

Piddle Valley CE First School EYFS Policy: Intent, Implementation and

Introduction



At Piddle Valley CE First School we use the term Early Years Foundation Stage (EYFS) to refer to the time from when a child enters Pre-School, either full-time or part-time, to the end of the Reception year. This early development and learning is a distinct phase in each child's education and should provide an essential and firm foundation for their future school life. Within this document, the term EYFS is used to describe children who are in the Pre-School (Feathers) and Reception class (Forest Class). The term 'parents' includes other carers responsible for the child.

"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. A secure, safe and happy childhood is important in its own right and it provides the foundation for children to make the most of their abilities and talents as they grow up."

Early Years Foundation Stage Profile, Department for Children, Schools and Families, April 2017

Core Values, Characteristics and Principles:

Intent	Implementation	Impact
<p>As a Church of England School, our intention is to enable the children to flourish as a unique individual within a strong Christian ethos. Our core values are distinctly Christian: Respect, Forgiveness, Responsibility, Courage and Creativity.</p> <p>All curriculum areas encourage a respect for difference, diversity and ways of living.</p> <p>Our aim is for worship to be creative and for children to talk about how it often inspires them to action.</p>	<p>Reception children join Collective Worship assemblies and have opportunity to reflect in silence, prayer, music and drama. They have time to reflect upon assemblies and these are shared in the class 'Reflection Diary'. Reception children have a weekly RE lesson which is predominantly Christian. Evidence for this is recorded in the whole class RE book. The school's Christian values are referred to throughout a child's learning journey in order to develop their moral and spiritual culture; relationships are the foundation for this.</p> <p>The school offers age appropriate and coherent relationships and sex education that reflects the school's Christian vision and supports pupils to form healthy relationships.</p>	<p>All members of the school community, whatever their background, disability, ethnicity, gender, identity, learning difficulty, nationality, religion, or sexual orientation are welcomed and treated with dignity and respect as people created in the image of God.</p> <p>Children feel safe to express their views without being made fun of in a culture of mutual respect. Children show respect for difference and staff challenge any prejudicial behaviour and language.</p> <p>Staff and children talk about how worship causes them to reflect on their behaviour, values and attitudes</p>

At Piddle Valley we aim to provide an excellent and motivating education, tailored to individual needs in a nurturing, warm, safe and secure environment. Our vision slogan; '**Living, Growing, Loving, Learning**' is at the heart of everything we do.

Success is celebrated; independence is encouraged; everyone is valued, respected as an individual and is eager to learn with enjoyment. The school has a fun, motivating and happy atmosphere where pupils reach their full potential.

Our intent is to develop **caring, respectful, courageous, responsible, creative and forgiving** individuals who are **confident, co-operative, considerate, conscientious, courteous** and skilled **communicators**.

We achieve these aims by ensuring our Pre-School and Reception classes are places where children's uniqueness is valued, where all children want to be, where they feel safe and nurtured and the experienced staff teams constantly strive for excellence.

Preschool children, when settled, join the school Collective Worship assembly where they participate fully with the whole school.

Within the classroom the children have access to Prayer Bear which is situated on the thinking chair. The children, at any time, can sit with Prayer Bear, cuddle, talk to, sit in thought or interact with it. Prayer Bear is also used at circle time when we are talking about our feelings and how they can make someone happy or sad.

Before lunch a group prayer is said giving thanks to our friends, family, homes and food we are about to eat.

Books relating to diversity, culture, religion and emotions are openly available to look at, read and start discussion about.

We put children at the heart of everything we say and do; recognising that all children are individual.

We adhere to the statutory framework of the EYFS and adhere to the level of progress children should be expected to have attained by the end of the EYFS, as defined by the **Early Learning Goals**.

The four guiding principles that shape practice at Piddle Valley:

- **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:** Children learn and

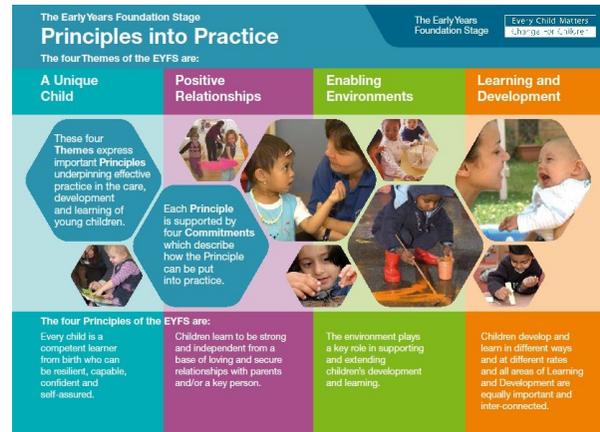
All children learn and develop well and are kept healthy and safe.

