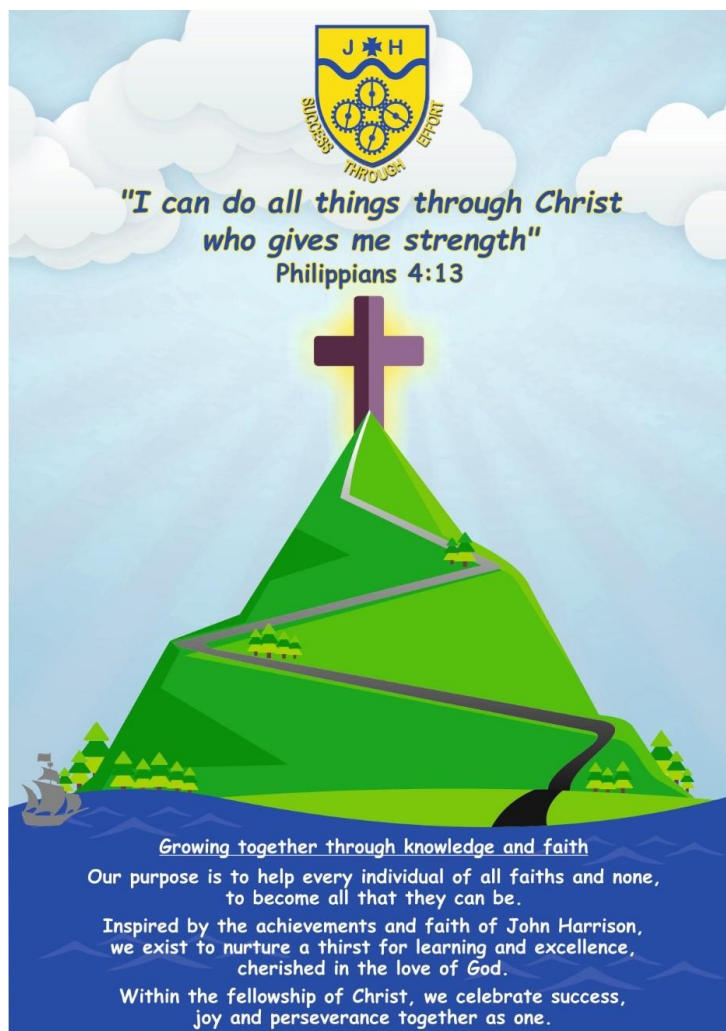


John Harrison C of E Primary School

EYFS Policy



Date reviewed: Spring 2023

Date of next review: Spring 2024

Hope Respect Perseverance Friendship Compassion Peace Forgiveness

John Harrison C of E Primary School

Early Years Foundation Stage Policy (EYFS)

Introduction

At John Harrison C of E Primary School education is about **successful, life-long learners** experiencing the joy of discovery, solving problems and being creative. Our school is about developing self-confidence whilst maturing socially and emotionally to become **confident, self-motivated individuals** who are **responsible citizens**. These are underpinned by our Christian values of: Compassion, Perseverance, Forgiveness, Friendship, Hope, Peace and Respect and our school vision: 'Success Through Effort: Growing Together Through Knowledge and Faith'.

The Early Years Foundation Stage (EYFS) applies to the learning and development of all children from birth to the end of the Reception Year.

Early childhood is the foundation on which children build the rest of their lives. It is not just a preparation for the next stage but is vitally important in itself.

Learning for children is a rewarding and enjoyable experience in which they explore, investigate, discover, create, practice, rehearse, repeat, revise and consolidate their developing knowledge, skills, understanding and attitudes. During the Foundation Stage, many of these aspects of learning are brought together effectively through playing and talking.

