



## FARNWORTH CHURCH OF ENGLAND PRIMARY SCHOOL

### EARLY YEARS FOUNDATION STAGE (EYFS) POLICY

Recommended by	Heather Whitfield
Approved by	Curriculum and Standards Committee
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#### CHANGE RECORD FORM

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## **1. EYFS Philosophy**

‘Every child deserves the best possible 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.

The EYFS 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.’

*Statutory Framework for the Early Years Foundation Stage’ September 2014*

The EYFS begins when children enter Nursery or pre-school and continues until the end of the Reception year. The EYFS underpins all future learning by supporting and fostering the children’s personal, social, spiritual and emotional wellbeing. Learning opportunities and experiences encourage positive attitudes and dispositions towards learning. The child’s needs and interests are at the centre of the learning process.

## **2. Aims of the EYFS curriculum and provision**

At Farnworth CE Primary School, we want children to achieve their full potential and become confident, well-rounded individuals. Our priorities for the EYFS are based upon the children being happy, safe and secure within their learning environment which in turn promotes readiness for, and a love of, learning – habits that will hopefully last throughout the rest of school and, indeed, life.

Above all else, we strive to capitalise on children’s innate curiosity and enthusiasm for discovery, building their capacity to learn, form relationships and thrive.

Our aims are:

- To give each child a happy, positive and fun start to their school life in which they can establish solid foundations on which to expand and foster a deep and abiding love of learning
- To offer each child a wide range of new and exciting experiences and give them the opportunity to consolidate, explore and test them out along with their own individual experiences
- To offer a structure for learning that has a range of starting points and unlimited opportunity for development
- To encourage children to develop independence within a loving, secure and Christian environment
- To support children in building relationships through the development of social skills and Christian values
- To help each child to recognise their own strengths and achievements through experiencing success and developing the confidence to work towards personal goals
- To work in close partnership with parents and carers
- To ensure a smooth transition between school and pre-school settings / home and then between EYFS and Key Stage 1.



### 3. Curriculum and Assessment

The EYFS is based on four guiding principles:

- Every child is a **unique child**
- Children learn to be strong through **positive relationships**
- Children learn and develop well in **enabling environments**
- Children develop and learn in different ways and at different rates (**learning and development**)

and is divided into prime and specific areas of learning.

#### The Prime Areas are:

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

#### The Specific Areas are:

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

#### The Characteristics of Effective Learning

Each of the above 7 areas are taught and assessed through carefully planned and structured learning opportunities which have as their starting point the characteristics of effective learning. These outline the ways in which the child engages with other people and their environment – **playing and exploring, active learning, and creating and thinking critically** – and underpin learning and development across all areas supporting each child to remain an effective and motivated learner.

In January 2018, Tapestry, an online learning journal tool, was introduced into our school to support the observation process and to enable parents and families to further engage with their child’s learning. Tapestry is a platform on which observations, photos and videos can be used to support the child’s on-going assessments. See appendix 1

Parents/Carers are vital partners in the learning process. Parents and children are provided with a ‘Learning Log’ and ‘WOW Moments’ which record any significant milestones that happen at home and can be sent back to school to share in order to create a ‘well-rounded picture’ of each child.

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Parents can also utilise Tapestry to post observations from home to be shared with school. Tapestry allows for school to access the learning that takes place at home and for it to be included in the child’s overall assessment.

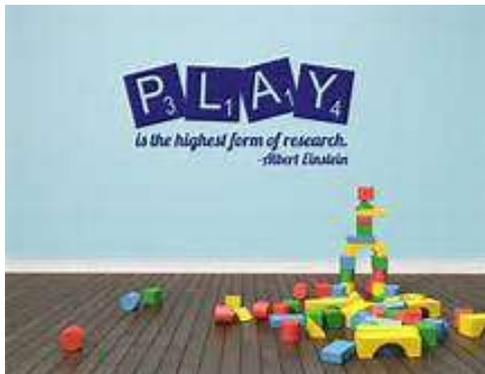
Learning Logs provide parents/carers and children the opportunity to write notes, publish photographs or share examples of learning that have been completed at home. During parent meetings, staff discuss the children’s learning and achievements with them and ensure that parents play a full and active role in the ongoing development and assessment process of the children.

