



# Corporation Road Community Primary School Early Years Foundation Stage Policy

<b>Policy Version Control</b>	
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Policy Date	February 2024
Description of changes	
Date of LGB approval	
Chair of Local Governing Body	Chris Archer
Next review date	February 2025

Corporation Road Community Primary School has high ambitions for all children and recognizes that each child is unique. Children have different starting points to their learning and bring differing experiences of life to school. We aim for children to be well-rounded individuals who are independent, resilient, and confident in themselves and with others.

Corporation Road Primary School's Early Years policy is based upon the beliefs and practice of the school and should be read in conjunction with the Assessment Policy and SEN Policy. The policy outlines the philosophy, aims and principles of early years teaching and learning in the Foundation Stage at Corporation Road Community Primary School. It also provides a framework for staff, governors and visitors to monitor the impact of Early Years Foundation Stage education.

Corporation Road Primary School values the uniqueness of every child. Children are learning to be a member of the school community. The Early Years Foundation Stage promotes positive relationships in an enabling Early Years environment. Children develop and learn in different ways and at different rates.

The Early Years Foundation Stage Policy is written with reference to -

- The Early Years Foundation Stage (Learning and Development Requirements)
- The Early Years Foundation Stage (Welfare Requirements) Regulations 2012
- The learning and development requirements section 39(1)(a) of the Childcare Act 2006
- Statutory framework for the early years foundation stage: Setting the standards for learning, development and care for children from birth to five

#### Organization of Early Years Foundation Stage classes

Corporation Road Primary School teaches all Early Years Foundation Stage children in the Foundation Unit which is an area divided into a 26 place Nursery and a Reception Class of up to 30 children. The unit is connected by double doors. All children have daily access to an outside learning area. We have access to an outdoor classroom. Our outdoor curriculum is based around Understanding the World, and Physical Development. Communication and Language and PSED are a central part of all the learning that takes place.

The ratio of staff to children adheres to statutory guidance 1:13 in Nursery and 1:30 in Reception. Each class has a qualified and DBS cleared teacher as the key person and a Level 3 qualified Teaching Assistant. The team has qualified Teaching Assistants and support staff. All staff are pediatric First Aid trained.

## **The Early Years Learning Environment**

The Foundation Unit is organized to promote learning through play. Children explore independently, think about problems, and relate to others. There are many different areas for the children to choose learning activities independently and select resources.

Children experience a balance of adult led and child initiated activities across the day. Staff carefully plan areas to promote learning, reflect children's interests, provide opportunities to extend and practice the skills they have learned during direct teaching.

Staff plan the curriculum carefully, so that there is coherence and full coverage of all aspects of the National Curriculum and Early Learning Goals, and there is planned progression in all curriculum areas. Although staff follow the National Curriculum, topics can be fluid, determined by the children's interests, enquiry, engagement, motivation and thinking.

Staff follow the Trust curriculum in Nursery and Reception. Staff plan learning opportunities that promote learning, and personal growth and development. We aim to teach children how to grow into positive, responsible people, who can work and co-operate with others. Staff aim to provide children with knowledge and skills, so that they achieve their true potential.

Staff value the environment, and aim, through the curriculum, to teach respect for our world, and how we should care for it for not just current, but also future, generations.

During a child's first half term in either Nursery or Reception, staff gather evidence towards a baseline assessment in order to record the skills of each child on entry to the school. This assessment forms an important part of the future curriculum planning for each child.

Staff are well aware that all children need the support of both parents and teachers to make good progress in school. Staff strive to build positive links with the parents of each child by keeping them informed about the way in which the children are being taught and how well each child is progressing.

## **Aims of Early Years Education**

- To provide a happy, caring, safe and secure environment for learning so that each child's needs and interests are catered for. To give each child a positive and fun start to their school life, in which they can establish solid foundations on which to expand and foster a deep love of learning.
- To establish safe and secure relationships with children and families.
- To provide a high quality curriculum and have high expectations for every child.
- To ensure that children develop moral and social values.
- To encourage children to become self-motivated and independent learners with a positive attitude to learning. To enable children to think critically and take risks with their learning.
- To value the cultural diversity within the school and community, by raising awareness of the child's wider community, starting with their local community.
- To foster positive home school links.
- To prepare children for 21<sup>st</sup> century life; by ensuring every child is literate, numerate, empathetic towards others, resilient and ambitious to succeed in whatever they set out to achieve.

