

# Stapleford Community Primary School and Nursery



*Ambitious      Caring      Excellence*

## EARLY YEARS FOUNDATION STAGE POLICY

STAPLEFORD COMMUNITY PRIMARY SCHOOL EYFS POLICY			
<b>Review frequency</b>	every three years	<b>Date of next review</b>	Autumn 2024
<b>Committee</b>	LGB	<b>Required by Law</b>	Yes
<b>Governor approval (date)</b>	Autumn 2021	<b>Website (public area)</b>	Yes
<b>Staff / governor responsible</b>	Jayne Hore EYFS Lead / Link Gov, M Byrne		

## **OUR INTENT AND AIMS**

At Stapleford Community Primary School and Nursery we believe that the Early Years are critical in children's development and that the EYFS builds a firm basis for future learning, development and independence. We aim to:

- Provide a happy, secure, well-ordered and stimulating environment, where children can develop as independent individuals through interaction with sensitive adults and other children.
- Offer a broad and balanced curriculum which extends previous learning and covers the seven areas of learning as set out in the Early Years Foundation Stage Framework (Revised EYFS Framework 2021).
- Ensure that children develop positive attitudes to learning, self-motivation, curiosity, confidence and responsibility.
- Provide children with first hand learning experiences rooted in purposeful play in which they can become actively engaged, expressing thoughts, ideas and feelings.
- Develop the whole child socially, spiritually, emotionally, physically and intellectually.
- Develop and maintain partnership with parents and others including professionals who are involved with the development of the child.

## **IMPLEMENTATION**

### **LEGISLATION**

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

### **STRUCTURE OF THE EYFS**

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. At Stapleford Community Primary School and Nursery, our Early Years provision includes a 26 place Nursery for 3 and 4 year olds and a Reception class, with space for 30 children. Our Nursery class has a large classroom, kitchen, toilet area and separate entrance for their sole use as well as a large garden that the nursery shares with the Reception class. The nursery is open term time between the hours of 8am – 6pm. Our Reception class has its own classroom as well as the shared garden. The children join the Reception class in the year that they turn five.

To ensure best practice and continuity, our foundation stage classes work closely together and share planning and an outdoor learning environment.

The EYFS is based upon four guiding principles:

- 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** with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time.

Children benefit from a strong partnership between practitioners and parents and/or carers.

- importance of **learning and development**. Children develop and learn at different rates.

### **A UNIQUE CHILD**

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 assemblies and rewards, to encourage children to develop a positive attitude to learning.

### **Inclusion/Special Educational Needs (SEN)**

All children and their families are valued at Stapleford Community Primary School and Nursery. Children are treated as individuals and have equal access to all provisions available. We strive for all children to achieve their potential and planning is adapted to meet the needs of all groups and abilities. Assessments take into account contributions from a range of perspectives to ensure that any child with possible special educational needs is identified at the earliest possible opportunity. Early identification of special needs is crucial to enable staff to support the development of each child. Concerns are always discussed with parents/carers at an early stage and a request for an early help assessment (or EHA) can be made.

### **Equal Opportunities**

We aim to meet the needs of all, taking account of gender, ability, ethnicity, culture, religion, language, special educational needs, disability, and social circumstances. All staff are aware of the need for the curriculum to reflect cultural diversity and the need to prepare pupils for life in a diverse and multi-faith society.

### **We meet the needs of all our children through:**

- Planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence.
- Using a wide range of teaching strategies based on children's learning needs.
- Providing a wide range of opportunities to motivate and support children and to help them to learn effectively.
- Providing a safe and supportive learning environment in which the contribution of all children is valued.
- Using resources which reflect diversity and are free from 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 taking action to provide support as necessary.

### **Welfare**

It is important to us that all children in our 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. We aim to protect the physical and psychological well-being of all our children.

## **POSITIVE RELATIONSHIPS**

At Stapleford Community Primary School and Nursery we recognise that children learn to be strong and independent from the secure relationships they form. The EYFS team aims to develop caring and respectful relationships with all children, interacting positively with them and taking time to listen to them. The class teachers take on the 'key worker' role for the children in their care.

