

**EYFS Policy**

**Duke Street Primary School**

**Early Years Foundation Stage 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. “

(EYFS, 2017)

**Intent of EYFS at Duke Street:**

The curriculum in Early Years is designed to provide a broad and balanced education that meets the needs of all pupils. It facilitates them to gain the skills, knowledge and understanding as they start out on their educational journey, supporting them to progress from their individual starting points and preparing them for the next stage of their education. Our ethos in Early Years is to support children’s personal, social and emotional development so that they feel safe and secure and are ready to learn. Through the seven areas of learning we provide topics that excite and engage children, building upon own interests and developing their experiences of the wider world around them. We recognise that all children enter into our setting with varied experiences and all staff work hard to ensure that the learning opportunities provided widen their knowledge and understanding of the world, setting ambitious expectations for all children. The curriculum celebrates diversity and supports the pupils’ spiritual, moral, social and cultural development. Those children with particular needs, including SEND, are supported appropriately allowing them to be successful.

**Implementation; How EYFS is structured through our school:**

The EYFS is based upon four principles:

• A Unique Child

• Positive Relationships

• Enabling Environments

• Learning and Development

The predominant aim of the EYFS is to help young children achieve the five ‘Every Child Matters’ outcomes of staying safe, being healthy, enjoying and achieving, making a positive contribution and achieving economic wellbeing. Play underpins the delivery of all the EYFS. The EYFS principles guide the work of all practitioners. Children learn in different ways. At Duke Street we ensure that every learning style is catered for. In planning and guiding children’s activities, practitioners reflect on the different ways that children learn and reflect these in their practice.

Three characteristics of effective teaching and learning 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.

**The Curriculum At Duke Street**

Reception follow the curriculum as outlined in the Early Years Foundation Stage (EYFS) document, which is available from the school office or to download at: <http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/299391/DFE00338-2014.pdf>

This document clearly defines what we teach at Duke Street Primary School. The EYFS is made up of seven areas of learning:

Prime areas:

• Communication and Language

• Personal, Social and Emotional Development

• Physical Development Specific areas:

• Literacy

• Mathematics

• Expressive arts and Design

• Understand the World

None of these areas can be delivered in isolation from the others. They are equally important and depend upon each other. All areas are delivered through a broad balance of adult led and child initiated activities. Within each area there are end points, or Early Learning Goals (ELG's). The ELG define the expectations for most children to achieve by the end of the EYFS.

**How the EYFS curriculum is structured:**

At Duke Street, we offer a curriculum which is broad and balanced and one which builds upon the knowledge, understanding and skills of all children, whatever their starting points. We follow the Early Years curriculum using topic themes and enrichment opportunities. The aim of our curriculum is to develop a thirst and love for learning by:

• Carefully planning sequences of activities that provide meaningful learning experiences, developing each child’s characteristics of learning.

• Providing high quality interactions with adults that demonstrate and impact on the progress of all children.

• Using high quality questioning and interactions to check understanding and address misconceptions.

• Staff acting as role models to the children they teach in order for children to develop their own speaking and listening skills.

• Carefully assessing, through observations. These are used to inform the next steps of learning and meet individual needs.

• Developing an effective and engaging environment that is set up so that children can access all areas of learning both inside and outside at any one time.

• Providing activity starting points for child initiated activities that enhance children’s learning and impact on progress.

• Allowing children to be successful in their attempts at an activity and using effective feedback to help facilitate next steps in learning.

• Suggesting home learning opportunities with information about what has been taught, allowing parents to build on their child’s school experiences, at home.

**Organisation : Implementation of the EYFS at Duke Street:**

In EYFS, teachers will plan from the children’s own experiences through the seven areas of learning. They plan from specifically designed medium term plans mapped out carefully in order to ensure each child progresses appropriately. The English curriculum is taught using some ‘Talk for Writing’ and creative story mapping strategies in EYFS. Children develop their literacy skills by the imitation of stories that they learn using actions and first hand story mapping techniques using recycled materials. Literacy opportunities are also promoted in many of the continuous provision activities available to children during the week. The Early Years uses core texts as a basis for Literacy planning and start with an exciting hook to engage children in both the topic and the book. We have developed our own suggested text list for Early Years as part of the whole school. These texts are carefully chosen for their level of challenge, quality language and relevance to the children from their individual starting points. They have also been chosen with a view to promoting reading for pleasure. The Literacy teaching sequence is carefully mapped out using long and medium term plans. Systematic and synthetic phonics is taught daily throughout EYFS, and thereafter where possible.

