children learn better when their interests and fascinations are allowed to flourish. Children are encouraged to explore subjects in a variety of ways and using an integrated approach.

Engage	Develop	Innovate	Express
Hook learners in with a memorable experience.	Teach facts and information for deeper understanding and knowledge.	Provide imaginative scenarios that encourage creative thinking.	Provide environments for reflective talk.
Set the scene and provide the context for learning.	Demonstrate new skills and allow time for consolidation.	Enable children to apply previously learned skills.	Create opportunities for shared evaluation.
Ask questions to find out children's interests.	Provide creative opportunities for making and doing.	Encourage enterprise and independent thinking.	Celebrate and share children's success.
Spark children's curiosity using interesting starting points.	Deliver reading, writing and talking across the curriculum.	Provide opportunities for collaborative working and problem solving.	Identify next steps for learning.

	Autumn		Spring		Summer	
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Main Learning Projects	 <p><i>Let's explore</i> This project teaches children about the environments that they share with others, including their homes, school and places in the local community.</p>	 <p><i>Marvellous Machines</i> This interest-led project teaches children about the technology that is part of their daily lives and how machines help us. The project gives children the opportunity to build and create marvellous machines.</p>	 <p><i>Long ago</i> This project teaches children about how they have grown and changed since they were babies and how life in the past was different from today.</p>	 <p><i>Ready, steady grow</i> This project teaches children about food and farming and explores themes, including where food comes from, what plants and animals need to grow and survive and what constitutes a healthy lifestyle.</p>	 <p><i>Animal safari</i> This project teaches children about the animals that live around the world, how to look after animals and the importance of caring for our local and global environments.</p>	 <p><i>Big wide world</i> This project teaches children about the global community to which they belong and explores how living things, communities and climates differ around the world.</p>
Innovate outcome	Teach our new (and worried) class bear everything you know about school.	Design and create a new machine.	Create a 'museum' display for parents to demonstrate what we have learned about changes.	Make a super salad to share with your group that is colourful, healthy and tasty.	Design an animal and it's habitat.	Plan a trip to a fantastic location.
Companion projects	 <p><i>Build it up</i> This project teaches children about structures and materials and gives them the opportunity to work in groups to create collaborative structures.</p>	 <p><i>Sparkle and shine</i> This project teaches children about the celebrations that take place during the autumn and winter seasons, and focus on the significance and symbolism of light at this time of year.</p>	 <p><i>Puppets and pop ups</i> This creative project explores puppets and pop up books and gives children the opportunity to make puppets and use them to tell exciting stories.</p>	 <p><i>Signs of spring</i> This project teaches children about the changes that happen during the spring, including weather and the festivals that are celebrated at this time of year.</p>	 <p><i>Creep, crawl and wiggle</i> This mini project teaches children about invertebrates that live in their gardens and local environment.</p>	 <p><i>Splash</i> This project teaches children about water, including floating and sinking, freezing and melting, and why it is important for living things to stay hydrated.</p>  <p><i>Moving on</i> This project explores how the children have grown and changed and supports them with the changes to come as they move into Year 1</p>

Understanding the World Through the Cornerstones curriculum, children will have the opportunity to learn about themselves and others around through discussions about their families and experiences and make comparisons with others from around the world, 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 will be challenged to consider how things work and provide explanations of their thoughts and ideas. Children will also be encouraged to understand and celebrate the religious and cultural diversity of our setting and the world in which they live through stories, objects and visits. Both fiction and non-fiction books and artefacts will 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.

We also use our termly Cornerstones projects to enhance our continuous provision planning in the Learning Landscape, providing further opportunities for children to deepen their knowledge and their skills.

Expressive Arts and Design: Through the Cornerstones curriculum we plan for children to experiment with materials and media and to find out about their properties. Children will work together with adults to explore sounds, patterns, movement, techniques and tools using songs, images and objects to fuel their interest and from which to develop their own knowledge and skills. 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. Opportunities are also planned for the Learning Landscape so that children have the opportunity to access resources in open ended ways and encouraged to make choices, gain confidence in and reflect on the success of their own ideas.

8 Feedback Expectations:

Recorded learning in English books:

- Adults will provide live feedback to children in accordance with the Oakway Academy Principles of Feedback Policy.

Observed learning from adult led sessions in PSED, mathematics, understanding the world and expressive arts is recorded on termly working walls.

- Adults will record photographic and written observations of the children's learning for the week and display examples of the children's activities and their voice on our learning wall.
- Adults will record the date of the week in which the learning commenced and a summary of intended learning for the activity.
- The learning wall approach means that experiences, processes, vocabulary and initial outcomes are 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 regular observations (which can be 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 each child has secured.

Impact

Children are engaged and motivated by the learning opportunities and Early Years Learning Landscape, 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 skills in Communication and Language development, Maths, Literacy (phonics, writing), Understanding the World (science, geography, history, RE, computing), Expressive Arts and Design (art and design, music), PSED and PE 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 the children’s knowledge, skills and understanding are assessed and tracked at key points to allow the adults to monitor and support the children on their journey towards the end of year assessment point - Early Learning Goals. Children who are not on track will receive additional support as necessary.

When children enter the Academy within the EYFS they will be assessed during the first six weeks of being inducted. 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. The statutory framework for the Early Years Foundation Stage states that:

“When assessing whether an individual child is at the expected level of development, practitioners should draw on their knowledge of the child and their own expert professional judgement and should not be required to prove this through collection of physical evidence.”

As a result, we only keep such photographic and written adult evidence and examples of children's own work as is necessary indicate a 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. Evidence of this nature will however only be recorded and retained if it is necessary to support the adults' knowledge of the children ('teacher judgment') and can be used to help assess each child's current stage of development in all EYFS areas. Every child has a folder in which we keep any stored observations and samples of the children's work. Parents and children may access the children's folder all year round on request.

9.2 Assessment cycle

Baseline – 11th September 2023 to 23rd October September 2022, children's starting points are established

Autumn – 8th December 2023 assessments are completed and progress data for all areas is analysed

Spring – 22nd March 2024 assessments are completed and progress data for all areas is analysed

Summer – 21st June 2024 assessments are completed and progress data for all areas is analysed (EYFS Profile judgments to be submitted to the Local Authority by 30th June 2024).

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 assessments will take place at least once a term for all children and maths assessments are updated weekly based on teacher observations.

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 a series of welcome sessions in the summer term prior to the children starting school where practical information is shared with parents and children. Additionally parents and their children attend 'stay and play' sessions so that 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 about the children 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 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 the welcome sessions in the Summer.

On the second week of the academic year, all children will start school at 8.45am and stay until 1.30pm, 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 third week of term all children will be full time and will start school at 8.45am and finish at 3.30pm.

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
- A transition day is 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 to revisit prior learning 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
- Welcome/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, including the sharing of a social story so that children and families can discuss starting school together using text and images about Oakway
- 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 phonics information sessions for parents to learn how to support their children's reading at home
- Providing parents with opportunities to see the activities that have taken place in Reception through parents involvement sessions, 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 through regular curriculum newsletters
- 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.