



## CHACEWATER PRIMARY SCHOOL

### EARLY YEARS STRATEGY for 2022/23

#### INTENT

##### Chacewater Schools Vision.

At Chacewater School, we base our love of learning through a broad and balanced curriculum – fostered through the earliest stages of their academic lives, right throughout their journeys in our school. Therefore, in our Foundation Stage we strive to deliver a wide and varied learning experience, where we are fully committed to developing each child's unique potential. Thus, we promote children to lead their own learning through a balance of children's interests and that of the skills we want them to fulfil based through the Development Matters Strategy and those that will help them as they begin their journey through our school. These areas are then explored and deepened further by not only their surroundings, but the immediate learning opportunities nurtured by the staff. Over the years we have adapted how we teach, allowing us to experience with rotational groupings which are adult led, independent groupings where the children lead or opportunities which are based around previous learning experiences to captivate what they children have learnt over time.

The Early Years Framework, accompanied by Development Matters and Birth to 5 will then be pieced together by inspirational texts and hook books linked to the child's interest, incorporated and filtered throughout all learning experiences – Maths, Phonics and our afternoon sessions.

##### What do we look out for?

At Chacewater School our vision for success stems back from our belief that time and dedication initiated in the Early Years setting with parents, carers and agencies, builds fundamental relationships with children's families upon arrival to our school. Practitioners in the Early Years setting make exceptional links with desirable agencies and nursery provisions, whereby children meet the class teacher long before arrival, as well as discussing their interests and attainment with appropriate adults. Our thoughtful and thorough parent appointments, open classroom and staggered start program, allows parents to engage in the school's ethos prior to their children starting school. These exceptional links allow the children and their families to have a smoother transition into school life, allowing the children to have an essence of self confidence and awareness immediately and their relationships with peers and staff have already been made.

##### What do we want to achieve?

In the Foundation Stage we believe that our children should feel safe and happy in a stimulating learning environment, which allows them to reach their best academically, but also developing their thirst for knowledge, fostering a love of learning and leave our school with exceptional independent learning skills.

From this, we expect that all children within the Early Years setting make strong progress from their accurate starting points assessed through their initial baseline assessments. Along with the statutory baseline assessments that all reception classes are required to carry out, our school undertake our very own assessments too. These baseline statements are taken from the statutory framework and Development Matters Framework and are used to address areas of weakness and strengths within the earliest stages of the children's schooling experiences. These are recorded and used to plan the provision

for the cohort, addressing all areas of particular focus. Practitioners in the foundation stage make professional judgements as to where they believe the children are working at. These then link and are continuously monitored through the observations recorded on Tapestry and by having termly meetings with SLT using Target Tracker to support.

### How do we do this?

All staff in the Early Years sector have a clear vision for Chacewater School and how we deliver our provision and why.

Children have a passion for learning.

Children will learn a broad, balanced and stimulating curriculum which has an emphasis on the development of reading, vocabulary and writing.

Children deepen their learning further through the use of well planned and thought out continuous provision linked to our overarching themes and hook books.

Children to have opportunities to access writing.

Children to be taught a high standard of Read Write Inc.

For parents to be involved in the children's learning in the foundation stage.

### Curriculum Overview

Each year a curriculum overview plan is created based on the information we have received from the parents and children during the come and play sessions, parent appointments, nursery visits etc. These overviews can change overtime dependent on the cohort and children's interest, but factor in general themes to cover (based on the expectations of those in the foundation stage using Development Matters and Birth to 5) and linking possible texts and wow moments.

We aim to cover the 7 areas of the EYFS framework. These areas are broken down into:

Communication and Language

Personal, Social and Emotional Development

Physical Development

Literacy

Mathematics

Understanding the World

Expressive Arts and Design.

An overview of how we deliver these areas are broken down in the implementation.

