

EYFS POLICY

No: 1

Reviewed: March 2025



Rationale

St Andrew's School is a place where everyone is valued and cared about. Each child's learning is enhanced through teaching them effectively. This takes place in an environment that provides intellectual, emotional and physical safety, is sensitive to their needs, challenging and allows success to be celebrated.

Aims

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them a range of knowledge and skills needed for good progress throughout school and life
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind
- A close working partnership between staff, parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

Legislation

This policy is based on requirements set out in the statutory framework for the Early Years Foundation Stage (EYFS) for 2023.

Structure of the EYFS

In the policy the term 'setting' refers to the Early Years educational provision at our school. EYFS is available to children who enter school from September of the academic year in which they will turn five years old. These children are in the final year of the EYFS. In the National Curriculum this is referred to as the Reception Year. In the policy the term 'practitioner' refers to the members of staff working with children within the setting.

Curriculum

The curriculum we plan and teach to our pupils is demanding and ambitious; we know this because in the Early Years, the curriculum has been designed and developed in line with the EYFS Framework and is broken down using Development Matters. The EYFS framework includes seven interconnected areas of learning and development that are equally important. There are three prime areas which are important for igniting curiosity and enthusiasm for learning, for building children's capacity to learn and to form relationships to thrive.

The prime areas are:

- Communication and language
- Physical development
- Personal, social and emotional development

These prime areas are strengthened and applied through four specific areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

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Reception Year Group Overview 2024-2025

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Big Question	What is a community?	What and why do people celebrate?	Where in the world shall we go?	What makes our world wonderful?	How and why do things grow?	What is change?
Enrichment opportunities	Harvest Autumn walk	Diwali Remembrance Day Children in need Hanukah Christmas - nativity, experience Christmas at St Andrew's church	Chinese New Year Food tasting Valentine's day	Easter World book day Library visit Mother's Day Red nose day Caterpillars Ramadan Eid	Visit from Bug Permission to play day Planting	Sports day Father's Day Transition to YR 1
Parental links	Phonics workshop Mystery reader	Stay and play family day Mystery reader	Mystery reader	Parents to join for the library visit Mystery reader	Mystery reader	Sport day Mystery reader
Focus texts	Focus texts: The colour monster goes to school- Anna Llenas Mog's Birthday- Judith Kerr The Dot- Peter H Reynolds The Growing Story- Ruth Krauss Tidy- Emily Gravett Elmer- David Mckee Baby goes to Market- Atinuke	Focus texts: Rama and Sita- Malachy Doyle The Three Little Pigs- Axel Scheffler LSP The Jolly Christmas Postman – Allan and Janet Ahlberg The Christmas Story	Focus texts: The Great Race- Christopher Carr Mr Gumpy's Outing- John Bunningham The Goat and the Stoat- Em Lynas and Matt Hunt LSP Room on the Broom- Julia Donaldson The Gruffalo- Julia Donaldson	Focus texts: Ramadan Moon- Na'ima Robert The Emperior's Egg- Martin Jenkins Caterpillar to butterfly The Easter Story- J John Perfectly Norman- Tom Percival (LSP)	Focus texts: Jack and the Beanstalk- Maria Alperin Oliver's Fruit Salad- Vivian French Owl Babies – Martin Waddell What the Ladybird Heard- Julia Donaldson The Extraordinary Gardener- Sam Boughton	Focus texts: Supertato- Paul Linnett The Enormous Turnip- Aleksei Tolstoy The Tiny Seed- Eric Carle Ruby's Worry- Tom Percival Incredible You- Nathan Reed Topsy and Tim's Sports Day- Gareth Adamson Think Big- Kes Gray
Vocabulary	See Appendix					
Literacy	<ul style="list-style-type: none"> Knows that print is read left to right Can name the different parts of a book Recognise words with initial sound 		<ul style="list-style-type: none"> Knows the sound that corresponds to letter Can anticipate key events in stories (ELG) 	<ul style="list-style-type: none"> Demonstrates understanding of what has been read to them (ELG) Writes recognisable letters, most of which are formed correctly (ELG) 	<ul style="list-style-type: none"> Say a sound for every letter of alphabet and at least 10 digraphs (ELG) Blends sounds to make words (ELG) 	<ul style="list-style-type: none"> Can read aloud simple sentences (ELG) Spell words by identifying sounds in them and representing the sounds with a

