
 <p>Shires Multi Academy Trust</p>	<p>With God we grow to live life in all its fullness</p>	
<p>EYFS Policy</p>	<p>Issued: March 2022</p>	<p>Issued by: J Little - Headteacher</p>
<p>Policy Number: FPS/0020</p>		

Feckenham CE School

EYFS Policy

<p>Date Policy Reviewed:</p>	<p>March 2022</p>	
<p>Date Approved by Governing Body:</p>	<p>24.03.22</p>	
<p>Signed Headteacher:</p>		<p>Jeannette Little</p>
<p>Signed Chair of Governors:</p>		<p>Julie Grieve</p>
<p>Review Date</p>	<p>March 2024</p>	

Philosophy

At this fundamental age the development of the whole child is essential. So the physical, intellectual, emotional, social, and cultural aspects of each child's life are considered and respected. The Early Years class at Feckenham CofE. Primary School offers a breadth of curriculum choices to all children, whereby they can learn to make choices, and carry them through.

AIMS

- To provide a secure environment where all children are supported in their right to feel safe and happy.
- To provide a stimulating, high quality teaching environment where learning is fun and accessible to all.
- To establish a strong partnership with parents and carers for the education and independence of their children and their continuous learning and development.
- To provide opportunities to build the knowledge and skills to equip each child with tools for smooth transitions from home to school foundation stage, foundation stage to Key Stage 1 and beyond.
- To encourage all children to become independent autonomous learners for life, building resilience and determination to persevere towards successes.
- To provide equal opportunities for all children to develop to their full potential as a unique child, whilst being respectful and appreciative of others.
- To provide a broad and balanced curriculum for each child to develop socially, emotionally, physically and intellectually, in readiness for school and life.

Curriculum Progression

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

Our Reception class follows the statutory curriculum requirements as outlined in the latest version of the EYFS statutory framework that applies from September 2021. This framework defines what we teach and we use the Development Matters guidance to support our curriculum. We offer a broad and balanced curriculum that covers the statutory aspects as well as other knowledge and skills to support pupils' personal development, prepare pupils for their next stage of education and develop the whole child.

According to the 'Good Practice in Early Education' Research Report, January 2017, good practice in relation to curriculum planning includes approaches that are:

- tailored to individual needs
- capitalised on children's interests in order to achieve learning outcomes
- flexible and responsive so that plans could be changed or adapted to follow the interests of the children and respond to external events
- informed by on-going assessment;
- grounded in the Early Years Foundation Stage (EYFS) framework.

The Characteristics of Effective Learning:

- 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.

These characteristics underpin learning and development across all areas and support the child to remain an effective and motivated learner.

The EYFS framework includes 7 areas of learning and development and the educational programmes that are equally important and inter-connected. However, 3 areas 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.

Prime Areas:

Communication and Language: Listening, Attention and Understanding, Speaking

Physical Development: Fine Motor, Gross Motor

Personal, Social and Emotional Development: Self-Regulation, Managing Self, Building Relationships

Specific Areas:

The prime areas are strengthened and applied through 4 specific areas:

Literacy: Comprehension, Word Reading, Writing

Mathematics: Numbers, Numerical Patterns

Understanding the World: Past and Present, People, Culture and Communities

Expressive Arts and Design: Creating with materials, Being imaginative and Expressive

Styles of Teaching & Learning

Foundation Stage staff aim to make each child's time fun as well as educational. The curriculum is structured to provide opportunities for Child Initiated activities as well as Adult Initiated and Adult Led activities. Adults will lead structured activities in small and large groups, facilitating and modelling language and behaviours.

Planning

Staff plan activities and experiences for children that enable children to develop and learn effectively. Staff consider the individual needs, interests, and stage of development of each child in their care, and use this information to plan challenging and enjoyable experiences. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

In planning and guiding children's activities, practitioners reflect on the different ways that children learn and include these in their practice.

