



# Early Years Foundation Stage Policy

Spring Term 2022

## Vision

*“To empower our children to be independent, well rounded individuals who have a love of learning and seek challenge in everything they do.”*

At Elloughton Primary School we believe all children deserve to have an equal chance of success and are able to thrive. We provide a safe environment in which children can experiment, explore and progress in their own creative ways. We consider the individual needs, interests and development of each child and use this information to plan challenging and enjoyable experiences in all areas of learning and development.

Our curriculum provides all children with the knowledge, skills and understanding they need to be confident, inquisitive, curious, independent learners and influence their thinking across all areas of the curriculum.

Children are able to lead their own learning. Practitioners stimulate children’s interests, responding to each child’s needs and guide their learning skillfully. Practitioners know children’s level of development and interests, then shape their teaching and learning experiences of each child reflecting that knowledge.

## Intent

The intent of our EYFS curriculum is to ensure our children develop the necessary skills, knowledge and attitude to achieve fulfilling lives. The EYFS is the start of our children’s school journey towards achieving this. Our aim is for children to leave Early Years as compassionate individuals with a developing understanding that everyone should be valued and respected therefore preparing them for life in modern Britain.

We teach a rich and broad, well structured curriculum that suits the needs of our children. We carefully map out the skills we want our children to learn across nursery and reception which then links to the schools curriculum.

Children’s learning is documented through Class Dojo portfolios, Journals and floorbooks. Parents are able to add photographs and commentary to share learning at home.

## The EYFS Curriculum - Implementation

We provide high quality teaching and learning in a language rich environment. We value, respect and care for all of our children in order to achieve our curriculum intent. Each child is unique and brings value to our classrooms. We provide a curriculum which is based upon their interests, accessible to them and links to the world around them which they know and understand.



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The principles that guide the work in the EYFS are grouped into 4 themes:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

The EYFS Curriculum consists of the seven areas of Learning and Development:

### Prime Areas

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

### Specific Areas:

- Mathematics
- Literacy
- Understanding of the World
- Expressive Arts and Design

We teach a wide range of foundation subjects across the EYFS via the areas 'Understanding of the World' and 'Expressive Arts and Design'.

- Science is covered through investigations and observations of the world around us.
- History focuses on the lives of the children and their families as well as looking at events and objects from the past.
- Geography looks at where the children live and makes comparisons to other places around the world, making sure to reference these on our world map.
- Social, moral, spiritual and cultural development, including studying British Values is incorporated into our Jigsaw lessons and circle times.
- We learn about different religions, cultures and festivals including Chinese New Year, Christmas, Sukkot, Diwali and Eid. We also provide a wide range of resources in our classroom which are sourced from many cultural backgrounds. This is tailored to our current cohort of children and enhances their understanding of where objects and patterns come from.
- Art and Design is taught through adults modelling skills and children's independent exploration.

During independent learning time, staff harness children's new ideas and thoughts and use these teachable moments to their advantage. This time allows the adults to identify children's next steps which reflect their developmental readiness and individual needs. Our continuous provision allows both staff and children to have resources they need at their fingertips and our rich communication based learning environment allows progression.

## Observations

Our staff judge when to intervene and when to observe from a distance. We use a combination of commentary and effective questioning to find information that children know and ask them about it. This gives opportunities for staff to assess a child's understanding in context and make links to other curriculum areas.



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### Impact

Our next steps happen “in the moment”. When an adult is interacting with a child during independent learning, they talk to the children using effective questioning to ask what that child knows, identify an area for development (understanding, misconception, vocabulary, sentence structure etc.) and then fill that gap in learning through running commentary. This enables the child to fill that gap in learning and to progress to understanding. An adult then helps that child to share their newfound understanding to check progress has been made.

### Parents

At Elloughton Primary School we recognise that children learn to be strong and independent from secure relationships. We develop caring, respectful, professional relationships with the children and their families.