Reception 2021/22 Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes : These themes may be adapted at various points to allow for children's interests to flow through the provision	<b>All About me!</b> Starting school / my new class / New Beginnings / Careers Staying healthy / Food / Human body How have I changed? My family / PSED focus What am I good at? How do I make others feel? Being kind / staying safe / our families.	<b>Festivals and Celebrations!</b> Traditional Tales Little Red Hen - Harvest Halloween/ Diwali/ Bonfire Night/ Guy Fawkes/ The Nativity Story. Old favourites Familiar tales Gingerbread Man The Nativity Christmas Lists Letters to Father Christmas	<b>Amazing Animals!</b> Life cycles Safari Animals around the world Climates / Hibernation Down on the Farm Min Beasts Animal Arts and crafts Night and day animals Animal patterns David Attenborough Happy Habitats Extinction - extinct animals. Lifecycle of butterflies	<b>Come Outside!</b> Plants & Flowers Weather / seasons The great outdoors Outdoor Adventure Planting seeds Reduce, Reuse & Recycle Fun Science / Materials / gardening. Why and how do things grow? Parts of a plant.	<b>Superhero's!</b> Who is our superhero and why? Links to families. Links to people and the communities. Those who help us - police, fireman, doctors, nurses etc.	<b>Fun at the Seaside/Pirate s/Transport!</b> Where we live? Links to our country/ our country/ our community. Where do we like to go? How would we get there? Maps/ School trips.

Possible Texts and 'old favourites'	Owl Babies The Smartest Giant The Colour Monster The Rainbow Fish What Makes Me and Me Elmer The Elephant My Funny Family	The Jolly Postman Farmer Duck Christmas Story / Nativity Rama and Sita Stick Man Room On a Broom Gingerbread Man Bonfire Night	The Very Hungry Caterpillar Tiger who came to tea Diary of a wombat Pig in the Pond Monkey Puzzle Dear Zoo The Snail and the Whale	The Tiny Seed Jack and the Beanstalk Tree, Seasons come and seasons go A stroll through the seasons The Enormous Turnip	Chip My mum the supermum 10 superheroes Supertato valley of doom Supertato run veggies Supertato Superworm	Under the sea Where in the world shall we go? Send me a postcard! Marine life Fossils - Mary Anning Seasides in the past Compare: Now and then! Seaside art Chip the seagull Lighthouse keepers lunch
'Wow' moment s	Name Writing Face portrait Brighter smiles visit Harvest Time Birthdays Favourite Songs What do I want to be when I grow up? Video for parents. Tapestry set up. All about me boxes	Guy Fawkes / Bonfire Night Christmas Time / Nativity Diwali Halloween Remembrance day Road Safety Children in Need Anti- Bullying Week Christmas letter to Santa	Chinese New Year LENT Valentine's Day Internet Safety Day Animal day - dress up? School visit? Animals being bought into school? Newts and Tadpoles introduced. Writing opportunities	Walk to the park / Picnic Planting seeds Easter time Weather Forecast videos Nature Scavenger Hunt Mother's Day Queen's Birthday Easter Egg Hunt Outdoor adventures	Fire engine/ police visit. Superhero dress up day Who are our superhero writing opportunities. Superhero headquarters. Visits from other people who are our superhero's Tapestry observations on children's superheroes at home - grandparents etc.	Visit to the beach Under the Sea - singing songs and sea shanties Fossil hunting Father's Day Healthy Eating Week World Environment Day Pirate Day Ice - Cream at the park Sports day End of Term Transition days

## Implementation

### Transition into Reception and engagement with parents

Starting school can be a daunting affair for both children and parents. At Chacewater School we make every effort to ensure this transition is as smooth as possible. Once we have the confirmed list of new starters (usually after the Easter holidays) we will write to everyone and invite them to a personal meeting with the Head teacher and Reception Teacher so we can begin to get to know the family.

In the summer term we plan a number of 'Come & Play' sessions for children who will be starting school with us in September. The class teacher will also make a personal visit to children in local pre-school settings. This will give her a chance to talk to your child's key worker and find out a little more about them and see them in an environment they are comfortable in.

### Engagement with parents

We meet parents of new starters during the Summer Term. First, at a planned parent's appointment and then parents are invited to an Open Afternoon to meet the uniform provider, After-school club, school caterers and Friends of Chacewater School. They will also have the opportunity to meet Governors, the Acorns Class staff and visit the classroom with their child.

A 'Starting School' booklet is provided to support families with all the information they might need about our school. This booklet is updated every year to make sure it reflects the needs of our families.

We also use Tapestry as a mean of communication during the week for parents and practitioners in the Early Years setting. This also allows parents and guardians to engage in the provision that is taking part in the classroom.

Parents are also greeted by the class teacher every morning as they drop and pick up their children.

During the Autumn Term, parents are invited into the classroom to engage in a presentation with the class teacher and practitioners to discuss how Early Years is taught.