Teaching

We ensure there is a balance of child-initiated learning through continuous provision, and adult-led activities, across the school day. Although much of the time is spent with children self-selecting tasks, so children can experiment, investigate, interact, socialise and develop individually, the interaction between the adult and child is 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 consistently 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. 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 math's, 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 imitate, innovate and invent stories through a Talk for Writing approach as we want our children to leave the EYFS knowing stories, both traditional and modern well. Often, Makaton signing is incorporated to implement a Universal Design for learning model, aiding learning and memory strategies for all children inclusively. 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 is provided with the opportunity to choose a

'reading for pleasure' book three times a week and, as appropriate with their developing Phonics knowledge, a reading book to share their success of reading in groups with their families at home. In school they will share this book with an adult in a group 3 times each week with a focus on developing fluency and enjoyment through decoding, prosody and comprehension sessions.

Teaching Strategies

Foundation Stage staff work as teachers, facilitators, demonstrators, scribes, questioners, and assessors with the children during both Child Initiated and Adult Initiated activities. Staff intervene to stimulate, develop and stretch individuals and small groups. Good social skills and respectful behaviours are encouraged at all times.

Curriculum Planning

Curriculum planning is split into:

1. Long Term Plans – these detail the topics that will be covered. As a Foundation Stage we plan from the children's interest so the long term plans remain flexible and open to change.
2. Medium term plans – these detail skills and areas of learning to be covered over a period of six or seven weeks.
3. Short Term Plans – these include what activities will be available on a weekly and daily basis. They include Child Initiated plans and Adult Led plans (group work). The inside and outside area are planned for on a daily basis to ensure they lead from the children's interests. The plans are evaluated daily to inform future planning for skills and knowledge required the next day or next week.

Continuous Provision

At Feckenham CofE Primary, we aim to ensure:

- a clearly defined learning environment designed to allow and encourage children to extend and deepen their understanding of the EYFS curriculum.
- an environment that facilitates independence, curiosity and hands on play-based learning.
- that Continuous Provision enables children to explore recent learning, practice new skills and follow their own interests.
- staff enhance Continuous Provision through careful modelling, active involvement and intervention.
- carefully chosen and organised high-quality resources and experiences that are constantly available for children to access independently across every area of their learning.
- opportunities for peer and adult conversation and use of new vocabulary to broaden word use and deepen knowledge and understanding.

Outdoor Learning

The environment, both indoors and outdoors, plays a key role in enabling and extending children's learning and development.

Children are encouraged to choose and use equipment and resources independently and these are organised to allow all children including those with a disability and/or SEND to explore and learn in a secure and safe space for most of the day. Children are able to free flow between indoor and outdoor areas whilst remaining in ratio following statutory guidance for the EYFS.

When planning for outdoor learning we will be carefully considering:

- Children wearing suitable clothing for the weather conditions and activities

- Free flow arrangements so children are encouraged to follow their own interests
- Extending the learning in the classroom – so that all curriculum areas are covered
- Health and wellbeing (PD, PSED) understanding nature and growing opportunities
- Opportunities for all

All children have opportunities to explore the outdoor learning environment through free-flow. Focused teaching occurs outdoors and indoors and children have opportunities to interact with all members of staff.

Special Educational Needs & Extra Consideration

Children with Special Educational Needs may be identified prior to entry to Foundation Stage or at any time after, as appropriate. They will be integrated and included as the other children and given extra support as necessary. Each child identified as having Special Educational Needs will be assessed, with guidance from the schools SENDCo, and have an Individual Provision Map, and all staff working with that child will be aware of their targets, recording developments regularly. In the case of children being identified with having a Special Educational Need, the foundation stage staff and SENDCo will support the child and parents/carers as appropriate. Please refer to the SEN policy for further information.

Children who, at any point, are deemed to be in danger of falling behind may be placed on a register for 'Extra Consideration' and given targeted, additional support to attain their full potential in all areas of the EYFS Curriculum.

Assessment

At Feckenham CofE Primary School, ongoing assessment is an integral part of the learning and development processes. Staff observe and talk to pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Staff also take into account observations shared by parents and/or carers.

Within the first 6 weeks that a child starts reception, staff will administer the Statutory Reception Baseline Assessment (RBA, May 2021).

