

# Eccleston Mere Primary School

## EYFS Policy



**Approved by:** Headteacher / Governing Body  
(signed electronically)

**Date:** October 2020

**Last reviewed on:** October 2020

**Next review due by:** October 2023

## Curriculum Vision Statement

At Eccleston Mere Primary School, we recognise that social, moral, spiritual, and cultural development is central to the education of all pupils and as such, permeates the whole curriculum and ethos of the school.

Our broad and challenging curriculum is designed to enable children to develop interpersonal skills and become resilient learners who think creatively and critically.

Provision is bespoke to our pupils and evolves according to the ever- changing local, national and global landscape. The aim of our curriculum is to develop pupils, who are well-equipped to take their place in society, as citizens of the future.

## 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:

- Promote a love of learning.
- Develop each child's confidence, enthusiasm and curiosity for learning, allowing children time to explore and develop ideas and interests.
- Develop independence, resilience and confidence within our pupils.
- Provide expert teaching, set upon a backdrop of our safe, secure learning environment.
- Value each child's previous experiences and respond to individual needs.
- Encourage the children to believe in themselves and their achievements.
- 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.
- Help every child to be the best that they can be.

## Implementation

Curriculum is mapped on a half termly basis through Nursery and Reception to ensure progression through EYFS. Medium Term Plans shows planned progression in each area of learning. Short Term Plans are written to incorporate the Long and Medium Term Plans, however there is also flexibility to ensure that planning and provision is in response to children's interests and levels of involvement.

Knowledge and understanding is developed with opportunities to revisit key learning opportunities, such as learning about the Seasons. Key vocabulary is used to develop the children's communication skills. Practitioners effectively introduce and model a wide range of vocabulary. 'Sticky knowledge' is promoted through an exciting, relevant and carefully planned curriculum. Practitioners respond to the children's interests by 'planning in the moment', responding to the child's voice.

'Language for learning' and the 'Characteristics for Effective Learning' are promoted in all learning experiences so children are encouraged to become resilient and independent learners.

Individual children's needs are central to the learning journey at Eccleston Mere. Practitioners have many years' experience of supporting children with a range of sensory, communication, social and emotional needs. Bespoke approaches are used to meet an individual's specific needs so that a love of learning is fostered for all our children.

A variety of teaching strategies are used to enthuse and motivate all children. Teachers and teaching assistants work as a team to provide challenge for the most able whilst also supporting the less able.

In Nursery, phonics is initially taught using 'Letters and Sounds' and then introducing 'Read, Write, Inc'. As the year progresses, a greater focus is given to letter sounds. In Reception, RWI is introduced more formally. Phonics is taught systematically with the children grouped according to their level of ability. Parents are invited to a parents meeting to discuss the teaching of Phonics and Reading. A 'Love to Learn' session with parents/grandparents and their child takes place in the Spring Term. This enables practitioners to further support the home/school reading journey.

The children experience a variety of mathematical experiences. Practical activities develop the children's thinking and problem solving. Planned activities give many opportunities for children to practise, use and understand numbers in working towards the Early Learning Goals. Numicon is used throughout EYFS to develop concepts and skills.

At Eccleston Mere, the children are given many opportunities to learn about the world – from their immediate environment to contrasting places. Through these learning experiences the children are given a rich experience about learning about our world. The use of books and stories further enhance the use of key vocabulary and to deepen knowledge.

The learning environments reflect children's learning journey with areas enhanced to reflect the current topics and the children's interests.

### The Learning Journey

In Nursery, each child has a 'Learning Journey' with a variety of evidence including observations including photographs and child's voice; drawings; paintings. Children take home a 'home/school diary' with an activity to complete at home. This is kept in the child's folder when returned to school.

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 work book for the following areas – Literacy; Number; Shape, Space and Measure; Understanding the World; 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 is ongoing throughout and collated during child/adult initiated and focus tasks. Observations are recorded using '2Simple 2Build a Profile' – learning experiences are linked to relevant areas in 'Development Matters' and link with 'The Characteristics for Effective Learning'. Children are continually given verbal feedback to support them to reflect on their learning.

In Nursery, on-entry assessment is completed during the first half term that they attend.

Baseline Assessment was trialled in September 2019, prior to full implementation in September 2020. Teachers and Level 3 Teaching Assistants were trained and delivered the assessment. On-entry assessment is also completed during the first half term children are in Reception.

Read, Write, Inc assessments are completed on entry and at the end of each half term in Reception and children are re-grouped according to these assessments.

Focus activities include an 'I can....' statement which is used to support teachers marking. Please see school's 'Marking Policy'.

Children's progress is tracked using 'Insight'. Teachers track children's achievement against the age bands. In 'Pupil Progress Reports' teachers identify children who are working at expected, exceeding, working below and children who are working well below. In Reception, teachers identify the children who need more experiences in a particular area to meet a 'Good Level of Development' by the end of EYFS. Teachers

respond to the children's learning needs in weekly planning and identify children who need additional experiences in a particular area to address misconceptions and gaps in children's learning particularly in the areas of Personal, Social and Emotional, communication and Language, Physical, Literacy, Phonics and Mathematics.

Internal moderation meetings enable the EYFS team meet to ensure agreement and parity in the judgements made. Teachers also attend Local Authority moderation meetings to moderate judgements with practitioners from other schools.

### SMSC /Cultural Capital / British Values

Opportunities for the children's Social, Moral, Spiritual and Cultural development permeate all areas of the curriculum. The school's core values of Respect, Compassion, Determination, Honesty and Tolerance. 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.

### Allocation of Nursery Places

At present, Nursery offers parents a morning or afternoon place for their child. Parents are invited to write to school to indicate whether they prefer a morning or an afternoon place and also, their reasons why. Morning places are usually most popular. Governors then have the responsibility of deciding criteria and allocating places accordingly.

### 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 NYFS Lead/Nursery Teacher, parents and other professionals for children with individual needs.
- EYFS Lead attends EYFS Conference at the Bridge Centre to discuss transition with professionals involved with individual children.
- Home visits for Nursery children and their family in September.
- Children attend Nursery with a parent/grandparent/carer.
- Children are staggered into Nursery in group with the oldest starting first.

#### 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 visit Nurseries to meet child/children. School readiness forms completed. If we are unable to arrange a visit at a mutually convenient time and a detailed telephone conversation takes place.
- 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.
- EYFS Lead attends EYFS Conference at the Bridge Centre to discuss transition with professionals involved with individual children.
- In September, the children attend in groups of 10 for their first day in school. From the fourth day all children attend full time.

#### Transition to Year One

- EYFS and year one teachers' meet to discuss each child.
- Documentation/assessment is given to year one teachers.
- Parents Evening in July provides the opportunity for parents to visit the classroom and meet the year one teachers.
- Informal and formal visits to their new teacher during the end of the Summer Term.

#### School Readiness

'School Readiness' forms are completed prior to children beginning in the Reception class. If teachers have been unable to do this information is collated during the child's first couple of weeks in school. The following areas are considered when looking at a child's readiness for school:

- Personal, Social and Emotional Development
- Communication and Language (including speech concerns)
- Physical Development (including toileting, health concerns)
- Literacy/Mathematics – to provide a 'snapshot' of each child's stage of development
- Characteristics of learning

Concerns about individual children are planned for during transition. Teachers' planning encompasses the needs of all children within each class.

#### Discipline

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 'Discipline Policy' for more information.