## **The characteristics of effective learning**

The ways in which the child engages with other people and their environment - playing and exploring, active learning and creating and thinking critically underpin learning and development across all areas and support the child to remain an effective and motivated learner.

## **Positive Relationships**

To encourage children to develop positive attitudes to learning staff use praise and encouragement alongside celebrations and rewards.

Children learn to be strong and independent from secure relationships. Staff aim to develop caring and respectful relationships with the children and their families.

## **Early Years Foundation Stage Curriculum**

"Every child deserves the best start in life and support to fulfil their potential. A child's experience in the early years has a major impact on their future life chances. A secure, safe and happy childhood is important in its own right and it provides the foundation for children to make the most of their abilities

and talents as they grow up.” *Statutory Framework for the Early Years Foundation Stage*”, Department for Children, Schools and Families, 2017

Our Trust curriculum is broad and balanced and encompasses key life skills experiences and expectations. The Foundation Stage curriculum at Corporation Road Community Primary School follows the curriculum as outlined in the Statutory Framework for the Early Years Foundation Stage. It forms the first stage of the school curriculum. Education is based on the seven areas of learning and development -

### **Prime Areas**

The three prime areas reflect the key skills and capacities children need to develop in order to learn effectively, and become ready for Key Stage One -

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

### **Specific Areas of Learning and Development**

Planned, purposeful play enables children to explore, think about problems, and relate to others in -

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

All the areas of learning are interconnected. The prime areas are vital in helping children be curious and enthusiastic, they help children build upon their capacity to learn, to form relationships and thrive. The curriculum provides a balanced and fun experience for each child, in order to develop the ‘whole child’. We provide a balance of adult led and child-initiated activities. Children are encouraged to take some responsibility for initiating their own lines of enquiry and investigation.

The Early Years Foundation Stage curriculum at Corporation Road Community Primary School is based on a range of topics that come up naturally and follow the interests of the children. Staff plan through topics and use high quality texts to excite and motivate children. The learning activities are linked together to provide a meaningful context and encourage children to immerse themselves in new experiences. The learning experiences form the foundation for the school curriculum but is made suitable for very young children, and is designed to be flexible so that staff can follow children’s unique needs and interests. The curriculum promotes intense, high quality communication and language in all learning experiences.

## *Curriculum*

### *School Virtues*

*Our school virtues are:*

- *Kindness*
- *Respect*
- *Resilience*
- *Honesty*
- *Independence*
- *Courage*

## Communication, language and literacy development

To support the teaching of communication, language and literacy development in Early Years staff follow a teaching program called 'Sounds Write'. The Sounds write program teaches the three essential skills of segmenting, blending and phoneme manipulation necessary for reading and spelling throughout the program on a daily basis until all pupils achieve the automaticity that underlies the fluency of every successful reader.

In Nursery, staff use a speech and language program called 'Blast' and children are supported with a vocabulary book to develop language acquisition. Speaking and listening is at the heart of everything we do through quality first teaching, singing nursery rhymes, reading stories, role play and modeling good language.

'Sounds Write' is taught from Reception and carries on until the end of KS1. Children may access the 'Sounds Write' program if they are new to school and need supporting with phonics. By the end of Reception children will have met all the sounds in the initial code. They confidently blend and segment words and manipulate sounds. Blending is a vital skill for reading and segmenting is important for spelling.

Story telling is at the heart of the curriculum and children are encouraged to tell their own stories in *Helicopter story time* and listen to others. Children tell their story and the whole class act it out. The children love *Helicopter story time* and it supports developing their listening skills and confidence.

### **Writing**

*In Nursery pre writing skills are taught through gross motor skills activities. We concentrate on large movements first with activities like using big brushes to sweep outside. Later we develop fine motor skills with activities like play dough. Children are able to access various writing materials in their play and we encourage the correct pencil hold from day one.*

*In Reception children are taught skills of holding their pencil correctly, sitting up with their feet flat on the floor, holding their work as they write. The children are taught writing from starting the phonic program. Children will write CVC words and later write dictated sentences. Alongside the writing in*

*Phonics children will carry out daily handwriting practice. Children can access writing areas inside and out during child initiated time.*

*Reading is an extremely important part of our day. The children can access books in the reading areas. In Nursery children are able to take a library book home to share and are read to frequently in the session. Telling stories in Nursery is a very interactive session and we use story sacks and prompts to engage the children fully.*