Along with the rest of the school, parents are also invited in during the first and second half term for a parent appointment and to discuss their child's progress.

### **Baseline assessment**

Baseline assessments are compared to their nursery end of year assessments and information the parents provide us.

We use and write our own baseline activities for the specific and prime areas of learning. We also complete the government statutory baseline assessments.

We aim to complete all baseline assessments within the first month of the children starting school. We use these assessments to reinforce planning for the upcoming term.

These baseline assessments are carried out through a mixture of 1-1 tasks, small groups and observations. We use the criteria in 3-4 development matters to help us plan our assessments.

When analysing the data, we carefully look at the strengths and areas of improvement within both the prime and specific areas of learning.

Summative assessments are then recorded on Target Tracker every term.

Planning reflects the priorities recorded in the baseline, alongside the children's interests and long term plan and intent for EYFS.

### **Classroom Organisation and Balance of child-initiated activities and adult led activities.**

A thoughtful process is constructed to ensure that all children in the Early Years Foundation Stage are accessing a range of different adult led activities and child led activities.

Whole class direct teaching is carried out for Maths, PE and Topic (the wider curriculum).

Differentiated smaller groups are carried out for Read Write Inc.

We have 1-1 work which is carried out for Read Write Inc interventions.

NELI is carried out with targeted children.

Continuous provision is carried out twice a day. Once in the morning and in the afternoon.

### **Early Reading**

**Reading is at the heart of our curriculum.**

At Chacewater School, Phonics is delivered throughout KS1 and EYFS similarly.

#### **How do we make sure children make progress?**

- Phonics is taught daily following the Read Write Inc (RWI) progression of sounds to ensure a systematic approach.
- Phonic lessons follow the same sequence of teach, practise, revise, review and apply, including daily partner reading. Planning includes assessment for the graphemes taught. Phonics is assessed half termly to identify gaps in learning to inform future planning and intervention.

- The comprehension aspect of reading is taught through whole class guided sessions. The teachers focus their questioning on the 6 reading domains: clarifying, questioning, explaining, retrieval, summarising and predicting. To support the children's understanding, dual-coding through 'The Pawsome Gang' is used.



In the Early Years Foundation Stage, we deliver phonics from the start, immersing children with sound exposition from the start of their experience in school. During this period, we assess the children using our baseline assessments and teach the initial set 1 sounds following the Read Write Inc programme.

The teacher delivers a speed sound lesson to the whole class which includes the 'sound of the day', rhyme and handwriting process and objects that also begin with the sound of the day. We also link early reading, oral blending and CVC recognition into these sessions as well.

#### **How do we match the pupil's reading books to their phonic ability?**

Through the Read Write Inc programme, children are given books that match the sounds that they have been taught. Children are then able to read with confidence and practice sounds at home.

- Pupils are assessed daily in phonics as well as half termly using the RWI assessments. Assessment then informs which books match to the pupil's phonic ability.
- Staff in EYFS are responsible for changing and or checking the pupil's reading books.
- Pupils who are learning phonics in EYFS take home three books: a book bag book, a read write story book and a book for pleasure.

#### **How do we promote a love of reading?**

Reading underpins our schools' approach to learning and therefore as well as this, phonics and reading is essential to all areas of the curriculum. Continuous provision activities are set up with reading at the heart of what we teach. As well as this, hook books underpin the children's learning and are used to encourage discussion and promote each topic which is taught across the EYFS year. Children are given enriching opportunities to delve into storytelling and sequencing using story stages, story spoons and tough trays that link to the book of the week. We also visit the Library weekly to create a essence of reading for pleasure.



#### **How do we deliver this in phonics?**

-The children are assessed and accurately placed into groupings according to their individual needs. Each group consists of 5/6 children. Children access 2 adult led activities which are led by the teacher and the teaching assistant. One focus is on reading and the other is on writing.

- The children then access child led activities which are set up to make links to the learning that is taking place. These activities link back to the sound of the day, reading opportunities and fine and gross motor skills to build up their finger strength and muscles for writing.
- Links are also made throughout continuous provision opportunities daily.
- Use of hook books to navigate learning.

### **Approaches to building Early Mathematical skills**

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. In Early Years our aim is to build a strong association with number and a deepening understanding of how numbers can be characterised using varied resources, environments and representations to help them with this.

