

## EYFS Policy

*"All children deserve the care and support they need to have the best start in life. Children learn and develop at a faster rate from birth to five years old than at any other time in their lives, so their experiences in early years 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 provide the foundation children need to fulfil their potential"*

### EYFS Statutory Framework 2021

#### Introduction

This policy is developed in accordance with the **Statutory Framework for the Early Years Foundation Stage** Effective September 2021.

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of their Reception year. In our school, children join us from three years of age to the end of the reception year (compulsory schooling begins at the start of the term after a child's fifth birthday).

We have a 104 place nursery that feeds into Reception. The majority of other children joining our school have been to a range of pre-school settings within the community, and we continue to build on what our children already know and can do. We aim to ensure that the transition from home to school is a smooth one. Hasland is an inclusive school and we ensure that no child is excluded or disadvantaged. We offer a rich and stimulating learning environment both indoors and outdoors in which the children can reach their full potential.

The Early Years Foundation Stage Curriculum provides the framework for working with children in Nursery and Reception. The policy describes the key features necessary to provide high quality Early Years education for children. The DfES Curriculum Guidance for the Foundation Stage curriculum is divided into two sections, prime areas and specific areas.

Prime areas are:

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

Specific areas are:

- ◊ Literacy
- ◊ Mathematics
- ◊ Expressive Art and Design
- ◊ Understanding the World

The experiences that our children meet enable them to develop a number of competencies, skills and concepts across several areas of learning. None of the areas can be delivered in isolation from the others; they are equally important and depend upon each other to support a rounded approach to the development of the whole child.

The EYFS curriculum provides the basis for planning throughout the Foundation Stage; Nursery and Reception classes

### Intent

#### **Aims:**

Our aim at Hasland Infant School is to support, foster and promote and develop the prime and specific areas. We do this by providing a supportive, high-quality play-based learning environment for the children to thrive by caring, growing and shining together.

We aim to provide motivating first-hand experiences whilst encouraging children to build resilience, ambition and a lifelong love of learning. We aim to build on the wealth of knowledge and skills children already have when they arrive from feeder settings. Our play-based contextualised EYFS curriculum places a high emphasis on developing language and communication skills.

We aim to:

- Provide a happy, caring, safe and secure environment for learning, which meets the individual needs and interests of all children.
- Develop warm and secure relationships between children and adults.
- Form excellent working relationships with our families, so that together, we can best support a child's learning and individual needs.
- Provide a curriculum that offers children a wide range of opportunities. We will work on broadening their experiences providing opportunities to try new things and encouraging them to relish a new challenge.
- Provide high expectations encouraging them to develop perseverance, independence, and self-belief so that they can problem solve and achieve far more than they expected.
- Provide a learning environment that helps children achieve their potential, achieve good progress from their starting point and support those who need additional help in order to maximise their chances of achieving the Early Learning Goals.
- Encourage children to become self-motivated and independent learners with a positive attitude to learning and self-discipline.

- Provide children opportunities to develop their sense of wellbeing and ability to regulate their feelings so that they feel confident in our community and are equipped with all the tools they need to transition to Year 1 effectively.

### Implementation

At Hasland Infant and Nursery school we are extremely proud of our bespoke curriculum. It exposes our children to vibrant, exciting experiences, whilst also immersing them in progressive knowledge and skills through a carefully planned approach. We believe all children are entitled to a good education and that the term 'education' is broader than academic success, but also incorporates wider ambitions.

Our curriculum meets the requirements of the Early Years Statutory Framework for the Early Years Foundation Stage 2021. This document specifies the requirements for learning and development in the EYFS and provides the prime and specific areas of learning we must cover in our curriculum. The statutory curriculum is supported by Development Matters 2021. Through our knowledge of each child and formative assessments the EYFS team plan exciting and engaging activities that will move the children's learning forward.

We utilise a combination of whole class, guided, adult-directed play and child-initiated play activities independent on the nature and needs of the class of individuals. Each term, a new whole school theme is introduced to provide inspiration for learning. We approach this theme whilst also providing the flexibility for children to follow their own interests and ideas. These themes have been selected to build upon children's existing knowledge of the world and broaden their understanding of the wider world. The curriculum is delivered using a range of pedagogical tools in line with the rest of the school.

At the heart of each of these themes is literature, with the aim to inspire a love of reading and curiosity in non-fiction texts. Our inclusive approach means that all children learn together, however we also use a range of additional interventions to support, enhance and scaffold children who may not be reaching their potential or to help move on children who are having difficulties making progress. We provide effective and focused intervention for those children who are finding learning challenging and are not on track to meet expectations at the end of the year. This will be provided in an inclusive way and support from parents is also enlisted at an early stage to ensure that the children have every chance to achieve the Early Learning Goals.

