



Inspiring all to learn, care and share

EYFS POLICY

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Policy reflects any changes in current pedagogy and National Curriculum

Policy is formulated, discussed, reviewed and agreed with staff : Annually

Policy is discussed and agreed by governors annually: Summer 1

Introduction/Rationale

Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.

The Early Years Foundation Stage (EYFS) sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

The Statutory Framework for the Early Years Foundation Stage, DfE 2021.

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

Our teaching aims

- That children access a broad and balanced curriculum that gives them the wide 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.
- Close partnership working between practitioners and with parents and/or carers.
- Every child is included and supported through equality of opportunity and anti-discriminatory practice.

Knowledge, Skills, Attitudes, cultural capital

At Statham we aim to provide the highest quality care and education for all of our children and give them the best possible start to their early education. We aim to equip all of our children with the essential knowledge that they need to prepare them for their future success.

The EYFS is based upon four principles:

- A unique Child: every child is a unique child, encouraged to constantly learn and develop resilience, capability, confidence and self-assurance
- Positive Relationships: children learn to be strong and independent through strong relationships
- Enabling Environments: 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
- Learning and Development: children develop and learn in different ways. The framework covers the education and care of all children in early year's provision, including children with special educational needs and disabilities.

The EYFS is made up of seven areas of learning:

Prime areas

- Personal, Social and Emotional Development
- Physical Development
- Communication & Language

Specific areas

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

These areas are delivered throughout the topic and linked closely together. They are equally important and depend on each other. All areas are delivered through a balance of adult led and child initiated activities. EYFS have their own outdoor area used all year round in all weathers. Being outdoors encourages learning in different ways. It offers the children more opportunities to be creative and explore on a larger scale as well as to be physically active linking the indoors and outdoors together. Children will have the opportunity to experience all seven areas of learning whether they decide to learn indoors or outdoors.

OPAL play further enhances this provision and opportunities to play and engage with pupils across school in wide ranging areas of provision are actively encouraged.

Planning, Organisation, Delivery and Structure

Planning in EYFS is linked to the wider curriculum across school and the Beam Trust.

- Long-Term Planning feeds into provision in separate subject areas, preparing children for the whole school curriculum they will engage in from Y1 upwards.
- There is a strong focus on oracy and developing communication and language skills. Teachers and teaching assistants engage with children using the SHREC approach (share, repeat, expand, converse) and pupils are encouraged to fill talk boxes and engage with the class in talking about points of interest.
- Quality texts engage pupils in reading and writing and pupils are encouraged to work on supported and independent writing challenges each week.
- We base our planning around topics and children's interests are incorporated throughout our free flow activities.
- We plan first hand experiences and provide opportunities for challenges appropriate to the development of the children.

At Statham we recognise that the environment plays a key role in supporting and extending the children's development. This begins by observing the children and assessing their interests, development and learning, before planning a combination of independent and guided, challenging but achievable activities and experiences.

Continuous provision enhances elements of the half termly focus and children are taught explicitly as new areas are introduced, embedding basic skills they can then develop as they access areas with greater independence.

Staff are skilled at observing children to identify their achievements, interests and next steps for learning. Often, children can lead on some of the short term activity planning and staff are quick to respond accordingly. This fostering of the children's interests develops a high level of motivation for the children's learning.

Early Years Foundation Stage document 'Development Matters' supports our school objectives. We discuss children's learning as a team and reflect on next steps, ensuring that future planning reflects identified needs.

One page marking supports our maths provision and our English books provide the weekly process in developing literacy. Showbie is our school's technology based learning platform and all lessons are uploaded to the class page, photographic evidence supporting where necessary but not at the detriment to the engagement with the children.

Modelling, conversation and sharing stories form the bedrock of our provision. Observations and interactions support assessment.

At the end of each term, Target Tracker is updated by the EYFS team, based on reflection and discussion around each pupil. At the end of their foundation year, the children's progress is recorded on to the Early Years Foundation Stage Profile. Each child's level of development is recorded against the 17 Early Learning Goals.

The Foundation Stage classroom is organised to allow children to explore and learn securely and safely. There are areas where the children can be active, be quiet or creative. Role play always reflects the half termly writing focus and a story table and puppet theatre enhance this provision. The Foundation Stage has its own outdoor classroom area. The free flow between the inside and the outside has a positive effect on the children's development. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. The children can explore, use their senses and be physically active and exuberant.

Teaching

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Practitioners respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for year 1.