All of the information gathered by parents/carers and staff is used to ensure that work provided by the class teacher is differentiated for the individual child’s ability, supporting their needs and extending where necessary. The Early Learning Goals (ELGs) are used to assess the children in the latter stages of the EYFS. However throughout their time in Reception the Early Years Outcomes are used to measure their progress as they grow and develop.

As all children progress through their Reception year, the Reception team continue to make judgments based on observations and from engaging with the children’s learning. The children’s progress through the 7 areas of the Early Years curriculum is tracked and monitored and next steps and future learning needs are identified and addressed accordingly.

A written report is sent to parents at the end of the Reception year outlining the children’s progress across all 7 areas of the EYFS curriculum.

#### 4. Teaching and Learning



Teaching and Learning in the EYFS is based on an understanding of how children learn and develop. At Farnworth CE we believe the most powerful and deep learning for young children develops through their self chosen play. We do not make a distinction between work and play. We view the role of the adult as a playful teacher, who interacts with children to support, extend and challenge their learning according to their individual needs and stage of development.

We believe children learn best from activities and experiences that interest and inspire them. Using children’s interests as a starting point, we provide children with stimulating, active play experiences in which they can explore and develop their learning to help them to make sense of the world. They have opportunities through their play to think creatively and critically alongside other children as well as on their own. They are able to practice skills, build upon and revisit prior learning and experience at their own level and pace. The children learn to adopt, negotiate, communicate, discuss, investigate and ask questions. We believe it is important that adults take an active role in child initiated learning through observing, modelling, facilitating and extending the children’s learning opportunities.

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Our carefully planned EYFS curriculum ensures that there is a balance between child initiated, adult initiated and adult directed experiences.

The interaction between the adult and the child is essential as the adult's response to children builds understanding and therefore guides new learning. The adult's role is to continually model, demonstrate and question what the child is doing.

## 5. Classroom Organisation

The class teacher is the named key worker for each child in the setting. Their role is to help ensure that every child's care is tailored to meet their individual needs and to help the child become familiar with the setting, offer a settled relationship for the child and to build relationships with parents. All adults within the EYs setting actively seek to form positive relationships with the children in their care. The formation of healthy relationships between adults and children is essential in enabling children's well-being now and in their future successes.

Learning through play is essential for young children. Independent self-initiated learning is supported by well-resourced provision such as:

- Sand and water
- Role play areas
- Writing area
- Attractive book area
- Space for small world play and construction
- ICT
- Music area
- Outdoor area
- Creative Area

The EYFS department is well organised and designed to give the children space to move about between the different learning activities safely and with ease. The teaching is designed to provide a stimulating learning environment inside and outside, with provision arranged into areas for different types of learning. Learning opportunities cater for all styles of learners and their needs, whether that is in a whole class situation, group work, 1:1 or independently.

Teaching and learning opportunities allow for differentiated activities that are organised to meet the learning needs of each individual child. Whole class teaching for short periods of time, such as shared story or numeracy/literacy input, may be followed by child initiated play for the majority of the class and an adult directed activity for a small group. Children receive a daily phonics session.

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Observation of the children's learning supports and informs the teaching strategies used in the EYFS. It helps staff understand the interests of the children as well as their current skills, knowledge and understanding. Staff then base their teaching activities and planned experiences on the results of their observations.

We encourage the children to become autonomous and independent learners by ensuring that the resources and equipment are accessible to them. Resources are stored so that children can access them and put them away appropriately. Displays promote, support and reflect children's current interests and are changed frequently to maintain curiosity.

## 6. Outdoor Provision

The Foundation Stage children use the outside area at all times, encouraging the balance of learning opportunities. This learning environment is adapted to support and extend children's learning in all areas of the curriculum. Adults who are based outside, engage with children's learning, observing and developing their learning opportunities through talk and skilled questioning.

