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Early Years Foundation Stage

Mission Statement

To inspire our family of schools to provide opportunities for our pupils, staff and leaders to be the best they can be; to create a passion for lifelong learning; to enable our pupils to become kind, confident and impactful world citizens.

1. Guiding Principles

Empower Learning Academy Trust believes that every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high-quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.

Statutory Framework for the Early Years Foundation Stage, DfE 2021

The Early Years Foundation Stage (EYFS) sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

The EYFS seeks to provide:

- Quality and consistency, so that every child makes good progress and no child gets left behind.
- A secure foundation which creates learning and development opportunities that are planned around the interest and needs of the children, informed by regular assessments and reviews.
- Partnership working between practitioners, parents and carers.
- Equality of opportunity ensuring that there is no discrimination and every child is included and supported.

The guiding principles which shape our practice are grouped into four distinct but complementary themes:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

There are seven key features of effective practice which underpin all we do in our early years classrooms. We strive to provide:

1. The best for every child
2. High quality care
3. A broad and balanced curriculum
4. A play based approach to learning through independent play, guided learning and direct teaching.
5. Effective assessment that informs the next steps for the children in our care.
6. Self-regulation and executive function – opportunities for the children to deepen their understanding and develop their language.
7. A strong partnership with parents and carers.

2. Intent: Curriculum

The Trust's recognises that every child is unique. We understand that children develop in individual ways and at varying rates. We want our children to be independent and self-motivated learners, encouraging the children to adapt their work, think critically and take risks with their learning. We are committed to giving every child the best start in their early years.

'When we give every child the best start in their early years, we give them what they need today. We also set them up with every chance of success tomorrow.'

Development Matters 2021

The foundation stage classes follow the curriculum as outlined in the Early Years Foundation Stage document, which is available at:

<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

This document defines what we teach and sets the standards for learning, development and care for children.

The EYFS framework includes seven areas of learning and development, all of which are important, inter-connected and included in the curriculum taught. There are three prime areas and four specific areas of learning. The prime areas are particularly important for building a foundation for igniting children’s curiosity and enthusiasm for learning, forming relationships and thriving and are strengthened and applied in the specific areas of learning.

| Prime Areas | Specific Areas |
|--|--|
| Communication and Language Personal, Social and Emotional Development Physical Development | Literacy Mathematics Understanding the World Expressive Arts and Design |

We ensure that we plan an enjoyable but challenging curriculum so that each child can enjoy experiences in all areas of learning and development based on their interests and needs as well as overarching themes. We have 12 curriculum goals which begin with the children when they join our nursery and continue throughout the EYFS to the end of the Reception year. The goals are ambitious and provide an overview of the different things we would like children to experience, know and be able to do. The goals are adaptable to the particular children on roll. At Hacton we want our children to be:

- Confident communicators
- Independent Individuals
- Fantastic Friends
- Amazing Athletes
- Talented Tool Users
- Brilliant Bookworms
- WOW Writers
- Masters of Maths
- Exceptional Explorers
- Compassionate Citizens
- Proud Performers
- Dynamic Designers

(Curriculum Goals taken from work by Rachel Allison)

Our ongoing observations of the children during their free play and guided learning ensure that we adapt our support to enable every child to access the curriculum and progress through it at their own pace and level. Where children move on quickly, we focus on deepening their learning rather than introducing new skills or concepts.

3. Implementation: Pedagogy

Our practice is shaped by the four guiding principles of the EYFS which work together to provide the best early years experience for each child. All children develop in different ways – they are unique. Each unique child needs opportunities to interact in positive relationships and enabling environments that encourage their engagement and recognise their strengths.

