



This policy was reviewed in September 2019 and adopted by governors in November 2019

Signed _____ (chair). Renewed June 2022.

Our Vision for EYFS

Our highly bespoke EYFS Curriculum is designed to inspire and motivate our children through purposeful and enquiry based learning. We prioritise high quality interactions punctuated with targeted adult support and intervention, whilst allowing children to find things out for themselves.

We ensure that children's knowledge and skills are developed at every opportunity, ensuring that they are confident, independent learners that are able to make appropriate choices.

Our holistic approach, alongside clear routines and structures enables all children to reach their full potential and move confidently into the next stage of their learning journey.

EYFS policy

“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 EYFS Department for Education 2014)

At Thelwall Infant School and Nursery we aim to provide a secure foundation for all the children in our care. Our inclusive approach is tailored to meet the needs of all our pupils. We believe that quality learning takes place when a child is immersed in what they are doing and excited to find out more. We achieve this by creating learning and development opportunities which are planned around the needs of the children and which are assessed and reviewed regularly. The high quality of our provision ensures that every child makes good progress in a happy, safe and facilitative environment. We pride ourselves on our successful partnership with parents and/or carers and value their important role as their child’s first educators.

This policy describes our current practice and procedures for the Early Years Foundation Stage. It applies to all adults working in this setting and acts as a reference guide to parents and/or carers. This policy reflects the changes in statutory guidance and current research into best practice in the early years. Key documents to be read in conjunction with this policy are the Statutory Framework for the Early Years Foundation Stage (DfE, 2021), the Early Years Foundation Stage Profile handbook (DfE, 2021) and Development Matters (Assets publishing 2021).

Introduction

1.1 Rationale:

The purpose of this policy is to describe our practice in the Early Years Foundation Stage (EYFS). It is in response to the Statutory Framework for the Early Years Foundation Stage (DfE, 2021). Other key documents are the Early Years Foundation Stage Profile handbook (DfE, 2021) and Development Matters (Assets publishing, 2021). Development Matters was originally produced by Early Education and revised in 2021 with support from the Department for Education. It is nonstatutory guidance which supports those working in early childhood settings to implement the requirements of the Statutory Framework for the EYFS.

1.2 Scope:

The policy applies to all staff working with the children in the EYFS.

The policy has specific implications for:

- The Full Governing Body (FGB).
- The Head Teacher and Leadership Team.
- EYFS Teachers and Support Staff within Reception and Little Explorers Nursery.

1.3 Principles:

At Thelwall Infant School we aim to inspire children through an imaginative and immersive curriculum that engages every child's curiosity and inspires them to challenge themselves in a safe environment that facilitates learning. Our inclusive approach is tailored to meet the needs of all pupils. We provide experiences that encourage them to become self-motivated, active learners who are able to adapt their approach, think critically and take risks with their learning. It is our priority that children are happy, safe and secure in their learning environment. This enables children to develop the characteristics of effective learners which act as a secure foundation for all future learning experiences.

2. Policy Standards:

2.1 Overarching Principles

Four guiding principles shape practice in early years settings. These are:

- every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured;
- children learn to be strong and independent through **positive relationships**
- children learn and develop well in **enabling environments**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers; and
- children **develop and learn in different ways and at different rates**. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities. (DfE 2021)

2.2 Characteristics of Effective Learning

The Characteristics of Effective Learning (DfE 2021) underpin all aspects of provision within the EYFS environment. They are rooted in the science of how children learn, and therefore guide and support the ways in which we create learning spaces and how we teach.

There are 3 key characteristics of 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 their achievements.
- **Creating and thinking critically** – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

2.3 Areas of Learning

The EYFS framework includes seven areas of learning that shape our educational provision. There are 3 prime areas, which are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. (DfE 2021). These areas are:

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

The framework also outlines 4 specific areas, through which the prime areas are strengthened and applied. These are:

- Literacy
- Maths

- Understanding the world
- Expressive arts and design

2.4 Early Learning Goals

Within these 7 areas there are 17 Early Learning Goals that children are expected to achieve by the end of the EYFS. These are referenced in Appendix 1 of this document.