By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

### **How do we deliver this at Chacewater?**

- Maths session always begins with a song - relating to the Development Matters framework, something the children need to know by the end of the reception year.
- Maths sessions always begin with a teacher input. Number of the week (focusing on NCETM and Numberblocks). Different ways to represent a numeral or number, is taught at the beginning of a lesson to allow children to see that numbers can be represented in a variety of different ways: eg: hands, fingers, dice, numicon etc. This year we are also taking part in the Mastery Number project.
- At the beginning of the week and as part of an assessment tool, children access learning around the room in a continuous provision style, allowing teachers and TA's to assess what the children already know and what they don't. This then helps the delivery of the rest of the week's planning. Teacher and TA's then revisit this on their Friday sessions and assessments and observations of the children in that week are then put into a folder on Tapestry and are assessed as a group and then as an individual child. Pictures are uploaded onto Tapestry of the 4 sessions children all took part in over the course of the week.
- Maths sessions are separated into three groups (adult led). These groups are always practical and looking over different ways of visualising and representing. Children rotate through these groups over the course of the week and each teacher/TA has an objective (taken from the Development Matters Framework) in which helps assess the children and what they can/can't do. This then helps reinforce planning for the next week.
- Our independent groups where the children access the provision themselves are broken down into
  - Learning that has been taught previously, learning that links to Mastering Number, Learning that links to the number of the week.



## How do we deliver this in Maths?

- We follow the Mastering Number project and have great emphasis on children representing and understanding numbers to 10. We delve deeper into the children's understanding of number and ways we can represent these in different ways.
- We run 3 adult led activities of 5/6 children where our focus looks at objectives from Development Matters and the Mastery Number Project, along with a focus of the number of the week.
- Our continuous provision opportunities allow children to make links to previous learning opportunities, links to the numbers of the week, links to subitising and mastering number and a challenge station. These are recorded on Tapestry and discussed/assessed with all practitioners in the room.
- We then assess the children using hashtags on Tapestry. This allows us to see who has got the objectives and who needs more work. It also allows us to adapt our weekly planning if necessary and come back to these objectives again if children need additional support.

A copy of how we plan maths is attached below.

MATHS PLANNING  
Week 3 WC 9.5.23

### NUMBER OF THE WEEK: 13

#### White Rose Focus - Adding More

- Link the number symbol (numeral) with its cardinal number value.
- Count beyond ten.
- Count objects, actions and sounds to 10 and beyond.

ELG - Have a deep understanding of number to 10, including the composition of each number

- Mastery number programme used to support. Key focus from Mastery number and from the revised framework - **Cardinality, ordinality and counting**

Observations on Tapestry for reference - #addingmore, #counting

- #1 - Does not understand
- #2 - Partially understands
- #3 - Understands
- #4 - Exceeding their understanding

Teacher Input 11am	Teacher-Led Activity (extend across the week during LL to capture every child for	Continuous Provision Opportunity for child-initiated learning throughout the day along with
-----------------------	--	--

MATHS PLANNING		Acorns Class Summer 1	
		Objectives in rotations adult led groups/child led.	topic provision and during maths rotations
Monday	<b>Starter:</b> Number of the week <b>Input - Smart slide</b>	Monday launch lesson - teacher led - Danni to lead with input of number of the week and have an exploratory lesson for children.	<b>Previous learning -</b> - Counters, individual number lines drawn on the table and dice. Can you count and complete your number line to 20 first?
Tuesday	<b>Starter:</b> Number of the week <b>Teach: Smart slide</b>	Tuesday-Friday, LT leads, LW supports outside and EB inside.	Number tiles beyond 10 - 20.
Wednesday	<b>Starter:</b> Number of the week bunny <b>Teach: Smart slide</b>		Bingo matching sheets (from previous adult led activity)
Thursday	<b>Starter:</b> Number of the week <b>Teach: Smart slide</b>	<b>OUTSIDE OR INSIDE - LW to lead -</b>	<b>Continuous linked to mastering number -</b>
Friday	<b>Starter:</b> Number of the week <b>Teach: Smart slide</b>	<b>Adding machine</b> Children create an adding machine outside with pipes and balls. Children select their numbers by picking up a pebbled number (hidden upside down) and selecting the correct amount of balls that matches this. What number have you created? Can they have a go at recording their number sentences? Could they flip their number sentences? Does it still make the same amount?	Threading attached to <b>numicon</b> . Can you put the correct <b>amount</b> of beads to match the <b>numicon</b> ?  <b>Continuous linked to number -</b> Number puzzles. Whiteboards and pens to write. Sorting and matching representations to numerals.