A Unique Child + Positive Relationships + Enabling Environments = Learning and Development

| A Unique Child | Positive Relationships | Enabling Environments | Learning and Development |
|---|--|---|--|
| Every child is a unique child who is constantly learning and can be resilient, capable, confident and self- assured. | Children learn to be strong and independent through positive relationships. | Children learn and develop well in enabling environments, with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. | Children develop and learn in different ways. The framework covers the education and care of all children in early year’s provision, including children with special educational needs and disabilities. |
| <p>Practitioners:</p> <ul style="list-style-type: none"> • understand and observe each child’s development and learning, assess progress, plan for next steps • support children to develop a positive sense of their own identity and culture • identify any need for additional support. • keep children safe • value and respect all children and families equally | <p>Positive relationships are:</p> <ul style="list-style-type: none"> • warm and loving and foster a sense of belonging • sensitive and responsive to the child’s individual needs, feelings and interests • supportive of the child’s own efforts and independence • consistent in setting clear boundaries. • stimulating • built on key person relationships in early years settings | <p>Enabling environments:</p> <ul style="list-style-type: none"> • value all people • value development and learning <p>They offer:</p> <ul style="list-style-type: none"> • stimulating resources and spaces, relevant to all the children’s cultures and communities • rich learning opportunities through play and playful teaching • support for children to take risks and explore | <p>Learning and Development:</p> <p>Practitioners teach children by ensuring challenging, playful opportunities across the prime and specific areas of learning and development. They foster the characteristics of effective early learning</p> <ul style="list-style-type: none"> • playing and exploring • active learning • creating and thinking critically |

In planning and guiding what children learn, our staff in the early years reflect on the different rates at which children are developing and adjust their practice appropriately. There are three characteristics of effective teaching and learning which are planned for and encouraged:

- 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 so

The EYFS is about how children learn, as well as what they learn. We ensure that we provide opportunities for children to develop their own play and independent exploration to ensure that the children enjoy learning and are motivated to find out more. We also ensure we ‘scaffold’ their learning by giving them the building blocks to become independent learners who can think, discuss and plan ahead.

The environment plays a key role in supporting and extending children’s development and learning. Some people believe that the environment is the ‘first teacher’. All areas of learning and development must be evident both inside and outside.

The outside area should be a learning environment with equal status to inside. It should encourage risk taking and challenge and children should have free flow access in all weathers. Adult led and adult initiated activities should take place both inside and outside. The staff will free flow with the children as appropriate/necessary.

The adult role **outside is not supervisory** but is the same as inside with:

- Demonstration and explanation
- Modelling and scaffolding learning
- Introduction of new vocabulary and new concepts
- Making observations
- Extending learning
- Encouraging sustained shared thinking
- Encouraging problem solving
- Developing trusting relationships
- Questioning the children

Areas of provision – in both the indoor and outdoor areas there are clearly defined play areas that encourage the children to feel confident in accessing the resources and activities. Neatly labelled drawers, trays and storage boxes (with accompanying photographs) support both self-selection and in tidying up.

It would be expected that the areas described below were evident in our early year's classrooms:

A quiet place to talk – an area inside or outside where children can talk and relax. Sensory resources can be added to facilitate relaxation. We create a language-rich environment through the use of songs, nursery rhymes, stories and providing time for quality interactions between adults and between peers.

Sensory area - (more prevalent in Nursery) this could include discovery bottles, baskets of different textures, natural materials, torches, mirrors and kaleidoscopes if available

Writing/Mark Making – Organised resources include a variety of paper types and sizes, envelopes, cards, note books, various sharp pencils and crayons.

Displays to include the phonic sounds, vocabulary linked to topics and environmental print giving children examples of different types of writing: printed (using font XCCW Joined PC1AGc) **and** handwritten signs and notices using our pre- cursive script as set out in our EYFS guidelines (see display guidelines on page 7)

Construction – Larger construction outside, variety of labelled construction blocks, an area for children to display and label their models in both Nursery and Reception.

Displays to include building words, different pictures of unusual structures and buildings.



Creative area – free access to junk modelling, with well organised labelled resources and materials – glue, string, sticky tape, hole punch, stapler, etc. An area for children to display and label the things they have made. Also, an

area set up for good quality painting with a variety of brushes, paints, pictures in frames as a stimulus and different size, colour and shape of paper.



Physical development – Outside ensure access to develop gross motor skills – climbing, running, balancing, throwing and catching, swinging and riding – all to include an element of calculated risk taking. Also, to encourage fine motor skills to develop the pincer grip – pegs on a washing line, tweezers, chinks, throwing bean bags and balls etc.

Role-play – both inside and outside – involve the children in setting up this area – take them to visit a baker, vet, etc. if possible before and include their ideas and real photographs from the visit. Include mark-making tools in this area. Adult participation is needed in this area to model to the children.

