

# EYFS Policy

## Aberford C of E Primary School



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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 CE Primary School, Class One, consisting of a maximum of 16 children, follow the Early Years Foundation Stage Framework.

Aberford CE 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

Our vision in the Early Years is to develop a love of learning for all children. Our aim is to ensure 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 Reception, 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:

The three prime areas, split into the Early Learning Goals:

- Communication and Language
  - Listening and Attention
  - Speaking
  - Understanding
- Physical Development
  - Moving and Handling
  - Health and Self Care
- Personal, Social and Emotional Development
  - Making Relationships
  - Self Confidence and Self Awareness
  - Managing Feelings and Behaviour

And the four specific areas:

- Literacy
  - Reading
  - Writing
- Mathematics
  - Number
  - Space, Shape and Measure
- Understanding the World
  - People and Communities
  - The World
  - Technology
- Expressive Arts and Design
  - Exploring and Using Media and Materials
  - Being Imaginative

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

***'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 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 CE Primary School, we have a number of opportunities in place to aid the smooth transition to starting school. In a normal non-covid affected year, the Class Teacher/s visit 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 we can provide support for school readiness and ease any fears about starting school.

The children are then welcomed into school for two settling in sessions in July; one where they stay and play in class, another where they stay longer and enjoy eating lunch at school with their parent or carer. As the total number of children is small, the children then all start at the same time, full time.

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 workshops 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 help 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 teachers 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. We observe play and join in when invited, watching and listening before intervening. They value play and provide 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**

As referred to in the Government Document on Best Practice in Reception classes, [Bold Beginnings](#), reading is at the heart of the curriculum in Reception Aberford CE Primary School. Children have discrete daily teaching of systematic, synthetic phonics, following Letters and Sounds, with the Read, Write Inc letter formation rhymes. Children are taught whole class and in small groups, depending on their needs. Once the children have learnt sufficient sounds, children 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 once a week and are able to choose books to enjoy at home. Guided Reading sessions are introduced to the children in the Spring Term of Reception, and are in line with the structure

throughout the rest of school. Whole class reading and enjoyment of stories, poems and non-fiction texts happens every day, which children encouraged to share their favourite books from home. Each half term the class explores a different author, immersing themselves in different styles and genres.

### **Writing**

Through phonics lessons, and later in the year discrete literacy lessons, children develop their handwriting, segmenting and word writing skills and also their composition skills. Children are immersed in fairy tales and other stories and soon being 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 daily handwriting sessions, as well as activities to develop their fine and gross motor skills throughout the year.

### **Maths**

Children have discrete daily maths lessons to support their understanding of number 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 White Rose Schemes of Learning and a whole-school 'teaching for mastery' approach to mathematics. In Reception, maths is taught through practical resources and experiences, as well as through songs and rhymes to encourage fluency. We also use Numberblocks resources to support understanding on number, also related to shape.

### **Other focus lessons**

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

## **5. Resources**

Class One uses White Rose Maths scheme of learning, Phonics Play. In line with the rest of school, we use Charanga to teach music and the RE and Music schemes of learning.

Inside and outside resources and areas 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 Reception have a taught session by the KS1 teacher, 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 the other classroom, with the current Y1s and their new teacher. They know the Y1s (who become Y2s)

well, having enjoyed all 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 characteristic of effective learning.

## **7. Assessment of Pupil Learning & Progression**

The EYFSP handbook says: 'Observational assessment is the most reliable way of building up an accurate picture of children's development and learning. This is especially true where the attainment demonstrated is not dependent on overt adult support. Practitioners need to observe learning which children have initiated rather than only focusing on what children do when prompted.' Alongside observations, we undertake more formal assessments for specific areas on a 1:1 or small group task, for example phonics, writing and maths.

Observations and more formal assessments are taken at various stages throughout the year, to ensure next step planning and provision.

On entry, the teachers receive data from the previous Early Years setting, but we also do our own baseline. The statutory Government baseline was postponed in Sep 2020 due to Covid but is due for roll out in Sep 2021, so we undertake our own baseline, across all the areas.

We use Tapestry, an easy-to-use and secure online learning journal helping us and families celebrate their 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. The observations online, 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, Maths and Literacy.

The Characteristics of Effective learning are also reported on and provided to parents and 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. Support is put in place for children to ensure. Effective internal moderation is also undertaken, across phonics, writing and maths.

Externally, (when Covid restrictions don't apply), there is a successful and effective termly moderations set up at a cluster of local schools. The teachers also go on the statutory moderations support sessions through Leeds Council.