All children persevere and are resilient, capable, positive and eager learners with a strong sense of self.

Every child makes good progress and no child gets left behind.

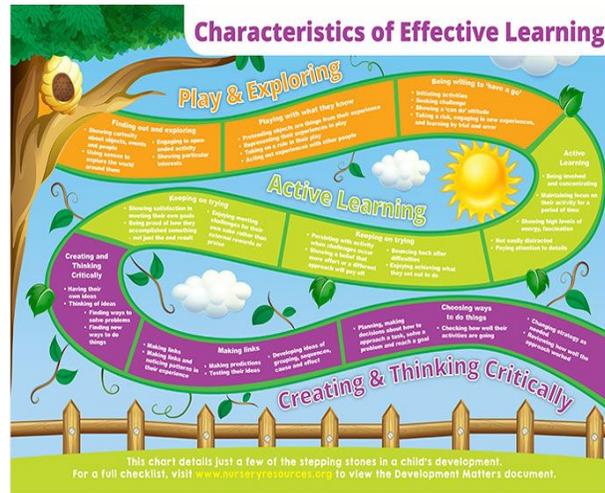
develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between the staff team and parents.

- **Learning and Development:** Children develop and learn in different ways and at different rates.



In planning and guiding children's activities the different ways that children learn (The Characteristics of Effective Learning) are carefully considered:

- **Playing and exploring** - children investigate and experience things, and 'have a go'.
- **Active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements.
- **Creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.



Staffing, Safeguarding and Welfare

Intent	Implementation	Impact
<p>It is our intention to provide a quality learning experience for all children. A quality workforce is required in order to fulfil this aim.</p> <p>We ensure that Piddle Valley is a place where children learn best because they are healthy, safe and secure, their individual needs are met, and they have positive relationships with the adults caring for them.</p>	<p>Staff at Piddle Valley take all necessary steps to keep children safe and well.</p> <p>Recruitment, Safeguarding and Welfare requirements are met through the Recruitment and Induction Policy and Procedures and the Safeguarding Policy and Procedures which includes the use of My Concern. EYFS Staff also adhere to the government's statutory guidance 'Working Together to Safeguard Children 2015' and to the 'Prevent duty guidance for England and Wales 2015'. In addition, the government's 'Keeping Children Safe in Education' statutory guidance.</p> <p>Staff at Piddle Valley are highly-skilled due to ongoing CPD provided through Dorset Nexus, internal sharing of practice and local networks.</p>	<p>A well qualified, skilled staff strongly increases the potential of any individual setting to deliver the best possible outcomes for children.</p> <p>Piddle Valley is a high-quality setting which is welcoming, safe and stimulating, and where children are able to enjoy learning and grow in confidence.</p> <p>Pupils are safe in school and when undertaking out of school activities. The risk management to keep them safe is proportionate to the nature of the activities, including safety on-line.</p>

	<p>Intimate Care: When assistance that involves touching a child: eating, drinking, dressing, and matters of personal hygiene such as toileting/nappy changing, the staff understand that any child may require help if they are unable to manage without. The school is committed to ensuring that all staff undertake their responsibilities in such a way that the rights, dignity and welfare of the children is protected. The school is committed to ensuring that staff undertaking these responsibilities are supported by policy, training and monitoring. Please refer to the intimate care policy which also covers toileting/nappy changing.</p>	
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Positive Relationships:		
Intent	Implementation	Impact
<p>Relationships are at the heart of teaching and learning at Piddle Valley.</p> <p>Our aim is for children to learn to be strong and independent through positive relationships.</p> <p>Our aim is for relationships to be warm and loving, and foster a sense of belonging.</p> <p>We aim to be sensitive and responsive to the child's needs, feelings and interests and supportive of the child's own efforts and independence.</p> <p>We aim to provide a good emotional environment which promotes emotional wellbeing and provides stability for the children according to their individual needs.</p>	<p>Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. One primary adult (a key worker) - the Pre-School staff and the Reception class teacher (supported by a visible and approachable TA) - observes and meets the needs of the child by responding to their cues to allow for an emotionally secure settling period at the beginning of the child's time in school.</p> <p>High-quality questioning and interactions are used to check understanding and address misconceptions.</p> <p>Staff act as role models to the children they teach in order for children to develop their own speaking and listening skills.</p>	<p>High-quality interactions with adults are visible throughout the school and impact positively on the progress of all children.</p> <p>Children are self-assured, independent learners.</p> <p>Children's voices are listened to and they thrive socially and emotionally.</p> <p>Children know what is expected of them and feel safe and secure in the environment.</p> <p>Children have a sense of feeling safe and secure enabling them to learn and develop, giving them the confidence to explore and overcome any</p>