### Children access:

- Water and sand
- Physical equipment such as bikes, scooters and hurdles.
- Chalkboards
- Role play
- Spades, Shovels and Brushes to promote gross motor development.
- Den building materials.

## Educational Visits

Educational visits and outdoor and adventurous activities are an integral part of the children's education at Farnworth. They offer opportunities to enrich the curriculum, enabling the children to have first-hand experience of a wide range of topics and activities. Children within the Foundation Stage have the opportunity to visit off-site learning environments during their time within the Foundation Stage. (Please refer to the Educational Visits Policy for further information)

## 7. Partnership with Parents and Carers (see also Transition)

At Farnworth CE Primary School, we believe that parents and carers are a child's first educator and therefore we aim to establish strong home school links to ensure parents and carers are involved in what we do with the children at school.

From the initial confirmation of your child's place at Farnworth, a home school partnership is established. Staff provide opportunities to meet with parents several times before the start of the child's academic year. Current opportunities include welcome meetings, stay and play sessions and a teddy bears' picnic.

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During the autumn term, parents and carers are invited to attend workshops focusing on early literacy, maths and phonics. Parents / carers are invited to 'pop in' during the working day to share their child's learning experiences; to see them working within their environment alongside their peers and to discuss their achievements with the class teacher. Evening appointments are also available during the first half term.

A second opportunity is available to talk to the class teacher and view the child's work and progress during the spring term.

To enable a smooth transition to Year 1 an opportunity to meet your child's Year 1 teacher is available during the end of the summer term.

Teaching assistants are available to take brief messages at the beginning of the school day. However, if parents wish to make an appointment with the class teacher, then the office staff are able to make the suitable arrangements.

## 8. Equal Opportunities

We ensure all children feel included and supported by working in an anti-discriminatory way. We regularly monitor our provision to ensure every child's learning is well supported and builds on children's own home, cultural and linguistic backgrounds. We use materials, equipment and displays that reflect the home languages, cultural and ethnic diversity of the children, the local community and wider world.

Here at Farnworth we ensure that every child is recognised as a unique child, encouraging them to learn and to be resilient, capable, confident and self-assured. We ensure the interests of both genders are catered for through our daily practice and classroom environment.

We monitor both the delivery and coverage of the curriculum to ensure that all children have equal access.

## 9. Promoting British Values

At Farnworth CE Primary School we uphold and teach pupils about the British Values which are defined as:

Democracy

Rule of Law

Individual Liberty

Mutual Respect

Tolerance of those with different faiths and beliefs

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Within the EYFS curriculum, a lot of this teaching and learning is provided for through story and circle time opportunities. British values are taught explicitly through Personal, Social, Emotional Development (PSED), and Religious Education (RE). See appendix 2.

Further opportunities are taken to actively promote British Values through our assemblies and whole school systems and structures such as electing and running a successful School Council (Year 1 upwards). Actively promoting British Values also means challenging pupils, staff or parents expressing opinions contrary to fundamental British Values, including ‘extremist’ views.

## 10. Additional Needs

- **More Able Gifted and Talented (MA&GT)**

Farnworth CE Primary School welcomes children with a wide range of abilities. Everybody is perceived to be an individual of great value. We provide a secure yet challenging educational environment which will stimulate the development of all children and enable them to maximise their full potential.

### Definitions

- **Able:** *describes children with one or more abilities developed to a level significantly ahead of their year group (or with the potential to develop those abilities).*
- **Gifted:** *describes learners who have an exceptional ability to excel academically in one or more of the specific areas of the EYFS curriculum.*
- **Talented:** *describes learners who have the ability to excel in practical skills such as sport or artistic performance.*

- **Special Educational Needs (SEND) Procedures**

Some children may enter Reception with already identified SEND. Our inclusive provision and curriculum ensures that all children regardless of their ability access learning opportunities.

Children for whom staff have concerns regarding levels of progress or engagement with learning opportunities are identified and closely monitored. Opportunities to meet and discuss a child’s specific needs with their parents / carers are created and, if necessary, an individualised SEND plan is drawn up in partnership with school and parents. These plans identify the child’s area/s of concern, set specific learning targets and outline the steps needed to ensure these targets are met and progress is made.

