Nacton Church of England Primary School

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Early Years Foundation Stage Policy

Version 7

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Date authorised: _____

Approval minuted:

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1 Introduction

This policy sets out the aims and philosophy of the Early Years Foundation Stage (EYFS) Curriculum at Nacton Church of England Primary School.

> *Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five 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 together provide the foundation children need to make the most of their abilities and talents as they grow up.*

Statutory framework for the early years foundation stage, Department for Education, 2021, p. 5.

2 Aims

At Nacton we aim to:

- provide a safe, challenging, stimulating, caring and sharing environment which is sensitive to the needs of the child, including children with additional needs;
- provide a broad, balanced, relevant and creative curriculum that will set in place firm foundations for future learning and development in Key Stage 1 and beyond;
- provide opportunities for children to learn through planned, purposeful play in all areas of learning and development;
- use and value what each child can do, assessing their individual needs and helping each child to progress;
- enable choice and decision-making, fostering independence and self-confidence;
- work in partnership with parents/carers and value their contributions;
- ensure that all children, irrespective of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender or ability have the opportunity to experience a challenging and enjoyable programme of learning and development;
- provide experiences for all children, whatever their needs, which are inclusive.

<u>Intent</u>

3 keys strands; active learning, creating and thinking critically, playing and exploring

Through our curriculum we intend to develop children into effective learners, children who are confident, resilient and enthusiastic about their learning. We intend to support children to develop the skills they need ready for the Key Stage 1 curriculum and their future learning journey. This includes being able to communicate effectively with others, regulate their emotions, build and maintain positive relationships with others, concentrate on tasks, know how to be healthy, read and write simple sentences,

understand numbers to at least 10 and write letters correctly. We intend to develop in children a love of learning that will follow them throughout their learning journey.

Implementation

We follow the EYFS curriculum and use development matters to inform our planning. High quality learning activities are planned based on assessment of the children's development and what their next steps are. We ensure that positive relationships are formed between pupils and adults and that adults model appropriate behaviours for the children. Through our on-going assessment we aim to pick up on children who need additional support as early as possible and implement this. We provide a language rich environment that develops children's communication skills and understanding of language. We celebrate children's successes and mistakes which help them learn.

Impact

By the end of EYFS we aim to have children that are ready to move on to the next stage of their learning journey confident, enthusiastic learners equipped with the necessary skills to help them succeed.

3 The Early Years Foundation Stage (EYFS)

The EYFS applies to children from birth to the end of the reception year. In our school, all children join us, either on a part time or full time basis. All children can start full time in the academic year in which they turn five.

The EYFS is based upon four principles:

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

4 A Unique Child

At Nacton Church of England 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, at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others. We use praise and encouragement, as well as 'rewards, to encourage children to develop a positive attitude to learning.

5 Positive Relationships

At Nacton Church of England Primary School we recognise that children learn to be strong and independent from secure relationships. We aim to develop caring,

respectful, professional relationships with the children and their families. We recognise that parents and carers are children's first and most enduring educators and we value the contribution they make.

We recognise the role that parents have played, and their future role, in educating the children. We do this through:

- talking to parents about their child before their child starts in our school;
- enabling the children to have the opportunity to spend time with their teacher before starting school;
- inviting all parents to an induction meeting during the term before their child starts school;
- holding a 'Settling in' Parent's Evening in the first term.
- holding an information session for parents on how to support their child's learning in Early Years.
- having an open door policy encouraging parents to talk to the child's teacher if there are any concerns;
- sending home a report on their child's attainment and progress and/or holding a parents evening in the Spring term and at the end of the school year;
- use an online learning journey where staff and parents can share and comment on their child's learning both at home and school. This is also used to communicate information with parents and share homework.
- organising a range of activities throughout the year that encourage collaboration between child, school and parents, e.g. Christmas decoration afternoon, etc.

There is a formal meeting for parents/carers in the Autumn and Spring terms at which the teacher and the parent discuss the child's progress.

6 Enabling Environments

At Nacton Church of England Primary School we recognise that the environment plays a key role in supporting and extending the children's development. This begins by observing the children and assessing their interests, development and learning, before planning challenging but achievable activities and experiences to extend the children's learning.