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	<ul style="list-style-type: none"> Can talk about stories, learning new vocabulary Write some or all of their name Write some letters accurately Can spot rhymes 		<ul style="list-style-type: none"> Use and understand new vocabulary (ELG) 			<ul style="list-style-type: none"> letter or letters (ELG) Write simple phrases and sentences that can be read by others (ELG)
Word Reading Phonics (ULS)	Phase 2	Phase 2	Phase 3	Phase 3 Mastery	Phase 4	Phase 4 Mastery
Maths (White Rose Maths scheme)	<p>Match, sort and compare</p> <ul style="list-style-type: none"> Match objects Match pictures and objects Identify a set Sort objects to a type Explore sorting techniques Create sorting rules Compare amounts <p>Measure and patterns</p> <ul style="list-style-type: none"> Compare size Compare mass Compare capacity Explore simple patterns Copy and continue simple patterns Create simple patterns 	<p>Numbers 1-5</p> <ul style="list-style-type: none"> Find 1,2,3,4,5 Subitise 1,2,3,4,5 Represent 1,2,3,4,5 1 more 1 less Composition of 1,2,3,4,5 <p>2D Shapes</p> <ul style="list-style-type: none"> Identify and name circles and triangles Compare circles and triangles Shapes in the environment Describe position Identify and name shapes with four sides Combine shapes with 4 sides My day and night 	<p>Numbers up to 8</p> <ul style="list-style-type: none"> Introduce 0 Find 0 to 8 Subitise 0 to 8 Represent 0 to 8 1 more 1 less Composition Conceptual subitising to 8 Find pairs odd and even Double to 8 Combine 2 groups Conceptual subitising <p>Measure and capacity</p> <ul style="list-style-type: none"> Compare mass Find a balance Explore capacity Compare capacity 	<p>Numbers up to 10</p> <ul style="list-style-type: none"> Find 9 and 10 Compare numbers to 10 Represent numbers to 10 Conceptual subitising to 10 One more and one less Bonds to 10 Doubles to 10 Explore odd and even <p>Length and height</p> <ul style="list-style-type: none"> Explore length and height Compare length and height Talk about time Order and sequence time <p>3D shapes</p> <ul style="list-style-type: none"> Recognise and name 3D shape Find 2D shapes within 3D shapes 	<p>To 20 and beyond</p> <ul style="list-style-type: none"> Build numbers beyond 10 Continue patterns beyond 10 Verbal count beyond 10 Verbal count patterns <p>How many now?</p> <ul style="list-style-type: none"> Add more Take away <p>Manipulate, compose and decompose</p> <ul style="list-style-type: none"> Select shape for a purpose Manipulate shapes Explain shape position Copy 2D shape picture Find 2D shapes within 3D shapes 	<p>Sharing and grouping</p> <ul style="list-style-type: none"> Explore sharing Explore grouping Even and odd sharing Play and build with doubles <p>Visualise, build and map</p> <ul style="list-style-type: none"> Identify units of repeating patterns Create and explore rules of patterns Describe and visualise patterns Explore mapping Create own maps of familiar places or from stories <p>Make connections</p> <ul style="list-style-type: none"> Deepen understanding Patterns and relationships