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## 11. Health, Safety and Well Being

Children learn best when they are healthy, safe and secure; when their individual needs are met and when they have positive relationships with the adults caring for them. Our School's safeguarding policy includes EYFS.

Parents are asked to state if they give permission for their child's image to be used on the school's website and on Twitter, through paperwork during the transition period into school.

As we are a 'Healthy School' we encourage parents to provide a healthy daily snack for their child and a bottle of fresh, still, unflavoured water. Our children receive free fruit and milk under the Government scheme.

All accidents are taken seriously and logged. If a child bangs their head then a call to parents/carers is made. Cold compresses are stored in the EYFS fridge.

We fully adhere to the School procedure for Child Protection.

## 12. Transition

- **From pre-school / home to school**

As a school we recognise how anxious parents can be at transition points and particularly so when a child makes the important transition into school. Our aim is to work with parents and carers to make these transitions as seamless as possible. Prior to children starting in the Reception year an initial welcome meeting takes place in the summer term. This meeting provides an opportunity to meet with various members of the school community including staff (teachers, teaching assistants, WizzKids and the catering team), governors, PTA members and representatives from School Health. There are also presentations about starting school and 'Starter Pack' paperwork. As importantly, this meeting enables parents to begin to develop friendships with other parents whose children are also starting school.

In order to familiarise the children with their new environment, opportunities are also provided for them to visit school for either a morning or afternoon session, to have a 'Stay and Play' session with a parent or carer and to attend a 'Teddy Bears' Picnic'.

During the summer term, school staff also visit pre-school settings. These visits provide a valuable insight into how the children are in their current setting and provide opportunities for information to be shared.

As a school we recognise that many children are used to attending pre-school settings and that some of the children will have been in full time placements. However, this is not a universal experience and for most children starting school full-time is extremely tiring. To support the children with this transition and, as important, to help the staff team to get to know them and to accurately assess their 'baseline' knowledge, the children begin school in September on a part time basis - morning or afternoon sessions (two hours duration).

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Likewise, prior to commencing full time, the children all attend a morning session and stay to have lunch. Staging their start in such a way ensures that the children are fully prepared to attend school full-time. However, occasionally, part-time sessions are extended dependent upon individual children's needs and with the full agreement of both school and home.

- **From EYFS into Year One**

(Please refer to Transition Policy – Appendix three)

Throughout the Reception year, each child's involvement in the whole school life is systematically built upon and many of the school's teaching and support staff become familiar people to them. Once settled in school, the children take part in Key Stage 1 assemblies and whole school collective worship as well as sharing lunch time with the Key Stage 1 children. Prior to moving into Year 1, the children spend a morning session with their new teacher and a 'Meet and Greet' opportunity is available for parents and carers to meet the new Year 1 teacher.

### **13. Monitoring and Review**

It is the responsibility of those working in the EYFS to follow the principles stated in this policy. The EYFS and KS1 Assistant Headteacher will carry out monitoring on the EYFS as part of the whole school monitoring process. The Curriculum Committee of the Governing Body will also be part of this process. This policy will be reviewed bi-annually.

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## **STATEMENT OF AIMS, PROCEDURES AND SAFE USE AGREEMENT**

### **Online learning journal**

#### **Aims**

At Farnworth CE Primary School we provide all children in Reception with an 'online learning journal' through the platform of 'Tapestry', which records observations, photos and videos and also provides an opportunity for parents to comment and add their own observations to their own child's journal. Our aim is to provide a strong partnership between school and home by providing parents and carers with an exciting way of keeping track of their child's development and their time in Reception.

