



Aberford C of E Primary School

EYFS Policy 2023 - 2024

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1. Introduction

The Early Years Foundation Stage (EYFS) sets standards for the learning, development and care of children from birth to 5 years old. At Aberford C of E Primary School, Class One (Nursery and Reception), consisting of a maximum of 8 full time (or 16 part time) nursery children and 16 children, follow the Early Years Foundation Stage Framework and Development Matters.

Aberford C of E Primary School underpins provision in Early Years with the following principles:

- Every child is unique, 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/carers
- 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

2. Aims

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Corinthians 1:13



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Our vision in the Early Years is to develop a love of learning for all children, underpinned by our school core values of Friendship, Respect, Community and Hope. Our aim is to ensure that the children leave with the skills they will need to thrive and build upon in Key Stage 1 and 2. Through play-based learning and adult-supported activities, we endeavour to provide each child with a range of real life experiences and opportunities which stimulate their creativity and support their development. Together with families, we engage each child in the Early Years provision and support in a variety of carefully planned and exciting learning opportunities that will support them throughout their time at Aberford to become confident and independent.

3. Teaching and Learning Overview

The Early Years Framework for supporting children's learning and development comprises of seven areas of learning, working towards the Early Learning Goals, which are used as an end of EYFS assessment. These are split into the three prime areas:

- Communication and Language
 - Listening, Attention and Understanding
 - Speaking

- Physical Development
 - Gross Motor Skills
 - Fine Motor Skills

- Personal, Social and Emotional Development
 - Self-Regulation
 - Managing Self
 - Building Relationships

And the four specific areas:

- Literacy
 - Comprehension
 - Word Reading
 - Writing

- Mathematics
 - Number
 - Numerical Patterns

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- Understanding the World
 - Past and Present
 - People, Culture and Communities
 - The Natural World

- Expressive Arts and Design
 - Creating with Materials
 - Being Imaginative and Expressive

At the end of Reception, children are assessed to say whether they are emerging, or are at the expected level of the Early Learning Goals.

‘What children learn is important, but how children learn is even more important if they are to become learners in today’s society.’ Helen Moylett

The following Characteristics of Effective Learning are promoted in the children’s activities and provision, inside and outside:

- 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

4. Organisation & Delivery

Transition from home/previous setting to Aberford Primary School

Before children start at Aberford C of E Primary School, we have a number of opportunities in place to aid the smooth transition to starting school. The Class Teacher visits the Nursery/Childcare provision the child is currently in, to meet with the child’s key worker and discuss their learning and development. This is a fantastic opportunity to see the child in a learning environment where they already feel comfortable. We then arrange home visits, which give an another opportunity to enhance the relationship between the school and the home and allows us to provide support for school readiness and ease any fears about starting school.

The children are then welcomed into school for a settling in session in July. At this session, the children enjoy exploring their new setting and stay for lunch for the first time.

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The relationship between family and home is crucial in supporting the child's learning and development. We continue to nurture the relationship throughout the year, with many opportunities for parents to come into school for stay and play mornings and activities.

Learning through Play

The Early Years Foundation Stage is about developing key skills such as listening, speaking, concentration, persistence and co-operation with other children and adults. These skills are learnt through play based activities. For most children, their play is natural and spontaneous, although some children may need extra support from adults. Play takes place indoors and outdoors and it is in these different environments that children explore and discover their immediate world. It is here they practise new ideas and skills; they take risks, show imagination and solve problems on their own or with others. The role that the early years staff play is crucial; we provide time and space and appropriate resources. These might include clothes, boxes, buckets and old blankets that will inspire play and fire children's imaginations and curiosity. Our early years staff interact with our children during both planned and child-initiated play, modelling language, explaining and exploring ideas, questioning and facilitating and setting challenges. We have a strong focus on language and ensure that children are exposed to and acquire a wide range of vocabulary to enable them to communicate effectively. We observe play and join in when invited, watching and listening before intervening. Staff value play and facilitate safe but challenging environments that support and extend learning and development.

Literacy

As Einstein's quote goes, *"If you want your children to be intelligent, read them fairy tales. If you want them to be more intelligent, read them more fairy tales."*

Reading

Reading is at the heart of the curriculum in Reception at Aberford C of E Primary School. Children have discrete daily teaching of systematic, synthetic phonics, following the Little Wandle phonics scheme. Children are taught whole class and in small groups, depending on their needs. Once the children have learnt sufficient sounds, they are given reading books carefully matched to their phonic knowledge, to practice at home and in school. To ensure exposure to the rich language of other texts, children also visit the school library regularly and are able to choose books to enjoy at home. Whole class reading and enjoyment of stories, poems and non-fiction texts happens every day, where children are encouraged to share their favourite books from home. Each half term the class explores different texts, immersing themselves in different styles and genres.

Writing

Through phonics lessons, discrete literacy lessons, and handwriting lessons, children develop their letter formation, segmenting and word writing skills and also their composition skills. Children are

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immersed in fairy tales and other stories and soon begin orally creating their own narratives. This then increases children's confidence in writing. We ensure there are lots of varied opportunities for children to write for a purpose – for example to write lists, cards, instructions, signs, as well as more developed stories. Depending on the child's starting point, children have regular handwriting sessions, as well as opportunities to develop their fine and gross motor skills throughout the year.

Maths

Children have discrete daily maths lessons to support their understanding of number, numerical patterns and space, shape and measure. It is a maths language-rich environment in Reception class, as communication and language proficiency underpins all areas of learning, including mathematical learning. Alongside the rest of the school, we follow the White Rose schemes of learning and a whole-school 'teaching for mastery' approach to mathematics. In Reception, maths is taught using practical resources and experiences, as well as through stories, songs and rhymes to encourage fluency. We also use the Numberblocks resources to support understanding of number.

