



St John's
School Billericay

E. Y. F. S. Policy & Scheme of Work

Date: July 2018
Those Responsible: Mrs F S Armour - Headteacher
Lower School Management

To be reviewed: Each Academic Year

EYFS

At St John's School the EYFS is managed by S. Revill with A. Fleming as deputy.

LOWER SCHOOL SCHEMES OF WORK

EYFS falls under the umbrella of all whole school non-academic policies e.g; Safeguarding, positive Behaviour, Equal Opportunities, Health and Safety etc.

In addition to this, the following academic policies also apply to EYFS:

Lower School English

Lower School Maths

Lower School Science

Lower School Art

Lower School DT

Lower School P.E

Lower School R.E

Lower School Music

PRE-RECEPTION - Scheme of work

Seven areas of learning are covered in Pre-Reception, these are:

1. Communication and Language
2. Physical Development
3. Personal Social and Emotional Development
4. Literacy
5. Mathematics
6. Understanding the World 7. Expressive Arts & Design.

The above are planned to cover school policies and *EYFS* goals.

MICHAELMAS TERM

1. Personal, Social and Emotional Development

Our aim this term is for the child to separate from the main carer with confidence.

- In Pre-reception, we encourage the development of each child's social skills e.g. sharing, respecting others and making friends.
- We work to support the separation from main carer and interaction with peers and staff.
- Our children are encouraged to understand the rules of the classroom and undertake their own personal hygiene.
- We operate an open door policy to reassure parents on their child's progress and happiness culminating in formal parent discussions during this first term.
- In the first half of this term the children participate in the harvest festival and during the second half of the term, the children participate in the Christmas performances.
- A progress report is sent home at the end of this term.

2. Communication, Language and Literacy

Our aim in this term is to stimulate and encourage children to enjoy a rich and varied environment offering the children vast opportunities to participate in all areas covered in this subject.

Reading

Every child takes a reading book home each week, and though these books do not usually contain words they are used to broaden and develop the child's language and to encourage them to use the book correctly. Differentiation is available for children with developed reading skills. Some children will begin to progress to first word books and all will be encouraged to recognize their own name.

In the second half of this term the children are introduced to the Floppy's Phonics scheme and the children are encouraged to bring an item related to each new sound for the sound box. The Floppy's Phonics software on the class computer helps to develop sound and letter recognition

The children will be given the opportunity to take home a book from the library on a weekly basis.

Writing

In this term we introduce many opportunities for mark-making activities in order to develop pencil hold and control. This is later extended to include letter formation and emergent writing in integrated learning activities. Personalised provision is implicit in all activities.

3. Mathematics

During this term the children are introduced to numbers with practical activities and through songs. Through various activities, the children learn awareness of number, counting and recognition of the numbers 1 – 10, 2D shapes, weight and size. The children are given vast opportunities to build, construct and balance with a wide variety of building and construction materials, e.g. Lego, building blocks and numerous other learning aids. Again, personalized learning is ongoing.

4. Understanding of the world

In this area the children are developing the knowledge, skills and understanding that help them to make sense of the world.

- The children are given the opportunity daily to use the computers in the classroom during integrated learning activities, with a selection of programs to help develop mouse control. Other opportunities for the children to develop their understanding of current technology are provided on a daily basis, including the availability of equipment such as cameras, walkie talkies, microscopes etc
- In this term we look at changes that occur e.g. cooking and autumn. This encourages the children to think and question why and how changes occur.
- During this term, the topics include 'On the Farm' and 'Space'.
- The children are made aware of other religions with celebrations of Divali and Eid.

5. Physical Development

Our aim is to provide a range of activities to develop the children's skills of co-ordination, manipulation, control and movement. The children have the opportunity to gain confidence in using a variety of resources to develop these skills and build up a positive sense of well-being. At playtime the children are encouraged to be active by running, skipping etc. The children's gross motor skills are developed by the use of trikes and wheeled vehicles, climbing apparatus and balance beams.