#### **Procedures**

- At Farnworth CE Primary School we use the secure online system Tapestry which allows staff and parents to access the information via a personal password protected login.
- Each child is added to the Tapestry platform and their class teacher and / or teaching assistant are responsible for their development and the compilation of their learning journals.
- Parents logging into the system are only able to see their own child(ren)'s learning journal.
- Parent access allows them to comment (or 'reply') to observations that staff have inputted as well as adding their own observations and photos/videos – any observations the parents add have to be approved and added into the journal by the staff to ensure appropriate content.
- Before parents are linked to their child(ren)'s learning journal they are asked to give permission for their child's photo to appear in other children's learning journals.

- Before using and accessing the system, parents have to sign to agree not to download and share any information on any other online platforms or social networking sites (such as Facebook).
- Whilst Tapestry provides a fantastic tool for sharing information between the school and parents, it is not to be used as a way of sharing general communication. Each child’s learning journal is a document to record their learning and development which parents can add comments on or contribute to with information of what they have been doing at home. Any further discussion of progress or concerns will be done during a face to face conversation at school during a prior agreed time.
- Observations are monitored by the EYFS / KS1 Assistant Headteacher and assessed to ensure they are providing relevant and informative information.

**Safe Use Agreement**

- Staff should log out of the Tapestry app or program when they are finished in order to maintain confidentiality.
- Staff should not share log in or password details with any person not employed by Farnworth CE Primary School.
- Staff should not share any information or photographs relating to children with any person not employed by Farnworth CE Primary School.
- Staff should take all responsible steps to ensure the safe keeping of any portable device e.g. iPad that they are using and report any missing devices.
- If accessing Tapestry with a private computer, not on school premises, staff must maintain confidentiality and professionalism.
- All entries on Tapestry must be appropriate.
- All entries on Tapestry remain the property of Farnworth CE Primary School.
- At all times staff must comply with Child Protection policies and Computer safe use policies.

This policy runs in conjunction with the following policies:

- E-Safety policy
- Safeguarding policy

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### **Promoting British Values in the Early Years Foundation Stage**

In November 2014 the Department of Education published guidance on promoting British values in schools to ensure young people leave school prepared for life in modern Britain. The guidance states that we have the duty to 'actively promote' the fundamental British values of:

- Democracy
- The Rule of Law
- Individual Liberty
- Mutual Respect
- Tolerance of those of different Faiths and Beliefs

### **How do we promote 'British Values' in the Early Years Foundation Stage at Farnworth CE Primary?**

#### **Democracy:**

- Pupils have the opportunity to have their voices heard at the start of each new term when they are asked what they know about a topic and what they would like to know more about.
- Each Thursday/Friday there is a circle time session to evaluate the learning and activities from the week and the children comment on what they have enjoyed and what experiences they would like to develop and be provided within the continuous provision areas in the following week.
- Throughout the week the children are encouraged to engage in self-initiated learning, where they independently access the continuous provision areas and develop their own ideas, fascinations and curiosities.
- The children engage in daily votes such as when voting through a show of hands when choosing which story to share at story time.
- Circle time discussions and questionnaires are conducted throughout the year.
- Throughout lessons children are encouraged to share their views and opinions and know that these are valued by staff and peers.
- Children are encouraged to talk about their feelings and there are 'Safe Places' set up around within the Early Years Foundation Stage Areas to provide the children with comfortable, quiet spaces to talk to adults within the school.

**The Rule of Law:**

- There is a clear whole school behaviour policy, which is closely adhered to.
- The children understand that the school values are set for good reasons and must be adhered to.
- The children are taught to understand that their own and others behaviour has consequences and that they have ‘choices’ to make as they are taught and learn to distinguish between right and wrong.
- At the beginning of the academic school year teachers and children collaborate to create the classroom rules and expectations and the codes of behaviour, children verbally agree to show that all children understand that the rules apply to everyone. For example the rules about tidying up.
- This understanding of the importance of the school values is consistently reinforced through our curriculum, class assemblies and displays.
- In order to encourage and promote positive behaviour, attitude and work, there is a whole school reward and consequence system that is consistently followed through the school.
- Each week a child is chosen to be ‘Star of the Week’ for positive behaviour and achievements. They take the class bear home and record their adventure which they then share with the class during the following week.
- Children’s achievements are recognised during celebration assemblies - star of the week and achievement assembly.
- Visits from authorities such as the police, the fire service etc. are regular parts of the school calendar.