### **Parents as Partners**

We recognise that parents are children's first and most enduring educators and we value the contribution they make. We recognise the role that parents have played, and their future role, in educating the children. We develop our partnership with parents through:

- A Reception information evening for parents of children due to start school is held in June where they receive a pack which includes the School Prospectus which highlights school start and finish times, uniform and informs the parents of the schools vision and aims. There is also an opportunity to talk to the Reception team and representatives from other areas of school life, e.g. PTA, Governors and the After-school Club.
- Asking parents to complete an admissions form, a medical form and to fill in an 'All about Me' Booklet where they can write a synopsis about their child including their likes, dislikes and any concerns they may have.
- Asking parents to sign permission slips for visits out of school, photographs of their child for assessment purposes and using the internet at school.
- Encouraging parents to talk to their child's teacher if there are concerns.
- Inviting parents to attend informal meetings providing information about other areas of the curriculum. E.g. Early Reading, Maths and Phonics.
- Talking to parents about their child before their child starts in our Reception, usually through Home Visits.

- The children and parents have the opportunity to spend time with their teachers in the school setting before starting school during story sessions and stay and play sessions. These are held in the summer term.
- There is a formal meeting for parents twice a year at which the teacher and the parent discuss the child's progress in private with the teacher. Parents receive a report on their child's attainment and progress at the end of each school year.
- Organising a range of activities throughout the year that encourage collaboration between child, school and parents/carers: Stay and Play Sessions, Reading mornings, Class assemblies, Sports Day etc;
- Inviting parents/carers to share their children's achievements outside of school by writing WOW cards.
- Written contact through reading diaries as well as the acknowledgement that parents can ring school to contact staff.
- Offering parents/carers regular opportunities to talk about their child's progress in our classes and allowing free access to the children's 'Learning Journey' folders and classroom displays. They also have access to their children's online learning journey through secure website/app 'Tapestry'
- Parents/carers are made aware of the curriculum and ongoing activities through topic webs and curriculum letters which are sent home half-termly and displayed on the school website.
- In Reception, a weekly update is shared with parents which shares the week's learning and suggested activities to enhance children's learning at home.
- Inviting parents into school to share their specialised skills.
- Inviting parents to accompany the classes on trips.

## **ENABLING ENVIRONMENTS**

We aim to create attractive and stimulating learning environments where children feel confident, secure and challenged. The children have daily access to an indoor and outdoor environment that is set up in discrete areas of learning with planned continuous provision.

The EYFS classrooms are organised to allow children to explore and learn securely and safely. There are areas where the children can be active or take things more quietly. The classrooms cover all learning areas, where children are able to find and locate equipment and resources independently.

## **LEARNING AND DEVELOPMENT**

### **The Curriculum**

We have carefully created our curriculum for the Early Years Foundation Stage to reflect the three prime areas of learning and the four specific areas identified in the EYFS Framework.

The prime areas are:

Communication and Language	Listening, Attention and Understanding Speaking
Personal, Social and Emotional Development	Self-regulation Managing Self Building Relationships
Physical Development	Fine Motor Gross Motor

The Prime areas are particularly important for building a foundation for igniting children’s curiosity and enthusiasm for learning, forming relationships and thriving. They are strengthened and applied through the further four areas which are referred to as the Specific areas.

Literacy	Comprehension Word Reading Writing
Maths	Numbers Numerical Patterns
Understanding the World	Past and Present People, Cultures and Communities
Expressive Arts and Design	Creating with Materials Being imaginative and expressive

We enhance the EYFS curriculum through experiences and opportunities available to the children. This includes special events and celebrations, school trips and other memorable experiences, themes selected to drive the curriculum and the Cambridgeshire PSHE scheme.

### **Planning**

The Early Years Foundation Stage Curriculum provides the basis for planning in our Nursery and Reception classes (Foundation Stage). The planning objectives within the Foundation Stage are supported by the Development Matters in the Early Years Foundation Stage document. Our planning is based upon themes with discrete lessons in phonics, reading, writing and maths.

Our teaching of synthetic phonics is based on the Little Wandle Letters and Sounds scheme and our teaching of mathematics in Reception is guided by the White Rose Maths Hub. The teachers select themes according to children's interests, experiences and prior learning. Progress and curriculum coverage are monitored half-termly. Each learning area in the classrooms and outdoor areas have provision plans, which identify learning opportunities and suggested enhancements. Staff reflect on the different ways that children learn and include these in their practice. They also respond to children's social and emotional needs as well as their academic achievement.