The children also have physical development sessions. They are encouraged to use climbing, balancing and other equipment to develop their physical abilities and skills.

We discuss the importance of eating healthily.

The children are taught the rudiments of control and manipulation of scissors. They are given the opportunity to use a variety of tools in play dough, again to encourage manipulative skills. They undertake a palette painting, threading and other activities to develop fine motor skills.

6. Expressive Arts and Design

- The children are offered a chance to explore a wide range of mediums and methods. These include painting, printing, stamping, modelling, sticking and stencilling, sand, water and salt. The children have the opportunity to draw with chalks, crayons, pencils and felt tip pens.
- The children are introduced to role play – various shops, hospital, home corner and dressing up.
- The children explore a range of percussion instruments and the sounds they produce.

LENT TERM

1. Personal, Social and Emotional Development

This term we continue to further develop sharing, turn taking, being kind, remembering our manners and building friendships and relationships with other children and adults. We also make the children aware of keeping safe, not talking to strangers and staying with carer. The children are encouraged to become more independent in getting ready for lunch, playtime and home time.

The parents will be invited to a second parents evening during this term and again at the end of the term
a report is sent home informing the parents of their child's progress.

2. Communication, Language and Literacy

Reading

Floppy's Phonics continues with stories, songs, sounds box and the use of the Class computers.

Children who have developed sound recognition and reached the reading criteria are put on to the next stage of the reading scheme. These are to develop the child's awareness of the left to right flow of the words as well as continuing to develop language skills.

Our topic in the first half of this term is 'Around the World'. One week is spent looking at a Continent and the children are made aware of other cultures with the introduction of flags, food, artists etc.

The children will continue to borrow books from the library.

Writing

Children begin to give meaning to the marks they make. We focus on correct pencil hold and letter formation by carrying out writing activities such as writing their own name.

3. Mathematics

We continue counting forwards and backwards and recognizing numbers 1 – 10 (and above) as well as using positional language, developing the understanding of increasing, size, weight and height. The children continue to learn number songs and rhymes. We introduce differentiated number activities this term.

4. Understanding of the World

- During this term the children investigate the properties of a magnet, plant and observe bulbs growing.
- As part of our topic ‘Around the World’ the children begin to develop knowledge of different cultures, traditions and languages.
- Exploration using a range of technologies continues.

5. Physical Development

- Gross motor skills will continue to be extended with the use of apparatus and balance beams.
- Trikes and wheeled vehicles will be used.
- Fine motor skills are further developed by tweezer manipulation skills, threading, scissor control worksheets and workbooks.
- The children will continue to develop their understanding of healthy practices.

6. Expressive Arts and Design

- The children continue to develop their skills and senses through exciting and stimulating experiences.
- The children will continue to investigate a variety of mediums.
- The children construct and explore the sounds of their own created musical instrument.

In our second topic, ‘Favourite Stories,’ we engage in many role play activities:

- Acting out traditional stories with drama and puppets
- Café with menus, food and notepads for emergent writing
- Hospitals with the use of ‘prescription pads’ again for emergent writing, shop role-play with lists for emergent writing

TRINITY TERM

1. Personal, Social and Emotional Development

- This term the children will be encouraged to think and do things for themselves and working towards becoming even more independent.
- The children will be taught about the dangers of the sun and the importance of keeping safe in hot weather.
- This term the children will go upstairs to have short stories extending to a full afternoon in their new classroom, in preparation for their new term in *Reception*.
- Care and concern for others, living things and the environment are discussed as we learn about various animals and their habitats. Children are encouraged to think of spiders in a new light not as creepy, scary bugs.
- The children will participate in Sports Day and sports Round Robin and we will talk about taking part, winning and losing.

The children will experience a trip as part of our Activities Week. This is a fun activity for Pre-Reception and Reception. Again, health and safety precautions are discussed e.g. wearing seatbelts, touching animals, staying with leader and not talking to strangers are some examples.

At the end of the term another progress report is sent home.