**Individual Liberty:**

- Pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment.
- As a school we educate and provide clear boundaries for pupils to make choices safely, through provision of a safe environment and empowering education.
- Children are encouraged to know, understand and exercise their rights and personal freedoms and advised how to exercise these safely, for example through our E-Safety, PSHE lessons and circle time activities. For example whether it is through choice of learning activity/challenge, area (indoor/outdoor) in which they choose to learn or how they record their work, all pupils are given the freedom to make choices.

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- The children engage in self-initiated learning daily as part of the continuous provision in the Early Years Foundation Stage.
- Educate and provide boundaries for pupils to make informed choices.
- Pupils are encouraged to know, understand and exercise their rights and personal freedoms and advised how to exercise these safely, for example through our PSED/SEAL and e-safety lessons.

**Mutual Respect:**

- Respect is at the heart of our school values. All members of the school community are expected to treat each other with respect.
- Responsibilities are given to pupils e.g. daily helpers, areas of responsibility
- Displays around the school promote respect for each other, these skills are also taught in Show and Tell sessions where the children take an interest in what their peers have to say and share.
- Discussions and assemblies related to what this means and how it is seen.
- Children are encouraged and rewarded/celebrated for showing mutual respect within the community by being a good friend, good team player, recycling, protecting the environment etc.

**Tolerance of those of different Faiths and Beliefs:**

- Throughout the Reception year diversity is actively promoted through our celebrations of different faiths and cultures, e.g Diwali, Christmas, Chinese New Year.
- Understanding of the World and PSED lessons reinforce messages and celebrate tolerance and respect for others.
- Parents/carers and leaders of different faiths are welcomed to the school when available to share their beliefs.
- Children engage in activities varying from role play, dance, food tasting and cooking, arts and crafts and information gathering to develop their understanding of different faiths and traditions.

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## **Transition Policy**

### **Defining the terms**

Throughout this policy, the phrase ‘transition’ describes the seamless movement between the one phase to the next, whether that be Preschool to EYFS or EYFS and the first year of the national curriculum at Farnworth Church of England Primary School.

### **Transition: Pre-school to Reception**

#### **Aims**

At Farnworth Church of England Primary School, we want children and their families to experience a smooth educational and emotional transition from one phase to the next. This will ensure that children make the best all round progress.

#### **Equal Opportunities and Inclusion**

We are committed to ensuring that the process of transition from one stage to another is accessible and transparent to all and guides all children in a sensitive and supported way. We recognise that transition is a unique process for each child, which will be taken into account when planning this process for each individual.

The children and parents are actively involved in the transition process and their perceptions about transition are explored and valued.

There are clear curriculum guidelines for children with learning difficulties during transition. Appropriate assistance will be provided in a variety of ways including:

- EYFS staff to attend meetings with preschool staff to discuss individual children’s needs
- Children who require extra support with transition will be invited to visit school on more occasions prior to starting in September
- A range of learning styles will be utilised to meet children’s individual needs
- Pupil’s ideas and motivations will be used as a starting point for learning
- The conceptual demand of the task will be adapted as appropriate to meet the needs of the child.

#### **Observation and Assessment**

When children enter EYFS, baseline assessments are completed and the information gained is used as the driving force to move the children’s learning forward. Continuous assessments with identified next steps ensure for individualised learning needs and styles to be accommodated for.

At Farnworth, we use eProfile for the inputting, recording and tracking of data and children’s progress. Tapestry, an online journaling system is used to compile day to day assessments, inform parents and engage parents with their child’ learning journey.