## What books do we want our children to know?

During the first few weeks, we focus on the Colour Monster and the Colour Monster goes to school. In class we have a colour monster chart which we talk about regularly with the children. This chart is visible all year around.

**Autumn 1** - All about me.

**Hook books** - Owl Babies, The Smartest Giant, The Colour Monster, The Rainbow Fish, What Makes Me and Me ,Elmer The Elephant , My Funny Family.

**Autumn 2** - Festivals and celebrations

**Hook books** - The Jolly Postman, Farmer duck, Christmas story/ Nativity, Rama and Sita, Stick man, Room on a Broom, The gingerbread man. Bonfire Night

**Spring 1** - Superheroes

**Hook books** - Chip, My mum the supermum, 10 superheroes ,Supertato valley of doom ,Supertato run veggies ,Supertato , Superworm, Zippo the superhero?, Juniper Jupiter

**Spring 2** - Amazing animals

**Hook books** - The Very Hungry Caterpillar, Tiger who came to tea , Diary of a wombat ,Pig in the Pond, Monkey Puzzle, Dear Zoo, The Snail and the Whale, Lost and Found, What the ladybird heard.

**Summer 1** - Come outside

**Hook books** - The Tiny Seed, Jack and the Beanstalk , The Enormous Turnip , Handas surprise, The Acorn.

**Summer 2** -At the Beach

**Hook books** - Clem and Crab, What the Ladybird heard at the seaside, Here we Are, Pirates next door.

### How do we deliver the rest of the 7 areas in the Early Years Foundation Stage?

Half termly sequencing documents are created to show the progression of learning throughout each driving themes.

	Plan and introduce new vocabulary related to the exploration. Encourage children to use it in their discussions, as they care for living things								
<b>Understanding the world: The</b>	Children learn about the importance of	Animals that are familiar to us - pets.	Animals of significance and importance (farm	What is a habitat? Do all animals live in the	Children look at animals around the world, with a focus on	What do animals need to survive? Briefly	Are all animals the same? Children draw	What have we witnessed and observed on our	Children know about the importance of

<b>World science) focus</b>	taking care of living things and do this by witnessing and observing the lifecycle of animals in our classroom - tadpoles and caterpillars.  Children discover the world outside of where they live and begin to talk about the world in regards	Visit from Cats protection.  Hook book - Dear Zoo.	animals). What do they do?  Hook Book - What the ladybird heard.	same place? How do we know?  Draw on animals from the story of the monkey puzzle/ The Tiger who came to tea.	animals in Antarctica - why are these animals special?  Draw on work from our hook book - lost and found.	talk about what they eat - carnivores, herbivores etc.	on examples from the story 'Snail and the Whale' - similarities and differences amongst these animals compared to other animals we have learnt.  Hook book - snail and the whale.  Compare those	journey learning about animals?  Can we confidently talk about the lifecycle of some animals? Are they all the same?  Time to let the butterflies go.  Hook book - The Hungry Caterpillar.	taking care of living things and can confidently talk about the lifecycle of animals that they have witnessed - caterpillars and tadpoles. Some children can compare these to other animals we have explored through our
-----------------------------	--	--	--	--	---	--	--	--	--

### Communication and Language -

Circle times

Modelling spoken language and sentence structures

Opportunities to explore new vocabulary with new hook books.

Story times

Sentence stems - encouraging using full sentences when speaking and answering questions.



Small group work, everybody having the opportunity to talk.  
Opportunities for children to talk about their Tapestry observations.  
Acting out books - story stages.

#### Personal Social and Emotional Development -

Circle times

Modelling good friendships

Working on the colour monster stories.

Promoting the school behaviour values.

Giving children opportunities to play in smaller group settings during settling in periods.

Opportunities to get dressed for PE, outdoor adventure, fancy dress costumes in role play area.

Healthy eating linked to hook books - Supertato.

Modelling turn taking during activities.

Building strong relationships from the start of their school experiences, nursery visits, come and play sessions, settling in periods.

Focus children observations made through Tapestry.

#### Physical Development -

Real PE

Gross and Fine motor skills.

Pen pal activities

Funky finger activities

Bikes.