2. Communication, Language and Literacy

Reading

Floppy's Phonics continues with songs, stories and sound box. Children are continually assessed for sound recognition and reading criteria.

Our topics this term include 'Living Things' and 'All about Me'. In the summer topic the children write and send a postcard of their own making to their parents. Most children will write their name and emergent writing and others will copy their own message.

Pencil skills activities and use of computer software are continued.

3. Mathematics

We continue to count and recognize numbers, symmetry, directional language, beginning to add by increasing by a given number, comparing size, size ordering, comparing full and empty containers, comparing two numbers, estimating, 3D shapes and weekdays and weekends. As well as this we continue with number songs and rhymes according to the appropriate topic.

4. Understanding of the World

- During this term the children closely examine the changes taking place with our tadpoles and we will discuss metamorphosis, the difference between a spider and an insect, we will look at the life cycle of a butterfly, again reinforcing the fact that they metamorphose. The children will have magnifying glasses and bug jars to use on a bug hunt in the school grounds.
- Holiday destinations, how we get there and clothes we wear are discussed. Experiments will take place with wet and dry sand. Why can't we build a sandcastle in dry sand? We paint the playground with water and paintbrushes and experience first-hand, evaporation.
- Technology skills will be developed through the use of Beebots and computers.

5. Physical Development

- We will use the opportunity of the nice weather to take the children outdoors to practice running races, to develop throwing, catching and kicking skills.
- Parachute games will be played.
- Cutting skills will continue to be developed.
- We will continue to reinforce our topics with selected music and movement tapes.
- More palette painting will take place again following our topics.
- The children will participate in the school Sports Day.
- The children learn about the importance of healthy eating and exercise.

6. Expressive Arts and Design

- Children will experiment again with different mediums and methods.
- Children will have opportunities to put their own ideas of what frogs, spiders and webs look like onto paper.
- Children will paint to different music.
- Children will be given the opportunity to explore colour mixing.
- Printing with various materials will be explored.
- Drama, role-play and imaginative play will continue following the terms topics.

RECEPTION - SCHEME OF WORK

The *Reception* programme of study is undertaken in seven different learning areas. They are:

1. Communication and Language and Literacy
2. Physical Education
3. Personal, Social and Emotional Development
4. Literacy
5. Mathematics
6. Understanding of the World
7. Expressive Arts and Design.

The above are planned to incorporate:

- Entrance to St John's School

- School policies
- EYFS goals
- National Literacy and Numeracy frameworks

MICHAELMAS TERM

1. Communication, Language and Literacy

Our aim at St John's School is to develop each child's use of communication and language. It is the very heart of young children's learning. Learning to listen, speak, write and read is given the greatest emphasis in our programme. We immerse the children in a rich environment of communication experiences with practitioners planning, modelling, demonstrating and providing an integrated programme of study.

During Michaelmas term the children are settling into a school routine and, as practitioners, it is our main concern that the children are happy and well settled.

Our programme will focus on the beginnings of reading and writing, including early comprehension.

Reading

Each child will take a book home to read each night to their parents. The following day the same book will be read to the teacher or Learning Support Assistant. If successfully completed to the satisfaction of the teacher, a new book will be sent home the following day. In this manner the children will progress through the St John's Reading programme. To consolidate recognition of the vocabulary encountered during reading sessions, weekly sight words will also be sent home to practice.

A letter will be sent home to parents explaining the St John's Reading Scheme. It details how each parent can assist their child with Reading.

We assess the sight words on swimming day. Each child progresses through the words at their own pace, with the teacher regularly assessing the level of challenge offered. When a child knows all of the sight words, we introduce individual spellings which are also assessed on swimming day. Each child is also given an opportunity to borrow a book from the library on a weekly basis. In addition, each classroom has a book corner for the children to enjoy the reading of books, an emergent writing table and a role play area.

