

# EYFS Policy

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*“Every child deserves the best possible start in life and the support that enables them to fulfil their potential.”*

*(EYFS Framework, 2023)*

## **Aims**

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the 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 is 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.

## **Legislation**

This policy is based on requirements set out in the [Statutory framework for the early years foundation stage \(publishing.service.gov.uk\)](https://publishing.service.gov.uk) (September 2023).

## **The Curriculum**

The Welbourne EYFS curriculum has been written in accordance with the latest version of the [Statutory framework for the early years foundation stage \(publishing.service.gov.uk\)](https://publishing.service.gov.uk) (September 2023). The curriculum is supported by [Development Matters - Non-statutory curriculum guidance for the early years foundation stage \(publishing.service.gov.uk\)](https://publishing.service.gov.uk) (September 2023). The EYFS framework includes seven areas of learning and development that are important and interconnected: (See Appendix A)

- **Communication and language.**
- **Personal, social and emotional development.**
- **Physical development.**
- Literacy.
- Mathematics.
- Understanding the world.
- Expressive arts and design.

The first three areas in the list above are known as the prime areas. These are particularly important for igniting curiosity and enthusiasm for learning, and for building children’s capacity to learn, form relationships and thrive:

We have developed the curriculum giving **communication and language** skills a high priority. This is in line with Development Matters 2023: ***“The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children’s language effectively.”***

A high priority is also given to the teaching of **reading**. We aim to teach children to read and develop a love of books as soon as they arrive at Welbourne Primary Academy, and books are used to teach topics and to enhance our whole curriculum.

We follow a systematic approach to **phonics** approach by following Mckie Mastery Power Phonics.

We underpin our curriculum with the **Personal Social and Emotional Development** of all our children. We strive to enable children to be safe, happy, confident individuals. We also encourage self-regulation as much as possible and introduce rules and boundaries through modelling good behaviour and reflection time. We teach the children the power learning behaviours throughout the first half term, we praise children whenever we see these behaviours by offering dojo points and prizes when they are reached the target number of points. The power learning behaviours are Active Listening, Job Done, Teach and Support, Everyone Engaged and Explain and Elaborate.

The Curriculum is based around cross-curricular topics. Each topic planned is included in the curriculum for specific reasons and we want to ensure that all children leave the Reception Year ready to start the KS1 curriculum. All the topics have resources and activities ready to use in the enhanced provision. Topics are introduced with a good quality storybook or age-appropriate non-fiction text. Using books in this way, teaches children that books and reading form the basis of all learning.

Our curriculum is ambitious and aims to teach all children the skills and knowledge in order that they reach the seventeen Early Learning Goals described in the Early Years Foundation Stage (*see Appendix B*). We teach through a range of teaching methods including child-initiated learning, whole class teaching, group teaching, investigations and problem solving together, and independently. As many activities as possible are play-based; however, there is also a need for direct teacher-led activities to ensure children gain essential knowledge and skills from their teacher. All activities are expertly modelled, and children are given sufficient time, support and resources to repeat and practise them.

## **Teaching and Learning**

**We follow the 7 key features of effective practice set out in Development Matters 2023. These are:**

**The best for every child-** We adapt our curriculum to meet the needs of our children. In development matters it states that children that come from disadvantaged backgrounds are on average 4 months behind their peers. We narrow the gap through high quality teaching and catch up and keep up interventions.

**High quality care-** We meet the needs to the best of our ability for all children and provide additional support for those who require it.

**What we want the children to learn-** We have planned an ambitious curriculum that focuses on the development of language and is carefully sequenced to ensure that children revisit learning and build on prior knowledge. We have mapped out our curriculum to ensure that children are given the best chances of meeting the early learning goals at the end of the year.

**Helping our children learn-** We have developed a pedagogy that allows children to be exposed to different approaches to learning such as child-led learning, where children have opportunities to invent their own play and develop their interests. Adult-led learning, where set up provision based on children's interests and stages of development and children access this provision independently or as a group so that they can learn from each other. Adult directed learning- where children are taught new skills and knowledge through modelling. We carefully plan our provision both indoors and outdoors to ensure that children have opportunities to develop their learning.

**Checking what children have learnt-** We have carefully mapped out our curriculum and designed checkpoints for learning so that we can assess children that are on track to meet the end of year expectations and children who are at risk of falling behind. We assess children through formative assessments throughout the day. Children who are at risk of falling behind, receive catch-up and keep-up interventions.

**Self-regulation and executive function-** Throughout the year we develop children's ability to develop their self-regulation skills so that they can concentrate their thinking. Plan what to do next, monitor what they are doing and adapt, regulate strong feelings, be patient for what they want and bounce back when things get difficult. We teach children to hold information in their minds, focus their attention, think flexibly and inhibit impulsive behaviour; these skills enable children to develop their executive function.

