

Vision

Our children will reach their maximum potential through high standards in teaching, learning and leadership. We will provide a caring, inclusive learning environment where everyone is valued and respected and prepare our children to become valuable members of the wider global community.

“Our vision is to create a school community where every child participates, excels and takes pride in their achievements...”

Mission Statement

The Grange Community Primary School allows everyone to participate by:

- Providing a welcoming, safe, happy school where everyone is respected and listened to; a school where we take pride in ourselves and our achievements, enabling all children to become confident and successful learners.
- Striving to be the hub of our local community and an integral part of our society; building and joining communities locally and beyond.
- Being a partner in the education of our pupils and being committed to working in partnership with our parents and wider community.

The Grange Community Primary School encourages everyone to excel by:

- Working for the highest possible standards of achievement and behaviour in a stimulating environment.
- Valuing independence, developing a deeper level of learning and providing a curriculum which enables our pupils to become active citizens of the future.
- Endeavoring to be a centre for outstanding teachers, where quality leadership is extended to professionals in other schools and where the staff are committed to their own learning journey and the sharing of quality practice.

The Grange Community Primary enables everyone take pride in their achievements by:

- Encouraging everyone to do their very best.
- Developing a love of learning inspired by quality teaching.
- Building and developing upon individual strengths and talents.

1. Whole School Aims

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through 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 and parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

2. Legislation

This policy is based on requirements set out in the statutory framework for the Early Years Foundation Stage (EYFS) that applies from September 2021.

3. Aims and objectives of Reception

At The Grange, we aim to provide the highest quality care and education for all our children thereby giving them a strong foundation for their future learning. We create a safe and happy environment with motivating and enjoyable learning experiences that enable children to become confident and independent. We value the individual child and work alongside parents and others to meet their needs and help every child to reach their full potential.

Our overall aims are:

- To make the child's first experience of school happy, positive and fun.
- To provide a safe, secure, appropriate, caring, respectful and disciplined learning environment in which all children achieve academically and socially to their full potential.
- To ensure breadth of balance in the curriculum through carefully planned adult input and sensitive interaction using the Developmental Stages while having regard for the skills and attitudes the Key Stage 1 National Curriculum will demand.
- To encourage parents to become partners with the school in the education of their children.
- To provide a curriculum firmly based on active learning to meet the needs of the individual child.
- To foster a love of learning, enquiring minds and the ability to discuss, adapt and negotiate.
- To prepare and equip children with the necessary knowledge, skills, values and attitudes to become responsible adults and citizens of the future.

We recognise that to provide an effective Early Years curriculum, experiences and activities need to be carefully structured and take account of the following:

- Provision for different starting points from which children develop their learning, building on what they can do.
- Planned and purposeful activities that provides opportunities for teaching and learning both indoors and outdoors.
- A range of activities planned and structured by an adult and also those that children initiate themselves.

4. Curriculum

The Early Years Foundation Stage begins from birth. Many children first attend some form of pre-school or Nursery soon after their third birthday. Children may go to a number of settings during the Foundation Stage, attending part time or full time. The curriculum for the Foundation Stage forms the basis of all future learning by supporting, fostering, promoting and developing children's:

- Personal, social and emotional well-being.

- Communication and Language
- Physical Development
- Literacy
- Mathematics
- Understanding the World
- Expressive arts and design

As part of our practice at The Grange we:

- Provide a balanced curriculum, based on the seven areas of learning, using play as the vehicle for learning
- Promote equality of opportunity and anti-discriminatory practice. We provide early intervention for those children who require additional support
- Work in partnership with parents and within the wider community
- Plan challenging learning experiences, based on the individual child, informed by observation and assessment
- Provide opportunities for children to engage in activities that are both adult-led and child-initiated
- Provide a secure and safe learning environment indoors and out

Our early years setting follows the curriculum as outlined in the latest version of the EYFS statutory framework that applies from September 2021.