<p>We aim to provide a safe place for children to explore their feelings, knowing they will be accepted by the adults around them and supported to develop how they express their feelings over a range of emotions, positive and negative. *See also the 'emotional environment' under 'Enabling Environments'.</p>	<p>Staff are consistent in setting clear boundaries, expectations and rules.</p> <p>Staff provide children with emotional support, understanding their feelings and showing empathy through interactions, conversations, games, circle times and activities.</p> <p>Children are taught specific strategies to self-regulate, calm and to develop positive mental health. These include but are not limited to breathing techniques, yoga, mindfulness activities, turtle techniques.</p>	<p>challenges they may face.</p> <p>Children have self-regulation strategies and know what to do to calm when they feel angry, upset, frustrated or anxious.</p>
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A good emotional environment will “provide a secure base from which children grow into well-rounded, capable adults with robust mental health”.
DfE (2009) Every Child Matters.

Positive Parent Partnerships:		
Intent	Implementation	Impact
<p>Our intent is to ensure that working in partnership with parents is central to the Early Years Foundation Stage (EYFS).</p> <p>We ensure that parent partnerships are active and highly valued.</p> <p>Our aim is to ensure that a child's key person (one of the two Pre-School staff or the class teacher in Reception) seeks to engage and support parents in guiding their child's development at home.</p> <p>We aim for our relationships with parents to be professional and built on mutual trust and respect.</p>	<p>We confidently connect and engage with parents to encourage and develop children's learning through:</p> <ul style="list-style-type: none"> - informal chats at drop off and pick up - an 'open door' policy - e-mails, letters and Newsletters - information meetings and workshops - weekly whiteboard learning notice - Tapestry - parent consultations - resources shared to extend learning at home - involving parents in helping in school, storytelling, craft - interactive displays - 'Wow' Tree - handouts 	<p>Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.</p> <p>Children feel safe and secure while at school because they see that their parents are welcomed and feel comfortable there.</p> <p>Parents feel secure to seek advice, help and support should they need it.</p>

<p>We aim to ensure that transitions throughout the school are smooth (see Transition).</p> <p>We ensure that a shared level of expectation is created.</p>	<ul style="list-style-type: none"> - photo displays <p>Correct parent permissions are in place. Secure ways of communicating are in place. Communication styles are adapted to suit different parenting circumstances, need and language.</p> <p>We ensure that sensitive issues are dealt with tactfully by giving parents privacy and time to talk.</p> <p>Parents are informed at induction, transition and through regular chats and workshops about expectations at Piddle Valley, so that they can be mirrored and supported at home.</p>	
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*Positive Parent Partnerships is currently an area we wish to develop further through coffee mornings, cake sales and advice workshops as well as other platforms, experiences and opportunities. **Home Visit policy and procedures to be established for 2020-2021 academic year.

Enabling Environments:		
Intent	Implementation	Impact
<p>At Piddle Valley we believe that the environment plays a key role in supporting and extending the children's development and learning. We describe the environment in terms of three aspects: The emotional environment, the outdoor environment, the indoor environment. These three aspects of the environment together make up the environment for play and learning in the EYFS at Piddle Valley.</p> <p>Our desire is to empower and ignite passion and excitement in learning through our environment, provoking interest and intrigue, sparking curiosity.</p>	<p>Through careful planning and by providing a safe, secure and caring environment.</p> <p>Our learning environments in our Pre-School, both inside and outside, are adapted regularly to meet the different and developing needs of the children in our care.</p> <p>The environments are developed to promote independence within our children and allow them to access the curriculum independently and confidently with the necessary level of support and challenge. Our Pre-School has a dedicated outdoor space, 'The Courtyard'.</p>	<p>Children, staff and parents feel positive.</p> <p>Children feel happy and know that they are valued.</p> <p>Children feel emotionally safe and secure and they are able to explore and find out and learn.</p> <p>Children feel physically safe, are able to concentrate, becoming absorbed in their learning and thrive.</p> <p>Children are curious and inquisitive.</p>

We aim to ensure that the environment is always stimulating and exciting and accessible to all children, regardless of where they are on their learning journey.