*In Reception reading is taught with the Sounds Write Phonic Program. All children will learn segmenting and blending and manipulation of sounds from day 1. After unit 1 has been taught the children will start reading a book that matches the correct level that they have previously been taught. Books are sent home and children are encouraged to read some of their book each night. Children are regularly listened to reading.*



R	Autumn		Spring		Summer	
	1	2	1	2	1	2
	<p><b>All About Me</b>                      Traditional Tales –Billy Goats Gruff                      Autumn/Harvest</p> <p><b>Bonfire Night/People Who Help Us</b>                      Police &amp; Fire Service/Diwali                      Remembrance Day                      Building Site                      Christmas</p>		<p><b>Winter/Cold Places</b>                      Chinese New Year                      Transport/Road Safety                      Pancake Day                      The Selfish Crocodile                      Traditional Tales – Jack and the Beanstalk                      Dentist                      Easter/Spring (New Life)</p>		<p><b>Animals and their Babies</b>                      Life Cycles                      Mini Beasts and their Habitats</p> <p><b>Fairy Tales – Castles</b>                      Africa – Handa’s Surprise                      Pirates &amp; Holidays</p>	

<b>English</b>	Throughout the year, children will learn across all strands of the English Curriculum: Spoken Language, Reading – Word Reading, Reading – Comprehension, Writing – Transcription (including spelling and handwriting), Writing - Composition and Writing - Vocabulary, Grammar and punctuation.					
	Phonics: Sounds Write		Phonics: Sounds Write		Phonics: Sounds Write	
<b>Maths</b> <i>(Key Topics – White Rose Maths Hub Scheme)</i>	<p><b>Just Like Me!</b> –                      Number – match and sort                      Number – Compare amounts                      Numerical Pattern – Compare size, mass and capacity                      Numerical Pattern – Exploring pattern                      It’s Me 123!                      Number – Representing 1, 2 &amp; 3                      Number – Comparing 1, 2 &amp; 3                      Number – Composition of 1, 2 &amp; 3                      Numerical Pattern – Circles and triangles                      Numerical Pattern – Positional language                      Light and Dark                      Number – Representing numbers to 5                      Number – One more and less                      Numerical Pattern – Shapes with 4 sides                      Numerical Pattern – Time</p>		<p><b>Alive in 5!</b> –                      Number – Introducing zero                      Number – Comparing numbers to 5                      Number – Composition of 4 &amp; 5                      Numerical Pattern – Compare mass (2)                      Numerical Pattern – Compare capacity (2)                      Growing 6, 7, 8                      Number – Representing 6, 7 &amp; 8                      Number – Making pairs                      Number – Combining 2 groups                      Numerical Pattern – Length and height                      Numerical Pattern – Time                      Building 9 &amp; 10                      Number – Representing 9 &amp; 10                      Number – Comparing numbers to 10                      Number – Bonds to 10                      Numerical Pattern – 3D shapes                      Numerical Pattern – Pattern (2)</p>		<p><b>To 20 and Beyond</b>                      Number – Building numbers beyond 10                      Number – Counting patterns beyond 10                      Numerical Pattern – Spatial reasoning (1)                      Numerical Pattern – Match, rotate, manipulate                      First Then Now                      Number – Adding more                      Number – Taking away                      Numerical Pattern – Spatial reasoning (2)                      Numerical Pattern – Compose and decompose                      Find My Pattern                      Number – Doubling                      Number – Sharing and Grouping                      Number – Even and Odd                      Numerical Pattern – Spatial reasoning (3)                      Numerical Pattern – Visualise and Build                      On the Move                      Number – Deepening understanding                      Number – Patterns and relationships                      Numerical Pattern – Spatial reasoning (4)                      Numerical Pattern – Mapping</p>	
<b>Science</b>	<p><b>Seasonal Changes – Autumn:</b>                      R – Understand the effect of changing seasons on the natural world around me.                      ELG - Explore the natural world around me, making observations and drawing pictures of animals and plants.</p>		<p><b>Seasonal Changes – Winter &amp; Spring:</b>                      R – Understand the effect of changing seasons on the natural world around me.                      ELG - Explore the natural world around me, making observations and drawing pictures of animals and plants.                      ELG – Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p>		<p><b>Seasonal Changes – Spring &amp; Summer:</b>                      ELG - Explore the natural world around me, making observations and drawing pictures of animals and plants.                      ELG – Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.                      ELG – Understand some import and processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	
<b>History</b>	<p>R – Comment on images of familiar situation in the past. <b>All about me – photographs of themselves as babies</b>                      ELG – Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.                      ELG – Understand the past through settings, characters and events encountered in books read in class and storytelling. <b>Guy Fawkes &amp; Bonfire Night</b>                      ELG – Talk about the lives of the people around me and their roles in society. <b>My family and the Fire Service</b></p>		<p>ELG – Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. <b>Transport then and now</b>                      ELG – Talk about the lives of the people around me and their roles in society. <b>Dentist</b></p>		<p>ELG – Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. <b>Pirates &amp; Holidays</b>                      ELG – Understand the past through settings, characters and events encountered in books read in class and storytelling.                      ELG – Talk about the lives of the people around me and their roles in society. <b>Vets – Animals and their babies</b></p>	
<b>Geography</b>	<p>R – I can draw information from a simple map.                      R – I can describe what I see, hear and feel whilst outside.                      R – I can recognise some environments that are different to the one in which I live.                      R – I explore the natural world around me.</p>		<p>R – I can draw information from a simple map.                      R – I can describe what I see, hear and feel whilst outside.                      R – I can recognise some environments that are different to the one in which I live.                      R – I explore the natural world around me.</p>		<p>R – I can draw information from a simple map.                      R – I can describe what I see, hear and feel whilst outside.                      R – I can recognise some environments that are different to the one in which I live.                      R – I explore the natural world around me.</p>	