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. However, 3 areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The prime areas are:

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

The prime areas are strengthened and applied through 4 specific areas:

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

Lessons and activities are planned to excite and engage children based on our assessments of children's needs, interests and stages of development across the seven areas of learning. We take objectives from Development Matters in the Early Years Foundation Stage (2012) alongside the revised Early Years Foundation Stage (EYFS (2021)). These objectives are used to inform and guide

planning through the appropriate age bands for children within EYFS. Topics are chosen to peak interest and allow children to fully immerse themselves into their learning. In Reception, children take part in daily lessons in Literacy and Maths where they learn new skills through whole class, small group and one to one activities. Children will also take part in daily phonics sessions using the Read Write Inc scheme. Topic lessons covering other areas of the curriculum are included in children's timetables alongside P.E.

Children will explore the curriculum through teacher led and child-initiated activities with staff supporting to deepen children's learning through targeted questioning. Throughout Reception, the curriculum is delivered using a play-based approach as outlined by the EYFS.

'Each area of learning and development must be implemented through planned, purposeful play and through a mix of adult-led and child-initiated activities.'

The Developmental Stages within the EYFS establish expectations for most children to reach by the end of the Foundation Stage and help them to build secure foundations for future learning. By the end of the Foundation Stage some children will have exceeded the goals, other children will be working towards some or all of the goals and others will be moving on to the KS1 curriculum.

4. Inclusion

We value all our children as individuals at The Grange irrespective of their ethnicity, culture, religion, home language, background, ability or gender. We plan a curriculum that meets the needs of the individual child and supports them at their own pace so that most of our children achieve and even exceed the Early Learning Goals. We strongly believe that early identification of children with additional needs is crucial in enabling us to give the child the support that they need and in doing so, work closely with parents and outside agencies to get a holistic view of the child. The Grange endeavours to meet the needs of children with special needs in line with the SEND Code of Practice. Parents have regular meetings with the class teacher to review progress and formulate next steps. If required, The Grange will seek advice from outside agencies such as Speech and Language Therapists, Educational Psychologists and support staff from the SENSS Communication and Interaction Team.

Please see the SEND Policy for further information regarding SEND practice and support at The Grange.

5. Assessment, Recoding and Reporting

Learning objectives are identified within all planning and planning reflects coverage of the 7 areas of learning. The assessment of a pupil's progress is made against the Foundation Stage Profile. This is achieved through the direct observation of children's performance in oral work, written work, practical tasks and in consultation with other professionals, staff and parents. Ongoing informal assessments are carried out regularly and are used to group and plan for children to ensure a curriculum that is tailored to each child's individual needs.

As part of our daily practice we observe and assess children's development and learning to inform our future plans. We record our observations in a variety of ways. Observations of children's achievements are collated in their books and on their online profile via Tapestry.

Parents/carers have opportunities to discuss progress with their child's class teacher termly.

Within the final term of Reception, we provide parents with a report based on their child's development against each of the Early Learning Goals and the characteristics of effective learning.

Parents are then given the opportunity to discuss these judgements with the Reception teacher in preparation for Year 1.

6. Parents as Partners

Parents/carers play a key role in children's development and it is essential for us to have a strong partnership with parents and carers to ensure each child reaches their full potential. We encourage parents to make contributions and share information about their child's learning and development. We also regularly share information on children's progress and next steps in learning. We communicate via Parent Hub and Tapestry.

Please see the Tapestry Policy for further information.

8. Monitoring arrangements

This policy will be reviewed and approved by Jude Williams, Reception Leader, every two years.

At every review, the policy will be shared with the Governing Body.

Appendix 1. List of statutory policies and procedures for Reception

Statutory policy or procedure for Reception	Where can it be found?
Safeguarding policy and procedures	See child protection and safeguarding policy
Procedure for responding to illness	See health and safety policy
Administering medicines policy	See supporting pupils with medical conditions policy
Emergency evacuation procedure	See health and safety policy
Procedure for checking the identity of visitors	See child protection and safeguarding policy
Procedures for a parent failing to collect a child and for missing children	See child protection and safeguarding policy
Procedure for dealing with concerns and complaints	See complaints policy

Angela Budge