2.5 Learning Environment

In the EYFS, much of the learning takes place through play which is important for children's physical, emotional, intellectual and social development. The high quality of our continuous and enhanced provision ensures that every child makes good progress and is supported to achieve their full potential. We provide an environment for effective active learning which has the potential to make a significant impact on children's level of engagement. This environment encompasses both indoors and outdoors and each receives equal weighting in terms of planning and resourcing. The environment is fluid and the children feel ownership of their space. We are receptive to the fact that children don't learn in a single 'area of learning' way and encourage children to learn through play-based discovery and well-planned activities across the unit.

We achieve this by using assessment information to identify the current needs of the children. We then reflect the need identified in the provision we offer, both indoors and outdoors.

2.6 Objective-led planning / planning for progress

Objective-led planning is a highly effective way of taking teaching into children's play. When you play alongside children you get high levels of engagement. When the children are in continuous provision, the adults will go into that play not only to look for opportunities for assessment and observation, support children's play and discovery but also to teach, delivering an objective that had been identified by assessment as a need and has then been broken down into next steps for each mixed ability group.

2.7 Adult directed activities and teaching

All adult directed activities are planned in response to assessment and needs of the children. Children in Little Explorers Nursery receive 3 direct teaching sessions a day. There is a daily phonics and a daily maths session. The third session has a focus on both fine and gross motor skills. | There is also a speaking and listening key worker session built into each day. Children in Reception receive 3 direct teaching sessions per day. There is a daily maths and a daily phonics session. The third session's focus is either a shared read or handwriting/fine motor session. Group guided reading sessions are weekly and the children also read a story / rhyme on a daily basis. Ring the bell storytime sessions encourage independent use of the reading corner and a love of books in both Nursery and Reception. The development of gross and fine motor skills are key to a child's handwriting development.

In addition to these sessions, adults have the opportunity to withdraw groups of children for focused intervention or teaching. Children will have the opportunity to experience and then re visit key concepts across the week linked to phonics, maths and fine motor development as well as speech and language.

Teachers and TA's deliver the curriculum through a carefully planned balance of direct teaching activities and learning through play. This ensures that by the end of the EYFS children are "school ready".

2.8 Assessments, Observations and Learning Journeys

Assessment is an essential and important part of the Early Years for children's learning and development. On entry to the EYFS, children complete a baseline assessment which can then be used to track their progress throughout the school. They also take part in a speech and language screening assessment. These assessments provide essential information to teachers about the current needs of each child and hence the teachers can plan activities and experiences suited to each individual.

Early Years Practitioners record a child's progress by making regular observations, recording their achievements and key experiences. This formative assessment identifies next steps in learning and shapes future planning and provision in order to help each child achieve these new goals. Observations are recorded using the Tapestry app, which allows us to observe, record and track a child's progress, building a picture of their development (please note this data is password protected and encrypted). At the end of EYFS (Reception) each child is assessed against the 17 Early Learning Goals (ELG). They are assessed as either on or off track to meet the ELG for each of the 17 areas of learning and a report is provided to parents giving further information about their child's attainment and progress. In addition to this, during the summer term of the reception year, the baseline test is repeated in order to track the children's progress across the year and provide further information to the child's new class teacher. During the course of each half term in Reception we assess progress in Phonics using Phonics tracker.

2.9 Parent Partnership

We pride ourselves on our successful partnership with parents and/or carers and other practitioners involved in the children's development and value their role as their child's first educators. We believe that this whole-team approach is at the heart of effective early years practice. We encourage parents to share the learning and experiences that take place outside of school and celebrate these, incorporating them into the children's learning journeys. We have an open door policy and parents are welcome to come at any time to discuss any issues they would like to. Our Tapestry app is linked to each parent's email so they can read and comment on observations as soon as they have been uploaded.

3. Definitions

EYFS – Early Years Foundation Stage

DfE – The Department for Education

ELG – Early Learning Goals

FGB – Full Governing Body

4. Duties

- This policy applies to all staff working with the children in the EYFS. Staff are responsible for the implementation of this policy and should monitor and evaluate its effectiveness, feeding back any concerns to the Leadership Team.

- The FGB reviews this policy every three years. This date may be brought forward if new guidelines are provided which would affect policy and practice.

5. Development and Consultation process

This policy has been developed in response to the revised government Statutory Framework for the Early Years Foundation Stage (2021). Staff working in the EYFS contributed to the development of this document.

6. Process for monitoring compliance and effectiveness of the procedural document

The Leadership Team is responsible for monitoring the compliance and effectiveness of this document. This will be achieved by ongoing data analysis, assessment feedback and observations of learning.