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				<ul style="list-style-type: none"> Identify more complex patterns Patterns in the environment 		
Communication and Language	<ul style="list-style-type: none"> Learns new vocabulary and uses it through the day Understands 'why' questions Can talk about familiar books and tell a long story Use sentences of four to six words Can express a point of view Initiates conversations Uses talk in their play to organise themselves and others 	<ul style="list-style-type: none"> Engages in story time Listens and talks about stories, building familiarity and understanding Retells stories, some with exact repetition, some in their own words Develops social phrases Uses talk to work out problems, organise thinking and activities 	<ul style="list-style-type: none"> Understands how to listen carefully and why it is important Asks questions to find out more Articulates their ideas with well-formed sentences Uses a range of connectives 	<ul style="list-style-type: none"> Describes events in detail Listens attentively and responds with questions, comments and actions (ELG) 	<ul style="list-style-type: none"> Makes comments about what they have heard (ELG) Participate in discussions offering their own ideas, using recently introduced vocabulary (ELG) 	<ul style="list-style-type: none"> Offer explanations for why things might happen (ELG) Express their ideas and feelings using full sentences (ELG) Use of past, present and future tenses and making use of conjunctions (ELG)
C&L Intervention	Talk Boost					
Personal Social Emotional Development (Jigsaw Scheme)	Being in My World <ul style="list-style-type: none"> Being at school Gentle hands Who me? How am I feeling today? Our rights Our responsibilities 	Celebrating Difference <ul style="list-style-type: none"> What am I good at? Making friends Standing up for yourself I'm special, I'm me! Families Houses and homes 	Relationships <ul style="list-style-type: none"> My family and me Make friends, make friends, never ever break friends Falling out and bullying Bring the best friends we can be 	Healthy Me <ul style="list-style-type: none"> Everybody's body We like to move it, move it Food, glorious food Sweet dreams Keeping clean Stranger danger 	Dreams and Goals <ul style="list-style-type: none"> Challenge Never giving up Setting a goal Obstacles and support Flight to the future Footprint awards 	Changing me <ul style="list-style-type: none"> My body Respecting my body Growing up Fun and fears Celebration
Physical Development	PE Hub - Body Management Daily fine motor activities	PE Hub - Gym Daily fine motor activities	PE Hub - Dance Daily fine motor activities	PE Hub - Coordination and solving problems Daily fine motor activities	PE Hub - Manipulation and Coordination Daily fine motor activities	PE Hub - Speed, Agility and Travel Daily fine motor activities

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			<p>Develops fine motor skills, using a range of tools competently</p> <p>Move energetically e.g. running, jumping and dancing (ELG)</p>	<p>Hold a pencil using the tripod grip in almost all cases (ELG)</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery (ELG)</p> <p>Begin to show accuracy and care when drawing (ELG)</p>	<p>Negotiate space and obstacles safely, with consideration for themselves and others (ELG)</p> <p>Demonstrates strength, balance and coordination when playing (ELG)</p>	
Understanding the World	<p>Harvest Seasonal changes Comparing habitats Human bodies Different families Past and present events Community Explore the natural world, making observations and drawing pictures of animals and plants (ELG)</p>	<p>Diwali Christmas Hanukah Remembrance Day Seasonal changes Day and night Significant events in life Family traditions</p> <p>Know some similarities and differences between things in the past and now (ELG)</p> <p>Understand the past through settings, characters and events encountered in books (ELG)</p> <p>Know similarities and differences between different religions and cultural communities (ELG)</p> <p style="text-align: center;">FOREST SCHOOL</p>	<p>Chinese New Year Valentine's day Animals including humans Lifecycles Different countries Different materials Comparing habitats Floating and sinking</p> <p>Know similarities and differences between the natural world and contrasting environments (ELG)</p>	<p>Easter Ramadan Eid Seasonal changes- spring walk Technology Planting Past and present events</p> <p>Describe immediate environment using knowledge from observation, discussions, stories and non-fiction texts and maps (ELG)</p> <p>Understand some important processes and changes in the natural world, including seasons and changing states of matter (ELG)</p> <p style="text-align: center;">FOREST SCHOOL</p>	<p>Different occupations People who help us Life cycles Growing vegetables</p> <p>Talks about the lives of the people around them and their roles in society (ELG)</p>	<p>Recycling Looking after the environment Planting Space - planets How to look after our bodies</p> <p>Explain similarities and differences between life in this country and life in other countries appropriate- maps (ELG)</p> <p style="text-align: center;">FOREST SCHOOL</p>