The maths curriculum is taught in the form of daily maths sessions, supported by maths opportunities within continuous provision and an additional session following the NCETM Mastering Number Programme. These sessions are carefully planned using concrete resources and build on prior learning and real life experiences across the theme and year. This starts with mastering numbers 0-5 and then progresses through to 0-10 and 0-20. We want our children to become confident mathematicians who can apply what they have learnt to real life experiences. The Maths teaching sequence is mapped out using long and medium term EYFS plans.

The 5 other areas of learning are planned via a similar practise, inclusive of prime and specific subject areas. These subjects are documented and monitored in the form of floorbooks. Child’s voice is included within this document. Fortnightly Forest School sessions are run for children in early years; these support a range of skills and develop their social interactions and PSED skills. All seven areas of learning are encompassed within these sessions and allow all children to take risks in an unpredictable environment whilst developing leadership skills and promoting mental health and wellbeing. We have a dedicated space to run these sessions and a trained ‘Forest Schools’ teacher. Pupils have opportunities to share their learning with their parents and carers through phonics and maths workshops.

**A Unique Child at Duke Street School,**

We recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways, at varying rates. Children’s attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as celebration assemblies and rewards, to encourage children to develop a positive attitude to learning.

**Inclusion for all at Duke Street Primary School:**

We value the diversity of individuals within the school and do not discriminate against children because of ‘differences’. All children at Duke Street School are treated fairly regardless of race, religion or abilities. All children and their families are valued within our school. In our school we believe that all our children matter. We give our children every opportunity to achieve their best. We do this by taking account of our children’s range of life experiences when planning for their learning. In the EYFS we set realistic and challenging expectations that meet the needs of our children. We meet the needs of all our children through:

• planning opportunities that build upon and extend children’s knowledge, experience and interests, and develop their self-esteem and confidence;

• using a wide range of teaching strategies based on children’s learning needs;

• providing a wide range of opportunities to motivate and support children and to help them to learn effectively;

• providing a safe and supportive learning environment in which the contribution of all children is valued;

• using resources which reflect diversity and are free from discrimination and stereotyping;

• planning challenging activities for children whose ability and understanding are in advance of their language and communication skills;

• monitoring children’s progress and taking action to provide support as necessary.

Inclusion is a dominant principle of government policy at both national and local level. Within our school we aim to implement this principle by, focusing on individual well-being, encouraging pupil participation, celebrating, achievement and viewing diversity as a rich resource to support the well being and learning of all. All children are treated according to their needs regardless of their physical, cultural, social background or religion. This policy has been written in accordance with our school core values.

All children will have the opportunity to participate in EYFS experiences which will be planned in ways which make them accessible to each individual child. All pupils will have an equal opportunity to reach their full potential across the EYFS curriculum regardless of their race, gender, cultural background or special educational needs. Children with Special Educational Needs will be recognised and adaptations within the curriculum will be offered wherever possible to promote the child’s development and self-esteem. We work together to use the EYFS to develop children’s confidence and to promote the long term value of personal skills alongside academic skills and to deepen children’s awareness of the wider world.

**Arrangements for Induction**

The principles that underpin our transition into school are:

• To make the transition from home/Nursery to school more sensitive and appropriate to the needs of the children and their parents.

• To establish and maintain good relationships between all those involved in the process of ‘settling in’ to school.

• To develop a pattern of induction that is able to build upon children’s previous experiences e.g. playgroup, nursery

Starting school is an important time for young children their parents, families and teachers, and an appropriate induction programme is essential in ensuring children feel secure in their educational environment. The efforts that parents and staff have made in advance always pay dividends once the children are admitted into school. By working together to prepare the way, parents and children know what to expect and the class teachers and teaching assistants know enough about each child to ensure that they can be sensitive to individual needs.