Statutory Framework for EYFS

We adhere to the 'Statutory Framework of the EYFS' and the four guiding principles that shape practice within Early Years settings:

- Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured;
- Children learn to be strong and independent through **positive relationships**;
- Children learn and develop well in **enabling environments**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents/ carers;
- **Children develop and learn in different ways and at different rates.**

As part of our practice we:

- Provide a balanced curriculum, based on the EYFS, across the seven curriculum areas, using play as the vehicle for learning, creating a stimulation and happy learning environment
- To recognise and build upon the experiences and skills that the child brings to school taking into account the range of starting points and the needs of each child.
- 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 carers
- Plan challenging learning experiences, based on the individual child, informed by observation and assessment and by the children's own ideas and interests

- Provide opportunities for children to engage in activities that are adult-initiated, child-initiated and adult supported
- Provide a secure and safe learning environment indoors and outdoors.
- To support and value play as an essential vehicle for the children's learning and development.
- To develop the whole child, socially, emotionally, physically, morally and cognitively.
- To provide children with experiences that instil confidence and develop independence.

Early Years Foundation Stage Curriculum

We plan an exciting and challenging curriculum based on our observation of children's needs, interests, and stages of development across the seven areas of learning to enable the children to achieve and the Seventeen Early Learning Goals.

All seven areas of learning and development are important and interconnected.

Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive, both in the EYFS and into Key Stage 1. They are the stepping stones to the children becoming learners. These three areas are the **prime** areas:

- Communication and Language

Listening, Attention and Understanding, Speaking

- Physical Development

Gross Motor Skills, Fine Motor Skills

- Personal, Social and Emotional Development

Self-Regulation, Managing Self, Building Relationships

Children are also supported through the four **specific** areas, through which the three prime areas are strengthened and applied:

- Literacy

Comprehension, Word Reading, Writing

- Mathematics

Number, Numerical Patterns

- Understanding the World

Past and Present, People, Culture and Communities, The Natural World

- Expressive Arts and Design

Creating with Materials, Being Imaginative and Expressive

In planning and guiding children's activities, practitioners must reflect on the different ways that children learn and reflect these in their practice.

Three characteristics of effective teaching and learning are:

1. **Playing and exploring** - children investigate and experience things, and 'have a go'.

2. Active learning - children concentrate and keep on trying if they encounter difficulties and enjoy achievements.

3. Creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things

Children are provided with a range of rich, meaningful first-hand experiences in which they can explore, think creatively and be active. We aim to develop and foster positive attitudes towards learning, confidence, communication and physical development.

We create medium term plans based on a series of topics each of which offers experiences in all seven areas of learning.

We always remain flexible to allow for unplanned circumstances and children's responses. Our planning is continually evaluated by all staff to ensure that children's individual 'Next Steps in Learning' and personalised learning needs are met.

Children will engage in whole group and small group activities alongside their independent learning. There are also allocated times for whole class daily 'carpet learning sessions'.

The curriculum is delivered using a play-based approach as outlined by the EYFS framework: *'Each area of learning and development must be implemented through planned, purposeful play and through a mix of adult-led and child-initiated activities'*.

We plan a balance between children having time and space to engage in their own child-initiated activities and those which are planned by adults. During children's play, the adults in class interact when appropriate to stretch and challenge them further.

In planning and guiding children's activities, we reflect as practitioners on the different ways that children learn and build these into our practice. We create a stimulating learning environment to encourage children to free-flow between inside and outdoors as far as possible.

Organisation

The Early Years curriculum is implemented by a trained teacher. Support is given by Teaching Assistants in response to the size and specific needs of each cohort.

Our Reception area is semi open plan. It has its own toileting facilities and an outdoor play area. There is a carpeted area, with an interactive white board, for focused group sessions. A well organised environment is planned to give the children opportunities to engage in activities directed by adults and also opportunities for the children to access resources and initiate their own activities. We aim for a child led curriculum, so although half termly themes are planned, the children's interests are taken into account and shape the termly learning journey. Adult supported and child initiated learning happens within the continuous provision within the classroom.

All routines are made clear and simple in order that children may develop increasing confidence and independence.