## Principles that underpin the transition from preschool to EYFS

The principles that underpin our transition policy are

- ✓ Children and their families should enjoy the transition process
- ✓ Parents and carers need to feel well informed about and comfortable with all transitions in their child's life.
- ✓ Children, parents/carers and staff need to be involved on an equal basis.
- ✓ Strong links are established between preschools, families and school
- ✓ Planning should be based upon assessment information from the previous setting
- ✓ There should be a professional regard for the information from the previous setting/phase
- ✓ The transition should motivate and challenge children
- ✓ Styles of teaching and learning should meet the needs of children and not pre-conceived notions of what is or is not appropriate for the next phase/Key Stage
- ✓ Children's emotional welfare, wellbeing and involvement should be assessed before and after transition through discussion, observation and baseline assessment.
- ✓ Staff allocation for a period prior to, during and after initial transition should be made to maximise the comfort and welfare of the children.
- ✓ Effective transition takes time, and is a process rather than an event.
- ✓ Transition is about the setting fitting the child, not the child fitting the setting.
- ✓ Transitions are not overlooked or left to chance, but thought about and planned in advance.

### Initial preparations, when starting at Farnworth CE Primary School

Once children have been allocated a place at our setting, EYFS staff will arrange to visit the children at their current preschool setting. School staff will seek to find information out about the children both academically and emotionally, their educational needs and any additional requirements. Children and their families are then invited to visit school for 'stay and play' sessions with and without a family member and to attend a 'Teddy Bears' picnic' where they will meet with their prospective Buddies once they start school in September.

Parents and carers are invited to a 'Welcome to Farnworth' meeting where they will receive a welcome pack containing a wealth of information regarding the transition process.

In September, the children are allocated morning or afternoon sessions for their transition period. During this time, EYFS staff carry out baseline observations.

After the first half term in school, parents are provided with the opportunity to discuss their child's transition and initial progress with the child's class teacher/key worker. This may take place during the school day with the children or after the school day.

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Author:	Heather Whitfield		Version:	1.1	
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## Transition: Reception to Year One

At Farnworth Church of England Primary School we are committed to the Early Years Foundation Stage curriculum. The EYFS provides the firm foundations upon which all subsequent learning builds.

The transition from Reception to Year One is managed in a planned way, taking into account the educational needs of all children of all abilities, including those who are working below and beyond the Foundation Stage curriculum. At Farnworth, we believe that the best practice is to view learning as a continuum, we must ensure that the transition between Reception and Year One is both smooth and appropriate to the child's needs, taking into account the EYFS curriculum and the demands of the National Curriculum.

To ensure Year One practice meets the needs of all children, we provide an effective and supportive bridge between both curriculums to support them.

### Aims

We want our children to experience a smooth transition as they leave the EYFS, so that the pace and quality of learning is maintained to ensure that children continue to make rapid, expected or better than expected progress in their new class.

### Equal opportunities and inclusion

Children and parents are actively involved in the transition process and their views are valued via regular pupil/parent discussions and meet and greet sessions, including an initial transition session in the summer term. During transition the progress of all children is scrutinised to ensure children who are underachieving are quickly identified, in addition to those who are exceeding end of year expectations. The learning environment and efficient monitoring of children's progress enables any learning barriers to be prevented / removed.

### Observation and Assessment

When assessment data is entered into STAT online, any children still working on the EYFS curriculum will have their results recorded using the principles of the EYFS. We are committed to utilising prior information from the previous year group in order to improve the rate of progress in the initial term of Year One.

We are committed to recognising all children as a 'Unique Child' and the development of their skills, knowledge and understanding. Through application of this policy we ensure that all of the children's needs are built upon appropriately, and the style of teaching and learning meets the needs of the children and not pre-conceived notions of what is appropriate in the next teaching phase.

### Principles that underpin the transition from EYFS to Year 1

- ✓ Good communication between Year One and Reception teachers.

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- ✓ Use the Early Years Outcomes and the Early Years curriculum information to develop planning for the autumn term.
- ✓ Year One planning will be adapted to make it more appropriate for the learning needs of the children.
- ✓ Where necessary, children will have work planned for in relation to the Early Years Outcomes (EYFS Curriculum) to meet their needs and to ‘close gaps in learning’ so that they may achieve expected levels of attainment in both the prime & the specific areas.
- ✓ Children who have achieved expected/ exceeding within the end of year expectations will be assessed using the new national curriculum assessment criteria from the onset.

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