	<p><b>ELG</b> – Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>An introduction to a simple map of the local area and the world – seasonal walk around the school grounds, autumn.</p>	<p><b>ELG</b> – Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>An introduction to a simple map of the local area and the world – seasonal walk around the school grounds, winter then spring &amp; cold places.</p>	<p><b>ELG</b> – Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>An introduction to a simple map of the local area and the world – seasonal walk around the school grounds, spring then summer &amp; hot/holiday places.</p>			
<b>Art and Design</b>	<p><b>R</b> – I explore use and refine a variety of artistic effects to express my ideas and feelings.</p> <p><b>Mark Making</b> – colour mixing <b>Collage</b> – Christmas activities <b>Artist/General</b> – self portraits</p>	<p><b>ELG</b> – I can safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p><b>ELG</b> – I can share my creations, explaining the process I have used.</p> <p><b>Mark making</b>- paintings of flowers and plants <b>Collage</b> – printing and textures <b>Artist</b>- Van Gogh</p>	<p><b>ELG</b> – I can safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p><b>ELG</b> – I can share my creations, explaining the process I have used.</p> <p><b>Mark making</b>- paintings of animals <b>Collage</b> – pattern <b>Artist</b>- Henri Rousseau</p>			
<b>Design Technology</b>	<p><b>R</b> – I return to and build on my previous learning, refining ideas and developing my ability to represent them.</p> <p><b>R</b> – I create collaboratively sharing ideas, resources and skills.</p> <p><b>ELG</b> – I can share my creations, explaining the process I have used.</p> <p><b>Box modelling:</b> Making a fire engine or police car</p>	<p><b>R</b> – I return to and build on my previous learning, refining ideas and developing my ability to represent them.</p> <p><b>R</b> – I create collaboratively sharing ideas, resources and skills.</p> <p><b>ELG</b> – I can safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p><b>ELG</b> – I can share my creations, explaining the process I have used.</p> <p><b>Basic wood modelling/joining:</b> Making a sledge and/or a vehicle</p>	<p><b>R</b> – I return to and build on my previous learning, refining ideas and developing my ability to represent them.</p> <p><b>R</b> – I create collaboratively sharing ideas, resources and skills.</p> <p><b>ELG</b> – I can safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p><b>ELG</b> – I can share my creations, explaining the process I have used.</p> <p><b>Construction:</b> Castles/homes</p>			
<b>PE</b>	<p><b>ELG</b> – I can move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p><b>Locomotion:</b> Jumping, hopping &amp; skipping</p>	<p><b>R</b> – I am developing confidence, competence and accuracy when engaging in activities that involve a ball.</p> <p><b>Ball skills:</b> Throwing and catching</p>	<p><b>R</b> – I can combine different movements with ease and fluency.</p> <p><b>ELG</b> – I can demonstrate strength, balance and coordination when playing.</p> <p><b>Gymnastics:</b> Body parts (with apparatus)</p>	<p><b>R</b> – I am progressing towards a more fluent style of moving, with developing control and grace.</p> <p><b>Dance:</b> Jump Start Jonny &amp; Chinese New Year</p>	<p><b>R</b> – I am further developing and refining a range of ball skills including catching, kicking, passing, batting and aiming.</p> <p><b>Ball skills:</b> Throwing and catching</p>	<p><b>ELG</b> – I can negotiate space and obstacles safely, with consideration for myself and others.</p> <p><b>Games /Team Games:</b> Sports Day</p>
<b>Music</b>	<p><b>R</b> – I listen attentively, move to and talk about music expressing my feelings and responses.</p> <p><b>R</b> – I sing in a group or on my own, increasingly matching the pitch and following the melody.</p> <p><b>R</b> – I explore and engage in music making and dance, performing solo or in groups.</p> <p><b>R</b> – I watch and talk about dance and performance art, expressing my feelings and responses.</p> <p><b>Charanga:</b> Rhythm Christmas Play</p>	<p><b>ELG</b> – I can sing a range of well-known nursery rhymes and songs. I can perform songs, rhymes, poems and stories with other, and – when appropriate – try to move in time with music.</p> <p><b>Charanga:</b> Beat <b>Charanga:</b> Timbre</p>	<p><b>ELG</b> – I can sing a range of well-known nursery rhymes and songs. I can perform songs, rhymes, poems and stories with other, and – when appropriate – try to move in time with music.</p> <p><b>Charanga:</b> Speed/Pace</p>			
<b>Computing</b>	<p>Completes a simple program on electronic devices.</p> <p>Uses ICT hardware to interact with age appropriate computer software.</p> <p>Can create content such as a video recording, stories, and/or draw a picture on screen.</p>	<p>Can create content such as a video recording, stories, and/or draw a picture on screen.</p> <p>Can use the internet with adult supervision to find and retrieve information of interest to them.</p>	<p>Can use the internet with adult supervision to find and retrieve information of interest to them..</p> <p>Develops digital literacy skills by being able to access, understand and interact with a range of technologies.</p>			
<b>RE - Understanding the World – People, Culture and Communities</b>	<p><b>R</b> - I understand that some places are special to members of my community.</p> <p><b>R</b> – I recognise that people have different beliefs and celebrate special times in different ways.</p> <p><b>R</b> – I recognise some similarities and differences between life in this country and life in other countries.</p> <p><b>Autumn/Harvest</b> – Christian festival <b>Diwali – The Festival of lights</b> – a Hindu/Sikh festival <b>The Christmas Story</b> – Christian festival</p>	<p><b>ELG</b> – I know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p><b>Pancake day</b> - Christian festival</p> <p><b>Chinese New Year</b> – Buddhist festival</p> <p><b>Easter story</b> – Christian festival</p>	<p><b>ELG</b> – I can explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p><b>Africa &amp; Holiday destinations</b> - Cultural diversities</p>			
<b>PSHE - PSED – Self Regulation, Managing Self &amp;</b>	<p><b>ELG</b> – I can show an understanding of my own feelings and those of others, and</p>	<p><b>R</b> – I can build constructive and respectful relationships.</p>	<p><b>ELG</b> – I can form positive attachments with adults and friendships with peers.</p>	<p><b>ELG</b> – I can explain the reasons for rules, know right from wrong and try</p>	<p><b>ELG</b> – I can manage my own basic hygiene and personal needs, including dressing,</p>	<p><b>ELG</b> – I can manage my own basic hygiene and personal needs, including dressing,</p>

