



Working in the
Early Years Foundation Stage
2022-2023



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OSIDGE EARLY YEARS FOUNDATION STAGE

Welcome to our Early Years Team. Working in Reception Class is fun, exciting and rewarding. This booklet will ensure that everybody who is working in the EYFS shares the same aims, values and understands what is meant by outstanding practice.

The non statutory guidance Development Matters has been written for all Early Years Practitioners. It offers a top-level view of how children develop and learn. It guides, but does not replace, professional judgement. Each class has a copy of these documents and it is essential all practitioners are familiar with these.

OVERARCHING PRINCIPLES

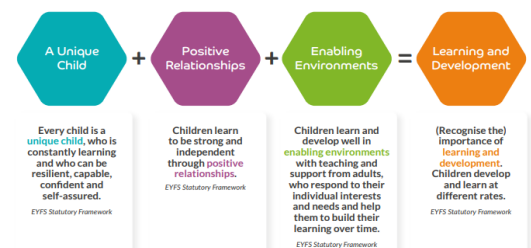
A Unique Child: Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured.

Positive Relationships: Children learn to be strong and independent through positive relationships.

Enabling Environments with Teaching and Support from Adults: 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 benefit from a strong partnership between practitioners and parents and/or carers.

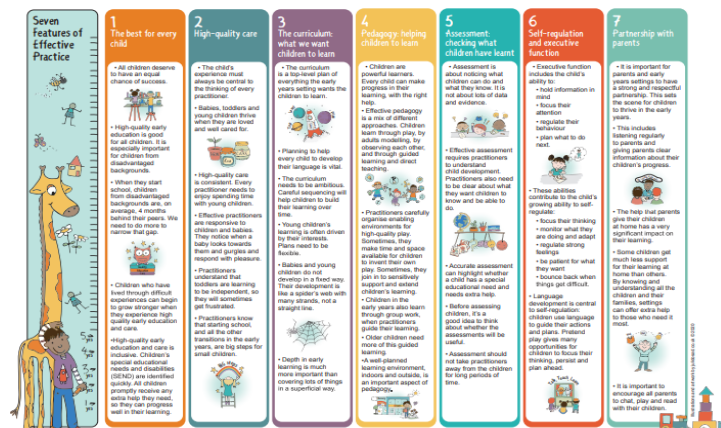
Learning and Development: Children develop and learn at different rates.

These principles are documented in the statutory framework and are as important as the actual content that we teach.



SEVEN KEY FEATURES OF EFFECTIVE PRACTICE

- The Best for Every Child:** All children deserve to have an equal chance of success.
- High-Quality Care:** The child's experience must always be central to the thinking of every practitioner.
- The Curriculum. What we want Children to Learn:** The curriculum is a top-level plan of everything the early years setting wants the children to learn. Must: Be ambitious; Help every child to develop language; be driven by their interests; focus on depth and mastery.



4. **Pedagogy. Helping Children to Learn:** A mix of approaches through enabling environments. Children learn: through play; adults modelling; observing each other; guided learning and direct learning.
5. **Assessment – Checking what children have learnt:** Noticing what children can do and what they know – not data or evidence and not take practitioners away from the children for periods of time.
6. **Self-Regulation and Executive Function:** A child's ability to hold information, focus attention, regulate behaviour and plan what to do next.
7. **Partnership with Parents:** Children will thrive in the Early Years when parents and Early Years settings have a strong and respectful partnership.

EQUAL OPPORTUNITIES

A commitment to valuing and respecting the diversity of individuals, families and communities must sit at the heart of the early years practice. Inequalities persist in society, with far-reaching effects on children's education, health and life chances. Our Early Years setting has a vital role to play in explicitly addressing all forms of discrimination and prejudice (*Birth to 5 Matters 2021*).

Osidge School believes that it is the right of every child to have access to a high-quality curriculum in a stimulating and supportive environment where prejudice and stereotypes are challenged. We aim to ensure that all children are able to access the learning environment, regardless of gender, ethnicity, physical ability, linguistic, cultural or home background. We aim to use the community as a source of learning. We use materials and equipment that reflect the community to which the children belong.

ARRANGEMENTS FOR ADDITIONAL NEED, EAL AND SEN

Osidge School aims to ensure that all needs are catered for within the learning environment and that the activities and resources are relevant and appropriate to the children's needs and previous experiences. Observations of the child inform future planning to ensure that planning builds on what the children already know and encourages a positive disposition to learning to prevent early failure. Children will be supported by adult intervention, or by careful adaptation of the activity to ensure that all children are able to participate fully at their own level. Teachers show considerations for differentiation on weekly planning, with specific regard to those children with SEN. Clear boundaries are set within the learning environment, and positive behaviour is promoted in accordance with our Behaviour Policy.