Outdoor adventure.

Equipment used during playtimes.

Targeted tough trays to build finger strength.

Dough disco.

#### Understanding the World - **Our themes are drivers for Understanding the world - past and present, the world and people and communities.**

Opportunities to explore the world through outdoor adventure.

Exploring where we live.

Discussing other countries linked to hook books - particularly our Animal topic in Spring 2.

Opportunities to look at those who help us in our local community, visits from police, fire fighters etc.

Visiting local places.

Investigating maps.

Looking at people who are of particular significance - Guy Fawkes etc, Jesus (The Nativity).

Lifecycles of animals and plants.

Seasonal changes.

#### Expressive Arts and Design -

Role play area opportunities linked to theme or hook book.

Story stages to act out known tales or stories familiar to them.

Daily creating tables.

Opportunities to mix colours and paint inside and outside.

Use of various materials to manipulate for purpose.

#### Key questions for our themes.

Autumn 1 - All about me - What makes me who I am? Who is in my family? How am I special? What do I need to look after me and my body? Where in the world do we live?

Autumn 2 - Festivals and Celebrations - Why do we celebrate special times? What times are special to us and why?

Spring 1 - Superheroes - What happens if I need help? Why are these people superheroes? Do all superheroes wear capes?

Spring 2 - Amazing Animals - What is a lifecycle? Who lives where? How do we take care of living things?

Summer 1 - Come Outside - What do plants need to grow? What are parts of a plant? What about Seasons?

Summer 2 - Life's a beach - Where do we live? Why is where we live special? What sinks and what floats? How do we know?

A mixture of inside and outside provision is used to implement these sessions with the children, and different methods and teaching styles used throughout. These opportunities are set up for children to access across the course of the week in afternoon continuous provision opportunities, amongst other things related to the weekly theme choice.

**You can find the long-term plans for each of these 7 areas attached below.**

### **Approaches to all other areas of EY teaching**

- Continuous provision is planned for each week according to the 7 areas of learning.
- There are always opportunities for the children to explore the inside and outside environment.
- Each area of continuous provision that is planned for has specific objectives that link back to development matters and the characteristics of effective learning.
- Adults are directed to different learning focuses where they will use different question starters and specific vocabulary linked to what we are covering. Independent continuous provision activities are modelled by an adult throughout the week to ensure progress.
- All adults in the EY classroom observe, listen and model play.
- Questioning is key to lead learning further.

### **Approaches to support SEN**

Teacher works with bottom 20% in targeted RWI groups throughout the year.

Targeted 1-1 groups for RWI interventions.

NELI interventions for communication and language.

PP children closely monitored by all staff in EYFS and discussed termly with SMT.

### **Development of staff expertise**

LGT is EYFS lead.

LGT completed her NQT year in 2018.

LGT regularly attends EYFS briefings with the rest of the TPAT schools.

LGT has also visited schools within TPAT to gain further knowledge and understanding for best practice.

DM is Assistant Headteacher and SMT and has been appointed to job share, making sure that SMT are always in the loop with how EYFS is ran.

All EYFS staff have taken part in the new EYFS framework training courses.

### **Transition from Reception in to Y1**

At Chacewater School, we are committed to making the transition throughout all children's lives as stress free as possible. Therefore, in EYFS, we prepare the children for their transition to year 1 with a

progression of skills and expectations throughout their year of learning. Children are provided with transition slots to get to know their teacher before they start and buddy classes are offered to classes in order for children throughout the school to get to know each other and their teachers beforehand.

## IMPACT

### How assessment happens and how it is used?

- Baseline in the initial term when children join school.
- Summative assessment happens 3 times a year (4 in EYFS) and is recorded on target tracker. This is a whole school approach.
- In order to make accurate assessments, termly meetings are made with the whole of the EYFS team to make sure we are all agreeing on assessments being taken place.
- RWI assessments are done every half term.
- Independent writes are completed every half term.
- All assessments made are quality assured by leads and SMT.

Through the delivery of a well-planned and challenging curriculum we aim that the pupils will leave the Early Years foundation stage with transferrable skills needed to start Key Stage 1. This will be measured at the end of reception as to whether the pupils have achieved a Good Level of Development. We aim that the pupils will leave the Early Years being able to read, have good personal, social and emotional skills, show a good level of listening and be resilient learners with inquisitive minds who are keen to learn.