

Eccleston Mere Primary School

EYFS Policy



Approved by:

Date:

Last reviewed on:

Next review due by:

Statement of Intent

At Eccleston Mere Primary School, we greatly value the importance of the Early Years Foundation Stage (EYFS) in providing a secure foundation for future learning and development.

This policy has been developed in conjunction with the relevant DfE guidance and legislation. Our aim is that each child has a happy and positive start to their school life in which they can build a foundation for a love of learning and prepare them for the next stage in their education.

We ensure that children learn and develop well and are kept healthy and safe. We promote teaching and learning to give children a rich vocabulary, interpersonal skills, a broad range of knowledge and skills that provide the right foundation for progress through school and life.

We seek to provide:

- Quality and consistency, so that every child makes good progress and no child gets left behind.
- A secure foundation through learning and development opportunities which are planned around the needs of each child and are assessed and reviewed regularly.
- Partnership working between practitioners and parents.
- Equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported.

School Policies

This policy operates in conjunction with other school policies such as:

- Assessment Policy
- Marking Policy
- SEND Policy
- Equal Opportunities Policy
- Equality/Diversity Policy
- Child Protection Policy
- School Media Policy
- Health and Safety Policy
- Medicine Policy
- Data Protection Policy

Vision and Intent in EYFS

At Eccleston Mere Primary School in EYFS, our curriculum gives children the knowledge, skills and understanding they require in order to become effective, inquisitive, curious, independent thinkers. Provision is bespoke, to our pupils to enable them to become successful, confident learners who reach their full potential.

We aim to:

- Give every child a happy and positive start to school life in order to establish a solid foundation for a love of learning.
- Develop each child's confidence, enthusiasm and curiosity for learning, allowing children time to explore and develop ideas and interests.

- Enable each child to develop socially, physically, intellectually and emotionally.
- Encourage children to develop independence within a secure and friendly atmosphere.
- Encourage children to develop resilience and confidence.
- Encourage the children to believe in themselves and their achievements.
- Support children in building their relationships through the development of social skills such as cooperation and sharing.
- Provide expert teaching, set upon a backdrop of our safe, secure indoor and outdoor learning environment.
- Value each child's previous experiences and respond to individual needs.
- Work with parents and carers to promote the well-being and education of each child so that they are able to make the most of learning experiences.

Four guiding principles shape our practice:

- 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 relationship between school and parents.
- Children develop and learn in different ways and at different rates.

To put these principles into practice, we:

- Provide a balanced curriculum which takes into account children's different stages of development.
- Promote equality of opportunity and anti-discriminatory practice.
- Work in partnership with parents.
- Plan challenging learning experiences, based on individual needs, which are informed by observation and assessment.
- Develop positive relationships with each child having a 'key person'.
- Provide a safe and secure learning environment.

Implementation

Learning and Development

The long-term planning provides an overview of the curriculum in EYFS. The curriculum is planned to ensure the progression in skills and knowledge, allowing opportunities for children to revisit and refine knowledge, skills and understanding.

Medium-term planning identifies specific themes, topics and starting points for the term's activities and details the learning experiences, key vocabulary and objectives that will be covered.

Short term planning outlines the focus for whole class teaching and the mix of adult directed, adult-initiated and child-initiated learning that will take place. Differentiation and support for individual children is identified. Planning is adapted in response to the needs and interests of the children. Gaps in learning are identified and addressed.

Diversity and inclusion are at the heart of planning, ensuring provision is differentiated to allow every child access to learning at their stage of development.

- Staff observations and ongoing formative assessments are used to inform planning and create a picture of children's competencies and next steps.
- When planning activities, the school considers:
 - The ages and stages of children's development.
 - Children's individual needs and interests.
 - Children's learning styles.
 - The learning environment, inside and outside.
- Staff members develop knowledge of children and their families and use this information to plan learning experiences.
- Assessment activities are planned with the primary focus of moving children's learning forward.

There are seven areas of learning and development which are split into two important and interconnected sections – prime and specific.

Prime Areas	Communication and Language	Listening and attention and understanding Speaking
	Physical Development	Gross motor skills Fine motor skills
	Personal, social and emotional development	Self-regulation Managing self Building relationships
Specific Areas	Literacy	Comprehension Word reading Writing
	Mathematics	Numbers 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

A broad range of activities and experiences are planned having regard to the three characteristics of effective teaching and learning in the EYFS:-

- 1 Playing and exploring – children investigate and experience things and 'have a go'.
- 2 Active learning – children concentrate, keep on trying if they encounter difficulties and enjoy their achievements.
- 3 Creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Areas of Learning: Aims

Communication and Language

The development of children's spoken language underpins all areas of learning. At Eccleston Mere planned and incidental experiences allow for:

- The children's back-and-forth interactions.
- Quality conversations between adults and children.
- New vocabulary introduced and modelled by adults. Opportunities to use and embed new words through rich learning experiences.
- Language-rich environment.
- Frequent story time and opportunities to share stories, non-fiction, rhymes and poems.

