

Bathwick St. Mary Church School

'Achieving excellence through the pursuit of good'



Policy for Early Years Foundation Stage (EYFS)

Document Control			
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Our School Policies should be understood as part of the overall strategy of the School, and put into practice within the context of our Vision, Mission and Christian Values (**Love, Joyfulness, Respect, Forgiveness, Perseverance, Fairness**) as a Church School, with a particular focus on the promotion of equality.

Rationale

All children should be given the opportunity to experience the best possible start to their education, developing solid foundations to enable them to flourish throughout their school years and on into adulthood. The Reception year at Bathwick St. Mary Church School lays the 'building blocks' for each child's future learning throughout the school, building on what the children already know and can do and encourage a positive attitude towards lifelong learning.

Aims

- Children's first experience of school being happy, positive and fun in a safe and stimulating environment
- Parents and carers being encouraged to become partners with the school in the education of their children (Home/School partnership)
- A skilled and nurturing EYFS team with the highest expectations for every child
- Children having access to a broad and balanced curriculum planned to include rich and diverse experiences using the EYFS educational programs as well as preparing children with the skills, knowledge and attitudes the KS1 National Curriculum will demand
- A learning environment and experience rich in language and literacy – developing vocabulary, comprehension and language.
- A well planned and organised environment giving opportunity for rich and stimulating experiences
- Familiar daily classroom routines being used to embed social, language and communication skills
- Reading regularly with books closely matching children's phonic knowledge using the 'Read Write Inc' scheme
- Children being encouraged to develop self-control and to respect the feelings, needs, culture and abilities of others
- An inclusive curriculum and environment providing the best start for every child

Induction

Children's transition from nursery to the Reception class is pivotal to them starting school successfully. An Induction meeting is held in early summer where parents and carers are invited to meet the staff team, visit the classroom and be welcomed to the school. During the summer term each new child is invited to attend an 'Induction Day'. During these days the children and families will typically be invited to a parent / carer and child workshop, spend time in the Reception classroom, and then meet the staff team for a one-to-one meeting to talk about any specific needs, concerns and find out more about the children. Following this induction day, the class teacher visits the children in their current preschool setting to meet and play with them again, meet with their current teachers and see them in a classroom setting. The whole class are then invited to a 'Stay and Play' event to meet the rest of their cohort. In September, children are part time for two weeks and full time from the third week. During these induction weeks staff build positive relationships with the children, gain a baseline understanding of their current knowledge and skills across the curriculum and develop the routines in the classroom as well as beginning to settle the children into the whole school such as collective worship and playtimes.

Curriculum

The Reception class Curriculum has been designed to create inclusive and enriching learning experiences based around the four Bathwick Curriculum questions and underpinned by our Christian values. Working closely with subject leaders in the school and using the statutory educational programs of study for EYFS, the Curriculum has been developed with a carefully sequenced progression to build on children's previous skills and knowledge in each area of learning, with language and vocabulary being a key focus at all times. Small steps have been planned to support secure deep learning in all skills being taught with ambitious outcomes. The careful planning means that children are supported to achieve the Early Learning Goals and equipping them with skills and knowledge to be ready to access the Year 1 curriculum.

Teaching and Learning

The Reception class timetable has been carefully planned with a balance of child-led learning, direct whole-class learning and small group learning. Daily routines such as milk times, story times and the register are constantly used to develop social language, communication and vocabulary. In all learning staff respond to the changing needs of children to plan the environment, adult interaction and support next steps appropriately. Play is a central part of the curriculum and children have access to the whole learning environment throughout the day to explore and learn through play. Staff are aware of the role of the teacher in developing children's learning and language and during discovery time, when children are able to choose and access resources independently, staff sensitively join alongside children to develop ideas, adding resources and introducing new vocabulary. Staff are sensitive to the different needs of children and strive to create inclusive learning experiences for all. In all planning and learning the EYFS team hold central the understanding of the different ways children learn and ensure the EYFS characteristics of playing and exploring, active learning and creating and thinking critically are held at the forefront of teaching and learning.

The Learning Environment

The Reception learning environment, both indoors and outdoors, is organised to allow children to explore and learn securely and safely across all areas of the curriculum. The indoor and outdoor classroom areas, which the children have access to throughout the day, are resourced and organised to empower children to make learning choices, to explore and get deeply involved in their learning. There are specific areas in the

classroom for each element of the curriculum to facilitate whole class learning, small group work and quieter learning spaces. Additionally, the Reception class takes part in outdoor woodland learning opportunities such as 'Wellington Walks' and visits to Sydney Gardens and other local locations throughout the year.

Assessment

Prior to starting at Bathwick children will be assessed using information from their nursery setting and family to gain insight into their current skills and knowledge. During their first term at school all children will take part in the Statutory Reception Baseline Assessment (statutory from Sept 2021) alongside classroom based observational assessments. These baseline assessments in the first weeks of school support the planning for the next steps in the children's learning and assessment is then an ongoing process throughout the year in the EYFS alongside using the EYFS progression document. The assessment of what the children know and can do then guide next steps in learning and to enable staff to plan, organise resources, learning environment and learning opportunities accordingly. At the end of the EYFS each child will be assessed against seventeen Early Learning Goals. The teacher will indicate whether children are meeting 'emerging' or 'expected' levels of development. This is the EYFS profile, the final outcomes which will be sent to the Bath and Wells Multi Academy Trust and the Local Authority at the end of June. This profile information will also be passed onto parents and carers along with a report. Included in this report will report of the child's outcomes on the profile as well as a comment on their development on each area of learning. The outcomes in Reception will be explained to the Year 1 team in transition meetings.

Parent and carer Involvement

We recognise that parents and / or carers are children's first and most enduring educators and we value being partners with them in their child's education. Parents and carers are supported in the understanding of their child's learning in the Reception year through regular parent and carer consultations, parent and carer workshops and through daily interactions with the staff both celebrating learning and raising any concerns. Each child will have a Phonics Folder and reading book, when appropriate. In addition, parents and carers have access to the online learning journey using the 'Tapestry' program where parents and carers can see and comment on the children's learning as well as take part in 'Home Learning Challenges' embedding learning from school. Parents and carers can also share learning that has happened at home in the form of photos, videos and text which can be shared with the whole class. Throughout the year parents and carers are also invited to termly 'showcases' where we share that terms learning, help on school visits, share with the class about a particular skill or knowledge which they have, e.g. being a doctor or playing an instrument, coming in during special weeks such as international week to sharing stories, languages and more, further increasing their involvement and interaction with the school as a whole.

This policy is written in accordance with and having due regard to our school's vision and values and all other school policies which impact across all curriculum areas.