



EYFS Policy

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Aims (our intent)

It is our intent that children who enter our EYFS begin their lifelong learning journey by making progress physically, verbally, cognitively and emotionally in all areas of learning from their individual starting points whilst developing a love of learning. At Gorse Hill School our aim is to create high quality learning environments that support, enhance and invite every child's curiosity, confidence and development. To work collaboratively with parents and caregivers to encourage independent and enthusiastic learners who thrive and reach their full potential. Every child has access to a broad, balanced and differentiated curriculum that reflects our community which prepares them for now and for the future in terms of opportunities and experiences. Through a language rich environment all children are supported and given opportunities to become skillful communicators who connect with others through language and play so that all children achieve an 'expected' standard at the end of the EYFS.

Play and Active learning

At Gorse Hill School, we believe play to be the means through which young children learn. It is through play that children have the opportunity to explore, develop and act out experiences, helping them make sense of the world. Play helps children build up ideas and develop self-control and understand the need for rules. Children investigate and solve problems through collaborative and individual play. Children can work at their highest cognitive level in self-chosen play.

We provide the children with a safe and secure environment. We aim to develop good relationships with all children interacting positively with them and taking time to listen. We also model and support children in forming positive relationships and friendships with one another. It is the role of all adults within the environments to engage in high quality interactions with all children and scaffold children's learning in order to make progress.

At Gorse Hill School, we recognise the learning environment plays a key role in supporting and extending the children's development. The nursery and reception classrooms, which incorporate the indoor and outdoor areas are well organised to allow children to explore and learn securely and safely. There are areas where the children can be active and can be quiet.



The environments are set up into learning areas where children are able to find and locate resources and equipment independently. Our learning environments operate a free flow system whereby the children can choose which area of the environment they would like to explore. This is around the adult led activities that take place throughout the day at various times.

Play opportunities are available in our nursery and reception classrooms both indoors and outdoors, where the three prime areas and four specific areas of learning are offered with equal importance. Due to the range of adult led activities and child-initiated time we provide, we give plenty of time for play opportunities to arise. High quality active learning occurs when children are motivated and interested.

Children need to have some independence and control over their learning. As children develop their confidence, they learn to make decisions. It provides children with a sense of satisfaction as they take ownership of their learning. Young children can engage in a wide range of activities that develop their metacognition and self-regulation. Play is the highest form of research (Albert Einstein).

Planning

The planning within the Foundation Stage allows the children to explore the school's key themes from our curriculum overview. The weekly plans take on these themes and are also supported by the observations carried out of the children from the previous week. This enables children's interests, achievements and next steps to be addressed. Our curriculum coverage is based upon the Educational Programs outlined in the reformed Early Years Foundation Stage framework.

Skills progression and knowledge of child development informs planning. Staff have a secure knowledge of individual children's starting points and have a clear understanding of how to ensure children reach their full potential at the end of the EYFS.

Assessment and observation

Before children begin reception, the class teacher discusses the 'Moving on document' with the child's key worker in their current setting. Along with this information and discussion, the teachers meet the children in

their pre-school setting to gather information to inform their baseline assessment on entry into reception.

From September 2021 all children in reception will undertake the RBA baseline assessment from the DfE. In addition to the RBA baseline, practitioners within nursery and reception will carry out an in-house baseline assessment to create a secure judgement of all children's starting points.

Each child's level of development is recorded against the seven areas of learning and development using a 'best fit model'. These lead onto the child acquiring the early learning goal in each area at the end of the reception year.

Throughout the year the nursery and reception teachers and teaching assistants carry out observations of children and record their observations and photographs on Tapestry (online learning journal). This along with pieces of work and creations the children have produced contributes to the child's Learning Journey. Parents have access to their child's online learning journal all year round and are encouraged to add WOW moments about their child's learning at home.

Although adult led activities can offer insight into children's attainment by making sure the child has the opportunity to demonstrate their knowledge, it is mostly evidence through observing children through their child-initiated time and activities that are used as judgements for the EYFS profile.

The ongoing assessments of the children are collected and recorded into the children's Learning Journeys. Assessments are collated through high quality interactions and observations that our practitioners have with the children. These assessments are then used to create a judgement of 'on track' or 'not on track' for the end of year expectations. These judgements are recorded onto our tracking system on Pupil Asset three times a year. For those children judged as not being on track to meet the end of year expectations, next steps will be planned for based on their gaps in learning. In the final term we write a report to parents. Along with a personal comment, this will state their progress against the Early Learning Goals and the child's Characteristics of Teaching and Learning.

Moderation take place within Gorse Hill School and across the WHF and schools within the local area.

Working in partnership with Parents/Carers

We recognise that parents/carers are children's first and enduring educators and we value the contribution they make. We appreciate the role that parents have played and their future role in educating the children.

We do this through:

- Talking to parents about their child before they start school.
- The teachers visit all children in their home setting prior to starting school in nursery or reception.

- The children have the opportunity to come into school to spend time in the environment and get to know their teacher. They are invited to a transition morning or afternoon for a stay and play session in June/July before starting school.
- We invite all parents to an induction meeting during the term before they start school.
- Offering parents regular opportunities to discuss their child's progress in the class before and after school sessions or any concerns either the teacher or parent may have.
- We invite all parents to a variety of 'workshops' and stay and play sessions each term, including early reading sessions and early mathematics.