Other focus lessons

In line with KS1 and KS2, children are also taught discrete Religious Education, PSHE, PE, music and Spanish lessons. The timetable for the day/week evolves as the year progresses and the children's stamina for whole class teaching and learning develops.

5. Resources

We use the White Rose Maths schemes of learning to teach maths, Little Wandle for phonics learning, Charanga for music, Language Angels to teach Spanish and Understanding Christianity, alongside Believing and Belonging to teach Religious Education.

Inside and outside provision resources and areas of provision are planned for and delivered based on children's needs and interests.

6. Evidence of Teaching & Learning and Transition at End of Key Stage

Throughout the year, children in Nursery and Reception have a weekly lesson taught by the KS1 teacher during PPA, so they get to know each other well. When the children leave Class One to join Class Two, they will be joining a Y1/Y2 class. In the Summer term, children have a more formal transition session in their new classroom, with the current Y1s and their new teacher. They know the Y1s (who become Y2s) well, having enjoyed lunchtimes with them throughout the year, as well as special learning sessions.

A meeting is held between the Class One and Class Two teachers to discuss the end of year profile data, as well as the characteristics of effective learning.

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7. Assessment of Pupil Learning & Progression

The EYFSP handbook 2023 puts a focus on teachers and early years practitioners spending as much time as possible interacting with children and supporting their learning and development. This allows us to really get to know our children and to build up an accurate picture of their development and learning. Alongside spending time in provision and with the children, observations and more formal assessments are undertaken at various stages throughout the year. As a whole, this ensures and allows for next steps in planning, provision and in supporting the children.

On entry, the teachers receive data from the previous Early Years setting, but we also do our own baseline alongside the statutory Government baseline rolled out in September 2021.

We use Tapestry, an easy-to-use and secure online learning journal, which helps us and families to celebrate children's learning and development. Observations can be uploaded by both families and teachers, creating a well-rounded picture of a child's learning and development. These online observations, as well as other assessments and evidence feed into the Early Years Profile which is completed by the end of June. The Local Authority is given a summary of each child's achievement profile. This information is also used to report on the progress in each of the seven areas of learning to parents. The end of year report states whether children have reached a 'Good Level of Development (GLD)', which means they have achieved the ELGs for the Prime areas of learning.

The Characteristics of Effective Learning are also reported on and provided to parents and the Class Two teacher through end of year reports.

8. Monitoring and Evaluation

Within school, the teaching and learning is monitored by the Senior Leadership Team and Governors, in line with normal school routines. We have termly Pupil Progress Meetings to analyse the data and ensure children are on track. Effective internal moderation is also undertaken, across phonics, writing and maths.

Externally, there is a successful and effective termly moderation set up at a cluster of local schools.

9. Safeguarding and Welfare Requirements

Health and Safety

All staff who work in Nursery and Reception promote a safe and healthy environment for all children. To ensure this, we model and encourage healthy eating practices, exercise regimes and respectful behaviour. Fresh fruit or vegetables, milk and water is provided for the children daily. Nursery and

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Reception have a designated snack time throughout the day where healthy eating practices are modelled. All staff encourage hand washing before snacks are consumed and before lunchtime.

We promote a safe and happy learning environment through our 'Behaviour Mantra' system, where the children are invited to move their peg up and down the different behaviour steps ladder. Modelling and reiteration of the behaviour Mantras is embedded within our daily classroom routines. All staff model the same behavioural expectations and will reiterate the same consistent boundaries for children.

To ensure that our environment is safe, secure and ready for learning, daily risk checks are carried out in all areas that the children will access, including the classroom, outdoor area and toilet area. These risk checks include a check for broken equipment, plastic bags and loose cords within the classroom. Any unsafe items are removed and reported to the Senior Leadership Team.

If any trips, outings or visits are planned, the visit leader must carry out a preliminary visit and risk assessment of the journey and destination first, providing the Head Teacher and Governors with an itinerary for the day, along with the appropriate Leeds Council risk assessments (Evolve) and any other in-house risk assessments necessary to ensure that the children are safe and happy on their outing.

Child Protection

All staff have relevant and up-to-date Child Protection training and must follow Aberford C of E Primary School's current Child Protection Policy. Staff should be alert to any indicators which may be a 'Cause for Concern'. These should be recorded on CPOMS and shared only with a Designated Safeguarding Lead. All staff have access to and should make use of the Government's statutory guidance 'Working Together to Safeguard Children'.

The use of mobile phones and personal cameras are not permitted within the setting. All staff mobile phones must be stored in staff cupboards during time spent with the children.

Medical Incidents, First Aid and Medication

If an incident occurs, a trained First Aider should be alerted to attend the situation. In the incidence of the onset of a common childhood illness, staff will speak with the school office for advice.

Staff in Nursery and Reception must follow the school procedure for the administration of medicines. Medication must only be administered to children where it has been prescribed by a doctor and needs to be administered at least four times per day. The medicine must have a prescription label which displays the child's name, the dose and the expiry date. A medication consent form must be completed with the school office by the child's parent or carer.

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Children with specific dietary needs such as allergies should have a care plan in place and all staff working with the child should be informed of these.

Ratios

In Nursery and Reception there is a qualified teacher and a qualified Early Years Teaching Assistant to support.

Parents as Partners and Key Person

At Aberford C of E Primary School, we promote positive and lasting relationships between staff, parents and children. In Nursery the Early Years Teaching Assistant is the Key Person and in Reception, the class teacher is the Key Person for all of the cohort due to the small pan number. To encourage a two-way relationship and sharing of information, we have an open-door policy every morning and afternoon and parents are invited to school to attend parents evenings and stay and play sessions regularly.

Approved by: Nicola Crossley **Date:** 15/09/2023

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