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School Values (2 year cycle)	Thankfulness Generosity	Trust Compassion	Perseverance Courage	Forgiveness Justice	Friendship Service	Respect Truthfulness
Expressive Arts and Design (Sing Up music scheme)	Sings a range of well-known nursery rhymes and songs (ELG)	Invents, adapts and recounts narratives and stories with friends and teachers (ELG)	Make use of props and materials when role playing characters in narratives and stories (ELG)	Share their creations, explaining the process they have used (ELG)	Safely uses and explores a variety of materials, tools and techniques, experimenting with colour, design, textures, form and function (ELG)	Performs songs, rhymes, poems and stories with others (ELG)
	Sing Up - Timbre, beat, pitch contour, Musical storytelling, louder/quieter, faster/slower, higher/lower, timbre	Sing Up - Call-and-response, pitch (la-so-mi-do), timbre, beat, pitch (step/leap), timbre.	Sing Up - Active listening, beat, pitch (so-mi), vocal play. Timbre, pitch (higher/lower), tempo (faster/slower), beat	Sing Up - Pitch contour rising and falling, classical music. Timbre, tempo, structure (call-and-response), active listening	Sing Up - Timbre, structure, active listening, tune moving in step (stepping notes), soundscape. Dynamics, timbre, musical storytelling, improvising and composing, exploring instruments.	Sing Up - Music in 3-time, beat, composing and playing. Beat, active listening, instrumental accompaniment.

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Teaching

Each area of learning and development is implemented through planned, purposeful play and through a mix of adult-led and child-initiated activities. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

As children progress, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning and be ready for Year 1.

Assessment

At St Andrew's, ongoing assessment is an integral part of learning and development processes. Within the first six weeks that a child starts Reception, staff will administer the Reception Baseline Assessment (RBA).

Effective assessment in EYFS at St Andrew's involves:

- **Maximum use of formative assessment** - cold calling; think, pair, share; show me boards; probing questions; no opt out; low stakes testing are all strategies which are used rigorously and intelligently by adults throughout sessions to 'check for understanding'.
- **Responsive teaching** - once teachers understand how children are responding to the planned session, they can respond appropriately. If children are keeping up, the learning can move on, where they are not additional instruction should be given either at whole class, group or individual level depending upon the needs of pupils.
- **Use of summative assessment** - In reading and writing, teachers moderate with other schools within our Trust in terms 3 and 5 against the end of year writing standards. In phonics, we formally test taught sounds, segmenting and blending weekly.

Throughout lessons and guided practice pupils' are given opportunities to 'tick or fix' their work. This is about feedback as actions. When pupils' correct mistakes or edit their work, they engage with the learning process.

At the end of the Reception, staff complete the EYFS profile for each child. Pupils' are assessed against the 17 Early Learning Goals, indicating whether they are:

- Meeting expected levels of development
- Not yet reaching expected levels ('emerging')

The profile is moderated internally (referring to the Development Matters guidance) and in partnership with other schools within our Trust, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

Early Reading at St Andrew's Primary

At St Andrew's, we teach for mastery through explicit instruction. Each element of reading is explicitly taught so that they become proficient in the skills they will need to independently apply.