Small World – a well set up area to model real life situations and experiences, generally linked to the theme or story of the week.



Investigation Area – investigation/exploration areas inside and outside. Resourced with natural resource and magnifying glasses and mirrors, along with non-fiction books and clipboards. Outside to include a digging and planting area

Book corner – a good balance of fiction and non-fiction texts. A place to display current topic books, so this should be changed regularly and updated and thought about within planning sessions. Children’s interests should be catered for with a section for comics, magazines and newspapers. Relevant story props, puppets, story sacks and displays should be within this area. We encourage children to become early readers through enjoyment of books, allowing them to develop their speech, language and communication skills.

Malleable Area – This is usually for play dough, and should include cookery books, recipe cards from previous taught dishes, cutters to suit the theme and a range of textures and colours to be experienced throughout the year.

Maths Area – a working resource area. Range of resources including puzzles, colour games, books and number lines with elements of number, shape, space, measures and pattern.

Sand and Water Areas - self-selection of resources to be well sorted, labelled and shadowed.

Performance area – musical instruments to explore a range of sounds should be available to children.

Music linked to themes can be played outside to encourage movement and self-expression.

ICT – interactive whiteboards, programmable toys and iPads to be accessible for children.



Displays

- All pictures and introductions to the display to be mounted using a guillotine and ensured they are mounted straight
- Boards to be backed using coloured backing paper with contrasting borders
- Pre-cursive font to be used for displays. Font size used should be easily read by the children.
- Include a mix of handwritten (using pre-cursive script) and printed labels on displays
- Ensure children's names are spelt correctly before going onto display boards (first names only)
- In Nursery add children's first names and photos to boards, so children can identify their own and friends' work
- Displays to reflect the diversity in the images presented, and to include the languages relevant to the children in the class
- Some displays should be at child height and be interactive to support learning
- Children's work to be annotated with speech bubbles with the child explaining their work (handwritten)
- Display area for children to display models with labels already in area so children can write about their creation

Ideas for displays in each base/classroom could include:

- A 'work wall' where children choose what to and how to display their work (usually next to Writing Area)
- A 'What we are learning about' board updated weekly or as appropriate labelled with key vocabulary and children's work linked to taught theme
- **Self-registration area (names on a board in Nursery and Squid in Reception)**
- **A parent information board**
- **Rules – to reinforce behaviour following the year group behaviour systems**
- **Birthday board**
- **Wow board – including certificates and photos of children as well as good examples of work**
- **Visual Timetable**
- Phonics display (Reception)
- Topic Web displays where appropriate
- All other displays will be a balance of the curriculum and a balance between teacher led and children's work on display

Displays are to be completed by all members of the team and should be put up outside of children's learning time

Staff development

In school moderation meetings – All EYFS staff will meet together when required for a team meeting. We will hold termly pupil progress meetings to discuss evidence of children's work, observations on Evidence Me, Learning Journals and any children we have concerns about, to look at good practice and areas for development. If more regular meetings are required, they will be arranged on a needs must basis.

In weekly planning meetings EYFS staff will discuss outcomes of work and observations of children from the previous week and any children they have concerns about to ensure that the following weeks planning is appropriate and following the children's interests and needs.

On occasion, during staff meeting time, we will hold team meetings to discuss any business specific to the EYFS that needs to be shared. Teaching staff will be encouraged to attend the borough's network meetings and training when required.

Learning Walks – The AHT and the Reception Lead will monitor the provision every half term through learning walks to highlight successes and areas for development. The findings will then be shared in our team meetings, and an action plan put in place for improvement.

Planning in Reception

- It is recommended that time is built in at the start of the year to establish routines and high expectations with a focus on PSED. This investment at the start of the year will provide a strong foundation for children's learning and development across the phase
- Teachers will plan a balance of adult led and adult initiated activities whilst planning enough time for child-initiated learning. Planning will allow for small focus groups to embed next steps arising from observations and outcomes of previous adult led activities. Detailed planning of continuous and enhanced provision will be provided for both indoor and outdoor learning. Planning will be differentiated on daily adult led plans to ensure children are working at the appropriate level.
- Medium Term planning will be based on learning skills taken from Development Matters, not activities. Planning will be loosely based around the long-term plan and half termly topics but will follow children's interests and be adapted where necessary.
- The AHT will attend planning meetings to ensure that planning is consistent and progressive across the phase.
- Planning meetings will be held on a weekly basis as a Nursery/Reception team to ensure planning is in place for the following week.