At Statham we recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways, at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as celebration and rewards, to encourage children to develop a positive attitude to learning.

The EYFS learning environment is carefully planned to ensure all areas are used to enable learning for every child. The children have the choice of where they

choose to learn. All activities are based upon current assessment and all have a main learning intention that can be accessed with and without adult support. Our basic provision is linked to the current needs of the cohort, providing a range of reading, writing and mathematical opportunities in all areas. We encourage child initiated activities and adapt our continuous provision accordingly, enhancing our provision through objects, prompts, conversation and careful questioning.

The Seven Areas of Learning

Communication and Language

'The development of children's spoken language underpins all seven areas of learning and development.' Statutory Framework for EYFS 2021

Each day is punctuated by story-telling and singing. Role play and story area engage language acquisition. Staff record quality vocabulary children use on our word tree and tier 2 (more challenging) vocabulary is encouraged.

Personal, Social and Emotional Development

'Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world.' Statutory Framework for EYFS 2021

All children are taught PSHE and MyHappyMind lessons weekly to support this development. Early on they are taught explicitly about their emotions and recognising emotional triggers and feelings. Our emotional regulation zones and calm areas support their developing independence to self-regulate and support one another.

Physical Development

'Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood.' Statutory Framework for EYFS 2021

Children have weekly PE lessons and Forest school sessions in addition to daily exposure to wide ranging play activities allowing for exercise. Circuits are set up to focus on specific development and daily fine motor skills are addressed

through many of the continuous provision settings in addition to the funky fingers tasks.

Literacy

'It is crucial for children to develop a life-long love of reading.' Statutory Framework for EYFS 2021

This is instilled from the very beginning, sharing stories across the course of the day and exposing children to a range of texts across the classroom. The school's 'Ten a term' enhances provision and introduces new texts and authors for pupils to enjoy.

Whole school synthetic phonics supports the mechanics of teaching children to read. Read Write Inc is taught across the Beam Trust. Pupils are assessed each half term and streamed accordingly. Rapid catch up interventions are in place as 1-1s and support videos are sent home on a weekly basis for all pupils. Annual reading workshops keep families informed and supported.

Mathematics

'Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers' Statutory Framework for EYFS 2021

At Statham, we teach the White Rose Maths. This exposes children to basic fluency skills but also provides the opportunity to explore more open ended problems with support. Concrete resources are encouraged and all pupils have their own 'tens bags' they can use alongside access to other resources such as number lines, Numicon and counting strings.

Most activities are practical and opportunities to showcase understanding on Showbie enables further assessment. Counting songs and rhymes are an integral part of learning and stories provide further support. Children are encouraged to develop not just their counting skills but their subitising skills and continuous provision enhances this opportunity. A role play shop encourages discussion around sums and money.

Understanding the World

'Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's

personal experiences increases their knowledge and sense of the world around them'. Statutory Framework for EYFS 2021

Making links to our whole school coverage of science, history, geography, computing and French provides the platform for appropriate topics to cover in line with EYFS provision. We then carefully plan visits and visitors to support further learning, giving our children real life experiences and real life people to talk to. We have recently established links with the new local residential home for the elderly and endeavour to develop these connections through our EYFS, visiting the residents and providing the children an opportunity to talk and perform.

Expressive Arts and Design

'The development of children's artistic and cultural awareness supports their imagination and creativity.' Statutory Framework for EYFS 2021

Children participate in weekly music lessons which focus on developing an appreciation of different genres of music, understanding rhythm, pitch and tempo, learning new songs and playing the glockenspiel. Children join in weekly singing assemblies which are whole school and learn songs during the year which will be shared in a music festival in the summer term across the Beam Trust EYFS.

Art is taught weekly and linked to our whole school scheme, exposing pupils to artists and skills, working towards developing a final piece of art work each term. In Spring 2, All pupils produce a piece of work to be submitted for the PAN festival.

DT skills are taught explicitly, particularly those of cutting using scissors. Junk modelling is available for pupils as continuous provision and there are many opportunities to bake or prepare food during the year.