6.1 Types of observations/assessments

- Within the first half term a baseline assessment will be carried out.
- A group or individual assessment sheet or online learning journey observation record will be completed on selected assessed activities and will relate to the learning objective/profile point for the Foundation Stage Profile.
- Focussed observations.
  These focus on specific areas of learning for specific children in order to observe what the children can do and what we need to do to further support their development. They are carried out as and when they are needed. An evaluation will link to the EYFS area and aspect of learning.

- Photographs can be taken at any time to capture wow moments in learning. The photographs and observations will be uploaded onto their online learning journey.
- Samples of work can be annotated with snippets of conversation or learning that is observed. (These can be creations from the creative table, photos of models etc.)

At Nacton Church of England Primary School, we use Target Tracker to record judgements against the EYFS Profile. Each child's level of development is recorded against 17 assessment scales derived from the ELGs (Early Learning Goals).

Within the final term of the EYFS, we provide a written summary to parents/carers, reporting their progress against the ELGs. We give a reasonable opportunity for the parents/carers to discuss these judgements with the EYFS teachers.

6.2 Organisation

The EYFS classroom is organised to allow children to explore and learn securely and safely. There are areas where the children can be active, be quiet and rest. The classroom is set up in learning areas, where children are able to find and locate equipment and resources independently. The EYFS have their own enclosed outdoor area. This has a positive effect on the children's development. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. It offers the children the opportunity to explore, use their senses and be physically active. We plan activities and resources for the children to access outdoors that help the children to develop in all 7 areas of learning.

7 Learning and Development

We recognise that children learn and develop in different ways and at different rates, that all children deserve to have an equal chance of success and access to high-quality early education. We value all areas of learning and development equally and understand that they are inter-connected. We consider the individual needs, interests and development of each child in our care and use this information to plan a challenging and enjoyable learning experience for each child in all areas of learning.

In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately.

Three characteristics of effective teaching and learning 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 achievements*

• *creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things*

Statutory framework for the early years foundation stage, Department for Education, 2021, p. 16.

The features of effective teaching and learning in the EYFS are:

- the positive relationship between staff and pupils which is developed through warm, positive interactions, engaging with children's interests and providing secure routines for play and learning so that all children feel safe and confident and can become strong, independent and resilient learners;

- the partnership between teachers and parents/carers, so that our children feel secure at school and develop a sense of well-being and achievement;

- the understanding that teachers and support assistants have of how children develop and learn, and how this affects their teaching;

- the opportunities for children to learn by leading their own play, and by taking part in play which is guided by adults. Play is essential for children's development, building their confidence as they learn to explore, relate to others, set their own goals and solve problems.

- the range of approaches used that provide first-hand experiences, give clear explanations and model learning, make appropriate interventions and extend and develop play and talk or other means of communication;

- the carefully planned curriculum that follows the educational programme as set out in the statutory framework and helps children work towards the Early Learning Goals throughout EYFS;

- the provision for children to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities;

- the encouragement for children to communicate and talk about their learning, extending their vocabulary, and to develop independence and self-management;

- the support for learning with appropriate and accessible indoor and outdoor space, facilities and equipment;

- the identification of the progress and future learning needs of children through observations, which are shared with parents/carers;

- the good relationships between our school and the settings that our children experience prior to joining our school.

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 express fears or re-live anxious experiences in controlled and safe situations.

Active learning occurs when children are motivated and interested. Children need to have some independence and control over their learning. As children develop their confidence they learn to make decisions. Developmental and open ended questions (who? what? where? when?) are used in all activities or tasks. The children are encouraged to invite children from other year groups to view exhibitions of their work.

Children should be given opportunity to be creative through all areas of learning, not just through the arts. Adults can support children's thinking and help them to make connections by showing genuine interest, offering encouragement, clarifying ideas and asking open questions. Children can access resources freely and are allowed to move them around the classroom to extend their learning.

7.1 Areas of Learning and Development

The EYFS is made up of seven areas of learning:

The prime areas:

- Communication and language
- Physical development
- Personal, social and emotional development

The specific areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

None of these areas can be delivered in isolation from the others. They are equally important and depend on each other. All areas are delivered through a balance of adult led and child initiated activities. In each area there is a statutory educational programme to follow and there are Early Learning Goals (ELGs) that define the expectations for most children to reach by the end of the EYFS.