Planning in Nursery

With the introduction of 30 hours there will have 13 children staying all day from 8.30am – 3.30pm. The nursery team, led by a teacher, will plan for extended periods of play inside and out from the moment the children come in and will plan specifically to children's interests through enhanced provision. There will also be an overarching theme every half term and adult-led activities will be planned. It will be expected that there will be a long-term plan, a medium-term plan and a weekly plan.

Phonics

Nursery will focus on sound discrimination, rhythm and rhyme, alliteration, speaking and listening and oral blending and segmenting following a government approved phonics programme. The children will take part in small group activities over the week. This will be in a structured, planned program, with a view to being differentiated in the Summer Term.

Reception will follow the government approved phonics programme, 'Essential Letters and Sounds', which will introduce new sounds progressively. The children will have a whole class introduction and then will split into ability groups using all adults in the classroom for short practical sessions to practise letter formation, segmenting and blending activities and sentence work.

Daily routines

Reception

- 8.45 – 9.00am: Doors open
- 8.45 – 9.15am: Children self-register and enjoy a range of child initiated self-chosen learning activities.
- 9.15am: Whole class Phonics lesson.
- 9.35 – 10.50am: Child initiated and adult led activities inside and outside. Focused activities in small teacher led groups.
- 10.50am: Tidy up time
- 11.00am: Whole class circle time / fine motor / topic activities. 11.30am: Get ready for lunch
- 11.45 – 12.45pm: Lunch Time
- 12.45pm: 'Five a Day' / Yoga / Dough Disco
- 1.35 – 2.30pm: Child initiated and adult led activities inside and outside. Focused activities in small teacher led groups.
- 2.30pm: Tidy up time
- 2.40pm: Story and singing
- 2.55pm: Get ready to go home
- 3.05pm: Home time

Nursery

- 8.30am/12.30pm: Doors open. Children self-register and enjoy a range of child initiated self-chosen learning activities.
- 9am – 9.10am/1pm – 1.10pm: Welcome Time.
- 9.10 – 10.10am/1.10 – 2.10pm: Child initiated and adult led activities inside and outside.
- 10.10 – 10.25am/2.10 – 2.25pm: Focused activities in small key worker groups.
- 10.25 – 10.55am/2.25 – 2.55pm: Child initiated and adult led activities inside and outside.
- 10.55am/2.55pm: Tidy up time
- 11.05 – 11.20am/3.05 – 3.20pm: Story time and singing.
- 11.30am/3.30pm: Home time

Throughout each session the children can access the snack area independently where they will find a choice of squash (nursery), milk, water and a variety of fruit. In Nursery, we may introduce new foods such as cereal, toast and foods from other cultures linked to our topics. Across the EYFS, the children can choose when they have their snack, select their own fruit and pour their own drinks.

Assemblies

Children in Reception will begin to attend weekly 'E for Effort' assemblies in the summer term as part of their transition to Year One to celebrate birthdays, WOW moments and stars of the week.

Time is also planned for regular reflection time in all early years classrooms.

General routines

- A bell/shaker is used in Reception to inform children that it is time to tidy up. The bell gives children a two-minute warning and the bell informs them it is time to stop and tidy. In Nursery, a tidy up song will be played.
- A visual timetable to be used in pictorial form in each classroom
- There is a free flow snack area in each class/phase. A good quality snack is available at all times to the children: fresh fruit, milk (in Nursery and for those children who have signed up in Reception) and juice/water. This area needs to be modelled with high expectations.
Children are encouraged to peel own oranges and eat apples without being peeled/chopped up.
Reception and Nursery children post their name into a basket when they have had their snack.
Children should be involved in setting up the snack area as a learning opportunity. Special snacks to be offered when appropriate.
- There will be whole class snack time on occasion when discussions are needed/to taste foods from around the world
- Rules to be introduced and reinforced in line with the school Behaviour Policy and explained at an age appropriate level:
 1. We follow instructions
 2. We never hurt anyone
 3. We never swear, tease or call anyone names
 4. We look after things and do not break or spoil things
 5. We are never in a place without permission
- There is a show and tell time for focus children (2 per class per week) for children to have their 'Marvellous Me' time. Here the children bring in photographs and tell the rest of the class about them. Children in Nursery will be invited to bring something into Nursery to share depending on the topic and activities planned for that particular week.