Personal, Social and Emotional Development

Each child's personal, social and emotional development is seen as essential if they are to make the most of their school experience. At Eccleston Mere we aim to:

- Enable children to develop positive attachments.
- Encourage strong, warm and supportive relationships which enable children to learn how to understand their own feelings and those of others.
- Make good friendships, co-operate and resolve conflicts.
- Develop a positive sense of self.
- Set simple personal goals.
- Facilitate confidence in their own abilities, to persist when faced with challenges.
- Support children in their self-care including managing their personal needs, healthy eating and keeping safe.

Physical Development

Varied gross and fine motor experiences assist children in their all-round development supporting them to live happy and healthy lives.

- Indoor and outdoor activities promoting the development of their core strength, stability, spatial awareness co-ordination and agility.
- Gross-motor skills: large motor activities such as climbing, running, balancing.
- Fine-motor skills: practice of small tools in small world, puzzles and small world activities.

Literacy

At Eccleston Mere we aim to support children to develop a life-long love of reading.

- Language comprehension: many opportunities for adults to talk to children about the world around them; stories we read, poems and rhymes.
- Skilled word reading: taught in Reception this involves the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words.
- Writing: involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).
- In Nursery, early phonics skills are taught and 'Read, Write, Inc' is introduced.
- In Reception, the 'Read, Write, Inc' phonics programme is used.

Mathematics

Children develop the ability to count confidently, develop a deep understanding of numbers to 10, the relationships between them and the patterns within those numbers.

- Frequent and varied opportunities to build and apply this understanding using Numicon or objects and tens frames for organising counting.
- Opportunities to develop spatial reasoning skills across all areas of mathematics including shape, space and measures.
- Children are encouraged to look for patterns and relationships, spot connections, ‘have a go’, talk to adults and peers about what they notice and not be afraid to make mistakes.
- In Nursery, the planned curriculum feeds into White Rose Maths and focuses on numbers to 5.
- In Reception, ‘White, Rose, Maths is followed’.
- Maths Mastery planning is used to enhance the curriculum when appropriate.

Understanding the World

At Eccleston Mere, the children are given many opportunities to learn about the world – from their immediate environment to contrasting places. The children are given a rich experience about learning about our world and the people who live in it. The sharing of books and stories serves to further enhance the use of key vocabulary and deepen knowledge.

Expressive Arts and Design

Children have regular opportunities to develop their imagination and creativity through exploring and playing with a wide range of media and materials. Children are encouraged to respond to and appreciate what they hear, see and feel therefore developing their understanding, self-expression, vocabulary and ability to communicate through the arts.

The Learning Journey

In Nursery, each child has a ‘Learning Journey’ with a variety of evidence including observations, photographs and child’s voice, drawings, paintings. Children are given tasks to do at home to strengthen the children’s learning journey during their time in Nursery.

In Reception, each child has a ‘Learning Journey’ which includes a variety of evidence, observations, photographs, child’s voice, child-initiated work and adult-initiated work. Children also have a workbook for the following areas – Literacy; Writing; Number; Shape, Space and Measure; Topic; RWI. These books provide a record of activities completed during focus tasks. Work is differentiated accordingly and highlights progression in knowledge and skills acquisition effectively.

Observation/Assessment/Tracking

Assessment plays an important part in recognising children’s progress, understanding their needs, planning activities determining next steps and assessing the need for support.

‘Wow’ moments, child’s voice and observations are recorded on ‘Evidence Me’. Parents are invited to use ‘Evidence Me’ to share the children’s learning at home.

Summative assessment of the level of each child's development is completed:

Baseline Assessment – a short assessment which is taken within the first six weeks of a child starting reception year.

The EYFS Profile – a comprehensive assessment completed at the end of EYFS to provide a well-rounded picture of a child's knowledge, understanding and abilities, attainment against the early learning goals (ELGs), and their readiness for Year One.

Reasonable adjustments are made to the assessment process for children with SEND as appropriate.

On-entry assessment is completed as the children start nursery / school and then formative assessments are used to assess the day-to-day learning and development through focus activities, adult-initiated activities and child-initiated learning. Practitioners interact and observe children to understand their interests and learning needs and use this information to inform practice and provision for each child.

In Reception, 'Read, Write, Inc' assessments are completed half-termly and the children are grouped according to these assessments.

In Reception, focus activities include an 'I can, or I know....' statement which is used to support teachers marking. Please see school's 'Marking Policy'.

Teachers track children throughout the year as to which children are on track to reach end of year expectations as appropriate to their age.

Reasonable steps are taken to provide opportunities for children with EAL to use their home language in play and learning whilst also ensuring the child has sufficient opportunities to reach a good standard of English. Support is accessed from the LA as required.

The Learning Environment

The learning environment is organised to provide a safe and stimulating space that values active learning, exploration and play, and one where children feel free to create, make links and develop critical thinking skills.