Our intent is to ensure that children can express their feelings safely, knowing that their parents or staff are nearby to help them if they feel overwhelmed by these. We believe that feelings which are expressed in safety are far easier to deal with than those which are left unresolved.

Our Reception class has a large indoor classroom with dedicated areas to play, explore and learn. Our outdoor space for Reception is currently in the development stage and our intention is that this is ready for use in September 2020. In the interim, Reception have access to the outdoor environment daily as part of playtimes where they access a trim trail, pirate ship, trikes and small play equipment.

Children are taught ways to talk about and express their feelings which allows them to externalise them safely, rather than to cover them up and leave them hidden away.

Staff provide children with emotional support, understanding their feelings and showing empathy through interactions, conversations, games, circle times and activities.

Children are taught specific strategies to self-regulate, calm and to develop positive mental health. These include but are not limited to breathing techniques, yoga, mindfulness activities, turtle techniques.

*Home Visit policy and procedures to be established for 2020-2021 academic year to ensure that a child's emotional history is fully understood.

The Leuven Scales of well-being and involvement are used as part of an observation measure to assess whether well-being is high or low.

When developing the environment we plan areas to ensure that children like to have time on their own, a place where they can be still and reflective are given the opportunity to do so. Quiet reflection, meditation, breathing and other reflective/calming

Children talk openly about feelings.

Children have self-regulation strategies and know what to do to calm when they feel angry, upset, frustrated or anxious.

Emotional wellbeing and the emotional environment is placed at the heart of all that takes place within Piddle Valley so that the children will thrive because their emotional wellbeing is high, and as a result they will be on the pathway to learning.

<p>*We aim to provide a rich sensory environment reminiscent of a real home. *Under development.</p>	<p>strategies are utilised to ensure that the emotional environment is strong.</p> <p>We carefully examine the environment from the child's perspective (at their height) to ensure that it is homely and inviting.</p> <p>*We are currently moving towards real resources/loose parts over plastic and exploring options for developing our indoor spaces:</p> <ul style="list-style-type: none"> - The Curiosity Approach - Hygge in the Early Years <p>Our enabling environments offer opportunities for:</p> <ul style="list-style-type: none"> - imaginative play - child-led play, exploration and learning - child-initiated play, exploration and learning - adult-directed play, exploration and learning - adult-led play, exploration and learning - stories - music - rhythm and rhyme - mathematical play - mark-making, writing, drawing - creating - messy play - role play - fine motor development - construction 	<p>Rich, varied and safe spaces are planned in which children can play, explore and learn, and contribute greatly to children's learning and development.</p>
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Curriculum:

Intent	Implementation	Impact
<p>We believe that a creative curriculum, with a focus on the Prime areas, is crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.</p> <p>It is our intent to plan a curriculum which considers the individual needs, interests, and stage of development of each child. This information is used to plan a challenging and enjoyable experience for each child in all of the areas of learning and development.</p> <p>Our curriculum reflects the broad range of skills, knowledge and attitudes children need as foundations for good future progress.</p> <p>Staff working with the youngest children focus strongly on the three prime areas, which are the basis for successful learning in the other four specific areas. The three prime areas reflect the key skills and capacities all children need to develop and learn effectively, and become ready for school. It is expected that the balance will shift towards a more equal focus on all areas of learning as children grow in confidence and ability within the three prime areas.</p>	<p>We follow the EYFS learning and development requirements which comprise the seven areas of learning and development which shape our planning and topics..All areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three areas, the <u>prime</u> areas, are:</p> <ul style="list-style-type: none">● communication and language● physical development● personal, social and emotional development <p>We also support children in four specific areas, through which the three prime areas are strengthened and applied. The specific areas are:</p> <ul style="list-style-type: none">● literacy● mathematics● understanding the world● expressive arts and design <p>● Communication and Language Development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.</p> <p>● Physical Development involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.</p> <p>● Personal, Social and Emotional Development</p>	<p>Children are inquisitive and confident, demonstrating high levels of engagement in activities and showing awe, wonder and drive to learn.</p> <p>The development of children's capabilities are guided to ensure that they are ready for the next stage in their education and can benefit fully from the opportunities ahead of them.</p>