Linking Sounds and Letters

Each week the children will revise the letters learnt in Pre-Reception using the Floppy's Phonics scheme and will continue to learn new phonemes and blends. For the new children to St John's School, this will be an introduction to Floppy's Phonics. Songs, games, labels, displays of key words learnt in phonics sessions are all ways the children will practice new and revised sounds each week. Sound and high frequency revision cards are sent home each week to practise.

Writing

- ✦ During Michaelmas term the children continue to learn to write their own name accurately, with correct formation and size.
- ✦ They are encouraged to begin to use mark-making and emergent writing to write for a variety of purposes.
- ✦ Alongside the emergent writing, children trace over letters and words to form sentences.
- ✦ Each activity will emphasize the correct holding of the pencil and a comfortable sitting position in preparation for more formal writing.
- ✦ The teacher will place particular emphasis on where to start each letter and how it is to be formed (Nelson handwriting scheme).
- ✦ Children progress at their own pace and a wide range of learning opportunities are available which allow the children to practice their skills.

2. Mathematics

Our aim at St John's School is to give all our children the best opportunities for effective mathematical development. We plan a range of mathematical opportunities to encourage the development of children's thinking by showing an interest in methods, not just solutions. We encourage the children to be confident and to display enthusiasm in discussing mathematical activities.

Numbers as Labels and for Counting

During this term the children are being introduced to the numbers 1 – 20, with a great deal of emphasis on the reliable counting of objects and practical activities to develop and enhance this. When children enter Reception, they use the Busy Ant scheme to reinforce practical activities. More able children are challenged through the use of more challenging activities and 'Schofield and Simms' number books.

Activities:

- Count, recognize and form numbers 1 – 20
- Introduce 2D shapes, repeating shape patterns
- Introduce the concept of 'Length'.
- Introduce addition (practical addition)
- Introduce the concept of 0, continue the recording of addition.
- Introduce concept of more than/less than.
- Introduce concepts of taking away. Sorting activities by size, colour etc.

3. Understanding of the World

Our aim is to provide the children with a wealth of experiences to explore their world and learn about people and communities. In this term we look at the topics of Ourselves and Sound. (At St John's School we undertake the Star Ginn Science programme, as outlined in the school Science policy). The children have many opportunities to use a range of technology both in the classroom and in the computer suite.

Topic: Sound

During the second half Term we undertake the study of sound using the Ginn Star Science Scheme as the basis of the programme.

- How we hear sounds
- Danger sounds
- Identify loud and soft sounds.
- Use of musical instruments to demonstrate the way sounds are made.

Topic: Ourselves

Activities:

- Discuss the colour of eyes, which colour has the most, least.
- Discuss the parts of the body. Which parts of the body help us to move? Practical activity to link with Physical Development to demonstrate moving parts of the body.
Construct a jointed body from card, using jointed pins to allow the body to move.
- The food we eat. Discuss items of food that the children like and dislike eating. Feel real food items and discuss colour, texture, smell.
- Discuss the five senses.
- Construct a healthy sandwich.
- Discuss the different age groups of children in the class, the teacher, parents, grandparents and younger members of the family. Sequence activity to demonstrate baby to grandparents. The changes along the life time-line.

4. Physical Development

Our aim at St John's School is for each child to improve the skills of co-ordination, control, manipulation and movement. It helps the children to gain confidence in what they can do and enables them to feel the positive benefits of being healthy and active. We have a weekly swimming lesson at Lake Meadows Pool and two 30-minute P.E Lessons with the specialist P.E. Teacher.

Activities:

- Moving the body in different ways safely.
- Negotiating space successfully.
- Individual running, skipping and jumping.

- Individual choice of equipment to practice ball skills.
- Throwing a ball, aiming and catching with two hands, aim into a hoop using a bean bag.
- Outdoor activities: practice going over and under beams and hoops.
- Opportunities for the development of fine/gross motor skills.
- Manage own basic hygiene.

5. Expressive Arts and Design

We aim to give each child many and varied experiences to develop effective creative progression. Each child needs to have sufficient time to explore their own ideas, imitate what they see, experiment with ideas and to bring their own ideas to the process.