As well as monitoring progress and attainment in the moment, we track their progress on a termly basis and submit this data onto our assessment system on Arbor. This informs planning opportunities for emerging children to progress further towards expected outcomes.

At the end of the EYFS, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

1. Meeting expected levels of development – Expected
2. Not yet reaching expected levels - Emerging

The profile reflects ongoing observations, and discussions with parents and/or carers. The results of the profile are shared with parents and/or carers for their child.

The profile is moderated internally between all EYFS practitioners to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

Working with parents

We recognise that children learn and develop well when there is a strong partnership between practitioners and parents and/or carers.

Parents and/or carers are kept up to date with their child's progress and development through termly Parents Evenings and end of year report. The EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

We encourage parent partnership through:

- Showing respect and understanding for the role of the parent in the child's education
- Listening to accounts of their child's development and any concerns they may have
- Making parents feel welcome by being friendly, approachable and having an open door policy
- Maintaining an on-going dialogue
- Being flexible in arrangements for settling children in
- Meeting with parents of Reception children regularly to discuss progress
- Inviting parents in, where possible, to share their child's learning and achievements
- Through the use of Seesaw, an online learning journal which parents can access at home
- Inviting parents in the school to share in special events

Seesaw

Seesaw is the online learning journal that captures the children's WoW moments through photographs and videos. It allows these Wow moments in learning that takes place at school to be shared with parents and for parents to share learning that takes place at home, and is used as a way of showing a broader picture of a child's development.

Throughout the year the EYFS team will host parent workshops on a variety of topics for example Phonics and Seesaw.

Safeguarding and welfare procedures

It is important to us that all children in the school feel, and 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 children. We know that children learn best when they are healthy and safe, when their individual needs are met and when they have the chance to build positive relationships with the adults around them and their peers.

We promote good oral health, as well as good health in general, in the early years through our curriculum, for example by talking to children about:

- The effects of eating too many sweet things
- The importance of brushing your teeth

We also teach E-safety across our EYFS in age appropriate ways.

Our safeguarding and welfare procedures are outlined in our [safeguarding policy](#).

Monitoring arrangements

This policy will be reviewed and approved by the Early Years Lead every 2 years.

At every review, the policy will be shared with the governing body.

Equal opportunities

The Early Years Foundation Stage class operates an equal opportunities policy. All children have equal opportunities regardless of gender, race, religion, or ability. They all have equal access to the curriculum, and equipment.

Induction procedures

Feckenham CofE. Primary School's Foundation Stage values the importance of a smooth transition from preschool and homelife into Foundation Stage. For this reason, all children and families are offered a home visit and taster sessions where the parents/carers can stay with the children. The Reception children join the Foundation Stage by a system of staggered entry enabling the staff to welcome each child and family individually. The children all start on the same day.

It is equally important parents/carers are comfortable with their child starting school as it is for the child to have a settled start. For this reason, parents are invited to a meeting where they have the opportunity to look around the classroom, meet the members of staff and ask any questions. This provides an opportunity to establish the vital partnership between parents and school.

Community links

Staff endeavour to build up and maintain links within the local community. Children have the opportunity to visit the local nursery, with trips to the village and church throughout the year. Visits from the emergency services and other people in our community will be arranged as appropriate to the curriculum. We also visit and maintain links with our town library, where we source many topic-based texts regularly.

Safeguarding Statement

Our first priority is each individual child's welfare and therefore there may be a rare occasion when our concern about a child may mean we have to consult other agencies even before we contact parents/carers. The procedures which we follow have been laid down by the Local Safeguarding board, and the school has adopted a Child Protection Policy in line with this for the safety of all.

If you would like to view this (or any other related) policy, please ask at the school office.

List of statutory policies and procedures for the EYFS:

Safeguarding policy and procedures	See child protection and safeguarding policy
Procedure for responding to illness	See health and safety policy
Administering medicines policy	See supporting pupils with medical conditions policy
Emergency evacuation procedure	See health and safety policy
Procedure for checking the identity of visitors	See child protection and safeguarding policy
Procedures for a parent failing to collect a child and for missing children	See child protection and safeguarding policy
Procedure for dealing with concerns and complaints	See complaints policy