Our aim at Piddle Valley is to ensure that play and playful learning is given a high priority in planning and delivering the curriculum.

involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

- **Literacy Development** involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.
- **Mathematics** involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measure.
- **Understanding the World** involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.
- **Expressive Arts and Design** involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

Children develop healthy minds, bodies and learning dispositions through play and playful learning experiences, building their confidence as they learn to explore, to think about problems, and

As children grow older, and as their development allows, it is expected that the balance will gradually shift towards more activities led by adults, to help children prepare for more formal learning, ready for Year 1.

Area of Learning and Development	Aspect
Prime Areas	
Personal, Social and Emotional Development	Making relationships
	Self-confidence and self-awareness
	Managing feelings and behaviour
Physical Development	Moving and handling
	Health and self-care
Communication and Language	Listening and attention
	Understanding
	Speaking
Specific areas	
Literacy	Reading
	Writing
Mathematics	Numbers
	Shape, space and measure
Understanding the World	People and communities
	The world
	Technology
Expressive Arts and Design	Exploring and using media and materials
	Being imaginative

Each area of learning and development is implemented through planned, purposeful play and through a mix of adult-directed, adult-led and child-initiated activity.

relate to others.

Children learn by leading their own play, and by taking part in play which is guided by adults.

Characteristics of Effective Learning in Practice:

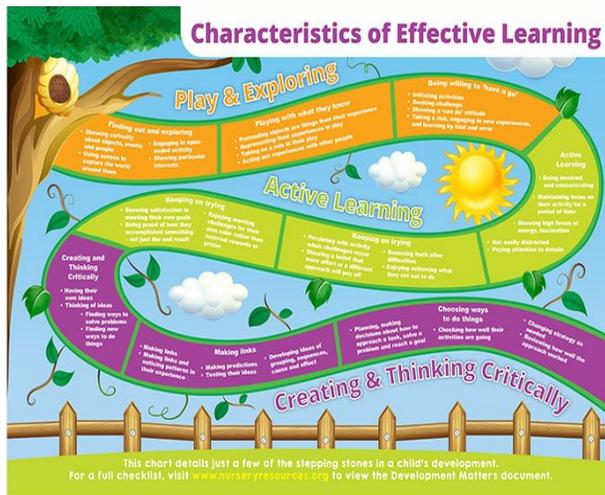
Intent	Implementation	Impact
<p>It is our intention that the different ways that children learn (the Characteristics of Effective Learning) are at the heart of our curriculum when planning and reflect these in their practice.</p> <p>Playing and Exploring: Engagement</p> <ol style="list-style-type: none"> 1) Finding out and exploring 2) Playing with what they know 3) Being 'willing to have a go' 	<p>1) Finding out and exploring</p> <p>We ensure that sensory play is an important part of learning for young children as through their senses they make sense of the world around them and begin to explore naturally. We provide a stimulating</p>	<p>Children demonstrate all the Characteristics of Effective Learning.</p> <p>Children learn more about the world around them in a natural way, through their senses.</p>

Active Learning: Motivation

- 4) Being involved and concentrating
- 5) Keeping trying
- 6) Enjoying achieving what they set out to do

Creating and Thinking Critically: Thinking

- 7) Having their own ideas
- 8) Making links
- 9) Choosing ways to do things



environment to ensure that this area of learning is maximised to its full potential. We ensure that sensory play includes activities that stimulate children's senses by sight, sound, smell, taste or touch.

2) Playing with what they know

We ensure that children are given time to repeat actions, to practice skills learnt and be allowed to play with things they enjoy. We ensure that they are given the opportunity to play with toys that are familiar to them and toys that they see others using, and engaging them in imaginative play. Dressing up, role play and small world areas are beneficial for this and planned into each topic.

3) Being 'willing to have a go'

Activities are planned to be age and stage appropriate to the child's development, yet challenging. Children are naturally curious but may be quite shy to try new things. We offer support and encouragement and model how to do things if we can as they may not know what to do.