The school day begins with a soft start 8.50am at which time the children can enter Reception. Once the children have taken part in self-registration they can access specific morning jobs. Formal registration takes place at 9.00 am and the morning session runs through to 12pm. Lunch is from 12-1pm, with the afternoon session running from 1pm through to 3.30pm. There is a whole class snack time in the morning for all pupils. All children from 4 – 6 years

of age are entitled to a free piece of fruit or vegetable each day under a scheme by the department for health. Children aged 1 – 4 years are also entitled to a third of a pint of whole milk each day. Children enjoy their snack time while sitting together and is valued as a learning opportunity. Children are encouraged to be independent by pouring their own milk or water, serving snacks and cleaning up after themselves. This helps the children to develop interests and skills that they have learned in a variety of contexts. Universal free school meals are available to all children in EYFS or children have the option to bring a healthy packed lunch from home.

Indoor and Outdoor Resources

The learning environment is planned effectively to meet the requirements of all areas of learning. It will be well organised into clearly-defined areas.

The areas may include:

- An attractive and comfortable place to read;
- Wet and dry sand with a variety of equipment;
- Water with equipment;
- Small world;
- Construction;
- Activities to develop both fine and gross motor skills;
- Mathematical and scientific equipment;
- Writing areas with a variety of paper and tools to mark make and write;
- Role play area;
- A variety of creative media such as paint, clay, junk materials;
- A variety of outdoor play equipment;
- Baking materials and equipment are available when needed;
- Computing equipment including; interactive smart board/ iPads.

These areas are clearly defined within the classroom which allows the children to become confident in selecting and finding resources in their play. It encourages the children to tidy up correctly and give them a sense of familiarity within the classroom. All areas will be attractive and suitably resourced so that children are encouraged to use them and engage in purposeful, challenging activities with or without the presence of an adult. Resources will be organised in such a way that children are enabled to make informed choices, select independently what they need and take responsibility for clearing away.

Additional resources which are used as enhancements or to add variety are stored in the classroom cupboards or in the large shed. These are only to be accessed by the adults in the classroom.

Outdoor play equipment is stored in the small sheds on the Reception playground, with some additional resources stored in the large shed. The large shed is locked and can only be accessed by an adult. The small sheds are opened daily for the children to access the resources.

Resources are carefully used and learning opportunities planned for to enable the children to relate personally. Great emphasis is placed on ensuring that the outdoor learning environment contributes to all areas of learning.

All children will be encouraged to take part in the full range of outdoor experiences.

Children should have access to the total learning environment in and out of doors for a substantial part of each session.

Learning and Teaching

In order to promote effective learning, the teaching will provide opportunities and experiences for children to:

- Have access to a wide range of opportunities and experiences which will allow them to explore,
- investigate, discover, create, practise, rehearse, repeat, revise and consolidate their knowledge skills
- and understanding;
- Imitate activities that promote learning and enable them to learn from one another;
- Have time to explore ideas and interest in depth;
- Feel secure in order to become confident learners;
- Make links to other areas of learning;
- Undertake creative and imaginative play activities that promote the development and use of language.

The staff will:

- Work in partnership with each other, parents, carers and the community;
- Promote children's learning through planned experiences and activities that are challenging but achievable;
- Observe children and adapt opportunities and planning to match children's interests at the time and their learning needs;
- Teach skills and knowledge;
- Understand that children learn in different ways and at a different pace to each other;
- Deliver interventions to support the learning needs of each child and support with any SEND needs;
- Use rich and varied language to help children develop linguistic structures for thinking;
- Plan both indoor and outdoor provision to maximise opportunities for children's learning.

Observation and Assessment

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 and everyone in class is encouraged to contribute. During the first term in the Reception class, baseline assessments are carried out with each child through observations and basic skills activities. These identify patterns of attainment which allows the teaching programme to be adjusted and responsive to the individual needs of the children and of groups of children. Information is shared with well parents, as well as a wellbeing check to let them know how their child has settled into school.