	Phonics lesson	Guided reading	1 to 1 reading	Reading for choice	Story telling	Home reading
EYFS	Daily 25 min session	3 sessions a week	2 to 3 times a week with an adult	Opportunity to access books within the book corner and learning environment daily	2 to 3 times a day	5 times a week

The phonics teaching scheme is set out by unlocking "Letters and Sounds" which was validated by the DfE in December 2021. We begin teaching phonics in the first few weeks of term 1 in Reception and children make rapid progress in their reading journey. Children begin to learn the main sounds heard in the English Language and how they can be represented, as well as learning 'Common Exception' words for Phases 2, 3 and 4. They use these sounds to read and write simple words, captions and sentences. Children leave Reception being able to apply the phonemes taught within Phase 2, 3 and 4.

EYFS Phonics Teaching Sequence



Unlocking Letters and Sounds Progression

Year group	Week (Phase)	Phase	GPCs taught	CEW taught
Preschool		One	Sound discrimination, phonological awareness, rhyme, oral blending and segmenting	
Reception Autumn Term 1	1	Two	s a t p	
Reception Autumn Term 1	2	Two	i n m d	
Reception Autumn Term 1	3	Two	g o c k	Read: the
Reception Autumn Term 1	4	Two	ck e u r	Read: to, into
Reception Autumn Term 1	5	Two	h b f ff	Read: no, I
Reception Autumn Term 1	6	Two	l ll ss Read words with -s ending	Read: go
Reception Autumn Term 2	1	Three	j v w x	Read: me
Reception Autumn Term 2	2	Three	y z zz qu	Read: we, be Write: the, into, go, to
Reception Autumn Term 2	3	Three	ch sh th (voiced and unvoiced) ng	Read: he, she
Reception Autumn Term 2	4	Three	ai ee igh oa	Read: was, you Write: I, no

Reception Autumn Term 2	5	Three	oo ar or ur	Read: they, all
Reception Autumn Term 2	6	Three	Read words containing -ing endings with no change to the root word Assess and review Phase 3 work Weeks 1 - 5	
Reception Spring Term 1	7	Three	ow oi ear air	Read: are, my
Reception Spring Term 1	8	Three	ure er Reading and spelling words containing digraphs and trigraphs	Read: her
Reception Spring Term 1	9	Three	Assess and review Phase 3 work	
Reception Spring Term 1	1	Three (Mastery)	Revisit GPCs and CEW: j v w x , me	Revisit: me
Reception Spring Term 1	2	Three (Mastery)	Revisit GPCs and CEW: y z zz qu , we, be	Revisit: we, be
Reception Spring Term 1	3	Three (Mastery)	Revisit GPCs and CEW: ch sh th ng , he, she	Revisit: he, she
Reception Spring Term 2	4	Three (Mastery)	Revisit GPCs and CEW: ai ee igh oa , was, you	Revisit: was, you
Reception Spring Term 2	5	Three (Mastery)	Revisit GPCs and CEW: oo ar or ur they, all	Revisit: they, all
Reception Spring Term 2	6	Three (Mastery)	Revisit GPCs and CEW: ow oi ear air , are, my	Revisit: are, my
Reception Spring Term 2	7	Three (Mastery)	Revisit GPCs and CEW: ure er , her	Revisit: her
Reception Spring Term 2	8	Three (Mastery)	Assess and review Phase 3 work	
Reception Spring Term 2	9	Three (Mastery)	Assess and review Phase 3 work	

