



**Children First Learning Partnership
Early Years Foundation Stage (EYFS) Policy
February 2020**

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Intent of EYFS education within the CFLP

- To give every child a happy, positive and exciting start to their school life in which they can establish solid foundations on which to expand and foster a deep love of learning.
- To provide a safe, caring and inclusive learning environment which is sensitive to the requirements of the individual child thus developing self-confidence and self-esteem.
- Inspire children through a stimulating, engaging and challenging curriculum, ensuring that the children are happy and enthusiastic to learn and that we nurture the children's imagination, language and curiosity.
- For all children to become independent, self-motivated and enthusiastic learners, encouraging the children to explore, think critically and take risks within their learning.
- To provide children with early reading, writing and maths skills through purposeful teaching and provision.
- To encourage children to sustain a resilient and ambitious mind-set and believe that they can succeed in whatever they set out to achieve.
- To bring learning opportunities to life with enriched, real and purposeful opportunities.
- To build relationships and immerse themselves in the wider community, starting with their local community and providing opportunities to experience and learn about other communities and cultures.

Curriculum

The EYFS curriculum is based upon four principles:-

- A unique child
- Positive relationships
- Enabling environments
- Learning and development

The Nursery and Reception classes follow the curriculum as outlined in the Early Years Foundation Stage (EYFS) document, which is available at:

<http://www.foundationyears.org.uk/files/2012/03/Development-Matters-FINAL-PRINT-AMENDED.pdf>.

The EYFS framework includes 7 areas of learning and development all of which are important and inter connected. (DfE 2017:1.3)

Prime areas are fundamental, work together, and move through to support development in all other areas.

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

Specific areas include essential skills and knowledge for children to participate successfully in society.

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

Characteristics of Effective Learning

The EYFS also includes the Characteristics of Effective Learning. These are regularly observed and planned for throughout the EYFS curriculum.

The three characteristics observed are:

- Playing and Exploring – children investigate and experience things and events around them and ‘have a go’
- Active Learning – children concentrate and keep trying if they experience difficulties, as well as enjoying what they achieve
- Creating and Thinking Critically – children have and develop their own ideas, make links between different and experiences and develop strategies for doing things.

When children showcase these aspects, their success is noticed by adults and is celebrated and rewarded.

Teaching Strategies

We ensure that there is a balance of adult led and child led activities across the school day. We believe that during child led activities the adults’ role and interaction with the children is essential as this helps to build the children’s understanding and guides new learning. The role of the adult is to continually model, demonstrate and question what the children are doing to further their understanding, either through participation in play or to teach new learning in small guided groups.

Early Reading and Phonics

In the Early Years we believe that reading is an essential life skill and of vital importance. We aim to develop pupils reading through progressive phonics teaching, shared reading, home reading, individual reading and library access. Children will learn to read widely, fluently, frequently and with good understanding and pleasure.

Children in the Early years participate in daily phonics sessions that are delivered by the Early Years practitioners. Phonics sessions are well matched and suited to the child's ages and stages and equip them with crucial early reading skills. Each child will progress through the phonic phases in lessons as well as accessing independent mastery activities within the classroom environments. In Reception all children will be given a reading book that matches their phonic ability. Children read this book at home and school, books are changed regularly.

Learning through Play

Learning through play is an important and integral part of the Early Years curriculum and classroom. We believe that children learn best from activities and experiences that interest and inspire them. Using children's interests as a starting point, we provide children with stimulating, active play experiences in which they can explore and develop their learning to help make sense of the world. They have opportunities through their play to think creatively and critically alongside other children as well as on their own.

Classroom Organisation

Our Early Years indoor and outdoor environment are organised and accessible for all children through clearly defined areas that children are encouraged to access independently and safely. The outdoor area offers the children opportunity to explore, uses their senses and be physically active. Our areas provide resources and opportunities for all 7 areas of the curriculum. Risk assessments are carried out frequently to ensure space is safe and secure.

Observations Assessment and Learning Journeys

On entry to Nursery or Reception the teacher carries out a baseline assessment, these assessments allow us to identify the child's attainment and allows us to tailor the curriculum accordingly for each individual child. These assessments are collated and put into a tracking tool, this enables us to collate all the data and assessments for each child measuring progress and highlighting children that are achieving more than expected or less than expected. At the end of Reception each child is assessed against each of the 17 Early Learning Goals (ELG). They are assessed as either emerging, expected or exceeding the ELG for each of the 17 areas of learning and a

report is given to parents informing them about their child's learning and progress in each of the areas of learning. This information is also given to the Year 1 teachers to aide transition.

