

# EYFS Reception Handbook

## Parents

- Parents recognised as first and most enduring educators.
- Parents regularly invited to take part in Mystery reader and into class for the end of day story.
- Regular parent workshops throughout the year.
- Learning journey shared with parents through Tapestry and during Parent Consultations.
- Parents encouraged to complete 'proud clouds' or 'wow moments'- verbally, through tapestry or in email.
- Practitioners available at the beginning and end of the day to promote effective communication.
- Parents invited to Parent Consultation twice a year and summer Open Evening.
- Parents informed of child's progress through reporting documents three times a year.
- Regular homework, appropriate for time of year, set for children to extend learning at home.

## Provision

- Children are grouped according to attainment for phonics.
- Children are grouped according to outcomes of lessons for Literacy, Mathematics and UTW.
- Provision made for intervention groups, to include phonics, language, maths and social aspects.
- Children for interventions identified by class teacher along with SENCo and EYFS phase leader.
- Indoor and outdoor provision reflecting seven areas of learning.
- Provision is clutter free, all resources have been carefully selected and placed in the environment
- Specialist teaching, at appropriate time of the year, in specialist rooms.
- Children are encouraged to respect the environment and lead by example from the class teacher and LSA.
- Writing and reading opportunities are to be provided in all areas of the provision.

## Planning

- All 7 Areas of Learning are taught, with the Prime areas underpinning all teaching and learning.
- Opportunities for both adult-directed and child-initiated play are planned for.
- Carpet sessions (Whole Class Teaching) and focus activities planned.
- Indoor and outdoor learning environments planned including daily independent challenges and activities to promote the Characteristics of Effective Learning (CoEL).
- Clearly identified objectives must match adapted and scaffolded activities, layered success criteria, groups and resources.
- Key questions and vocabulary for each lesson outlined in planning.
- Each discreet activity meets the needs of each individual.
- Clear identification of role of CT and LSA for each session.
- Sessions and lessons are reflected upon, to improve future teaching and reflection.
- Children's ideas and interests are planned for.
- Activities are practical and purposeful.
- Planning is relevant and incorporates current cohort's interests and needs.
- Meaningful outcomes are set for each session/lesson and at the end of each topic.
- Specific skills set is included for each Area of Learning.

# EYFS Reception Handbook

## Environment

- Indoor and outdoor learning environments available throughout the day.
- Enabling environment clearly labelled to support pupils CoEL.
- Children are encouraged to self-select and operate independently within the learning environment.
- Where possible resources used are practical and kinaesthetic so that children learn in a meaningful way rather than paper based resources.
- Displays are stimulating, accessible for children, interactive and provide a balance between celebration of work and information.
- While each classroom does not need a specific area for each of the areas of learning, they are still all provided for (e.g. book corner, maths, writing, UTW, small world, construction, creative, malleable, role-play, ICT, sand and water). These areas (with the exception of maths, writing and book corner) may be split across two classrooms if appropriate.
- Environment and resources reflect the diversity of our children, community and beyond.
- Phonics resources mirror our systematic phonics programme- RWI.
- Children's work and learning journey is celebrated and displayed.

## Teaching

- Balance of teacher directed and child initiated learning.
- We continuously facilitate learning and teach in a variety of ways- whole class, small groups and one to one etc...
- Teaching is always engaging, inspiring and meaningful.
- Teachers may at times facilitate independent play to help move learning on, this indirect teaching is vital in the EYFS Phase.
- Topic is to be taught using One Note as a stimulus.
- Explicit focus on CL and PSED in first 6 weeks, with teachers modelling skills rather than formal teaching. This will then help to feed topic planning, whilst ensuring we have confident learners.
- Daily independent challenges available indoors and outdoors.
- Weekly sessions (building up to):

5x 1 hr RWI sessions – recorded in A4 copybooks.	Weekly sessions (building up to): 5x 40min maths sessions – photographed and evidenced on tapestry.
5 x Literacy sessions	1x AG writing session
1x Art	1x PE
1x P4C	2x Topic
1 x CL	1 x Speaking and Listening

- Format of each session: teacher input followed by working in groups before then engaging in child initiated play. Writing- input followed by teacher and TA working with a group each to complete the writing objective and repeated the next day so every child has completed the activity).
- Vocabulary, LO or LQ and SC to be shared at the beginning of the lesson.

# EYFS Reception Handbook

## Assessment

- Observations by the Class teacher and the LSA form the basis of EYFS assessment.
- The majority of observations should be taken from independent play and learning.
- Children to have at least 2 child initiated observations plus one piece of independent writing per week.
- Children will take part in at least 3 AG activities per week inclusive of UTW, Literacy and Maths.
- Observations, photographs and work samples are recorded using Tapestry and cross referenced against the EYFSP.
- Baseline assessment taken during 1<sup>st</sup> half term to enable evaluation of future attainment.
- Assessments taken at termly intervals and recorded onto DCPro and a working paper assessment document.
- Parents receive an annual report that highlights strengths and development needs in each area of learning, which indicates ELG met. It also includes a short report on the Characteristics of Effective Learning.
- Assessments feed planning ensuring that teaching is derived from the child's needs and current attainment and extends their learning at a relevant pace and level.

## Transition

- Teacher visits pre-school setting in summer term prior to children starting to correlate information on the children starting in their cohort.
- Home visits are carried out by teacher and LSA in first week of September.
- Parent's induction meeting carried out by teacher and member of SLT in summer term before children start.
- Stay and play x2 prior to starting school, inclusive of school meal and meeting specialist teachers.
- Staggered admission arrangements over three days.
- Learning Journeys and Profiles received from other pre-school providers to support baseline judgments.
- Buddy system set up with Y6 to support children during lunchtimes.
- Transition to begin in Reception during summer term.
- New parents invited in for a picnic before children officially start school.
- Settling periods may differ depending on needs of the child, including SEND needs.
- Profiles are passed onto Year 1 teachers to support transition and staff meet to discuss individual children.
- Regular opportunities for children to visit Year 1.
- Picnic lunch with Y1 children.
- In summer term, children enter the school through the main doors and join lunchtimes with the rest of the school in preparation for KS1.

## **Approval and Review**

This policy was recommended to the CEO and approved in: September 2023

Next review date: September 2025