

Intent

At Moorfield, Reception plays an essential part in shaping children's future education. It is a time when we can lay the foundations for a lifelong love of learning, promoting positive attitudes that will enable our children to succeed throughout their school life and beyond. Relationships are at the heart of everything that we do. Through working closely with families and settings before children begin in Reception we are able to ensure a 'flying start' to the Reception year. Through continuing to build and develop relationships with parents and children throughout the year, we are able to get to know our children 'inside out' so that we can provide a curriculum and next steps that will enable them to flourish.

In Reception it is our aim to:

- To provide a curriculum that will lay the foundation for future learning in school (in close consultation with subject leaders).
- To develop children's love of learning (the joy of learning or achieving or discovering something new; awe and wonder in the world around us!).
- To develop the skills of effective learners, for example persistence, ambition, resilience and the ability to work towards a goal.
- To forge strong links between home and school so that teaching and learning is a joint venture and 'the whole child' develops, learns and flourishes.
- To develop independence (self-care, accessing and tidying away resources).
- To develop teamwork, both in play activities, but also in the 'little things' for example helping each other with aprons.
- To provide an environment that will enable children to develop the personal, social skills that they will need to be successful learner, e.g. tenacity, willingness to have a go, enthusiasm.
- To provide continuous provision opportunities where children can explore, apply and practice new learning and generate their own questions and lines of enquiry.
- To provide a curriculum that taps into children's passions, ideas and motivations that extends beyond the 'planned curriculum'.
- To become eloquent speakers.
- To develop children's confidence as readers; to enjoy books, stories and the 'world of words'; to lay the foundations for future reading success.
- Know our children 'inside out', through links with parents, observation and interaction and through the effective communication of EYFS staff so that we can effectively provide for their 'next steps'.
- To enable opportunities for our children to feel part of the wider school, for example through buddy systems, play leaders and taking part in assemblies.

Implementation

Our curriculum follows the Early Years Statutory Framework for the Early years Foundation Stage (2020). This document specifies the requirements for learning and development in the EYFS and provides the prime and specific areas of learning we must cover in our curriculum. In response to this, we have produced our own curriculum in consultation with subject leaders to ensure that the EYFS provides children with ample experiences to reach their early learning goals and to provide a platform for future learning. Through our knowledge of each child and formative assessments, the EYFS team plan exciting and engaging activities that will move the children's learning forward. Each term we follow a class theme where we take advantage of cross curricular links in order to combine transferable skills and develop a wide-ranging vocabulary which underpins the children's learning. This may also include following individual children's interests and making the most of those focused moments where the teaching and learning can be maximised in a one-to-one way with teacher and child.

Each day consists of a balance of adult and child led activities and a mixture of whole class, group and continuous provision opportunities. Children will take part in a Literacy or Maths teacher led session, a Read, Write, Inc phonic session and a 'topic' session each day as well as a small group activity with an adult. Between these times children access the continuous provision. Children in EYFS learn by playing and exploring, being active and thinking critically and creatively and this takes place both indoors and in our outdoor area. Our outdoor area is open all year round and in all but the most challenging weather conditions. Children also have a 'forest school' session each week. Where possible we ensure that a balance of all areas of learning is available both indoors and outdoors. Within the continuous provision the role of the adult is to respond to children's needs and interests, model language, set challenges and observe to identify next steps and move children's learning forward. Observations are always shared between staff so that all adults know a child's needs and next steps.

In Reception and Key Stage 1 we are using the Read, Write, Inc. phonic programme. Each child takes part in a phonics session daily and children are assessed at regular intervals and placed into phonic groups accordingly to ensure that next steps are clearly addressed. Where children fall behind the age-related expectation, we will provide extra sessions to enable them to catch up, for example, by providing a booster group before or after school, or daily one to one reading with an adult. We will also work with parents to suggest strategies and activities to help.

Children have a Maths, Read Write Inc and 'Chance to Shine' writing book in school for teacher led activities. Children also have a Learning Journey to record special moments and to put any work from continuous provision that they would like to keep. We believe that adult time is best used to interact with children and move their learning forward, so written observations are now very much for those 'wow!' moments, rather than as a 'collecting evidence' tool that has taken adult time away from the children. Each week we have an open-door session where parents can pop in for a chat or come to see their children's work in these books. Learning Journey's are also available for children to look at themselves during the day so that they too can reflect on their own learning and experiences.

Assessment in Reception is ongoing, and staff will talk to each other about children's needs and achievements on a daily basis. Regular assessments of children's progress in phonics, maths and writing also take place so that gaps in learning can be quickly identified and additional provision/ action plans put in place, for example attending a booster group or daily reading with an adult. Where a child is struggling in an area we will also chat to parents and support them in helping at home too.

Our children go on visits and benefit from visitors to school so that we can provide them with new experiences, enrich their learning and add a 'spark' to a class theme. Examples include visits to local places of worship, the fire station and the theatre or a visit to school from the dental nurse or the 'Exotic zoo'. Hands on experiences such as nurturing and observing a caterpillar also add to this.

Towards the end of the Reception Year, we work closely with Year 1 to ensure a smooth transition. This includes a 'moving up' day and the opportunity for EYFS and KS1 staff to talk together to share information on children's levels, learning styles and personalities! In the Reception classroom we also continue to develop the children's independence when working on teacher led activities, for example by writing in larger groups or taking part in some whole class activities.

Impact

Establishing a Baseline

Before children begin in Reception the class teacher will visit them in their current setting and to chat to key workers about levels of development and next steps. Parents are also asked to complete an 'All about me' sheet for their child to help us to get to know their child from a home perspective. Children will attend school at the end of the summer term before they begin for some transition sessions. This also provides an opportunity for staff and parents to meet and talk about their child. At the beginning of the school year children will take part in the RBA (statutory baseline assessment for communication and language, literacy and maths) and staff will spend the first three weeks of school observing and interacting with children to establish a baseline in other areas. This enables us to provide a curriculum to match children's learning needs, interests and enthusiasms.

Ongoing Assessment

Ongoing assessments are used to inform weekly planning and next steps. Practitioners draw on their knowledge of the child and their own professional judgements through discussions with other EYFS staff, photographs and physical examples of children's work and activities. Parents are also involved through our 'pop in parent sessions' once a week, reading diaries and homework books and through 'CHAT' slips which can be filled in and returned to school to celebrate children's achievements. Formative assessment does not involve lots of paperwork and time away from the children. Very often it is 'in the moment' and staff respond to the children's need there and then to move learning forward. In addition to this, phonics, maths and writing assessments are carried out at the end of each half term to track progress. This enables us to quickly identify children who are in danger of not keeping up and put provision in place as soon as possible.

It is our aim for the majority of our children to make more than expected progress from their starting points and for our Reception class to exceed the National and Local Authority data for children achieving Good Level of Development. In addition to this our provision results in us having happy, confident children who are enthusiastic about learning. Our children are already well on their way to establishing the 'Moorfield Mindset'; the ability to keep on trying, to persevere and to work towards a goal without giving up. They are enthusiastic, they are creative, and they love learning. Throughout their Reception Year they have developed their vocabulary and their confidence as speakers and can verbalise their thoughts and ideas with increasing confidence. Our children develop as polite, respectful individuals who have good relationships with adults and children in their own class and in the wider school, for example lunchtime staff and visitors. Within the EYFS the foundations have been laid for good relationships between staff and parents, a relationship that we aim to continue throughout the school.

The teaching and pedagogy of our EYFS is reviewed regularly with the KS1 lead, the Headteacher and through links with other schools and CPD providers. As a result, our offer is constantly under review and development to provide the best possible outcomes for our families and children.