SETTLING IN

Before the Children Start: In July the Early Years Leader will make contact with the Nursery of children who will be starting Reception Class in September. The children and parents are invited to attend one of 4 'Stay & Play' sessions in the 2nd week of July where they can meet the Reception class teachers before classes are decided. They are invited back to visit their teacher and classroom for a 1 hour drop in session in 2 days in July and can attend the Welcome Evening.

Home Visits: Pre- arranged Home Visits take place during the half term of the academic year. The class teacher and supporting practitioner will see the children in their home environment and talk with the parents on an informal basis.

Starting School: Children start school in small groups which are staggered. The youngest children start first. Each small group of children starts school full time. On the first day, parents are encouraged to leave the setting once their child has settled. The children will come to school in the morning at 8:55am and stay for the whole day. The day will end at 3.05pm. Children who are finding it difficult to settle can have their days adapted for as long as is necessary. This must be discussed and agreed with the class teacher, the Early Years Leader and the parents.

Week 1 Group 1 8:55 - 3:05pm	Week 2 Group 2 8:55 - 3:05 pm	Week 2 Group 3 8:55 - 3:05 pm	Week 3 Group 4 8:55 - 3:05 pm
Start Date: Mon 5th Sept	Start Date: Mon 12th Sept	Start Date: Wed 14th Sept	Start Date: Mon 19th Sept

CLASSROOM ROUTINES

Reception Times of the Day

8.45am	Children choose table top activities
9.00am	Registration
9.05am	Carpet session (this carpet session will not to be introduced until all of the children have started school and are settled – start of Oct).
9.25am	Learning activities introduced
9.35am	Garden doors open, free flow learning and guided activities
10.15am	Tidy up outdoors
10.20am	Tidy up indoors
10.30am	Phonics (once all children are in full time).
11.25am	Story time
11.30am	Dragonfly Class go to lunch
11.35am	Ladybird Class go to lunch
11.30am – 12.30pm	Lunchtime (All staff return to class at 1pm. Class teachers to have lunch with the children during settling in period, up until the end of the first term)
12.35-1pm	Registration and carpet session
1pm	Garden doors open, free flow learning and physical skills area
2.30pm	Tidy up outdoors
2.35pm	Tidy up indoors
2.40pm	Carpet session
2.55pm	Story and whole class Time to Talk (children choose learning activities)
3.05pm	Home time

3.10 – 3.35pm Pupil Sharing.
Parent drop in sessions, Tuesday and Thursday.

Reception Star Assembly takes place weekly on Friday at 12.50pm

Reception Carpet Session Twenty minutes is the **absolute maximum** period of time that children should be sitting still for with uninterrupted movement breaks.

Fruit and water are available at all times and children must sit quietly to eat and drink.

GOING HOME

Children remain seated on the carpet and wait for the teacher to say their name. A Going Home Book is available on the class notice board for parents to write down any changes to collection arrangements. If nothing is in the Going Home Book, and another adult arrives to collect a child, you **must** contact the school office where the parents will be telephoned to check the arrangements.

STAFFING

Each classroom has two adults all day (excluding SEN support).

Classroom assistants arrive at 8.30am. All Early Years practitioners will set up the outdoor learning environment and receive a briefing for the day ahead.

Reception children do not stop for break time, and their play-based learning should not be stopped where at all possible.

Weekly team phase meetings will take place with the Early Years Leader:

Reception – Tuesday at 08:25 – 08:40am

In addition to this the Early Years leader will arrange two EYFS Team meetings each half term. 3 additional data meetings will be held for the class teachers every term.

PLANNING THE CURRICULUM

The EYFS learning and development requirements comprise:

- The 7 areas of Learning and Development and the educational programmes which involve activities and experiences for children under each of the 7 areas of development.
- The Early Learning Goals, which summarise the knowledge, skills and understanding that all young children should have gained by the end of the Reception Year.
- The assessment requirements to assess children's achievements and progress.

It will be the responsibility of teachers within the year group to plan their topics based on the objectives and the children's interests, providing provocations to ignite interest, imagination and curiosity, whilst always having the highest expectations for the children.





In **Reception** each class will follow the same topic for continuity across the classes. Planning for the forthcoming week will be done by the class teachers every week. Whilst learning objectives will remain the same the class teacher may change planned activities based upon the children's interests and progress across the week and to ensure motivation and challenge. In guided maths and writing Objective Led Planning is used to ensure the children are moved on and make progress and move on in their learning. Class teachers take into consideration the Cornerstones curriculum topics when planning once the children have settled.