Once the applications for the forthcoming intake are finalised contact will be made with the families from children from outside nursery settings. This includes visits to the child’s nursery/playground to establish early links with the child and their carers and also highlights any potential EHCPs. Visits to the school and our Reception class are timetabled in the Summer term through our stepping stone sessions.

Approach to transition into school – Year 1 Planning should be based upon children’s needs and interests and assessment information from the previous class/group/setting. Reception and Year 1 teachers are to share professional knowledge and take time to explain the EYFS assessments that are in place. Year 1 teachers are to broaden their understanding and attend appropriate courses that are available.

•Styles of teaching and learning should meet the needs of children and not preconceived notions of what is or is not appropriate for the next phase/Key Stage. There should be a professional regard for the information from the previous setting/phase. Children’s emotional welfare, wellbeing and involvement should be assessed before and after transition.

•Children should enjoy the transition process. The transition should motivate and challenge children. Staff allocation for a period prior and during transition should be made to maximise the comfort and welfare of the children. Effective transition takes time, and is a process rather than an event. Parents and carers need to feel well informed about and comfortable with all transitions in their child’s life. Children, parents/carers and staff need to be involved on an equal basis. Transition is about the setting fitting the child, not the child fitting the setting.

Initial preparations Year One teachers are to spend some designated time in Reception during the Summer term, observing children in their familiar environment and observing practice. Reception and Year 1 teachers can separately arrange direct teaching sessions having previously taken time to go over each other’s planning in advance. PPA time can also be used to gain experience of each other’s teaching and learning environments. Teachers will arrange the required time between themselves to ensure smooth transition and reinforce knowledge and understanding of the ongoing assessments and Profile information.

Reception children visit Year One in the Summer term so that the children are familiar with the staff and learning environment. Arrangements are made for passing on information to parents about the transition to Year One. Newsletters and Summer term parents evening will inform parents of the transition that is to take place. When necessary, Reception parents are invited to meet the Year One teacher/support staff (where practicable) and explore the Year One environment

It is important to us that all children in the school are ‘safe’. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards. We aim to protect the physical and psychological well being of all children. (See Whole School Safeguarding Children Policy).

**Safeguarding**

“Children learn best when they are healthy, safe and secure, when their individual needs are met, and when they have positive relationships with the adults caring for them. The safeguarding and welfare requirements, specified in this section, are designed to help providers create high quality settings which are welcoming, safe and stimulating, and where children are able to enjoy learning and grow in confidence.” (EYFS Statutory Framework 2017)

At Duke Street Primary School we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2017. We understand that we are required to:

• promote the welfare of children.

• promote good health, preventing the spread of infection and taking appropriate action when children are ill.

• manage behaviour effectively in a manner appropriate for the children’s stage of development and individual needs.

• ensure all adults who look after the children or who have unsupervised access to them are suitable to do so.

• Ensure that the premises, furniture and equipment is safe and suitable for purpose

• Ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.

• Maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.

We endeavour to meet all these requirements.

Every child is assigned to a ‘Key Worker’ to ensure that every child’s learning and care is tailored to meet their individual needs. Rigorous Safeguarding systems are embedded within the EYFS and all staff are trained up in reporting any incidents of significance. Staff are trained in dealing with safeguarding of harmful online material. Staff are fully trained in recording through the use of the CPOMs safeguarding program. Staff members themselves are required to attend ‘Supervision’ meetings with the DSL/ EYFS Leader to ensure suitability for post and are expected to adhere to the ‘Staff Code of Conduct’ Policy.

Statutory safeguarding documents are adhered to by all members of staff. All staff are required to read the ‘Keeping Children Safe in Education’ documentation. (See safeguarding policy for further information)

Staff work closely with the Attendance Lead ensuring children who are missing education are accounted for immediately on the first day of absence, until their return to education. After October half term all EYFS children attend a weekly assembly with focus on embedding British Values into their daily school lives.

Duke Street has effective systems in place to ensure that practitioners, and any other person who is likely to have regular contact with children (including those living or working on the premises), are suitable to work with children.

Supervision - All staff working within the EYFS are subject to supervision meetings at least termly (with the Headteacher or EYFS Leader). More frequent meetings are arranged with staff members who may require increased monitoring for suitability.