At St John's we have a Music and Movement lesson. We also have a specialist Music teacher who takes the children for singing practise once a week. Alongside this, we undertake our own Creative Development lessons in the classroom.

Activities:

- Opportunities to explore a variety of media and materials, for example paint, clay, chalk, dough, ink.
- Learn to sing a range of songs.
- Use of writing equipment such as crayons, pencils, small note pads, printing apparatus.
- Role play in the class shop/home corner with many opportunities for emergent writing.
- Opportunities to build stories around toys.
- Play co-operatively alongside other children.

6. Personal, Social and Emotional Development

At St John's School we aim to develop each child's social skills and to care and provide for their welfare daily. We encourage pupils to respect themselves, each other and adults, to obey rules which allow us to have a safe and fair environment, and to be happily and usefully occupied.

We reassure parents that, as part of a team, we view their child's happiness as the key to good academic results.

Assemblies are held in the Kindergarten to promote the personal, social and emotional development of the children. Each day has a different focus.

- ✦ Monday - whole school assembly lead by Mrs. Armour (the Headteacher).
- ✦ Tuesday - ERIC (Everyone Reads in Class).
- ✦ Wednesday – Kindergarten Assembly
- ✦ Thursday - Eric.

- ✦ Friday - celebrations / PSHE assembly, led by Mrs Armour.

At the end of each half term an additional assembly is held to celebrate success.

Discuss:

- PSHE Unit - Hygiene and Myself/Others
- The need for classroom rules. Construct a list of classroom rules using the children's responses.
- The need for washing hands.
- The need to care for classroom belongings.
- How to play happily in the playground, taking account of other children's feelings and actions.
- What makes us happy and sad?
- How to behave in the dining hall.
- Stranger danger.
- How to perform for an audience.

LENT TERM

During Lent term we aim to consolidate and develop every aspect of the programme that began in Michaelmas Term.

1. Communication, Language and Literacy

Reading

The children continue to read four days a week. We also continue the learning of sight words, taking them from the first 100 high frequency words and 'tricky' words from the letters and sounds programme. The Teacher assesses the children regularly to ensure that the books offer an appropriate challenge. More able children will begin to learn how to spell some high frequency words.

Linking Sounds and Letters

The children continue to revise initial sounds and begin to build words using their knowledge of phonics. More able children are challenged with four and five letter words and blends as appropriate. **Writing**

Writing activities for a variety of purposes is continued. Emergent writing is encouraged and developed. We continue to use the Nelson Handwriting scheme to undertake the formation of letters. More able children are extended through, individual targets and activities.

2. Mathematics

During Lent term, we continue to use the Busy Ant Scheme of work and Schofield and Simms Number workbook to reinforce practical activities.

Topics undertaken:

- Continue numbers up to 20
- Addition
- Identifying position and the introduction of weight
- Capacity
- Addition of 1, 2 or 3
- Weight
- Ordering
- Direction (up, down, right, left)
- Introduction of o'clock
- Subtraction
- Introduce 3 D shapes
-

3. Understanding of the World

Topic: Light

Activities:

- Draw different light sources.
- Collect and discuss: torches, light bulbs, candles, matches, cycle reflectors, mirrors.
- A power cut story.
- Discuss fireworks; create firework pictures.
- Blindfolded activities.
- Create a cave in the classroom by drawing the blinds and turning off the lights.
- Investigate brightest torch, light etc.

Topic: People Who Help Us?

1. Who helps us at school?

Visit the school office, kitchen and caretakers. Discuss.

Invite our school crossing attendant to talk to the children about his role.

2. How do the police help us?

Discuss the Police force's role in assisting children, keeping them safe.

3. How do doctors and nurses help us?

Discuss the role of the doctor and nurse.

Who has attended hospital, doctor's surgery?

Visit from nurse to explain her job.

4. How does the fire service help us?

Visit from fire service. Discuss why it is important.
Discuss our school's fire practice drills.