Reception Summer Term 1	1	Four	CVCC and CCVC words: teach blending of words with adjacent consonants that contain graphemes taught in Phase 2	Read: said, have Write: he, she, we, me, be
Reception Summer Term 1	2	Four	CVCC and CCVC words: teach blending of words with adjacent consonants that contain graphemes taught in Phase 2	Read: like, so, do Write: was, you
Reception Summer Term 1	3	Four	CVCC and CCVC words: teach blending of words with adjacent consonants that contain graphemes taught in Phase 2	Read: some, come Write: they, all, are
Reception Summer Term 1	4	Four	CVCC and CCVC words: teach blending of words with adjacent consonants that contain graphemes taught in Phase 2	Read: were, there Write: my, her
Reception Summer Term 1	5	Four	CVCC and CCVC words: teach blending of words with adjacent consonants that contain graphemes taught in Phase 2 Read words containing -ed endings with no change to the root word	Read: little, one
Reception Summer Term 1	6	Four	CVCC and CCVC words: teach blending of words with adjacent consonants that contain graphemes taught in Phase 2 Read words containing -ing endings with no change to the root word	Read: when, out, what
Reception Summer Term 2	1	Four (Mastery)	CVCC words: teach blending of words with adjacent consonants that containing graphemes taught in Phase 3	Revisit: said, have
Reception Summer Term 2	2	Four (Mastery)	CCVC words: teach blending of words with adjacent consonants that containing graphemes taught in Phase 3	Revisit: like, so, do
Reception Summer Term 2	3	Four (Mastery)	Teach blending of polysyllabic CVCC and CCVC words	Revisit: some, come
Reception Summer Term 2	4	Four (Mastery)	Teach blending of CCVCC words	Revisit: were, there
Reception Summer Term 2	5	Four (Mastery)	Teach blending of CCVCC and polysyllabic CCVCC words	Revisit: little, one
Reception Summer Term 2	6	Four (Mastery)	Teach blending of CCCVCC words	Revisit: when, out, what

Assessment of Reading

In addition to adjusting teaching minute by minute in the classroom, in order to ensure that children are learning, retaining and accurately applying phonics we systematically use phonics assessments to test: recognition of individual sounds; how children segment sounds in words; how they blend them when reading them before looking at their application in writing words using taught sounds. This information is used by teachers as part of an assessment-led approach so we do not move on until pupils have mastered what has already been taught.

Writing at St Andrew's Primary

In EYFS, the teaching of writing, has been carefully considered to enable our pupils' to be confident and creative writers. We follow the LSP writing progression which ensures that throughout their time at St Andrew's they develop all the necessary skills to meet the expectations for the taught age and stage of development. Transcription and dictation matches their phonics attainment in the way that decodable books do to support early reading. We also want our new writers to develop their composition skills in order that they can use and manipulate language for different audiences and purposes – and these need to be beyond their phonics skills. So oral comprehension allows them to develop these skills (in the same way that reading stories aloud supports pupils to develop comprehension skills using books beyond their decoding attainment) so that, when they can apply their transcriptional skills they have the composition skills needed to create texts that entertain and inform.

EYFS (3 - 5 years)

Spelling	Handwriting	VGP	Comp
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VGP = Vocabulary, grammar and punctuation

Comp = Composition

Opportunities for writing throughout the week

	Handwriting/ fine motor control	Phonics	Guided Practise Writing Sessions	1 to 1 reading with an adult	Independent writing
EYFS	Daily	Daily	3 times a week progressing to 5 by term 4	2 to 3 times a week	Writing opportunities available throughout play

Maths at St Andrew's

All children take part in a daily taught maths session which focusses on mastering the fundamental skills needed to become confident mathematicians. Pupils' spend the majority of their time developing a deep conceptual understanding of key number facts. They then learn efficient and accurate methods of counting before moving onto solving problems using a range of concrete resources and pictures and finally moving onto the abstract. At St Andrew's we follow the White Rose Maths Scheme of work which is used throughout the school.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn term	Getting to know you		Match, sort and compare VIEW	Free trial Talk about measure and patterns VIEW			It's me 1, 2, 3 VIEW		Circles and tri... VIEW	1, 2, 3, 4, 5 VIEW		Shapes with 4 ... VIEW
Spring term	Alive in 5 VIEW	Mass and capa... VIEW	Growing 6, 7, 8 VIEW		Length, height and time VIEW			Building 9 and 10 VIEW			Explore 3-D shapes VIEW	
Summer term	To 20 and beyond VIEW	How many now? VIEW	Manipulate, compose and decompose VIEW		Sharing and grouping VIEW			Visualise, build and map VIEW		Make connecti... VIEW		Consolidation

A Typical Day in EYFS

We know that children thrive in a well organised school. Therefore structure and routines are extremely important to us. Each morning the school gates open at 8:40am and our first session begins promptly at 8:45am.