<p><b>Building Relationships</b></p>	<p>begin to regulate my behaviour.  <b>ELG</b> – I can explain the reasons for rules, know right from wrong and try to behave accordingly.  <b>All About Me</b></p> <p><b>School Rules</b></p>	<p><b>R</b> – I can think about the perspectives of others.</p> <p><b>People Who Help Us</b></p>	<p><b>ELG</b> – I can show sensitivity to my own and others’ needs.</p> <p><b>Relationships</b></p> <p><b>Mental well-being</b></p>	<p>to behave accordingly.  <b>Physical Development</b> – R-I know and talk about the different factors that support my overall health and wellbeing: regular exercise, healthy eating, tooth brushing, sensible amounts of ‘screen time’, having a good sleep routing and being a safe pedestrian.  <b>Road Safety</b></p> <p><b>Keeping safe and looking after myself</b></p>	<p>going to the toilet and understanding the importance of healthy food choices.</p> <p><b>Healthy Eating</b></p> <p><b>Life Cycles</b></p>	<p>going to the toilet and understanding the importance of healthy food choices.</p> <p><b>My body and my health</b></p>
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The quality of the taught curriculum is monitored by the Head Teacher, Deputy Head and Team Leaders through regular lesson observations, learning walks, dialogue with pupils and planning.