We place a high value on positive teacher-parent relationships, and strive to establish this link early in a child's school life. In addition to the whole school events, we arrange a number of information evenings, half-termly open mornings, parents' evenings and events to encourage parents to engage with their child's learning.

Meticulous planning covers all the curriculum areas. However, certain areas may receive more emphasis at various times, e.g. when children start school a priority will be given to their Personal, Social and Emotional Development.

### Curriculum Area Coverage

**Communication and Language:** with opportunities for all children to talk and communicate in a widening range of situations, to respond to adults and to each other, to practise and extend the range of

vocabulary and communication skills they use, to listen carefully, to express ideas and feelings and to organise thoughts.

**Personal, social and emotional development:** by supporting the transition to and between settings, allowing children to explore and take risks, promoting an inclusive ethos and providing opportunities for each child to become a valued member of the community so that a strong self-image and self-esteem are promoted. In particular an enthusiasm for knowledge and learning and a confidence in their ability to be successful learners. Their social skills will be supported, by providing opportunities that enable them to cooperate and work alongside and with each other and to listen to each other. They will be encouraged to concentrate on their own play and on group tasks with opportunities to become deeply involved.

**Physical development:** with opportunities for all children to develop and practise their fine and gross motor skills and to increase their understanding of how their bodies work and what they need to do to be healthy and safe.

**Literacy:** with opportunities for all children to explore, enjoy, learn about and use words and text in a broad range of contexts and to experience a rich variety of books. We follow the 'Sounds-Write' Systematic Synthetic Phonics scheme of learning to teach phonics. Every child has access to a phonics session every day with intervention opportunities for those who find this area of learning more difficult. We use the phonics session to also develop children's expertise in handwriting.

We also deliver standalone handwriting session where we teach the cursive style of writing. In these sessions, we support children to achieve correct letter formation so that they can enjoy the process of writing and access the writing opportunities on offer.

Children read 3 times a week in school in a group with a member of the EYFS team, these sessions focus on fluency, prosody and comprehension. The children are given books that match their phonic knowledge in order for them to apply their learning with the aim of becoming successful, confident and fluent readers.

We use 'Tales Toolkit' strategies to help develop language and story telling skills.

**Mathematics:** with opportunities for all children to develop their understanding of number, measurement, pattern, shape and space by providing a broad range of contexts in which they can explore, enjoy, learn, practise and talk about them. We are a Maths Mastery school and follow White Rose to support our Mathematics learning. Pupils learn through games and tasks using concrete manipulatives which are then rehearsed and applied to their own learning during exploration and in adult directed activities. In Number, we focus on a depth of knowledge around the concepts of: cardinality and counting, comparison, composition, pattern, shape and space, and measures.

**Expressive Art and Design:** with opportunities for all children to explore and share their thoughts, ideas and feelings through a variety of art, design and technology, music, movement, dance and imaginative and role play activities with a focus on being imaginative and expressive.

**Understanding of the world:** with opportunities for all children to solve problems, make decisions, experiment, predict, plan and question in a variety of contexts, and to explore and find out about their environment/natural world and people and places that have significance in their lives both in the past and at present.

### Assessment

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 informal and formal observation and makes use of photographic evidence and involves the teacher and other adults as appropriate.

During the children's first half-term in the nursery and reception, the teachers and teaching assistants complete an initial baseline assessment. In Reception the adults complete the Government Reception Baseline Assessment with all children on a 1:1 basis. This is used to inform planning and next steps for all children. Observations are key to assessment in the Foundation Stage and are used to inform future planning and as evidence to support judgments made in the Foundation Stage Profile. Each child's progress is tracked each term. All children have a learning journey book, which includes each child's work, assessments and observations. Together these support future planning and evidence to support judgements in the Early Learning Goal final assessment at the end of their Reception year.

Parents/Carers are kept informed about their child's progress through regular parent/teacher consultations and informal discussions. Parents/Carers also receive an annual written report that offers brief comments on their child's attainment and progress in each area of learning and the characteristics of effective 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.

### Impact

The impact of the EYFS curriculum is reflected in having well rounded, happy and confident children transitioning into Year 1. Our children are often amazing role models for others in school.

We measure progress and children's learning across the year through formative and summative assessments which are based on the teacher's knowledge of the child, their learning journeys, photographs and videos. We aim to match the National and Local Authority data for children achieving a Good Level of Development. Almost all our children make more than the expected steps progress from their starting points.