Marking

- In line with the schools marking policy, oral feedback will be used with children in Reception and Nursery as a way of discussing their learning with them. If children make any comments on their work, this will be transcribed by the teacher/support staff.
- In Reception, children will record their work in a selection of books for Literacy/Topic, Phonics and Handwriting. They will keep maths work in a folder. Each child will also have a 'Learning Journey' folder where they will keep their independent work.
- In Nursery, children will have a 'Learning Journey' folder containing examples of work and observations. They will also have a busy book that they can use for 'work' as and when they wish. Photographs will be used to record children's work e.g. models made in the construction area.
- The objective will be written clearly on the children's work.
- For emergent writing, staff will write what the child says word for word (child's voice) using the correct spelling.
- In Reception, staff may write a positive comment followed by a next step target.
- Smiley faces to be drawn on work to show that work is pleasing.
- A success criteria sticker is used in Reception for Literacy, Maths and Topic focus activities. Green and pink highlighters are used to show 'what went well' (green) and 'even better if' (pink).

4. Impact: Assessment

Ongoing assessment is an integral part of the learning and development process in the EYFS. We ensure that

practitioners have an excellent knowledge of each child's level of achievement and interests through actively engaging with the children during day-to-day interactions and ongoing observations. There is not a requirement for observations to be recorded however we acknowledge that practitioners may find it helpful to record particularly noteworthy achievements, for example, phonemes and numbers that a child has learnt, in order to know what to teach next.

In Nursery, staff use their interactions with children and outcomes of activities to inform their knowledge of children and ensure that individual needs and interests are being met. They will also use 'Evidence Me' to record WOW moments. These will link to the development matters statements to ensure that children are on track. Training will be given to all new staff in September regarding expectations and what to record. Regular moderation of observations and practitioner knowledge will take place during termly pupil progress meetings as part of whole team meetings and development.

In Reception, staff will build up their knowledge of what children can and can't do through interactions with children, outcomes of lessons, observations and parental knowledge (from WOW moments, parents' meetings, informal chats at home time and Marvellous Me (show and tell)). Staff may choose to record an observation on 'Evidence Me' however this is not a requirement.

All staff are to contribute to the assessment process across the phase. Staff to focus on WOW moments – when a child has done something new. Any observations will be printed every half term and placed in Learning Journeys, linked to the Hacton curricular goals.

The EYFS AHT will analyse data once per half term to ensure progression and development.

The assessment/planning cycle is used in order to ensure that planning meets the needs of the children and supports their ongoing development and progress. Next steps must be included on the planning to ensure progress of all children.

Autumn Term

The children in Reception are required to complete the statutory Reception Baseline Assessment (RBA) within the first 6 weeks of the children starting Reception. This is an age-appropriate assessment of early mathematics and literacy, communication and language. The RBA is used to create school-level progress measures for primary schools which will show the progress pupils make from Reception until the end of key stage 2.

EYFS staff will also complete a school baseline assessment. This is to ensure:

- a picture of the whole child is built up. Information will be used from parents, home visits/parent meetings and observations of each child and their interests in the first couple of weeks. All areas will be assessed in the first half term and a form is completed for each child and placed into the child's 'Learning Journey' folder.
- An appropriate speech and language assessment will be completed on all children to inform interventions.
- EYFS AHT will analyse all data and break down into numerical form. Baseline data to be inputted onto SIMs and the school system in October in line with the whole school data drop.

Any new arrivals after the autumn term, to have baseline assessments completed through the same process.

Pupil Progress Meetings are held in December (see school assessment timetable) across the phase to highlight children who are not on track and require intervention or to have their learning enhanced.