There will be focus activities planned by the teacher in which children will participate. It is important that the majority of these activities do not distinguish between learning and play. Children will need support in their independent play. Assessment for learning will be used to ascertain where this support is needed; it may be focused on an individual or on an area of the curriculum. Practitioner will extend child-initiated play and will move children's learning on to the next step during this time or at the following learning session.

In **Reception** a guided or focus activity will take place each morning. The other member of staff in each class should support and extend children's play and support child-initiated learning. The guided activities may take place in the outdoor or indoor classroom.



GUIDED MATHS AND LITERACY IN RECEPTION



Guided **maths** is delivered through **objective led planning**. Where it is possible the learning environment will be set up and resourced to deliver the learning objective through child-initiated play opportunities. During the summer term it may be appropriate to direct small groups to guided activities that are led by an adult.

Guided **writing** is delivered through **objective led planning**. This will take place weekly over 2 days. The class teacher will complete guided writing with all the children in one day. One adult will extend mark making and writing through child-initiated play opportunities with half of the class and the remaining half will complete guided writing. This is rotated in day two so that all children experience guided writing. Guided writing is marked following the marking policy. Each child has a guided writing wallet for their work. All children will learn to access and use the speed sound cards when they write. Purple pen will be used when the class teacher has had a conference with each child to support next steps. The morning soft start ensures all children are writing on individual white boards daily, prior to registration.

With the introduction of RWI Phonic scheme, Reception practitioners ensure that children are given sufficient practice in reading and re-reading books that match the grapheme-phoneme correspondences

they know, both at school and at home. Phonic story books are sent home once children have read a story 3 times in class and are able to read the story very well.

Storytime in Reception is crucial and practitioners understand that reading to children is the best way of encouraging them to love books and reading. We know that when we love a book, our children will want to hear it again and again! We see our children thrive on repetition, and so by reading the same much-loved stories over and over, we know we are preparing their brains for success! We believe that when they know the story well, they will want to 'read' it over and over again, joining in with the actions and expressions used. By reading aloud, we take children into a world that goes well beyond our typical everyday spoken language. Books around topics are shared and one book a week is delivered explicitly throughout the week, focusing on 2 new key vocabulary words.

Guided **maths, writing and reading** records will be kept to inform future planning and next steps.

HANDWRITING

In **Reception** opportunities to develop handwriting skills are always available to children. This includes tactile and fine motor activities as well as gross motor activities that develop upper body and core strength. In **Reception** Write Dance will be taught and each afternoon the physical skills area will be used to support children to strengthen their physical skills and coordination. During **phonic sessions**, children will complete writing patterns daily and practice pencil control and how to sit at a table to write. As these skills develop the children will be taught how to form letter shapes and will practise this in their handwriting book. A physical intervention programme will support children who need additional help in their physical development.

THE OUTDOOR LEARNING ENVIRONMENT



The indoor and outdoor learning environment is viewed as one learning environment. High quality play opportunities in the outdoor area will support children's all-round learning and development. This is because the outdoor learning environment has unique characteristics and features which are enhanced by an environment that is richly resourced with play materials that can be adapted and used in different ways.

It is the class teachers' responsibility to set up the outdoor learning environment. This will take place each morning at **8.20am** before the morning meeting. At the end of the day teaching staff will spot check the area for potential hazards and ensure that equipment is clean and well maintained.

In **Reception** the children have access to the learning environment at **9.35 – 10:30 am** and **12.45 – 2.30pm**.

The **Risk Assessment** for the outdoor learning environment must be clearly displayed in the outdoor area and staff must ensure that the children are clear about the rules for behaviour and play.

Welly Wednesdays are planned for during PPA and will begin once the children are settled. Sessions will happen regardless of weather conditions and will take place in and around the school grounds, depending on children's interests, seasons and topics.

GUIDELINES FOR COLLECTING EVIDENCE AND COMPLETING THE PROFILE

The Early Years Curriculum has 7 areas of learning, 3 Prime Areas and 4 Specific Areas. The Prime Areas are key to enabling children to learn and develop securely. Children who are secure in the Prime Areas will achieve good levels of development and progress in the Specific Areas.

PRIME AREAS	SPECIFIC AREAS
<ul style="list-style-type: none">● Personal Social and Emotional Development● Communication and Language● Physical Development	<ul style="list-style-type: none">● Literacy● Mathematics● Understanding the World● Expressive Arts and Design

On entry into **Reception** a **Baseline Assessment** is completed for each child. The Baseline Assessment must be completed within the first 6 weeks of the individual child's start date and is a snapshot of each child's learning and development when they arrive in the setting, across the 17 areas of Learning & Development. In addition, the **Reception Baseline Assessment (RBA)** will be completed. The RBA is an age-appropriate assessment of early Mathematics and Literacy, Communication & Language. This is administered in the first six weeks of a pupil starting Reception.