**Partnership with parents-** We aim to build strong and respectful partnership with all parents. We do this by listening to parents, we have an open-door policy for parents to speak to use at drop off and pick up. Parents also have access to Class Dojo so they can send a message to inform us of any events or ask any questions. We invite the parents into the classroom twice a week for a Storytime session so that parents can see what we have been learning by the work that is displayed on the wall. We encourage all parents to engage with Tapestry so that they can see what their child is learning at school. Parents are also encouraged to upload pictures to Tapestry so we can share what the child has been learning at home.

### **Characteristics of effective learning**

We use the characteristics of effective teaching and learning to support children's development across all areas of the curriculum.

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

**Active learning** – children concentrate and keep on trying if they encounter difficulties, and enjoy achieving.

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

## **Assessment**

During the first term in Reception, the teacher assesses the ability of each child using the statutory government baseline and through teacher observations. These assessments allow us to identify patterns of attainment within the cohort, in order to adjust the teaching programme for individual children and groups of children. We record each child's level of development throughout the year and record whether each child is on track or not on track to meet a Good Level of Development (GLD) at the end of the year in July.

Children will be judged at either an emerging level or an expected level in each early learning goal. The exceeding level no longer applies. We make regular assessments of children's learning, and we use this information to ensure that future planning reflects identified needs. Assessment in the Foundation Stage takes the form of both formal and informal observations and through planned activities. Assessment is completed regularly and involves both the teacher, teaching assistants, parents and children, as appropriate.

We record each child's level of development throughout the year through using Tapestry, Literacy and Maths books. At the end of the final term in Reception we assess whether each child is emerging or expected in each strand within each area of learning and submit this data to the local authority. This information is also shared with the child's next teacher who uses this information to make plans for the year ahead. We share this information too at parental consultation meetings and in the end-of-year report.

Parents receive an annual written report that offers detailed comments on each child's holistic progress across all areas of learning. It highlights the child's strengths and development needs, and gives details of the child's general progress. We complete these in June, and send them to parents in early July each year.

## **Inclusion**

All children will receive quality first teaching on a daily basis and activities will be differentiated accordingly. In addition to this, where children have been identified as having a specific need, intervention programmes will be implemented. Teachers and Teaching Assistants plan programmes together and where needed with liaison with the Special Needs Co-ordinator.

## **Safeguarding and welfare procedures**

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. We help children to self-regulate and manage their emotions appropriately and Personal Social and Emotional Education is at the heart of everything we do.

Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all children. We know that children learn best when they are healthy and safe, when their individual needs are met

and when they have the chance to build positive relationships with the adults around them and their peers.

The rest of our safeguarding and welfare procedures are outlined in our suite of safeguarding policies which have been written in accordance with **'Keeping Children Safe in Education 2023'**

We are a healthy school and participate in the free fruit and milk for under-fives scheme this is provided through a rolling snack from the end of Autumn term till Summer term. At the beginning of the year, we have snack during circle time to develop our personal, social and emotional skills. For our Reception children we provide the universal infant free school meal and the menu is regularly monitored with the chef. We cater for those children who have special dietary requirements and have robust systems in place ensuring that all children receive the correct meal. We make sure that children with allergies or other dietary requirements are catered for in conjunction with our catering providers.

Fresh water is readily available for all children, and we encourage children to bring in bottles so that they can help themselves to water at any time.

At least one member of staff in the setting has a recognised paediatric first aid qualification in line with the EYFS statutory framework 2023.

### **Structure and Staffing of the EYFS**

The EYFS class teacher has a vast experience teaching young children with a specialist degree in Early Years Education.

The class also has a full time, experienced teaching assistant who regularly teaches interventions and small groups.

Specialist teachers are brought in for PE lessons in line with the rest of the school.

Children can arrive into the classroom at 8:45 a.m. every morning and children are picked up at 3.00pm.

The class join the main school for assemblies on Wednesday's and Friday's and other whole school events throughout the year.

### **Parental Involvement**

We recognise that parents/carers are children's first educators, and we value having a positive relationship with them in their child's education through:

- ✓ Making contact with parents/carers before their child starts school at our parent walkabouts, induction sessions, welcome packs and nursery visits.
- ✓ Inviting parents/carers and children to attend a stay and play event at the beginning of the year.
- ✓ Inviting the children for a few days of mornings plus lunch time to ease transition into full days at school.