4) Being involved and concentrating

Children that sometimes need help to remain focused on an activity are given the support and attention they require. We ensure that there is a balance of child-initiated and adult-led activity and with careful planning these are incorporated within the daily routines. We always make sure that activities are age appropriate (whilst challenging) so that children are not being set up to fail at something.

5) Keeping trying

We use the language of learning in the classroom and celebrate perseverance and resilience, talking to the children about what this looks like and modelling. A wide range of activities offers the children the opportunity to actively think, understand and make sense of their experiences,

Children make sense of the world around them, develop language and social skills.

Children develop their confidence to try new things. Children develop new skills through practice and trying things over and over again.

Children can focus on an activity of their choosing or at an adult-led activity and concentrate well.

Children are resilient and persevere at tasks which may at first cause frustration.

becoming aware of patterns and developing concepts and becoming aware of their own thinking . Support is given when a goal driven activity is presented. children are motivated to make choices and decisions about how to approach the tasks. This includes their planning and also assisting their ability to change their approach if necessary. Children are encouraged to discuss and explain any errors made to enhance their understanding of how problems can be solved

6) Enjoying achieving what they set out to do

7) Having their own ideas

8) Making links

9) Choosing ways to do things

SEND:

Intent

Implementation

Impact

Our vision for children with special educational needs and disabilities is the same as for all children – that they achieve well in their early years and make a good transition to the next stage in their learning journey.

It is our intention that throughout the early years, if a child's progress in any prime area gives cause for concern, staff discuss this with the child's parents and/or carers and agree how to support the child. Staff give consideration to whether a child may have a special educational need or disability which requires specialist support.

It is our intention that for children whose home language is not English, reasonable steps are taken to provide opportunities for children to develop and use their home language in play and learning, supporting their language development at home.

We also ensure that children have sufficient opportunities to learn and reach a good standard in English language during the EYFS: ensuring children are ready to benefit from the opportunities available to them when they begin Year 1.

The SEN Code of Practice is followed in the Early Years with support from the SENDCo.

We have arrangements in place to support children with SEN or disabilities. These arrangements include a clear approach to identifying and responding to SEN. The benefits of early identification are widely recognised – identifying need at the earliest point, and then making effective provision, improves long-term outcomes for children.

Staff have regular face-to-face conversations with parents about their child's development and give time to talk and listen.

Staff regularly communicate with the SENDCo and Headteacher about children of concern.

Staff link with, and help families to access, relevant services from other agencies as appropriate.

EAL in EYFS:

Pre- School offers a comfortable and welcoming environment where engaging activities can be found to encourage the child/children to develop all their skills. We make sure the pronunciation of the child/children's names is/are correct.

Staff understand the different stages in which children with EAL learn to speak, the silent period, echoing words, language and meaning, joining in, one word, many meanings, multiple words, extended phrases, normal speech.

Photos are requested of activities the children have done at home, shared by the key worker with the child to encourage communication in both

All children achieve well in the early years and are supported in their learning journey.

	<p>languages.</p> <p>Visible notices, labels and access to books in the first language are found both inside and outside the setting. Parents are encouraged to read to the class.</p> <p>Basic words are used by staff in the child's first language.</p> <p>The child's daily activities, topics and news is shared with the child's parents in their first language as well as English. The parents are also encouraged to spend time in preschool to help the settling in process and understanding.</p>	
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Assessment:		
Intent	Implementation	Impact
<p>Our aim is that assessment plays an important part in helping parents, carers and practitioners to recognise children's progress, understand their needs, and to plan activities and support.</p> <p>Our intent is to guide the development of children's capabilities through rigorous assessment with a view to ensuring that children complete the EYFS ready to benefit fully from the opportunities ahead of them.</p> <p>Parents are kept up-to-date with their child's progress and development.</p>	<p>Ongoing assessment (also known as formative assessment) is an integral part of the learning and development process at Piddle Valley. It involves staff observing children to understand their level of achievement, interests and learning styles, and to then shape learning experiences for each child reflecting those observations.</p> <p>In their interactions with children, staff respond to their own day-to-day observations about children's progress and to the observations that parents and carers share.</p> <p>We allow children to be successful in their attempts at an activity and use effective verbal feedback to help facilitate next steps in learning.</p>	<p>From their own starting points, children will make excellent progress academically and socially, developing a sense of themselves so that they are well prepared for the next stage in their education.</p> <p>Parents are fully informed and up-to-date about their child's progress and development. Any learning and development needs are addressed in partnership with parents and any relevant professionals.</p> <p>The provision reflects ongoing assessment.</p>

In Pre-School our children are assigned a key person who oversees all of their assessment, documented via their Tapestry online journal and shared with parents. All children are observed on a weekly basis during free play and structured activity. In Reception this role is taken on by the class teacher with information from the class Teaching Assistant.