Observational Checkpoints

Each class has a document entitled, 'Development Matters September 2020' which supports practitioners in making a judgment of each child's stage of development, referring to the Observational Checkpoints and 'Children in Reception will be learning to' guidance. These checkpoints will be used as a focus for discussion with colleagues - ***Has the child made progress in this area? Do we need more focussed/directed learning? Is the child on track with developmental milestones?***

The observation checkpoints can support practitioners to notice whether a child is at risk of falling behind in their development. Taking action quickly, using our professional judgement and our understanding of child development, can make all the difference. By monitoring the child's progress more closely, we can

make the right decisions about what sort of extra help is needed. Through sensitive dialogue with parents, carers and guardians, we can understand the child better whilst offering helpful suggestions to support the home learning environment. **School leaders will have challenging and robust meetings to discuss these children and ensure that action for support is in place and effective** (Pupil Progress).

Birth to 5 Matters may be consulted to help practitioners identify a range that most closely describes the child's development and learning, and then consider the suggestions for adults within that range (or earlier ranges) to plan to support continued progress. The guidance can also help to identify when children may need additional support. In summative assessments, comparing best fit judgements of ranges with typical age spans can help identify whether children are roughly on track, or are progressing more slowly or quickly. This information can be useful for leaders and managers in planning for the continual improvement of practice and provision in the setting.

Such ongoing assessment involves practitioners knowing children's level of attainment and interests and then to shape teaching and learning experiences for each child reflecting their knowledge. Practitioners should respond to their own day to day observations. Assessment should not entail prolonged breaks from interaction with children, nor require excessive paperwork... practitioners should draw on their knowledge of the child and their own expert professional judgement and should not require to prove this through the collection of physical evidence.

The Educational Programmes outlined in the Statutory Framework for the Early Years Foundation Stage 2021' will be consulted to support the planning of essential skills, learning and development.

The Baseline Assessment is a starting point which will be used to track each child's **progress** across the year. At Osidge attainment is tracked at baseline, Spring and for final judgements. This is done by giving a RAG judgement for each strand of learning. In **Reception** this will be completed until the submission of the EYFS Data in June. This is done by giving a judgement of emerging (1) or expected (2) against the Early Learning Goals. The scores are collected and calculated by Barnet LEA. Each **Reception** Class has a document entitled 'EYFS Exemplification' which contains examples of the level of learning and development expected at the end of the EYFS. (Please refer to Baseline and Tracking Guidelines).

To ensure all staff have a clear understanding of the profile, **Reception** teachers will attend 3 Data Meetings each term to identify progress in learning by sharing samples of work, observations and knowledge of the children. Observations will capture progress. Professional dialogue will share that progress. Summative progress will monitor the progress through the curriculum. Practitioners will spend time daily and in weekly phase meetings, discussing children who need extra support, to agree actions moving forward. Teachers will track individual children across the three Prime areas and the four Specific areas of the Foundation Stage and track individual attainment to maintain an overall picture of the class achievements. In addition, the EYFS team will moderate judgements with the Partnership Schools.

At the end of Reception, the information from the Profile will be analysed and information gained from the profile will be shared as part of the children's Transition to Year One and to inform areas of development as part of the School Improvement.

EVIDENCE OF CHILDREN'S PROGRESS

PROFILE BOOKS

'**Learning Journey's**' will evidence children's progress from entry to the end of the EYFS is documented here creating a profile of the child. This profile is a record of each child's progress towards the Early Learning Goals and ensures that an accurate assessment is made. The evidence will also be used throughout the year for moderation purposes and to ensure continuity across the year group. (Please refer to Profile Book Guidelines). Next steps must be shown clearly in profile books.

Observations will not happen often, but will be done well. Extended Learning Stories will evidence children's interests, learning and development, characteristics of effective learning and next steps. A focus child approach (or 2 focus children per week) will be adopted, to ensure clear targets can be devised for the unique child and used to inform the following week's planning, based on their interests and next steps in learning.

Evidence will be collated in the form of 3 pieces of evidence for each child, every 2 weeks to identify progress and next steps. One piece of evidence will be a literacy sample, one maths and one following a child's own interests.

The profile books will be available to children, teachers and parents to add samples of work and comments.

Purple pen must be used only by the children when fast feedback has been given and to evidence their next steps in learning.

PARENTS INVOLVEMENT IS STATUTORY

It is a **statutory requirement to record comments** from **parents** and **carers** to form part of the evidence in the profile.