Parents are encouraged to add observations to their child’s portfolio on Class Dojo. There is a weekly home learning challenge which develops key skills and brings the family together. Parents are given support with their children’s learning at home through videos on Class Dojo e.g. giving guidance on phonics and maths. Each week we share a key skill with parents on Class Dojo demonstrating children’s application of the skill with ideas of how to reinforce it at home.

We also expect children (when ready) to read daily and complete Doodle Maths to reinforce learning.

### Phonics and Early Reading

Children learn to read through the teaching of synthetic phonics where children have **daily** phonic lessons which follow a clear, consistent teaching sequence and provide opportunities for children to practise reading and blending words/sentences daily.

The order of phonemes taught corresponds to our reading scheme, Bug Club. We have fidelity to the Bug Club scheme following their order of teaching and have developed our own teaching resources which are consistent throughout school. Through training and coaching we have developed a consistent approach to phonics teaching using the same lesson structures, terminology, flashcards and classroom displays.

In early reading, only phonetically decodable books are issued for independent reading, and these match the grapheme- phoneme correspondence that children know. Children have access (at school and home) to Bug Club Online where texts are carefully selected and issued linked to children’s phonics teaching and reading ability.

### Maths

We believe that maths in the EYFS should be relevant and accessible. We teach the children about everyday maths and how exciting maths can be. We use a variety of



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concrete resources. Children are shown where these resources are kept and are encouraged to use the resources that they think are appropriate for whatever they are doing. We teach using a combination of concrete, pictorial and abstract techniques where possible.

### Play

“Children’s play reflects their wide ranging and varied interests and preoccupations. In their play children learn at their highest level. Play with peers is important for children’s development.” (Early Years Foundation Stage, Department for Children, Schools and Families, 2007)

We believe that well planned and purposeful play is vital in encouraging young children to learn. We plan, organise and resource the indoor and outdoor spaces appropriately. Through play our children explore and develop learning experiences, which help them make sense of the world.

They practise and build up ideas, and learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems. They can express fears or re-live anxious experiences in controlled and safe situations. Our policy on play defines the features of effective play in our school (See appendix 1).

Children’s knowledge, skills and understanding within each area of the curriculum will be developed through a combination of teacher-led learning, supported and guided group time, play-based learning, and time to develop their knowledge and skills independently.

Although adults in the EYFS will support and scaffold pupils learning to enable them to reach their full potential, there will be a wide range of opportunities for children to develop and progress independently through play-based learning known as ‘Areas of Continuous Provision’ or ‘Free Flow Learning’.

On a daily basis children will experience a balance of group focused work and independent or supported Free Flow learning.

### Admissions

Our current admissions arrangements are in line with East Riding Council.

### Induction into school

#### ***Parents as Partners***

We recognise that parents are children’s first and most enduring educators and we value the contribution they make. We recognise the role that parents have already played, and will continue to play, in educating the children. We do this through:

- our home visit programme which enables the EYFS Leader to meet all the children and their parents before they start school in the Autumn Term;
- providing the children with the opportunity to spend time in school during the Summer Term, both with and without their parents;
- inviting the parents to a welcome meeting during the Summer Term;
- encouraging parents to talk to the child’s teacher if there are any concerns;



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- providing parents with regular opportunities to talk about their child's progress, both through termly parents evenings, and at other times as the need arises;
- providing parents with regular opportunities to share their child's learning journey through Class Dojo;
- Encouraging parents to support the learning in school and to take an active part in the learning process;
- Providing realistic targets for children;
- Providing an EYFS handbook outlining provision/daily routines.

### **Key Workers**

All staff involved with the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them. All the children are allocated a Key Worker.

## Transition to Key Stage One

Careful planning and liaison between staff ensures the transition from the Foundation Stage to Key Stage One is as smooth as possible. The children are given the opportunity to get to know their new teacher through different sessions, and visits to their new classroom during the summer term. With the characteristics of effective learning being such a central role and running through and underpinning all seven areas of learning and development, representing processes rather than outcomes, information describing the child's characteristics of effective learning will be provided to Year 1 teachers as a vital background and context when considering a child's next stage of development and future learning needs.