These ongoing observations are used to inform the EYFS Profile/Development Matters bands. The children's progress is reviewed continually. Children's progress throughout the year is reported to the Local Authority on entry, at mid-year, typically March and at the end of the Reception Year, typically June. This information is shared with parents at a second consultation in spring. Assessment in Reception takes the form of observation, discussion and interaction which involves both the teacher and other adults, as appropriate. Throughout their time in Reception, parents/carers are welcomed in to share their children's learning; both informally through our 'open door' policy and more formally during parent/teacher consultations.

At the end of the year the EYFS Profile provides a summary of each child's development and learning achievements including whether they have reached a 'Good Level of Development' (GLD). GLD is achieved by being at the expected level in the goals linked to Communication and Language, Personal Social and Emotional Development, Physical Development, Maths and Literacy. Children are assessed against the Early Learning Goals (ELG) by the class teacher - who uses the exemplification documents, and their knowledge of the children to make a 'best fit' judgement.

The children are assessed as achieving a 1 or a 2 against each area of the EYFS curriculum:

- 2 = Expected ELG – meeting the expected level
- 1 = Emerging ELG – not yet meeting the expected level

To ensure that judgements made about children are as accurate as possible, teachers attend termly cluster meetings with other local schools where observations are moderated. Teachers are also moderated by the Local Authority.

This profile data is the statutory data that is sent to the Local Authority and used to help school benchmark and identify improvements.

The judgements, along with the Characteristics of Effective Learning summary for each child will be shared with the Year One teacher.

Inclusion

In our planning and teaching we value all our children as individuals, irrespective of their ethnicity, culture, religion, home language, background, ability or gender.

We meet the needs of all of our children through:

- Planning opportunities that build on and extend the children's knowledge, experience and interests and develop their confidence and self-esteem.
- Using opportunities to positively teach about differences through story, circle time, smart board presentations and varied resources
- Using a variety of teaching strategies that are based on children's learning needs,
- Providing a wide range of opportunities to motivate and support children and to help them learn effectively.
- Offering a safe and supportive learning environment, in which the contribution of all children is valued.
- Using resources that reflect diversity and that avoid discrimination and stereotyping:
- Planning challenging activities for children whose ability and understanding are in advance of their language and communication skills.

- Monitoring children's progress and providing support such as Speech and Language Therapy Programmes and Interventions.

For those children with special educational needs, the focus will be on removing barriers and on preventing learning difficulties developing. This will involve working closely with the SENDCo and carers to develop an effective strategy to meet these needs. This may involve working with staff from other agencies. We work closely with the parents/carers of our high achieving children to ensure that their individual needs are met and their talents fostered. We ensure that these children are challenged appropriately to reach their full potential.

Safety including Safeguarding and Welfare

The safety and welfare of our children is paramount. We have robust policies and procedures in place to ensure their safety. Ratios are in line with current guidelines.

In Reception we provide a safe and secure environment and provide a curriculum which teaches children how to take risks, follow rules and stay safe. We comply with the welfare requirements set out in the Statutory Framework for Early Years Foundation Stage and understand that we must:

- Promote the welfare of all children;
- Promote good health;
- Manage behaviour effectively and appropriately;
- Ensure all adults working with children are suitable to do so;
- Ensure that the environment is safe and all equipment and furniture is fit for purpose;
- Ensure all children have a challenging and enjoyable learning experience.

Resources are checked regularly for deterioration and any items that are damaged are promptly removed. The children are taught how to use equipment safely. Good health and safety habits are enforced. The children understand concepts such as reporting all spills to an adult and sweeping sand from the floor and putting this into the bin.

We promote the good health of the children in our care in numerous ways, including the provision of nutritious fruit snacks, access to water throughout the day, allocating significant time for physical development and following set procedures when children become ill or have an accident.

The Reception staff hold the Paediatric First aid qualification, which is a statutory requirement of the EYFS.