Home Visits -This is an opportunity to informally observe a child in their home surroundings to build up a picture of the whole child. This is a key opportunity to gain information about the child from their main carer; the person who knows the child best. This can be evidenced in the All About Me Book or on a post it note which will go into the child's Learning Journey.

Reception Drop in Sessions- Half termly the parents and carers of 6 focus children a week are invited to look at their child's book and make comments about their child's learning and development. They will take place Tuesday and Thursday between 3.10-3.30pm. The teaching team are available to discuss children's progress. Additional relevant comments made by parents will be recorded on a post-it note which will go into the child's Special Work Book. In addition to this any relevant information informally

shared by parents and carers on a day to day basis will be recorded in the same way. Parents must be informed of their child's next steps and will sign their 'next step bubbles' in their profile books to evidence that this has been shared.

Reception Parent Consultations- Parents will be informed of their child's achievements and what we are doing to develop skills further. Consultations take place termly during Autumn and Spring. Parents' comments will be recorded on the child's 'Parent Consultation Meeting' form. A copy of this will be given to the parents and one copy to be placed in the Profile Books.

Possible Lines Of Development (PLOD) Summary Sheets – These will be shared with parents in the first and second terms, showing their child's current development and where they are regarding meeting milestones towards the Early Learning Goals at the End of Reception. Parents are clear as to whether their child is 'emerging' or 'on track' for meeting the final Early Learning Goals in the summer term. Next steps are shared with parents on the PLOD sheet.

Informal Discussions - Any relevant information informally shared by parents and carers will be recorded on a post it-note which will go into the child's Learning Journey.

WOW Certificates – **Reception** parents can record any positive comments about their child's learning, events and achievements at school or home on WOW certificates which are kept in the cloak room area.

Weekly Newsletters - A separate weekly Early Years newsletter is sent home weekly to parents. The newsletter informs the parents of their children's learning during that week, together with ideas and activities that parents can do at home to reinforce and practise the learning.

CHILDREN'S OWNERSHIP

Children will be involved in the collection of their own evidence. Floor books are available for children to look at and stick in their own work, creating a collaborative book of ideas, interests and experiences for sharing. The books must be easily accessible to the children each day. Teachers will share children's individual Learning Journey during the child's focus week, annotating the book with the child's comments.

TRANSITION RECORDS

All children who have attended a pre-school or nursery will have a transition record. These may be sent directly to school or you may need to ask the parents for a copy of their record. The transition record is a report on the child's progress in the six areas of learning. This information can be used to reaffirm any assessments that you made and must be inserted in the front cover of each child's profile book.

SAMPLES OF WRITING

Writing needs to be taught in areas of the classroom where writing is purposeful for example role play, construction, or labelling in the garden. It is important to keep samples of independent and child-initiated writing. These samples of writing may be influenced by teacher expectations therefore they need to be annotated to show the level of support given. Children will use purple pen to show a conference between the teacher and the child has been had, giving children the opportunity to respond to feedback in their writing immediately.

PHOTOGRAPHS

Photographs are an excellent way of recording information about activities in all areas of learning. The area of learning will be recorded next to the photograph. To give a context to the photograph it must include a post it observation or annotation of the child's comments.

GUIDED WORK

After the children have settled into **Reception** guided learning will take place weekly for Maths and Literacy. Guided work will be marked using the EYFS marking Policy Guidelines and stored in the child's guided work wallet.

EXTENDED OBSERVATIONS

The class teacher should complete longer, extended observations looking at the children's Characteristics of Learning. 2 extended observations per child, per year should be made. These should include next steps for learning.

EXTENDING CHILD INITIATED PLAY

Child initiated play and learning is very important. Practitioners will support and extend child-initiated play and learning daily. This involves joining in with the child's play and learning then acting as a role model and scaffolding to help move the children's learning on. It is important that the teaching team is aware of each child's stage of development and next step so that the children's learning is moved on appropriately during free flow learning time. To support this, the Class Teacher must ensure that robust discussions with practitioners occur regularly so that they are aware of any areas of need or gaps in learning and will provide key information about this in planning documents. This includes Medium Term Planning with weekly learning objectives for the class; **Reception** Objective Led Planning; Quality First Provision; Data Analysis of children's progress. When a member of the teaching team is supporting child-initiated play and learning it is **imperative** that the **class teacher** shares the learning needs and next steps of the group or individual. This can be done verbally. It will be appropriate that the supporting practitioner makes comments on the TA Interaction Feedback Form. In addition to this it is **essential** that the team share information with one another during daily informal chats about the children they have been working with.