### Building Relationships: The Role of the Family

We believe that all families have an important role to play in the education of their child. When parents and practitioners work together, the results have a positive impact on the child's development and

learning, and we therefore seek to develop effective partnership with families. We actively encourage this and provide opportunities for families to be involved in their child's learning through:

- Talking to parents/carers about their child before their child starts in our nursery.
- Nursery and Reception teachers visiting children in their home setting prior to their starting nursery.
- Visits to other settings and links with other providers and making contact with children who are due to join our reception classes but have not attended our nursery.
- The children having the opportunity to spend time with their teacher before starting school during transition sessions.
- Inviting all parents/carers to an information meeting during the term before their child starts school.
- Offering parents/carers regular opportunities to talk about their child's progress in foundation stage.
- Encouraging parents/carer to talk to the child's teacher or teaching assistant if there are any concerns. There is a formal meeting for parents/carers in the Autumn and Spring term at which the teacher and the parent discuss the child's progress in private with the teacher. Parents/carers receive a written report on their child's attainment and progress at the end of each school year.
- Arranging a range of activities throughout the year that encourage collaboration between child, school and parents/careers.
- Offering a range of activities that support the involvement of parents. There is regular communication with home through the child's school diary and through newsletters. We invite parents to curriculum evenings to discuss the kind of work that the children undertake in foundation stage.
- Inviting parents/carers to share success from home e.g. certificates from out of school clubs and childhood milestones achieved away from school.

### The Learning Environment

We place great importance on developing children's communication and social skills, and central to this is the role of the adult. Our curriculum is responsive to all children's needs and is planned to encourage self-directed activity. There are opportunities for children to engage in activities planned with adults and also those that they plan or initiate themselves. The Early Years Team work closely together to provide a rich stimulating environment both inside and out, where children feel happy and secure. Nursery and Reception children have daily access to excellent indoor and outdoor learning environments and resources that reflect both the community that the children come from and the wider world. The environment is organised to encourage independence and is inclusive and accessible. It is flexible and evolves throughout the year to support children as they develop.

### Transition

We have a robust transition process in place, which allows children, parents and teachers every opportunity to meet, thus ensuring a smooth start to their nursery and school life. During this time, information will be gathered about the children from pre-schools, parents, home visit and informal

observations, to allow appropriate learning opportunities to be planned based on children's prior knowledge and experience.

### **Nursery to Reception Transition**

Nursery and Reception teachers work together to make the transition as smooth as possible. At Hasland Infant School assessment records are passed on to the Reception teachers who meet to discuss the individual needs of the children. The allocation of children into classes is carefully undertaken, considering friendship groups, needs and personalities. Children are invited to a taster morning where they will meet their new class and become familiar with the learning environment.

### **Reception to Year 1 Transition**

Reception and Year One teachers work together to make the transition from the Early Years Foundation Stage to Key Stage One as smooth as possible.

- An EYFS Profile and assessment records are passed on to the Year One teachers.
- Reception and Year One teachers meet to discuss the individual needs of children in July.
- Reception children visit their new Year One class and teacher in July for a variety of activities.
- During the Autumn term elements of the EYFS are maintained for continuity and valuing the importance of a practical, play based curriculum.

### Inclusion

The school welcomes children with additional needs, from those who need a moderate level of support to those who have a more diverse need. The school's Special Educational Needs Co-Ordinator (SENCO) liaises closely with feeder nurseries, pre-schools and the Foundation Stage staff. Children identified with specific educational needs, are supported with personalised provision plans. These plans are created and monitored to ensure all children achieve. Additional resources or agencies may be required to support identified children and this would be monitored through an Educational Health and Care Plan (EHCP). All children and their families are valued within our school and we believe our ethos nurtures a sympathetic and caring environment in which children can establish positive relationships.

### Safeguarding and Welfare

Hasland Infant School is committed to safeguarding and promoting the welfare of children. It is important to us that all children feel safe whilst they are in our school. We teach the children boundaries, rules and limits, encouraging them to develop life skills in being able to make the right choices. As a school, we are legally required to comply with the safeguarding and welfare requirements as stated in the EYFS framework. We do this by:

- Promoting the welfare of the children.
- Promoting good health, preventing the spread of infection and taking the appropriate action when children are ill.
- Managing behaviour effectively and appropriately for the children's age and stage of development and individual needs.

- Ensuring all adults who support the children or have unsupervised access to them, are suitable to do so. This is carried out by the use DBS checks and following safer recruitment guidance.
- Ensuring that the premises, furniture and equipment is safe and suitable for purpose.
- Ensuring that every child receives enjoyable, challenging learning experiences tailored to meet their individual needs.
- Maintaining records, policies and procedures are in place and fit for purpose.

## **Monitoring and Review**

It is the responsibility of all of the Early Years Foundation Stage staff to follow the principles in this policy. There is a named governor responsible for the Early Years Foundation Stage. This governor will discuss EYFS practice with the practitioners, regularly and provide feedback to the whole governing body, raising any issues that require discussion. The Headteacher, Deputy and Assistant Head will carry out monitoring on the EYFS as part of the whole school monitoring schedule. The Headteacher, Deputy, Assistant Head and staff will review this policy regularly and share with governors for approval.