

Early Years Foundation Stage (EYFS) Policy



Reviewed/Adopted:	June 2022
Next Review Date:	June 2024
Review Frequency:	Every two years
Reviewed By:	Curriculum and Standards

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 (EYFS)' (September 2021).

The Curriculum

Our EYFS Curriculum has been designed to reflect the nature of our beautiful environment, the seasons of the year and the nature around our school. It aims to teach the children how their environment compares to other places, cultures and nature in other parts of the world. It is therefore unique to Longstone Primary school.

The Longstone EYFS curriculum has been written in accordance with the latest version of the 'Statutory framework for the Early Years Foundation Stage (EYFS)' (September 2021). The EYFS framework includes seven areas of learning and development that are important and interconnected:

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

However, the first three areas in the list above, known as the prime areas, are seen as 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 2020: *"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 Longstone School, and books are used to teach topics and to enhance our whole curriculum.

We follow a systematic approach to **phonics** teaching using the Read Write Inc phonics scheme. The teaching of phonics begins as soon as the children begin their Reception Year.

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.

The Longstone 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 Longstone KS1 curriculum. Each topic does not last a specific amount of time but is based on the children’s learning at the time, and so a topic can run from anything between two and seven weeks. 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.

Teaching and Learning

We believe in the three characteristics of effective teaching and learning that are set out in Development Matters 2021. 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 achieving.

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

The Longstone 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 2021. 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.

Assessment

During the first term in Reception, the teacher assesses the ability of each child using a mixture of the Statutory Government Baseline and also 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 (ELG). 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 use our holistic knowledge of the child to formatively assess their progress throughout the year. 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 formative and summative assessments for each child at parental consultation meetings at two points across the school year 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 July each year.

Inclusion

We value all our children as individuals, irrespective of their ethnicity, culture, religion, home language, background, ability or gender. We plan a curriculum that meet the needs of the individual child and support them at their own pace so that most of our children achieve and even exceed the Early Learning Goals. We strongly believe that early identification of children with additional needs is crucial in enabling us to give the child the support that they need and in doing so, work closely with parents and outside agencies.

Our aims to ensure inclusive provision include:-

- to offer excellence to all our children, whatever their abilities or needs
- high expectations of all our children

- to achieve high standards by striving to remove barriers to learning and participation
 - to ensure that all our children feel they are a valued part of the school community
- Through appropriate curriculum provision, we respect the fact that children:
- have different educational and behavioural needs and aspirations
 - have different strategies for learning
 - have different rates of acquiring, assimilating and communicating information
 - need of a range of different teaching approaches and experiences Teachers respond to children's needs by:
 - providing support for children who need help with language, communication and literacy
 - planning to develop children's understanding through the use of all their senses and experiences
 - planning for children's full participation and learning in physical and practical activities
 - helping children to manage their behaviour and to take part in learning effectively and safely
 - helping individuals manage their emotions and to take part in learning

Safeguarding and welfare procedures

Children's safety and welfare is paramount. We create a safe and secure environment and provide a curriculum which teaches children how to be safe, make choices and assess risks. We have stringent policies, procedures and documents in place to ensure children's safety. We promote the good health of the children in our care in numerous ways, including the provision of nutritious food, following set procedures when children become ill or have an accident.

Staffing Responsibilities

- Provide an environment that is warm, friendly and nurturing where all children are able to shine.
- Take part in quality interactions with each child and understand this is at the heart of all we do
- Deliver our Longstone EYFS Curriculum
- Provide a working environment where expectations are high
- Provide appropriate resources and support materials

- Continue to widen their subject knowledge and developments in education
- To ignite curiosity and a love of learning in all children
- Communicating with parents and keeping them informed of children's progress

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:

- Contacting 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 an induction evening.
- Inviting the children for a week of mornings plus lunch time to ease transition into full days at school.
- 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.
- Sharing photos, updates and 'wow moments' on Seesaw (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 special events, workshops, Christmas productions and sports day etc.

Transition

To support a smooth transition into the Reception year at Longstone School we have a tried and tested induction programme which includes:

- An induction evening for parents so that teachers can get to know parents and carers and ask about the individual children. The teacher gives parents practical information such as the ethos of the school, vision and values, information about equipment and uniform needed.
- The EYFS Teacher and Teaching Assistant visit pre-school and nursery settings to interact with the children transitioning to school.
- The EYFS Teacher and TA meet with key-works and pre-school managers to gain valuable knowledge about each child's needs prior to their starting school.

- 'Little Gruffalos' Stay and play sessions between May and July to allow all children to get to know the school staff and the learning environment.

Transition into the Key stage 1 is carefully planned for and time given to ensure continuity of learning.

Monitoring arrangements

This policy will be reviewed and approved by the Early Years lead teacher every 2 year