

# Early Years Foundation Stage policy



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To be reviewed October 2022

## Spring Meadow Infant and Nursery School - Our vision and values

At Spring Meadow our children are **kind** and **brave** young people who acquire the skills and knowledge they need to succeed and compete in the world in which they live and grow. They are explorers who are **curious** and proactive, always seeking out answers to new questions and ideas. Their kindness and compassion for their fellow human beings enable them to live and grow in a safe and compassionate world. A world in which we all wish to live and grow!

In the Early Years our approach to learning is inspirational as well as aspirational. Challenge is always present and in our safe and secure setting children feel confident to give new things a try. They look out for each other and help their peers to succeed when these challenges present themselves. Our children are wonderful individuals with individual needs and we always ensure these are met and every child and family feels fully included at all times.

### Our EYFS guiding principles

Our early years setting follows the curriculum as outlined in the 2021 statutory framework of the EYFS. **There are four guiding principles that shape the practice in our early years settings.**

- Every child is a unique child, who is constantly learning and can be brave and resilient, **curious** and questioning, kind, confident and self-assured from a very young age
- Every child learns to be strong and independent through positive relationships developed through our PSED programmes.
- Every child learns and develops well in enabling environments, in which the experiences meet their individual needs and there is a strong partnership between practitioners, parents and carers.
- The EYFS framework covers the education and care of all children in early years' provision, including children with special educational needs and disabilities.

### This policy aims to ensure that:

Leaders provide a curriculum that is ambitious and designed to give all pupils, including disadvantaged pupils and those with SEND, the knowledge and cultural capital they need to succeed in life.

Consistent use of high quality assessment, consistent and focused planning approaches and high quality teaching and learning. This ensures every child makes good progress from their starting points.

We have close partnership working between practitioners, parents and carers

Every child is included and supported through the equality of opportunity we provide.

### Assessment – How we ensure we know what a child needs to learn and what they have achieved

At Spring Meadow Infant and Nursery School, daily assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement and attainment, interests and learning styles. These observations are used to shape planning. Practitioners also take into account observations shared by parents and carers. Children in Reception undertake the Reception Baseline as directed by the Government.

**Early Development Journals (EDJ)** are completed for children with SEND and in receipt of the Pupil Premium Grant. The SEND leader and Early Help team work with the staff to identify areas for development.

### At the end of the EYFS a child will be assessed at reaching one of the following standards.

<b>Not yet</b> met the end of EYFS expectations in all 7 areas	<b>Met</b> the end of EYFS expectations in all 7 areas	<b>Exceeded</b> the end of Year expectations in all 7 areas
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Most children will meet the expected standard. Some children will exceed and be challenged to work at a greater depth as they move through the Reception Year. Some children have differing needs and challenges and not meet the

required expectations at the end of the Reception Year. If this is the case, parents and carers will be kept informed at all times so we can work together to enable the child to make the best progress possible.

### **Keeping parent informed – enabling parents to support their child**

Children learn and develop well when there is a strong partnership between practitioners and parents and carers. we also provide extended parent consultations to all parents, open sessions for parents to attend learning events during the school day as well as end of year reports.

### **Planning – this is what we do once we know what every child needs using our assessment information**

The Development Matters Document provides vital information about teaching and learning – one of the key areas are the Characteristics of Effective Learning, these 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.

### **In order to secure these vital characteristics teachers must:**

- Provide a long term overview of coverage of all areas across an academic year, these include the appropriate Development Matters statements.
- Produce half term planning mapping out a tailored learning journey, including relevant skills to be developed according to current stages of development for a child.
- Produce short term, weekly planning so that teachers can adapt current learning to meet need based on the assessment information retrieved over the preceding week, as well as responding to the current interests of the child.

Planning in this way secures consistency across the EYFS and ensures the needs and interests of all children are met.

## **4. Curriculum**

The EYFS framework includes 7 areas of learning and development 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. The early years curriculum at Spring Meadow teaches key skills through these seven areas of learning, ensuring that there is a clear skills development from Nursery into Reception and then into year one and beyond.

### **Three Prime Areas**

- **Communication and Language Development** involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.
- **Personal, Social and Emotional Development** involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills & learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.
- **Physical Development** involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.