8 Planning

Good planning is the key to making children's learning effective, exciting, varied and progressive. Effective learning builds on and extends what children know and can do. Our planning shows how the principles of the EYFS will be put into practice and is always informed by observations we have made of the children, in order to understand and consider their current interests, development and learning. It follows the educational programme as set out in the statutory framework 2021. There are three stages of planning the curriculum:

1. Long Term Planning

We have created a framework, which gives structure and coherence to the curriculum. Topics are planned for each term or half term and are based around

the progression of skills we want the children to develop in each area alongside the educational programme which is distributed over the terms, to determine a broad and balanced coverage and to ensure that the early learning goals are met.

2. Medium Term Planning

We address particular aspects of the curriculum in more detail for each half term. This will be based on ongoing assessment of the children's individual needs and progression of skills. We include links between areas of learning and development and opportunities for ICT. Learning objectives, assessment opportunities, and activities and experiences for each area of learning and development may be identified.

3. Short Term Planning

We identify specific learning objectives, activities, differentiation, ICT, outdoor/indoor work and resources, to meet the learning needs of the children on a weekly/day-to-day basis. It allows for flexibility in response to individual children's needs and interests and for revision and modification, informed by on-going observational assessment.

At Nacton we follow the educational framework as set out in the *Statutory framework for the early years foundation stage* (Department for Education, 2020) when planning for each of the prime and specific areas and make use of Development matters (DFE 2020). We also take into consideration the Early Learning Goals and the children's progress towards them.

9 Assessment

Assessment plays an integral part in recognising children's progress and understanding their needs. Teachers and practitioners need to know what the children can do and what they need to do next to continue to make progress.

As well as the informal assessments mentioned in section 6 there is the statutory Reception Baseline Assessment (RBA) which has to be completed in the first 6 weeks of starting school and the statutory EYFS profile which must be completed in the final term of the year the child turns 5.

The RBA assesses a child in early mathematics, literacy, communication and language. The purpose of the RBA is to form the starting point for cohort-level school progress measures. Data from the RBA is compared to key stage 2 outcomes 7 years later to form the overall progress measure for a school. It does not provide any score, pass or fail and cannot be used for formative or diagnostic assessment. We complete our own activities alongside this one as a formative assessment of the children's starting points.

The EYFS profile assesses the children against the 17 Early Learning Goals. This states whether the children have met the expected standard or not. This information is

shared with parents and with the Year 1 teachers as part of a dialogue about how to support the children into Key Stage one.

Whilst staff need to develop a clear picture of where the children are in their learning the statutory guidance states:

Assessment should not entail prolonged breaks from interaction with children, nor require excessive paperwork. When assessing whether an individual child is at the expected level of development, practitioners should draw on their knowledge of the child and their own expert professional judgement and should not be required to prove this through collection of physical evidence

Statutory framework for the early years foundation stage, Department for Education, 2021, p. 18.

As described in section 6 assessment practices at Nacton reflects this.

10 Equal Opportunities/Special Educational Needs

All children are given equal access to all areas of the curriculum, regardless of race, gender, religion, physical disability and home language. Children who are on our SEND register will have an Individual Education Plan and support appropriate to their needs.

11 Monitoring

This policy will be reviewed in line with any changes to the prescribed National Curriculum and Early Years Foundation Stage framework. It should be read with reference to the Policies for Behaviour, Special Educational Needs and Access and Inclusion.

12 Document History

Version	Date	Comments
1	07/03/2005	
1A	13/06/2011	Completely rewritten in line with changes in practice, Early Years Foundation Stage documentation and change in Admissions Code by County.
1B	03/10/2011	Formatting updated.
2	05/10/2011	Minor amendments. Issued.
3	27/11/2014	Learning area terminology updated to align with revised DfE EYFS framework.
4	28/09/17	Nacton CEVC changed to Nacton Church of England. Added online learning journeys, settling in parents evening and information session for parents to support child's learning. Added baseline assessment. Removed Learning Journey and changed to online learning journey. Changed e-profile to Target Tracker. Changed 6 areas of learning to 7 (error in previous version).
5	05/11/2019	Change of parental engagement activities. Removal of three year rolling programme. Changes to SEND section to update to current policy.
6	08/06/2021	Reflect changes due to the new curriculum.