	8:40-8:55	9:00-9:30	9:30-10:25	10:25-10:45	10:45-11:00	11:00-11:15	11:15-12:00	12:00-1:00	1:00	1:05-1:30	1:30-2:30	2:30-3:00	3:00-3:15
Monday	Register Handwriting/ phonic practice	Phonics	Continuous provision Handwriting interventions	Whole school worship	Break	Mathematics	Continuous provision Maths guided practice Guided reading	Lunch	Register	Literacy	Continuous provision Literacy guided practice Handwriting and phonics interventions Talk boost	Library	Story
Tuesday	Register Handwriting/ phonic practice	Phonics	Continuous provision Handwriting interventions	Singing worship	Break	Mathematics	Continuous provision Maths guided practice Guided reading	Lunch	Register	Literacy	Continuous provision Literacy guided practice Handwriting and phonics interventions	Understanding the world	Story
Wednesday	Register Handwriting/ phonic practice	Phonics Church worship (9.30-9.40am)	Continuous provision Handwriting interventions	Singing assembly	Break	Mathematics	Continuous provision Maths guided practice Guided reading	Lunch	Register	Literacy	Continuous provision Literacy guided practice Handwriting and phonics interventions	Music	Story
Thursday	Register Handwriting/ phonic practice	P.E (until 9.45am)	Continuous provision Handwriting interventions	Class Worship or Treehouse Teams	Break	Mathematics	Continuous provision Maths guided practice Guided reading	Lunch	Register	Understanding the World Past Present People	Continuous provision Literacy guided practice Handwriting and phonics interventions Talk boost	Understanding the world	Story
Friday	Register Handwriting/ phonic practice	Phonics	Phonics	Celebration Worship	Break	Mathematics	Continuous provision Maths guided practice Guided reading	Lunch	Register	Literacy	Continuous provision Literacy guided practice Handwriting and phonics interventions Talk boost	PSED Jigsaw	Story

Working with Parents and Carers

We recognise that pupils' learn and develop best when there's a strong partnership between staff, parents and/or carers.

Parents and/or carers are kept up to date with their child's progress and development through parents' evenings. The EYFS profile and end of year report helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

Transition from Nursery to Reception

Before children start with us at St Andrew's Primary, we ensure that there is opportunity for children to spend time getting to know their teacher and explore the EYFS environment.

The class teacher also visits their nursery/preschool setting to get to know them and speak with their key worker.

The child is invited to attend stay and play sessions at the school with their key worker from their current setting.

A home visit is offered at the beginning of the academic year. This provides the teacher with an opportunity to see the child in their home environment and get to know their family.

Transition from Reception to Year 1

We believe that a smooth transition from Reception to Year One is important for a child's next steps in their school life. Reception and Year One class teachers work closely together in Term 6 to begin this process.

We prepare Reception pupils by:

- Providing opportunities for the children to get to know their Year 1 teacher through story times at the end of the school day
- Having a 'meet the teacher' session where pupils formally meet their teacher, in their new classroom before the end of their Reception year
- Having circle time to allow children time to ask questions about the year ahead
- Altering the style of teaching and learning gradually, to familiarise pupils with a more formal approach to learning
- Providing a parent meeting in Term 6 of Reception

Special Educational Needs (SEND)

At St Andrew's, we have an embedded and well-developed approach to supporting pupils' with additional needs. Detailed information regarding our offer can be found in our SEND Report and Policy which can be found on the school website -

<https://standrewscongresbury.ovw3.devwebsite.co.uk/page/?title=SEND&pid=106>

Policy Review

This policy will be reviewed following any major changes in legislation and/or every 2 years.

Headteacher's signature:

Date: 27/03/2025



Chair of Governor's signature:

Date: 27/03/2025