## Race Equality

We will endeavour to ensure that all teaching in the Early Years and resources purchased will be free from bias. We will use resources which reflect diversity and are free from discrimination and stereotyping.

## A Unique Child

At Elloughton Primary School we recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways and at varying rates. We use praise and encouragement to help children to develop a positive attitude to learning and reinforce the values from our moral compass.

### **Inclusion**

At Elloughton Primary School we believe that all our children matter. All children and their families are valued within our school. We give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when planning for their learning.

In the EYFS we set realistic and challenging expectations that meet the needs of our children. We achieve this by planning to meet the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.



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We meet the needs of all our children through:

- planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence;
- using a wide range of teaching strategies based on children's learning needs;
- providing a wide range of opportunities to motivate and support children and to help them to learn effectively;
- providing a safe and supportive learning environment in which the contribution of all children is valued;
- monitoring children's progress and taking action to provide support or extend and challenge learning as necessary.
- Using resources which reflect diversity and are free from discrimination and stereotyping.

It is important to us that all children in the school are safe. We 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.

### **Welfare**

"Children learn best when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them." (Early Years Foundation Stage, Statutory Framework, 2008)

At Elloughton Primary School we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage. We understand that we are required to:

- promote the welfare of children.
- promote good health, preventing the spread of infection and taking appropriate action when children are ill.
- manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs.
- ensure all adults who look after the children or who have unsupervised access to them are suitable to do so.
- ensure that the premises, furniture and equipment are safe and suitable for purpose
- ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.
- maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.
- We ensure children can be seen and heard at all times within the inside and outside environments.

## Monitoring

The Headteacher, Early Years Foundation Stage leader, subject leaders and EYFS governor carry out monitoring of the EYFS through observation and discussion as part of the whole school monitoring schedule



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### Adoption, Approval, Sign Off

Signed	Rebecca Brammall
On behalf of	Standards and Achievements Committee
Date	24/01/2022

### Document Control

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Revision number	3
Review Frequency	3 Year
Next Review date	Spring Term 2025
Statutory?	Yes
Notes	

### Appendix A

#### POLICY FOR PLAY

##### The aims of this play policy are:

- To raise the awareness of the need for play by all adults/parents/carers
- To plan for play and identify opportunities for extending play
- To provide equality of access to play
- To clarify the role of the adults
- To ensure that the environment and resources are conducive to quality play.

##### Definition of Play

Play underpins all development and learning for young children. Most children play spontaneously, although some may need adult support, and it is through play that they develop intellectually, creatively, physically, socially and emotionally.



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### Why Play is important

Children's play reflects their wide ranging and varied interests and preoccupations. In their play children learn at their highest level. Play with peers is important for children's development. They practise and build on ideas, and learn to understand the need for rules.

### Quality Play - what does it provide?

- It enables children to develop and learn
- It allows children to develop the feelings of involvement and well being
- It gives opportunity to sustain play over a period of time
- It is carried through to an ending that the children find satisfying
- The individual child concerned is absorbed by the play
- It is fun and enjoyed by the children, in differing degrees.

They have the opportunity to think creatively alongside other children, and communicate with others as they investigate and solve problems.

### Planning for Play

Play comes naturally and spontaneously to most children, though some need adult support. This is done when:

- Practitioners plan and resource a challenging environment where children's play can be supported and extended
- Practitioners can extend and develop children's language and communication in their play through sensitive observation and appropriate intervention
- Practitioners always intervene in play if it is racist, sexist or in any way offensive, unsafe, violent or bullying

### Assessment

Assessment can take place at any time. It can be planned or spontaneous. Assessment can take place when children are playing and this is then analysed and used to plan for the next steps in children's learning.

### We provide:

- Space
- Time
- Stimulus and materials
- Adult encouragement and interest
- Equality of opportunity for all children

### We make provision for play so that there are opportunities to:

- Explore materials both inside and outside
- Develop role play
- Develop concentration
- Develop speaking and listening
- Enhance social skills

### How we are making this provision:

- Through a structured framework
- Allowing play to develop over varying lengths of time
- Appropriate and accessible storage of equipment