5. How do dentists help us?

Discuss the role of a dentist?

Who has visited a dentist? Why is it important to go?

6. How do vets help us?

What job does a vet do? Who has been to a vet's surgery?

During this topic there will be many opportunities for discussion, role-play and visitors.

4. Physical Development

During Lent Term the physical development programme continues with an emphasis on skills practice with small equipment in the first half of the term. In the second half of the programme the emphasis is on gymnastic development.

Activities:

- As individuals and with a partner the children practice with small bats and balls to strike the ball accurately.
- Introduce the skill of skipping with skipping ropes.
- Kick a ball and walk while dribbling a ball.
- Aiming a kick at a target.
- Different types of jump, how to jump safely.
- Link balancing and jumping.
- Use large outdoor equipment for balancing, jumping and crawling through.

5. Expressive Arts and Design

During Lent Term we continue to provide many opportunities for the children to develop their own ideas, imagination, thoughts and feelings through art, music dance and stories.

6. Personal, Social and Emotional Development

Discuss:

- PSHE Unit – Staying Safe and Family Networks.
- New Year Celebrations and Traditions.
- Appropriate behaviour when a visitor comes into the classroom. Role play various situations.
- How to manage to eat lunch and being hygienic that is, eat over the table, not talking when eating, washing hands before eating.
- Discuss working together/helping others. - Discuss our families.
- Feelings of others that is, helping mummy on Mother's Day.
- Discuss Chinese New Year. Where does the tradition come from?

- How to work as part of a group that is, taking turns and taking into account the ideas of others.

TRINITY TERM

During Trinity Term our aim is to consolidate all the learning that has taken place in the previous two terms. Lower School end-of-year tests are held in June and the *EYFS* Profile is to be completed by the end of May and reported to Essex LEA in June.

1. Communication, Language and Literacy

Reading/Writing

As in the previous two terms, the children continue to read on four days a week and to work on sight words, providing countless opportunities for sentence and word level activities.

The children continue to learn the sight words at their own pace, progressing onto learning spellings when ready. The children's reading is regularly assessed to ensure suitably challenging books are provided.

Linking Sounds and Letters

During this term activities and books that revise and extend the sounds covered are used by the teacher reinforce learning.

Children continue to develop their phonic knowledge using the Floppy's Phonics Scheme.

Continuation of independent emergent writing.

Handwriting

We continue to use the Nelson Handwriting scheme and undertake the activities each week. Emphasis is placed on the correct pencil grip, correct seating position, the need to write slowly and accurately, with the correct formation of all the letters.

2. Mathematics

During Trinity Term we continue to use the Collins Busy Ant Mathematics scheme. Ongoing activities also include individual progress in Simms Mathematics.

Topics:

- numbers to 20 and beyond
- addition and subtraction
- sorting 2D shape
- length

- counting and money using 1p, 2p, 5p, 10p and 20p
- ordering numbers up to 20
- counting in 2s, 5s and 10s
- doubling and halving
- addition and subtraction using money up to 10p - the days of the week
- revision of o'clock and half past.

3. Understanding of the World

Topic: The Environment / Animals

Discuss:

- Living animals/insects and non-living objects around us.
- Characteristics of living things for example, number of legs, type of body covering, warm-blooded/cold blooded.
- Different types of animals (mammals, insects, birds)
- Animal needs (food, shelter, water)
- Habitats.
- Life cycles.
- Names of baby animals.
- Recycling and care of the environment.
- Litter and Pollution.
- Weather and the Seasons

In the final week of term there is an activities week which includes a trip to a local farm/zoo.

4. Physical Development

During this term the children will participate in activities to develop 'Outdoor Games' skills and prepare for the Sports Day events.

5. Expressive Arts and Design

Many opportunities for creative development are continued this term and the more able children are encouraged to discuss their ideas and the processes they have used.

6. Personal, Social and Emotional Development

Discuss:

- PSHE Unit – Feelings and Needs
- Caring for the environment
- Stranger danger
- What do we need to be healthy/happy.
- Expectations during end of year tests.

