



Collingwood Primary School

Early Years Foundation Stage and Induction Policy

## **Induction**

### **Aims**

Our Early Years Foundation Stage Induction Programme provides opportunities for children and their carers to spend several sessions in school in order to get to know the school community and each other. These will take the form of storytime, morning and afternoon sessions and also an opportunity to experience a school lunchtime. The aim is for these shared experiences to enable the transition from home and pre-school to school to be met with confidence and understanding.

Young children are eager to meet new experiences, to experiment and explore dimensions of themselves and their world. Parents feel a natural concern about how their own children will cope with this major event in their lives. By establishing a partnership from the outset, encouraging participation and discussion, the important relationship between child, parent and school is initiated.

### **Curriculum**

From the beginning we focus on the child's expectation of school. We aim to open their eyes to the world around them, to stimulate them to explore and discover and to enjoy all aspects of school life. The emphasis is on direct experience engendering a sense of fun and confidence. We plan in collaboration with Collingwood Pre-School, to ensure continuity and progression and take full account of the guidance for the 'Early Years Foundation Stage'.

Opportunities for individual and collaborative activities, covering the six areas of learning, might include:

- ❖ Talking and listening
- ❖ Handling books
- ❖ Active outdoor play
- ❖ Matching and sorting
- ❖ Painting and drawing
- ❖ Construction using a variety of tools and equipment
- ❖ Table games and puzzles
- ❖ Stories and poetry
- ❖ Music, singing and playing
- ❖ Movement, dance and drama
- ❖ Role play

### **Meetings with parents**

A meeting with parents will be held during the afternoon visit, in order to discuss the philosophy and aims of the school and the Reception class. This will also be an opportunity to discuss the practicalities of starting school. They will be introduced to various people from the school community, such as the office and organiser

of the Primary Parenting Programme. Private meetings with parents will be made by appointment for those who wish to speak in confidence.

At the end of induction parents views on the process will be sought.

At some time before starting school each child will receive a letter through the post telling them how excited we are to have them with us.

## **Early Years Foundation Stage**

### **Aims**

Our aim is that all children will be happy, confident and independent learners, within a supportive and secure environment. We hope to establish positive attitudes to themselves, others and learning. Children need experiences which encourage all aspects of development - emotional, social, physical and intellectual. We recognise that all adults involved with a child, both inside school and out, must work together and share this responsibility.

Our aim is also to develop the personal, social, communication, literacy and numeracy skills that will prepare young children for Key Stage 1 of the National Curriculum.

### **Key Person**

The named Key Person for each child will be their class teacher, with the second Key Person being an L.S.A. attached to the class.

### **Curriculum**

The EYFS works within the four distinct but complementary themes of:

- ❖ A Unique Child
- ❖ Positive Relationships
- ❖ Enabling Environments
- ❖ Learning and Development

These four principles provide a context for all learning in the Reception class. The curriculum planned will be based on the 6 areas of learning

1. Personal, social and emotional development
2. Communication, language and literacy
3. Problem solving, reasoning and numeracy
4. Knowledge and understanding of the world
5. Physical development
6. Creative development

By the end of the Early Years Foundation Stage, some children will have exceeded the early learning goals. Others will be working towards some or all of the goals. Each child will be working at their own level.

Activities will be provided which give children opportunities for exploration, investigation, imagination and creativity. Outside activities will be planned for, and offered to children, daily – whatever the weather. We will start from what the child *can* do and build upon previous learning. Play will be placed at the heart of children's learning as we recognise that through play, children can consolidate and practise their learning in a variety of ways both indoors and outdoors. The teacher must be clear about the learning intentions for each child in all play activities. Play is a child's work. It develops children's ability to cooperate, to negotiate, to express fears and anxieties, to laugh and to be sad. It also provides a basis for learning life and learning skills.

Play of high quality is characterised by children's concentration, effort, interest, discussion, involvement and enjoyment.

### **Equal Opportunities**

When planning the curriculum, the teacher will ensure that issues of race, gender, class, physical and social differences and stereotyping are addressed. Positive ways will be found to reflect the social, cultural and linguistic differences in our society and to ensure equal opportunities for all children.

### **Special Educational Needs**

Appropriate support will be given to those children with special, physical or social learning needs.

### **Assessment and Recording**

Initial assessments will take place for all children during the first four weeks in full time school with informal observations made and kept, (but not used as initial assessments) particularly in the area of PSED during the induction period.

Assessment will be based on the Early Learning Goals. We aim that 80% of all assessments will occur through observation of children involved in their own studies and chosen interests, and information from home, and that 20% will occur through direct teacher-led activities. Assessments can be made by any adult working with a child. Assessments might take place through working with individuals or a group, through talking to children, watching them and joining in with their activities – observing how they respond to ideas, situations and each other and by collecting information from parents and other adults.

The results of assessments will be kept electronically on Target Tracker, with written, photographic and video evidence. This information will be used to produce an end of year report for each child.