## **Play**

Learning through play underpins our approach to teaching and learning in the foundation stage. We embrace the fact that young children learn best from activities and experiences that interest and inspire them to learn. Therefore, we have environments that provide continuous provision. Continuous provision starts in our Nursery where the classroom and outdoors are set up with learning areas. Each learning area has cross-curricular resources, which children can access independently throughout the day. The Reception classroom is also set up with areas of learning, offering continuous provision to build upon and deepen experiences and learning from Nursery. Continuous provision provides children with stimulating, active play to encourage creative and critical thinking alongside other children, as well as on their own. Children are able to practice skills, build upon and revisit prior learning and experiences at their own level and pace. Play gives our children the opportunity to pursue their own interests, inspire those around them and consolidate their understanding and skills. The children learn to adapt, negotiate, communicate, discuss, investigate and ask questions. Our adults take an active role in child-initiated play through observing, modelling and questioning. They teach and extend play whilst developing skills and language. We understand that outdoor play is of equal importance as indoor play and that the outdoor classroom offers children 'bigger', 'louder' and 'messier' experiences. We therefore aim to offer free flow access to our outdoor learning areas throughout the day.

At Stapleford Community Primary School and Nursery we enable children to use the three characteristics of effective learning. These are:

- **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 achievements
- **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things

## **Teaching**

We ensure there is a balance of child-initiated learning through continuous provision, and adult led activities, across the school day. The interactions

between adults and children are essential. The adults respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. The adult's role is to continually model, demonstrate and question what the child is doing. In some cases, the adult will ask a child to complete a task with them; at other times they will participate in the child's play, extending it where possible. We see our Early Years staff as "co-adventurers". There are set routines that we follow each day. There are designated times when the children come together to be taught and we focus on maths, literacy, phonics, stories and topic work. These times provide the opportunity for children to develop their ability to work as a group to listen, to take turns, to answer and concentrate. Whole class reading and story time are important parts of the day. We want our children to develop a life-long love of reading. Children are exposed to a wide range of both fiction and non-fiction texts to provide them with opportunities to hear and use new vocabulary. We make sure there is always time for a whole class story during the day, as well as opportunities to enjoy books within the continuous provision. In Reception every child will receive a 'reading practise' book once a week. In school they will share this book with an adult either on a one to one basis or in a group. They will also have the opportunity to select a book for enjoyment from the school library on a weekly basis.

### **Impact**

The impact of our EYFS curriculum is measured by assessment procedures. Each half term we identify children who are at risk of falling behind and put supportive interventions in place if and when needed. Class teachers use observations to make formative assessments which inform future planning and ensure that all children build on their current knowledge and skills at a good pace.

### **Assessment**

Assessment plays an important part in helping parents, carers and staff to recognise children's progress, understand their needs, and to plan activities and support. On-going assessment (also known as formative assessment) is an integral part of the learning and development process. EYFS staff observe children to understand their level of achievement, interests and learning styles, and to then shape learning experiences for each child reflecting those observations. In their interactions with children, the staff respond to their own day-to-day observations about children's progress, as well as observations that parents and carers share.

- Records will be kept of each child's development and achievement in the form of observations, annotated examples of work, photographs, and dated comments. Staff use an online platform 'Tapestry' to take photographs and record observations of children which are used to create online learning journeys.
- Assessment will be integrated into planning and the information gathered will be used to inform future planning.



- Teachers will complete summative assessments at 4 points throughout the year, using the Development Matters Checkpoints. Teachers will RAG rate each child for each learning area indicating whether they are green - making good progress, amber - making some progress or red - making little or no progress.
- Within the first 6 weeks that a child starts reception, staff will administer the Statutory Reception Baseline Assessment (RBA, May 2021).
- At the end of the EYFS (end of Reception), practitioners complete the EYFS profile (Statutory requirement) for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are; - 'Expected' - meeting expected levels of development - 'Emerging' - not yet reaching the expected levels of development
- The profile is moderated internally and in partnership with other local and AL trust schools, to ensure consistent assessment judgements.
- Parents receive a written report at the end of the Summer Term. Parents are invited to individual parent consultations with class teachers each term.
- Parents may make an appointment to meet with staff at any other time.

## **MONITORING AND REVIEW**

It is the responsibility of the Foundation teachers to follow the principles stated in this policy. There is a named Governor responsible for the EYFS. This governor has the opportunity to discuss EYFS practice with the practitioners and provide feedback to the whole governing body, raising any issues that require discussion. The Head teacher, SLT and subject leaders carry out monitoring of the EYFS through observation and discussion as part of the whole school monitoring schedule.