Autumn term data across the phase is collected and recorded onto SIMs and the school system before the end of the autumn term.

Spring Term

All areas to be assessed using practitioner knowledge, the work in the children's books and 'Learning Journeys'. In Nursery, any observations on Evidence Me will also be used. Data will be inputted onto SIMs and the school system.

Pupil Progress Meetings to take place in March and target groups to be identified and interventions to be put in place. (To be supported by EYFS AHT and SENCo)

Summer Term

Nursery to be assessed using the SIMs spreadsheet and school's tracker system.

Reception will complete the statutory EYFS profile. There is no set number of observations or pieces of evidence required for each of the Early Learning Goals (ELG). The ELG define the level of development that the children in Reception should be expected to have attained by the end of the EYFS. The ELG should support teachers to make a holistic, best-fit judgement about a child's development, and their readiness for year 1.

The main purpose of the EYFS Profile assessment is to support a successful transition to KS1. It should inform Year One teachers about each child's stage of development and learning needs and help them to plan the Year 1 curriculum to meet the needs of all children.

Data will also show the number of children who have achieved a 'Good Level of Development' (achieved expected in the three Prime areas, Literacy and Mathematics).

| The Early Learning Goals | | |
|---|--|--|
| Prime Areas | | |
| Personal, Social and Emotional Development Self-regulation Managing self Building relationships | Physical Development Gross motor skills Fine motor skills | Communication and Language Listening, attention and understanding. Speaking |
| Specific Areas | | |
| Literacy Comprehension Word reading Writing | Mathematics Number Numerical Patterns | |
| Understanding the World Past and present People, culture and communities The natural world | Expressive Arts and Design Creating with materials Being imaginative and expressive | |

Behaviour Expectations

There is a clear behaviour strategy and expectations that are discussed and agreed with the children and shared with parents which are visually displayed and link to the whole school policy.

Reception:

In Reception each child has a reward chart booklet. Stamps will be given for showing perseverance, resilience, determination, independence and achieving self-selected goals. Once 15 stamps have been received a postcard to celebrate the child's achievement will be sent home.

Raffle tickets are given to children for good manners and kind behaviour. These are placed in a box and a winner is selected in the E for Effort assembly on a Friday.

A WOW Winner is chosen from each Reception class each week. A certificate is sent home and the child will appear on the school blog.

Nursery:

Stickers are given at the staff's discretion.

In Nursery a child is chosen to be a WOW winner each week. A certificate is sent home and the child will appear on the school blog.

We encourage our staff to use the terminology of '**working and learning**' not '**playing**' so that children understand that they are learning through play. We will say '*Where are you working today?*' '*What are you learning today?*'

Transition

The EYFS is a pivotal phase for young children as they move from the home into a much larger community.

Hacton Primary aims to make transition **into Nursery** as smooth as possible by offering:

- A welcome meeting for parents at school in June to introduce setting, staff and curriculum.
- A 20 minute meeting for parents and children in September.
- A stay and play session for parents and children in September following the 20 minute meeting.
- A shorter session when children are left for the first time. We encourage parents to say goodbye to their children and not sneak out. Parents may also stay and help settle their child as appropriate.
- Children to bring a transitional object such as a cloth or toy however once a child is settled we discourage toys being brought to Nursery.
- An 'All About Me' book which is completed at home and then shared and kept in nursery for children to look at and share.
- A home-school pack is sent home containing a name card, number cards, play dough, writing implements and a busy book for children to complete over the summer before they begin Nursery.
- A social story containing photographs of Nursery and school staff as well as photographs of the outdoor area.
- A home/school book for those children who may have communication needs

Transition **into Reception**:

- A visit from their new Reception teacher for children attending Hacton Nursery.
- A visit from the AHT for children at their current setting.
- A Year R parents' welcome meeting in June to introduce school, staff and the curriculum.
- A 30 minute visit for 'outside' children in July.
- A 20 minute meeting for parents and children in September.
- A Stay and Play session for children and parents in September.
- Reception teachers to lead story time sessions in Nursery during 2nd half of the summer term.
- Nursery teacher to complete a 'Handover Booklet' and discuss the cohort with the Reception teachers, discussing strengths and areas for development.
- 'All About Me' books to be completed at home and shared in key groups in September. These are kept in the reading area for children to access and then transferred to their 'Learning Journey' file.
- A social story containing photographs of the Reception classrooms and school staff as well as photographs

of the outdoor area.