- ✓ Inviting parents to phonic and reading workshops/ lesson observations to see how their children will begin learning and how they can support them.
- ✓ Operating an open-door policy for parents/carers with any queries or concerns. Conversely, if EYFS staff have concerns about the progress of a child, they will approach parents and carers to discuss them.
- ✓ Written contact through reading records.
- ✓ Sharing photos, updates and 'wow moments' on Tapestry (our online communication and home learning platform).
- ✓ Offering two, parent-teacher consultation meetings per year at which their child's progress and wellbeing is discussed.
- ✓ Sending a written report on their child's attainment, progress and attitude at the end of their time in reception.
- ✓ Asking parents to sign a generic permission form for visits, food-tasting and photographs etc.
- ✓ Parents are invited to a range of activities throughout the school year such as Christmas productions and sports day etc.
- ✓ Offering opportunities for parents and carers to visit the school as a volunteer to assist with the children's learning e.g. hearing readers.

## **Transition**

Starting school can be a difficult time for young children; we therefore plan this time carefully to support children with the transition and to ensure it is as smooth as possible for each child and that they settle into their new class quickly and happily.

We have a tried and tested induction programme which includes:

- Stay and plays at the start of term in September so that the children can get to know the teachers and school staff with their parent present.
- A gradual introduction to the school day. Children complete a week of mornings and lunchtimes. This introduces the children to their new routines gradually and this enables children to be less overwhelmed.

When children transition into year 1, the class teacher has time with the year 1 teacher to give them all the relevant welfare, academic and general information about all the children leaving the EYFS. The children learn the staff in KS1 throughout the reception year so that the adults become well known.

## **Monitoring arrangements**

This policy will be reviewed and approved by the Early Years lead teacher every 2 years. At each review, the policy will be shared with the governing board. The governors will liaise with the EYFS lead teacher annually to discuss the EYFS Action Plan and relevant Strategic School Development Plan (SSDP) sections.

## Appendix A- Curriculum areas

### **Personal Social and Emotional Development**

We strive to enable children to be safe, happy, confident individuals. We also encourage self-regulation as much as possible and introduce rules and boundaries through modelling good behaviour and reflection time and circle times. We follow Mckie Mastery's power learning behaviours to enhance the children's personal, social and emotional development. These are Active listening, Teach and support, Job done, everyone engaged and Explain and elaborate.

### **Physical Development**

Our outdoor environment and expansive grounds enables us to make the most of the outdoors and we encourage children to play outside as much as possible. Our intention is that children learn how to take measured risks. We encourage children to learn about nature and look after their environment through seasonal walks around Cuckoo's Hollow. There is a well-established and comprehensive PE curriculum with experienced PE Teachers. Children are taught about the importance of regular exercise and healthy eating, and are encouraged to join in with whole-school sports initiatives such as intra-school competitions.

### **Communication and Language**

Children are encouraged to listen and communicate appropriately. We enhance the classroom and outdoor garden area to reflect the topic learnt. Each topic encompasses enhancements to the learning environment that include role-play areas, small-world play and story-making tables to encourage the children to act out scenarios and discuss concepts being learnt. This helps children learn and use new vocabulary introduced through the topics. Children are encouraged to ask questions and contribute to whole-class and group discussion whenever possible. Children who struggle to communicate are targeted in the provision and learning interventions such as NELI are used when children lack confidence or do not have the age-appropriate skills.

## **Reading and Phonics**

We aim to teach children to read and develop a love of books as soon as they arrive at School, and books are used to teach topics and to enhance our whole curriculum.

We follow a systematic approach to phonics teaching based on McKie Mastery Phonics. Phonics lessons are taught daily for twenty-five to thirty-five minutes. In addition to daily phonics, children take part in guided reading twice a week, either in small groups or individually. A reading book is taken home every day and literacy Homework is given out half termly. Children are also encouraged to take home age-appropriate picture books from the outdoor library. Teachers read stories to children from high quality age-appropriate texts at every available opportunity. These books are then used to enhance the learning environment and reading area.

## **Writing**

We introduce writing straight away, and teach handwriting. Guided writing activities are taught 4 times a week from the beginning of the year. These include writing topic words, lists, captions and short narratives. Guided writing activities are based on the topic being taught and the class book is often used as a basis for writing. Children are also encouraged to write in the provision in the role-play area, construction area, creative area, library and outdoors. The children are provided with a range of pencils, pens, and other media to encourage them to write as much as possible. We hope to inspire children to write independently after they have been introduced to writing skills in their guided writing sessions.