Learning environments are well organised and suitable for group, individual and whole-class learning, with interactive displays and easily accessible resources utilised to encourage independence.

Provision is planned to ensure that there are a range of learning opportunities available, and that the learning opportunities available in the indoor and outdoor environments complement each other. Independent learning is encouraged through planned continuous provision where children can make their own selection of the activities on offer within a variety of resourced areas. Staff support children to navigate and access the learning environment, intervening and interacting as appropriate to ensure that all learning opportunities and teaching moments are captured and capitalised upon.

Appropriate and stimulating educational visits and visitors, from both within and outside of the local community, are arranged to further expand children's learning experiences.

The school values the importance of positive relationships. To support this, staff are responsible for:

- Ensuring they interact and empathise with children.

- Supporting children's emotions.
- Ensuring children feel valued and confident to try new things.

The expectations of behaviour are consistent throughout the different learning areas and children are taught to regulate their emotions, treat others with kindness and respect and understand acceptable boundaries. Children are involved in discussions about what our rules are and why we have them. Children are rewarded with stickers, certificates and also 'ticks'; the children work towards achieving 10 ticks and then they can choose a prize from the 'Ten Tick Box'. Please see the 'Behaviour Policy' for more information.

Parental Involvement

We foster to develop a positive relationship with parents:

- 1 School has an open-door policy and parents are welcome to talk to teachers at the start and end of the school day. Teachers may also be contacted by email, 'Evidence Me' and telephone.
- 2 Parents are encouraged to engage in their child's learning journey using 'Evidence Me'.
- 3 Parents are invited to termly parent's evenings.
- 4 As part of the transition process, parents are invited to complete a form about their child to help school find information about their child's interest, strengths and any concerns.
- 5 Parents are provided with information about Baseline Assessment at the start of the school year. Parents are provided with a copy of the assessment if requested. Alternatively, an overview of their child's on-entry assessment (Baseline Assessment/school's on-entry assessment) is discussed at the first Parent's Evening.
- 6 Partnership with parents in the teaching of reading is beneficial, parents are provided with information and videos about the teaching of phonics and reading.
- 7 A 'Love to Learn' session with parents/grandparents and their child takes place focusing on Literacy or Mathematics.
- 8 Where there is a cause for concern in a child's progress this is discussed with the parents, especially where the concern relates to the prime areas of learning. A strategy of support is agreed upon and consideration as to whether the child requires additional support. The SENCo also provides support as needed.

Transition

Transition in the Early Years at Eccleston Mere is carefully planned and adaptations are made to meet the individual needs of each child and their families.

Transition into Nursery

- Welcome meeting for parents.
- Teacher discussions with previous settings.
- Visits to previous settings if required.
- Meetings with EYFS Lead/Nursery Teacher, parents and other professionals for children with individual needs.
- Visit to Nursery for children and their family in September.
- Children are staggered into Nursery.

Transition from Nursery to School (our Nursery serves the Eccleston community)

- Teachers' from feeder schools invited to Nursery to meet the child and to meet with our Nursery teacher to share the child's 'learning journey' and stage of development.

Transition to Reception

- Welcome meeting for parents.
- Initial telephone conversation with Nurseries to find out any concerns.
- Teachers contact Nurseries to talk about children. Transition forms completed.
- Classes are set and parents are notified of their child's Reception teacher.
- 'Stay and Play' visit for the children to visit school with a parent/grandparent/carer.
- Meetings with EYFS Lead / class teacher, parents and other professionals if there are concerns about an individual child.
- In September, the children attend in groups initially from 9am-2pm before starting full time.

Transition to Year One

- Informal and formal visits to their new teacher during the end of the Summer Term.
- Transition discussions.
- EYFS and Year One teachers meet to discuss each child.
- EYFS and Key Stage 1 Leaders meet to discuss transition.
- Documentation/assessment is given to Year One teachers and Key Stage 1 Lead.
- Parents Evening in July provides the opportunity for parents to visit the classroom and meet the Year One teachers.

School Readiness

'School Readiness' is discussed with parents/previous settings before children begin in the Reception class. Next steps are agreed and taken into account when planning for transition into school so that all children are able to benefit from all that school has to offer.

SMSC /Cultural Capital / British Values

Opportunities for the children's Social, Moral, Spiritual and Cultural development permeate all areas of the curriculum. Our core values are 'PRIDE':

Polite

Respectful

Independent

Determined

Empathetic

We value all within our kind and caring school community. British values are promoted through our curriculum and also reinforced through practitioner's interactions with the children to encourage the children to believe in themselves and what they can do, accept each other even if they are different, to know we all need help sometimes, to listen to each other and treat everyone fairly, to know right and wrong, to try and help others, to develop tolerance of difference between themselves and others. Children are encouraged to develop independence and help each other. Most of all, as children begin in EYFS at Eccleston Mere our aim for each child to feel special and to know they are a valued member of our school family.