Assessment in the Foundation Stage at **St John's School**

All assessment in the Foundation Stage is based on the recommendations and regulations of the EYFS. Monitoring of each child's progress throughout the Foundation stage is essential to ensure that the child is making progress and that difficulties in any of the areas of learning are identified and addressed. Close monitoring of progress also ensures that a child's achievements can be celebrated.

PRE-RECEPTION

When a child enters St John's School at Pre-Reception the teachers immediately begin to observe them, recording these observations. During the first six weeks, initial assessments are undertaken with the logging of each child's use of particular activities or play. As skills and different learning activities are introduced, the child's individual progress is recorded on the EYFS profile document.

Observations of children are recorded using written and Tapestry tracker observations and use of photographic evidence. Discussions with the children, observing them individually and in groups and assessing outcomes such as paintings, drawings, emergent writing and models all give an insight into what children understand and where they may need support. Throughout the year the development of numbers, letters, shapes and colours are monitored by the use of checklists.

Assessment opportunities are identified in medium-term plans and also occur spontaneously during classroom activities.

A drawing is kept at the end of each term to include in the child's individual profile folder. This is the beginning of a continuous 'school based' assessment at St John's.

Parents are regularly informed of their child's progress through parent/teacher interviews that are held in October and March of each year and through informal conversations on a day to day basis. A formal report is sent to the parents at the end of each term.

To assess whether a child is ready to begin on the school reading scheme a set of criteria is outlined.

Ready to read?

The child can:

1. Choose a book and talks about the pictures in the book.

2. Hold the book correctly while turning the pages and retelling the story from memory.
3. Distinguish between text and pictures.
4. Join in rhymes and can fill in rhyming words.
5. Recite familiar rhymes.
6. Recognise his/her own name.
7. Predict words and phrases in shared reading.
8. Recognise at least 15 letters by shape and sound when presented randomly.
 - a) Say the correct sound when a written sound is presented.
 - b) Select the correct written sound when an oral sound is given.

Once the above criteria have been met, the child may commence our Kindergarten reading scheme, progressing through the levels in order.

To avoid books being mistakenly repeated, the teacher dates the book on the list as it has been read.

In Pre-reception the children are heard read *at least* once a week. This increases to four times a week in Reception.

At the completion of Trinity Term the Pre-Reception teachers will meet with the Reception teachers to pass on information about each child's progress. This will be recorded on the EYFS Profile.'

Reception

As in Pre-Reception the main form of assessment undertaken is through 'Observation and informal evaluation. The teachers take many notes, focusing on all of the areas of learning. Achievement is recorded against the 17 learning goals.

The 'EYFS Profile' is undertaken during this year. The teachers record assessment on the profile itself.

A parent/teacher interview is held in October, March and June. During the interviews, progress on the EYFS profile is detailed to the parent. At the completion of the profile, the assessment data must be sent to Essex LEA in June of each year.

A sample of English and Mathematics from each child is entered into their individual profile folders at the beginning and end of the year.

During the Trinity Term an end-of-year test is undertaken in each year level of the Lower School, except Pre-Reception. The data from this test is recorded in the Blue Marks book that is kept as a continuous record of achievement throughout the Lower School.

How do we use our assessments?

Ongoing assessment is used to inform planning and opportunities for extension. Pre-Reception and Reception teachers provide support and extension work for all children. This ensures that all children are challenged and working towards next step targets. Children are seen as individuals and are given personalized learning opportunities in all areas of learning.

Use of Technology in EYFS

Ipads are used as an integral part of our monitoring of children's progress through the use of Tapestry in which images are recorded to evidence the developments children are making towards the Early Years' Goals. When the children leave the EYFS, the images of individual pupils are shared with the appropriate parents prior to the profile images being deleted. Use of personal cameras / mobile phones is not permitted in EYFS, within the KG building or at any place within the school where there are EYFS children.