## **Mathematics**

Children are Maths four times a week through guided group work and whole-class activities. Children are exposed to two maths sessions a day. We follow NCETM maths mastery to support children's early maths skills such as developing composition of each number. We also follow White Rose, where we develop our mathematic skills further so that we can understand number sentences and use a range of mathematic resources such as part, part whole models. We also use maths

enhancement activities in the different areas in the classroom, including the outdoors. The main aim of the maths curriculum is to teach children to be able to subitise numbers to ten automatically as soon as possible. We begin by concentrating on numbers one to five in the first half term and develop their number knowledge throughout the year so that children have secure knowledge of numbers 1-10 and developing knowledge of numbers beyond 10. Children also learn shape, space and measure skills and knowledge through guided work and as activities in the enhanced provision. Children who need extra help with mathematics are targeted in the provision by key members of staff.

### **Knowledge and Understanding of the World**

We strive to give children knowledge about the world around them in and the rest of the world. Science, History and Geography are taught through most of our topics and Fantastic Friday's based on children's interests. We teach RE throughout the year based on celebrations including, The Diwali story, The Christmas story and the Easter Story so that children are introduced to different belief systems. We also encourage children to develop these skills through role play, small world areas, investigation stations.

### **Expressive Arts and Design**

We want children to sing songs, make music, dance and perform. Children are given time to play imaginative games and make up stories, songs and dances. This is taught throughout the year through our topics and Fantastic Friday's based on children's interests. We also encourage children to develop these skills during continuous provision by drawing, designing, acting, playing musical instruments.

## Appendix B - 17 Early Learning Goals – EYFS

<p><b>Communication and Language</b></p> <p><b>Listening, Attention and Understanding</b></p> <ul style="list-style-type: none"> <li>• Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</li> <li>• Make comments about what they have heard and ask questions to clarify their understanding.</li> <li>• Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> <li>• Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</li> </ul>	<p><b>Personal, Social and Emotional Development</b></p> <p><b>Self-Regulation</b></p> <ul style="list-style-type: none"> <li>• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</li> <li>• Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> <li>• Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</li> </ul> <p><b>Managing Self</b></p> <ul style="list-style-type: none"> <li>• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>• Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul> <p><b>Building Relationships</b></p> <ul style="list-style-type: none"> <li>• Work and play cooperatively and take turns with others.</li> <li>• Form positive attachments to adults and friendships with peers.</li> <li>• Show sensitivity to their own and to others' needs.</li> </ul>	<p><b>Physical Development</b></p> <p><b>Gross Motor Skills</b></p> <ul style="list-style-type: none"> <li>• Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>• Demonstrate strength, balance and coordination when playing.</li> <li>• Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul> <p><b>Fine Motor Skills</b></p> <ul style="list-style-type: none"> <li>• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li> <li>• Use a range of small tools, including scissors, paintbrushes and cutlery.</li> <li>• Begin to show accuracy and care when drawing.</li> </ul>	
<p><b>Understanding the World</b></p> <p><b>Past and Present</b></p> <ul style="list-style-type: none"> <li>• Talk about the lives of the people around them and their roles in society.</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul> <p><b>People, Culture and Communities</b></p> <ul style="list-style-type: none"> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>• Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</li> <li>• Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</li> </ul> <p><b>The Natural World</b></p> <ul style="list-style-type: none"> <li>• Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>• Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</li> <li>• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>	<p><b>Expressive Arts and Design</b></p> <p><b>Creating with Materials</b></p> <ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>• Share their creations, explaining the process they have used.</li> <li>• Make use of props and materials when role playing characters in narratives and stories.</li> </ul> <p><b>Being Imaginative and Expressive</b></p> <ul style="list-style-type: none"> <li>• Invent, adapt and recount narratives and stories with peers and their teacher.</li> <li>• Sing a range of well-known nursery rhymes and songs.</li> <li>• Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</li> </ul>	<p><b>Mathematics</b></p> <p><b>Number</b></p> <ul style="list-style-type: none"> <li>• Have a deep understanding of number to 10, including the composition of each number.</li> <li>• Subitise (recognise quantities without counting) up to 5.</li> <li>• Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</li> </ul> <p><b>Numerical Patterns</b></p> <ul style="list-style-type: none"> <li>• Verbally count beyond 20, recognising the pattern of the counting system.</li> <li>• Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</li> <li>• Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> </ul>	<p><b>Literacy</b></p> <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>• Anticipate (where appropriate) key events in stories.</li> <li>• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</li> </ul> <p><b>Word Reading</b></p> <ul style="list-style-type: none"> <li>• Say a sound for each letter in the alphabet and at least 10 digraphs.</li> <li>• Read words consistent with their phonic knowledge by sound-blending.</li> <li>• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Write recognisable letters, most of which are correctly formed.</li> <li>• Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> <li>• Write simple phrases and sentences that can be read by others.</li> </ul>