To summarise, as part of our best practice we:

- Provide a balanced curriculum, based on the EYFS, across the seven areas of learning
- Promote equality of opportunity and anti-discriminatory practice
- Provide early intervention for those who need additional support
- Work in partnership with parents and where needed outside agencies
- Plan challenging learning experiences for all our children, based on the individual needs of the child

- Provide opportunities for our children to engage in adult led learning and self- initiated learning
- Provide a secure and safe learning environment indoors and outdoors
- Plan an exciting and challenging curriculum based on our observations of children's needs, interests and stages of development across the seven areas of learning

Children's play reflects their wide ranging and varied interests and preoccupations. In their play, children can be inquisitive, creative, questioning and experimental and will learn at their highest level. Playing with their peers is important for children's development. Through play our children explore and develop learning experiences, which help them make sense of the world. The adults model play and play sensitively with the children fitting in with their plans and ideas. The children are encouraged to try new activities and judge risks for themselves. We talk to them about how we get better at things through effort and practice and that we can all learn when things go wrong. They practice and build up ideas, learning how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. Statham staff and Governors believe that all individual learning styles should be recognised and honoured in a creative learning environment. The way in which we learn is as important to progress and success as what we learn.

Intervention Opportunities

We are inclusive. All children receive quality wave one teaching. In addition, children identified as having a specific need are supported and monitored closely and staff meet with parents regularly to reflect and update intervention or support programmes. Teachers and Teaching Assistants plan programmes together and where appropriate, liaise with the SEND Co-ordinator. The needs of children with English as an additional language will be met through careful planning and if necessary guidance from outside agencies.

Assessment

At Statham, ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Practitioners also take into account observations shared by parents and/or carers. In the EYFS assessment of attainment and progress is based on observation, discussion, questioning and evidence of children's independent learning. Valuable evidence of children's learning is obtained

through observation of independent and targeted learning. These observations are undertaken by teachers and teaching assistants and are recorded in a variety of forms in the children's individual online learning journeys. They also contain information provided by parents and other settings. Each child's progress is also recorded against 17 assessment scales derived from the ELGs (Early Learning Goals).

At the end of the EYFS, 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
- Exceeding expected levels or
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations and discussions with parents and/or carers. The results of the profile are then shared with parents and/or carers.

Parental Involvement

We recognise that children learn and develop well when there is a strong partnership between practitioners and parents and/or carers. Parents and/or carers are kept up to date with their child's progress and development. At Statham we recognise that children learn to be strong, confident and independent from being in secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families. We recognise that parents are children's first and most enduring educators and we value being partners with them in their child's education through:

- Talking to parents about their child before their child starts in our school
- Offering both parents and children the opportunity to spend time in the Foundation Stage before starting school
- Operating an open door policy for parents/carers with any queries
- Weekly open evening where parents/carers have the opportunity to look at the children's classroom and books
- Access to Showbie
- Weekly class Pings to share learning and experiences
- Offering three parent/teacher consultation evenings per year
- Sending a report on their child's attainment and progress at the end of their time in the Foundation stage
- Developing a range of activities throughout the year that encourage collaboration between child, school and parents
- Workshops to support and communicate

Transitions

At Statham we recognise that starting school and moving classes has the potential to be a stressful time for both parents and children. To this end we have established a strong set of procedures for smooth transitions. All children starting in Reception are offered a home or nursery visit prior to their child starting. This gives children the security of meeting with their teacher in a safe, familiar environment and gives parents time to ask questions and share knowledge or any concerns they have about their child. In addition to this all the children are invited to an assembly held by the current Reception class followed by a teddy's bear picnic. They also have the opportunity to visit the classroom and meet the other staff and get familiar with their new surroundings.

All children starting in Reception have a booklet to complete during the summer break and parents are given a timetable and 'School Readiness' booklets.

Health and Safety and Safeguarding

Children learn best when they are healthy, safe and secure, when their individual needs are met, and when they have positive relationships with the adults caring for them. Our safeguarding and welfare procedures are outlined in the whole school safeguarding policy.

We are a healthy school and participate in the free fruit scheme. For our Reception children we provide the universal infant free school meal and the menu is regularly monitored with the kitchen staff. We cater for those children who have special dietary requirements and have robust systems in place ensuring that all children receive the correct meal. Fresh water is readily available for all children and we encourage children to bring in water bottles with water only. Children are taught the importance of keeping clean and washing their hands correctly. We ensure that children understand good oral hygiene and encourage visits from dentists and dental nurses to raise the profile of looking after teeth.

It is important to us that all children in the school are 'safe'. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards.

Equal Opportunities

In accordance with the school's Equal Opportunities Policy, all children at Statham are given full access to the Early Years Curriculum. Staff will endeavour to help all children to reach their full potential irrespective of race, gender, age or ability. We strive to ensure that all tasks set are appropriate to each child's level of ability. We have high expectations of all children and we believe that their work should always be of the highest possible standard.