We make regular assessments of children's learning and use this information to ensure that future planning reflects children's identified needs. Through the regular monitoring of children's progress, we are able to initiate early action and support. We work closely with parents, carers and external agencies to ensure all children's needs are met and we enable them to access the curriculum and make progress.

Assessment in the EYFS primarily takes the form of observations, this involves practitioners observing and questioning children to identify their achievements, interests and next steps for learning. This happens throughout the day when children are embedding and extending any previous learning. Observations and assessments are recorded using an online tool called 2simple. This allows us to build up a picture in a variety of opportunities and areas and comment on what we feel are the next steps for the children. We are then able to share these experiences with the children's parents sending each child's learning journey home electronically. We also keep a paper learning journal which celebrates a wide range of evidence and achievements. These learning journals are shared at parent's evenings.

Parents As Partners

We believe that parents and carers are a child's first and most enduring educators and we very much value the contribution they make. We recognise the role that parents have already played, and their future role, in educating their children. We therefore make it our aim to work very closely with parents. We aim to develop caring, respectful and professional relationships with the families of the children in our care. We do this through:

- Providing parents with a handbook of information about our EYFS settings and school readiness information.
- Meeting with parents before their children start school at induction meetings and visits to the classrooms with their children.
- Inviting parents to attend informal session about the curriculum, such a phonics, reading, maths.
- Holding and inviting parents to 1:1 meetings to talk about how their child has settled into the school environment and to talk about their child's progress.
- Sending written reports home about children's attainment and progress.
- Sending home '2 build a profile' observations to parents via email.
- Publishing curriculum topic information on school website.
- Operating weekly drop in sessions.
- Regular contact through texts, newsletters, home school planners.
- Offering a range of activities throughout the school year – assemblies, workshops, Christmas productions and sports days.
- Encouraging parents to be classroom helpers as volunteers.

Induction

It is important to us that you and your child feel happy, comfortable and safe when you join our school family whether it be for Nursery or Reception.

With this in mind we have developed a robust Induction Programme for our new Nursery & Reception children. It is designed to ensure that both our children and our parents are very familiar and comfortable with both the school and the staff before your child even begins school in September. This means that when your child officially joins our school family at the beginning of September, they are able to settle quickly and feel happy in their new school environment.

Details of our Induction Programme

During the Summer Term, prior to starting school the following September, there are several parts of Induction that take place. These are detailed below:

- Parents are invited to attend an 'Induction Meeting' at school to meet the EYFS leader and the teaching staff.
- Foundation Stage staff visit pre-school settings to meet the children and their Key Workers.
- Children and parents are invited to 'Stay and Play' times in school.
- Children attend an 'Induction session' on their own towards the end of the academic year.
- Our induction policy is flexible and therefore we can adapt our policy if needed to meet the needs of the children and families.

In September, the children have a swift introduction to school. All children start in Reception full time. If needed this can be adapted to suit individual needs. It is important to say that if you have any questions, queries or concerns at any point you are most welcome to contact school.

Transition

We have several transitions throughout the Foundation Stage that we manage with care. Transitions are times within your child's school journey when they move within our school to their next year group.

The first transition that occurs during Early Years is the transition from Nursery to Reception, this jump from part time schooling to full time can be very daunting for both parents and their children and we aim as a school to ensure that any transition is as smooth and comfortable as possible. In order to do this, parents are invited to a 'Welcome to Reception' meeting during the summer term this meeting provides parents with information about the school, the curriculum, teaching staff and the day to day life in Reception. There is also the opportunity to talk about other general

information, such as school dinners, uniform and any questions or queries. It is also an opportunity to meet the child's new class teacher and members of the EYFS team. The main part of transition is the transition days for children, this is an exciting opportunity for children to get to know the staff and classmates and become familiar with their new classroom. There are also meetings that take place between the EYFS staff in the summer term to provide further information about each child's development and pass on any other important information about each child (e.g. medical, SEN, EAL, etc.).

The second transition is that from Reception to Year 1. During this transition the children attend transition days as part of the whole school transition. During these days, the children may begin their new topic, complete exciting art work & displays and spend more time with their new classroom staff. The transition into Year 1 does not stop there, Reception teachers also support Year 1 for the first term in the Autumn. The timetable will be adapted and changed weekly to suit the needs of the children and the move from the Early Years curriculum to the National curriculum.