- Staggered entry in September
- 2 x part time sessions then full time.

Transition **into Year 1:**

- Year 1 teachers to visit the children in Reception
- Reception children to visit Year 1 classrooms.
- Reception children to visit the KS1 playground.
- Reception children attend the E for Effort assembly in the summer term.
- Reception children attend a story time session with their new teacher.
- Reception teachers to share and discuss the EYFS profile with Year 1 staff and complete a Handover booklet.
- Reception children to complete a summer holiday diary to share with Year 1 staff.
- Use all information given by Reception staff in order to plan the environment, experiences and learning that will best meet to needs of all the children.
- The information given must be part of the on-entry assessments

Parents in Partnership Policy

At Hacton Primary we value the unique insight that parents can provide in to their children's learning and acknowledge that learning begins and continues in the home environment. By working in close partnership with parents, we seek to nurture in the children, the development of trust, respect, confidence, independence, self-esteem and the desire to learn. We can do this by working and talking together.

Our aims:

- To communicate fully with parents to ensure that we all (parents, children and staff) have the same purpose in mind: the needs, development and progress of all children.
- To involve parents fully in school life and the school community.
- To operate an open-door policy that encourages the fullest possible two-way communication between staff and parents.
- To work in close co-operation with parents in order to ensure high standards of care and academic achievement in all of our children.
- To provide an environment inclusive for all parents and their children, regardless of need, background or culture.
- Foster and promote a two-way partnership based on mutual respect between parents, children and all of those working in our school.

Parents are welcomed into the school at mutually convenient times to learn more about their children's progress and to celebrate successes. There are numerous opportunities throughout the year (both formal and informal) to meet together and to get to know each other. Meetings are arranged at a variety of times to enable as many parents as possible to attend.

Formal meetings:

- Tours of the school for all prospective parents prior to application (in line with Trust procedures).
- Initial meeting in June to provide parents with information for starting school.
- Induction events for new parents, join parents/child play sessions and meet the teacher sessions.
- Parent consultation meetings during the year to provide parents with up to date information on their child's progress and to set targets in the Autumn and Spring terms.
- Meetings to discuss, evaluate and update Individual Education Plans for children with Special Educational Needs.

Informal meetings:

- A variety of workshops and shared learning sessions (Stay and Play).
- A variety of school productions.
- Christmas and Summer Fetes and other EYFS PA led fund raising events.
- Educational visits
- Sport Events

Communication:

- Regular newsletters and information letters
- Parents' Evenings
- Annual Progress reports in July
- Website information
- Regular updates on the school blog on Facebook
- Home school agreement
- Open Door policy
- Reading Records (Reception)
- Open Day in July (whole school except Nursery)

Opportunities to support parents:

- Providing information and advice workshops to enable parents to support their child's learning
- Offering guidance on specific areas of the curriculum to enable parents to support their child at home

Extended provision:

- Breakfast and After school club (Reception only)
- Creating as many opportunities as possible for parents to be involved in their children's learning e.g. shared learning sessions, literacy and numeracy workshops in Reception

Home/school partnership

We believe that a strong home/school partnership is key to children's emotional development, progress and growth as part of the community. We encourage parents to support their children's learning at home in a variety of ways including:

- Jointly signing the Home School Agreement
- Reading with children as often as possible
- Following up learning at school in the home
- Celebrating WOW moments
- Encouraging children to complete and return any homework they have been given
- Checking their home/school books on a regular basis and as a means of contacting teachers
- Supporting our core values, rules and expectations

Hacton Nursery Parents Association:

All of our parents are invited to join Hacton's parent association. We are enormously grateful to them for their hard work and commitment in raising funds for our school. They run events for the Nursery children and the wider, whole school community.

Parental Feedback:

The academy will regularly seek parental views on a range of topics affecting pupils' education through

questionnaires, surveys and verbal discussions. Feedback is valued and responses are seriously considered and appropriate action taken. We are committed to the highest possible level of partnership and are always open to new suggestions on ways to improve.