### **Four Specific Areas**

- **Literacy Development** involves encouraging children to link sounds and letters and to begin to read and write.
- **Mathematics** involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.

- **Understanding of the World** involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.
- **Expressive Arts and Design** involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

We follow a planned set of topics. Teaching children to read is a high priority and so we use high quality English texts which provide a fortnightly theme, interwoven with engaging practical experiences, both inside and out. These texts spark children's curiosity and provide rich opportunities for language development. The provision is then enhanced linked to the theme and also taking account of any interests children have shown. Practitioners support children in identifying their own lines of enquiry by leading them on learning walks around the learning environment to ensure that all children are aware of the rich learning and play experiences on offer and encouraging them to set their own challenges. We also have a designated outdoor learning area, where the early years' classes have weekly Forest School sessions. Led by qualified Forest School leaders these provide opportunities for children to develop self-awareness, self-regulation, self-motivation, empathy, and their social skills. These are developed through a variety of activities for example, experiencing seasonal change, cooking on open fires, building dens and shelters and looking for and identifying wildlife.

### **Focused teaching and continuous provision**

Each area of learning and development is implemented through planned, purposeful play, and through a mix of focused teaching and child-initiated activities using our continuous and enhanced resource provision. Practitioners respond to each child's emerging needs and interest and encourage them to be actively engaged in and build their concentration for both self-chosen and adult led tasks, in small and large groups. In this way children are given the vital experiences, knowledge and skills to prepare them for the transition to Year 1.

### **Phonics**

In nursery phase 1 letters and sounds activities are provided within seven aspects to support the children with being able to: Listen attentively, enlarge their vocabulary, speak confidently to adults and other children, discriminate phonemes, reproduce audibly the phonemes they hear, in order, all through the word, use sound-talk to segment words into phonemes.

In Reception the Sounds-Write phonics program is introduced. This is a whole school approach ensuring a consistency for all children, enabling good progress from one year group to the next with staff supporting children in the most effective ways. Sounds-Write lessons are adapted to make them engaging and linked to topics and children's own interests ensuring the order of the sounds taught is maintained.

A Phonics session for all children that builds up as they are ready, is timetabled daily.

Maths session will include and rhymes, developing children's understanding of mathematical concepts (such as counting 1-1 and subitising).

**Reading: Nursery** children are exposed to a wide variety of reading books, both fiction and non-fiction. Teachers use key texts to drive the topic of the week, key reading areas as well as communication spaces enable children to access books for pleasure throughout their time in nursery. Teachers' model how a reader behaves so children can copy these, key new language is identified and shared with the children to enhance their understanding of new words. Story sacks provide resources to support play and a love of reading and parents are encourage to take these home to enable parents and children to enjoy the reading experience.

**Reading: Reception** children continue to access a wide variety of reading books in the environment as well as those linked to the current topic. Children are also introduced to banded reading books to begin the journey of learning how to read books using phonic knowledge and key sight vocabulary. As the children demonstrate an understanding of the concept of blending and are recognising the first unit of letter sounds, they take home a book that allows them to practise this skill and knowledge. However, the love and joy of reading is the absolutely key essential factor and class teachers work to ensure a child is not moved up through the colour banded system too quickly as this can cause understanding of the story in books to be completely lost. Reception teachers provide an informative induction session for parents where the reading process is explained and ways in which parents can support this effectively.

**Home activities and learning opportunities:**

Parents are given 'ways to help at home' compiled by the teachers regularly. Parents are encouraged to upload photos and comments relating to the challenges onto Tapestry. These are shared and celebrated at school. Ideas for supporting Maths, Reading and other areas of learning at home are outlined.

Banded weekly reading books are sent home with a reading record for parents/carers to complete for children in Reception as appropriate. Library books are chosen for enjoyment from the school library once a week.

**Safeguarding and welfare procedures**

Our safeguarding and welfare procedures are outlined in our safeguarding policy which can be located on the school's website. [www.springmeadow.cambs.sch.uk](http://www.springmeadow.cambs.sch.uk)

**Monitoring arrangements**

This policy will be reviewed and approved by the EYFS leadership team.

At every review, the policy will be shared with the governing board