**Qualifications:**

• All EYFS staff are fully DBS checked – annually.

• Staff qualifications, training, support and skills – all staff hold the necessary literacy and numeracy qualifications.

Prescription medicines must not be administered unless they have been prescribed for a child by a doctor, dentist, nurse or pharmacist and a consent form has been completed and signed by the parent.

• At Duke Street School, we understand that we are legally required to comply with welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2018.

• To provide a setting that is welcoming, safe and stimulating where children can grow in confidence;

• Promote good health;

• Manage behaviour effectively in a manner appropriate for the children’s stage of development and individual needs;

• To ensure that all adults who look after the children, or who have unsupervised access to them, are suitable to do so;

• Ensure that the setting, furniture and equipment is safe and suitable for the purpose it was intended for;

• Maintain records, policies and procedures required for the safe efficient management of the setting and to meet the needs of the children.

It is important to us that all children in the school are ‘safe’. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. We encourage children to take risks and highlight the importance of keeping themselves safe by teaching them how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all children. (More information can be found in the school’s safeguarding policy)

**Positive Relationships**

At Duke Street Primary School we aim to develop caring, respectful, professional relationships with the children and their families.

We recognise that parents are children’s first and most enduring educators and we value the contribution they make. We recognise the role that parents have played, and their future role, in educating the children. We do this through:

• Induction meetings;

• the children have the opportunity to spend time with their teacher before starting school during stepping stone sessions and stay and play sessions

• offering parents regular opportunities to talk about their child’s progress in our reception class

• encouraging parents to talk to the child’s teacher if there are any concerns.

* Celebration assemblies, Class assemblies

There is a formal meeting for parents each term at which the teacher and the parent discuss the child’s progress in private with the teacher. Parents receive a report on their child’s attainment and progress at the end of each school year;

All staff involved with the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them. The children are split into Key Worker groups. The EYFS Reception teachers meet with nursery staff to discuss new intake children.

**Enabling Environments At Duke Street School**

We recognise that the environment plays a key role in supporting and extending the children’s development. This begins by observing the children and assessing their interests, development and learning, before planning challenging but achievable activities and experiences to extend the children’s learning.

**Observation, Assessment and Planning**

The Planning within the EYFS follows the schools’ Long Term Plan and Medium Term Plans (MTP’s), which are based around half termly themes. These plans are mapped out for the year and used by the EYFS teacher as a guide for weekly planning, however the teacher may alter these MTP’s in response to the needs (achievements and interests) of the children. This will be indicated on weekly planning. We make regular assessments of children’s learning and we use this information to ensure that future planning reflects identified needs. Assessment in the EYFS takes the form of observation, and this involves the teacher and other adults as appropriate. At Duke Street, we use weekly gap analysis meetings to assess the child’s achievements. These meetings inform our planning and tasks are planned for the provision to support the development of any emerging needs.

Each term the children are assessed as to whether they are ‘on track’ or ‘not on track’ in relation to termly expectations. Within the final term of the EYFS, we provide a written summary to parents, reporting their progress against the ELG’s and assessment scales. We give an opportunity for the parents to discuss these judgements with the EYFS teachers.

**The Learning Environment**

The EYFS classroom is organised to allow children to explore and learn securely and safely, inclusive of all children. Adaptations are made for learners with additional SEND needs to ensure every child accesses a broad and rich curriculum. The classroom is set up in learning areas, where children are able to find and located equipment and resources independently. The EYFS classrooms have their own enclosed outdoor area. This has a positive effect on the children’s development. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. It offers the children to explore, use their senses and be physically active and exuberant. We plan activities and resources for the children to access outdoors that help the children to develop in all 6 areas of learning.

**Learning and Development At Duke Street School**

We recognise that children learn and develop in different ways and at different rates. We value all areas of learning and development equally and understand that they are inter connected.