Careful assessment, through observations, take place for three focus children per week. These are recorded on Tapestry and shared with parents. They are also used to inform the next steps of learning and meet individual needs.

In Reception, children also record their learning in other ways, such as class books, iPad photos and exercise books. All these sources are also used as assessment evidence and to track progress, as well as to support conversations with parents in order to keep them up-to-date about progress and development.

The Progress Check (aged two) is used to review progress, and provide parents with a short written summary of their child's development in the prime areas. This progress check identifies the child's strengths, and any areas where the child's progress is less than expected. The summary highlights: areas in which the child is progressing well; areas in which some additional support might be needed; and focus particularly on any areas where there is a concern that a child may have a developmental delay (which may indicate a special educational need or disability). It also describes the activities and strategies the Pre-School intends to adopt to address any issues or concerns.

The Pre-School uses the progress check and the Healthy Child Programme health and development review at age two (when health visitors gather information on a child's health and development) to

<p>We aim to ensure that the EYFS Profile provides parents and carers, practitioners and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1. The Profile reflects: ongoing observation; all relevant records held by the setting; discussions with parents and carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution.</p>	<p>support integrated working. As the children come into us at 2 yrs 9 months we use the HVs notes from the child's red book and from the child's last checks. The parents also fill in a questionnaire about their child. We then let the child settle for a week before carrying out a baseline. Should there be any comments from a HV SALT or pediatrician a meeting is held with the parent to discuss any action that needs to be taken.</p> <p>Early Years Foundation Stage Profile In the final term of the year in which the child reaches age five, and no later than 30 June in that term, the EYFS Profile is completed and assessed against the Early Learning Goals. The Reception class teacher indicates whether children are meeting expected levels of development, or if they are exceeding expected levels, or not yet reaching expected levels ('emerging').</p> <p>The Year 1 teacher is given a copy of the Profile report together with a short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning. These inform a dialogue between Reception and Year 1 teachers about each child's stage of development and learning needs and assist with the planning of activities in Year 1. Currently this transition is seamless as the Reception and Year 1 cohorts are taught together by the same class teacher. Schools share the results of the Profile with parents who also have the opportunity to discuss it with the class teacher.</p>	
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Transition:		
Intent	Implementation	Impact
Our intent is that times of transition in Piddle Valley have a positive impact on children's	Transition starts at the beginning of the Summer Term when more time is spent with the current	All times of transition are smooth with well-prepared, happy children who are ready for the

<p>wellbeing.</p> <p>Our intent is for children to be ready for the next step in their education.</p>	<p>reception class during physical activities and story time.</p> <p>If possible, with ratios allowing, children moving on to Reception join in a few extra whole school assemblies a week.</p> <p>Children who are exceeding their expectations are invited to spend time in the reception class during an adult lead maths and/or literacy session.</p> <p>The Reception teacher visits the preschool to read stories and carry out short creative activities with all children.</p> <p>During the second half of the Summer Term, children moving in to Reception visit the class once a week, accompanied by the Pre-School staff, for an hour and a half to spend time in the environment and with the current reception children.</p> <p>At the end of the Summer Term the children have one morning in the Reception class, as the whole school spends time with their new teacher and in their new environment.</p> <p>Parents are asked to fill in a questionnaire regarding their understanding and feelings relating to their child being school ready. This also includes their opinions of their child's understandings and feelings. Support is given where needed from both the Pre-School and Reception teacher.</p> <p>Parents are invited to a gathering at the school so they can be introduced to all the school staff, have time to walk around the school and ask any questions relating to their child moving into Reception. This also includes a meeting with the</p>	<p>next challenge.</p> <p>Pupils are ready for the demands of the National Curriculum.</p>
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Head Teacher and an information pack handed to all parents.

Moderation of achievements ensures consistency.