The Early Years Leader monitors teaching and learning across the Foundation Stage and analyses Early Years data alongside the Head Teacher.

**Planning, Assessment, Observations and Learning Journeys**

Good planning is the key to making children’s learning, effective, exciting, varied and progressive. All children are valued irrespective of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender or ability. Experiences are planned which are inclusive.

Effective learning builds upon what children know and can already do. Observation of children identifies the next steps of learning, which is fed into the planning. All staff are involved in the planning process. Weekly planning is used as a guide by the team and can be changed in response to the needs, achievements and interests of the children. We indicate these changes on the planning.

Staff make regular assessments of the children and share information within the Early Years team to inform planning. Assessment is varied with high quality interactions all staff engage with the children. We have regular discussions about children to inform our planning and children’s next steps of learning. The Early Years team value children’s voice and collect evidence from the children regularly. Parental voice supports judgements about children’s learning and development.

In Nursery, staff carry out activities and make observations to assess children. We spend time interacting with children in the environment and discuss children regularly. We use the Trust document to support our planning and this guides us to plan exciting and challenging areas. During the last term of Nursery a written summary is provided to parents which details the child’s progress. Regular meetings with parents enable staff to discuss

progress throughout the year.

In Reception children are assessed using the EYFS Profile, this summarizes all the formative assessments and makes statements against 17 scales. Assessment is completed every half term and staff collate the data using the school assessment system by Anthony Conlin. Teachers attend cluster meetings and moderation meetings and hold regular moderation sessions which compare children's achievements.

### **Induction Process**

The aim of the Early Years Induction Process is to establish a smooth and successful transition to school by

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- The parent visiting Early Years with child
- The Nursery teacher visiting the child's home and parents sharing information with the teacher and completing relevant paper work
- Using transferred records from different settings to inform teachers about children's previous learning
- Visits by staff to pre - school establishments, if necessary
- New children starting in Nursery will have a staggered start to ensure a smooth transition.
- Providing induction sessions for new starters in Nursery during the Summer Term
- Providing induction sessions for the Nursery children starting Reception class will attend in the summer term.
- Staff liaising with outside agencies involved in a child's development
- Inviting parents and carers to 'Meet the teacher' where they will meet the team and parents complete a starting school forms, to share information about their child with the Reception Teacher
- Conducting a transition period at the end of the summer term to aid children in settling in and feeling safe and secure. The team establish good relationships with the children and their families. Teachers complete a National baseline assessment in Reception. Nursery uses a homemade school baseline.
- Children all commencing *Reception start* on the first day of the Autumn Term

## **Reception to Year 1 Transition**

Reception and Year 1 teachers work together to make the transition from Early Years to KS 1 as smooth as possible. Each child's EYFS profile is passed on to the Year 1 teachers and discussed, in July. The children spend time in Year one in July on a transition day.

## **Home/School Links**

When parents/guardians and practitioners work together in early years settings, the results have a positive impact on the children's development.

We try to develop a positive partnership by:

- outlining our expectations at 'meet the teacher' evenings
- holding curriculum meetings
- Encouraging parents to complete the admission form
- Distributing regular newsletters
- Sharing Wow books – home school books to celebrate our children's achievements.
- Having an open - door policy
- Encouraging parents to help with school visits
- Encouraging reading regularly at home and comment in the home/school diary
- Reading HFW/phonics at home
- Discussing children's targets with parents at regular meetings
- Expecting parents need to support their child with homework.

When children start school with basic skills like toileting, washing hands, behaving appropriately and having personal help skills have the best start in their education. We value the importance of our parents and carers being playing the most important and vital role in educating our children.

**This policy links to and should be read in conjunction with** Corporation Road Community Primary School **policies on**

Teaching and Learning Assessment

SEND

Equal Opportunities

Safeguarding Intimate

Care Camera