Teaching and Learning Style

Our policy on teaching and learning

• the partnership between teachers and parents, so that our children feel secure at school and develop a sense of well-being and achievement;

• the understanding that teachers have of how children develop and learn, and how this affects their teaching;

• the range of approaches used that provide first-hand experiences, give clear explanations, make appropriate interventions and extend and develop play and talk or other means of communication;

• the carefully planned curriculum that helps children work towards the Early Learning Goals throughout EYFS;

• the provision for children to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities;

• the encouragement for children to communicate and talk about their learning, and to develop independence and self-management;

• the support for learning with appropriate and accessible indoor and outdoor space, facilities and equipment;

• the identification of the progress and future learning needs of children through observations,

the good relationships between our school and the settings that our children experience prior to joining our school;

All areas of the curriculum are delivered through a balance of adult led and child initiated activities. In each area there are Early Learning Goals (ELG's) that define the expectations for most children to reach by the end of the EYFS.

**Impact**

The impact our curriculum is measured in many ways;

• Subject leader monitoring

• Governors reports, reporting subject impact

• Pupils workbooks

• Pupil voice

• Parental voice through questionnaires and workshops

• Learning walks

• Displays and learning environments around school

**Monitoring, review and assessment -Impact**

Ongoing assessment (formative assessment) is an integral part of the learning and development process. Staff are involved in daily observations and assessments throughout the Early Years Foundation Stage within continuous provision and discrete teaching. It is the responsibility of the EYFS teacher to follow the principles stated in this policy. The Head teacher and subject coordinator will carry out monitoring on the EYFS as part of the whole school monitoring schedule. To ensure we have evidence of a child’s progress in the EYFS we use a range of strategies including collating assessment evidence in the form of floorbooks (for the prime and specific areas).

In Reception Maths and Literacy books are used to record both adult directed and child initiated learning. These are collections of children’s work, photos, observations and outcomes from gap analysis meetings which create a detailed picture of the child. Where appropriate, we include next steps for children’s learning to inform our provision and planning. These are discussed by the EYFS team in informal meetings after school each day and in the weekly planning meetings.

On entry to Reception we carry out baseline assessments for each child.

Reception Baseline Assessment 2020: In addition to this in response to the 2017 primary assessment consultation, the government announced plans to introduce a statutory reception baseline assessment (RBA) in Autumn 2020. We will use it as the baseline for measuring the progress primary schools make with their pupils.

What will be assessed?

At Duke Street we will carry out the assessment within the first 6 weeks of children starting school. It will be an activity-based assessment of pupils’ starting point in:

• language, communication and literacy

• mathematics

The assessment will be age-appropriate, teachers will record the results on a laptop, computer or tablet. It will not be used to label or track individual pupils. No numerical score will be shared and the data will only be used at the end of year 6 to form the school-level progress measure. However, teachers will receive a series of short, narrative statements that tell them how their pupils performed in the assessment at that time. These can be used to inform teaching within the first term. Throughout the Early Years the Class Teacher submits end of term tracker to the EYFS Leader showing each child’s development across the seven areas of learning. Our EYFS tracker is updated each term to assess attainment and track progress within the 7 areas of learning. Data is analysed to determine any groups of learners who may need further support or intervention. Gap reports are created, distributed to class teachers and are regularly referred to in order to help close any gaps in learning.

EYFSP – Impact : At the end of Reception the class teacher assesses each child against the 17 Early Learning Goals (ELG) and comments on whether their development within each ELG is either ‘emerging’ or ‘expected’. This information is also communicated to parents and carers in the Reception child’s end of year report and can be discussed in the final Parents’ Evening

On entry to Reception, all class teachers use their professional judgements to establish a starting point on entry to school. Staff should regularly liaise with the Nursery teacher in order to submit a more accurate baseline judgement.

**The role of the EYFS Lead is:**

• To take the lead in the policy development and the production of schemes of work to ensure progression and continuity in teaching.

• To support colleagues in the development of their planning and assessment.

• To monitor, evaluate and review the EYFS curriculum throughout the school and advise the senior management team of action needed.

• To take responsibility for the purchase and organisation on central resources for EYFS

• To keep up-to-date with developments in EYFS and share information with colleagues.

• To be responsible for the school portfolio with evidence of EYFS

**Health and Safety**

Individual classroom risk assessments are located in the classrooms. These risk assessments have been compiled by the EYFS lead with advice from the school’s Health and Safety representative.

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