Transitions

Transitions are carefully planned for and significant time is given to ensure continuity of learning and care. At times of transition, we acknowledge the child's needs and establish effective partnerships with those involved with the child and other settings. Children attend a number of introductory sessions to develop familiarity with the settings and practitioners. Our Reception staff also visit the local nurseries and preschools in return, to familiarise themselves with the children.

In the term before the children start school, Parents/carers are encouraged to take up the offer of a home visit (by the Reception class teacher and TA) or have the option to instead meet with Reception staff in school. This is a valuable time to talk 1:1 with them and answer any concerns/queries they may have. They also provide an ideal opportunity to discuss any specific needs.

Parents and children are provided with a welcome booklet, additional information about school lunches, out of school provision and uniform.

At the end of the year, our Reception teacher meets with the Year 1 teacher to liaise with them and discuss the individual children and their specific needs. The children's assessment data is sent with them to Year 1 so that their new teachers are able to plan for their 'next steps in learning' from the moment they enter their new class. Children spend a number of sessions towards the end of the school year in the Year 1 classroom to ensure that they are familiar and comfortable with their new teacher.

Links with parents/carers

We recognise the central importance of parents/carers as children's first educators. We believe they have a significant role to play in the lifelong education of their child. We strive to create and maintain partnerships with parents/carers as we recognise that together, we can have a significant impact on a child's learning. We welcome and actively encourage parents to participate confidently in their child's education and care in numerous ways. We support this through

- talking to parents/carers about their child before their child starts in our school;
- visits by the teacher to all children in their home setting prior to their starting school;
- opportunities given to the children to spend time with their teacher before starting school;
- inviting all parents/carers to an induction meeting during the term before their child starts school that includes a tour of the school and the opportunity to sample a school lunch;
- arranging for children to have a staggered start to school attending for mornings only or afternoons only over the first few days so that the teacher can welcome the children into school;
- being welcoming and approachable and having an open-door approach for parents to voice concerns/ask questions;
- offering parents/carers regular opportunities to talk about their child's progress in our reception class, including formally during parent teacher consultations;
- encouraging parents/carers to talk to the child's teacher if there are any concerns;
- offering a range of activities, throughout the year, that encourage collaboration between child, school and parents/carers;
- a report sent to parents and carers about their child's attainment and progress at the end of each school year (see above statement);
- open invitations to our Celebration Worship, Christmas and Harvest concerts, and other events throughout the year;
- providing books to facilitate messages and news between home and school for every child, updated weekly;
- sending Pings out via the school app to update parents with information about what is happening in the classroom;
- encouraging parents to read with their child at home and make comments in their reading record;

- we also draw on our links with the community to enrich children's experiences by taking them on outings and inviting members of the community into our setting to talk about their lives, work and experiences.

Monitoring and Evaluation

Our Early Years provision is monitored and evaluated in the following ways:

- The Reception staff are constantly evaluating their effectiveness by ongoing informal discussions on a day to day basis.
- Monitoring activities are carried out by the Senior Leadership Team, the School Improvement Officer, subject leaders, support invited from the Local Authority and the school governor attached to the Reception cohort.
- Analysis of statistical data against National data, locality data, data from the local authority and schools within the Barton Local Collaborative Trust.

Role of the Reception Leader

The Reception Leader will:

- Ensure that the curriculum is fully implemented and that all statutory requirements are being met.
- Ensure that a wide range of resources and activities are available throughout the year.
- Support and guide the support staff within the classroom to enable them to support the learning of young children effectively.
- Work alongside the Head teacher to monitor the effectiveness of Reception.
- Be involved in purchasing resources that enhance the learning experience of children in Reception.
- Continue their own professional development ensuring that they are aware of the most recent initiatives and latest developments for best practice.

Role of the Governing Body

- Ensure that they are aware of the most recent initiatives and latest developments within EYFS
- Monitor progress within Reception throughout the year from the Baseline
- Support key developments and ensure compliance with statutory requirements