

Early Years Foundation Stage

Policy

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introduction

Early Years Foundation Stage sets standards for the learning, development and care of pupils and provides the foundations for the rest of their lives. This policy outlines the

purpose, nature and management of Early Years Provision within Grange Foundations at Grange School.

AIMS

At Grange School our aim is to enable our pupils to be resilient, resourceful, responsible learners who have the confidence, skills and attitudes to be successful life-long achievers. We aim to promote a learning culture that ensures pupils develop a love of learning and the gain the knowledge and skills to prepare them for the rest of their time at Grange School . We aim to give our pupils every opportunity to succeed, beginning this at EYFS is key to future success.

Through this policy we aim to promote best practice and to establish teaching and learning principles that are to be embedded within the provision. It aims to ensure that the pupils are provided with high quality learning experiences that lead to a consistently high level of pupils achievement and attitude.

Our school is committed to safeguarding and promoting the welfare of pupils and young people and expects all staff and volunteers to share this commitment. It is important that pupils are safe. We provide pupils with choices to help them develop this important life skill. Pupils should be allowed to take risks in a safe and structured environment.

Our overall aims are based on putting these principles into practice.

These aims are:

- To promote a positive attitude towards learning, so that pupils enjoy coming to school, and acquire a solid basis for learning providing activities at a level that is demanding but still within the pupils's reach
- Promote high standards and achievement in the prime and specific areas with a focus on promoting communication and language.
- To work towards the requirements of the EYFS reformed Framework
- To protect the physical and psychological wellbeing of all pupils.
- Develop a knowledge of themselves and others.
- To enable pupils to be creative
- To enable pupils to become valued citizens in society;
- To develop pupils's sense of identity, culture and positive self-image
- To build good relationships with all partnerships that impact on our pupils's development
- To maintain a clear view of the learning journey for all pupils but provide different learning opportunities for individual pupils or groups.
- To provide a safe and interesting indoor and outdoor environments so that pupils can learn within both experiences.
- To provide a language rich environment that is interesting, attractive and accessible to every pupil so they can learn independently.
- To recognise that every child's learning journey is unique to them.

Key Principles

The Early Years Foundation Stage is based on 4 key principles, these are:

A Unique Child

We aim to see all pupils as individuals with a variety of backgrounds and interests to celebrate. We have an understanding that pupils develop in different ways and at varying rates. We ensure to keep them safe and look after their health and well-being.

Positive Relationships

Promote positive relationships with both pupils and their families to ensure the best possible outcome for the learning and development of the individual and towards each other. We work alongside one another, parents/carers, pupils and practitioner to create that feeling of love and security where the child will best learn.

Enabling Environments

We aim for a secure, rich, challenging and well planned environment to support and develop all pupils's learning. Observations will enable us to build upon prior knowledge and experience and to travel along the pupils's learning journey.

Learning and Development

We believe and promote that pupils learn effectively through play and from each other. We sustain their thinking and concentration through active learning, asking appropriate questions and encouraging them to be critical thinkers. For young pupils to be developed as a whole person all seven areas of learning are planned.

LEGISLATION

This policy is based on requirements set out in the [2021 statutory framework for the Early Years Foundation Stage \(EYFS\)](#).

We have also used non-statutory guidance in the form of [Development Matters 2020](#).

This document also complies with our funding agreement and articles of association.

STRUCTURE

At Grange School the EYFS provision caters for pupils aged 3 - 5 years old. Pupils access a full school day from 9:00am – 3.15pm. Pupils follow a structured EYFS curriculum that gives pupils opportunity for enhanced provision in addition to key adult led activities. The provision uses both indoor, outdoor and curriculum enrichment areas to ensure pupils full provision entitlement.

THE CURRICULUM

Our Know and Remember curriculum for EYFS provides our pupils with a bespoke sequential curriculum that builds upon prior knowledge. The curriculum and learning opportunities have been written in line with Government guidelines set out in The Early Years Foundation Stage Framework 2021. The Planning within the EYFS is based around termly themes, which links clearly to what they will go onto learn in KS1. These plans are used by the EYFS teacher as a guide for termly planning; however the teacher may alter these in response to the needs (achievements and interests) of the pupils on a weekly basis. Pupils 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.

Educational Programmes

There are seven areas of learning and development that must shape educational programmes in Early Years settings. All areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting pupils's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

These three areas, the *prime* areas, are:

- Communication and Language;
- Physical Development; and
- Personal, Social and Emotional Development.

We also support pupils in four *specific areas*, through which the three prime areas are strengthened and applied.

The specific areas are:

- Literacy;
- Mathematics;
- Understanding the World;
- Expressive Arts and Design.

We aim to provide activities, both pupils initiated and adult led, that are based on elements of play, so that the pupils can learn through exploration. Learning opportunities are provided through all areas and these are supported by staff. All activities are can be scaffolded and challenged as appropriate. Pupils are encouraged to maintain their current skills and develop others where possible.

Curriculum areas

Communication and Language

The development of pupil's spoken language underpins all seven areas of learning and development. Pupils's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they

have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what pupils are interested in or doing and echoing back what they say with new vocabulary added, practitioners will build pupils's language effectively. Reading frequently to pupils, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give pupils the opportunity to thrive. Through conversation, storytelling and role play, where pupils share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, pupils become comfortable using a rich range of vocabulary and language structures.

The skills that are developed are:

- **Listening, attention and Understanding:** pupils listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity. Pupils will also follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.
- **Speaking:** pupils express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

Physical Development

Physical activity is vital in pupils's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support pupils to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow pupils to develop proficiency, control and confidence.

The skills that are developed are:

- **Gross Motor Skills:** pupils show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
- **Fine Motor Skills:** - Hold a pencil effectively in preparation for writing - using different grips in; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.

Personal, Social and Emotional Development

Pupils's personal, social and emotional development (PSED) is crucial for pupils to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive 9 relationships with adults enable pupils to learn how to understand their own feelings and those of others. Pupils should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other pupils, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which pupils can achieve at school and in later life.

The skills that are developed are:

- **Managing Self:** pupils are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will share about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.
- **Self-Regulation:** pupils communicate about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.
- **Building relationships:** pupils play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other pupils.

Literacy

It is crucial for pupils to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with pupils about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

The skills that are developed are:

- **Word Reading:** pupils read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read

some common irregular words. They demonstrate understanding when talking with others about what they have read.

- Writing: pupils use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple words/sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.
- Comprehension – pupils will understand of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; Anticipate – where appropriate – key events in stories; – Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

Mathematics

Developing a strong grounding in number is essential so that all pupils develop the necessary building blocks to excel mathematically. Pupils should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding – such as using manipulatives, including small pebbles and tens frames for organising counting – pupils will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for pupils to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that pupils develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, ‘have a go’, talk to adults and peers about what they notice and not be afraid to make mistakes.

The skills that are developed are:

- Numbers: pupils have a deep understanding of number to 10, including the composition of each number; Subitise (recognise quantities without counting) up to 5; – Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.
- Numerical Patterns: pupils can verbally count beyond 20, recognising the pattern of the counting system; – Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Understanding of the World

Understanding the world involves guiding pupils to make sense of their physical world and their community. The frequency and range of pupils’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and

poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening pupils's vocabulary will support later reading comprehension

The skills that are developed are:

- People, Culture and communities: pupils describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.
- The Natural world: pupils know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.
- Past and Present: pupils talk about the lives of the people around them and their roles in society; Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling.

Expressive arts and design

The development of pupils's artistic and cultural awareness supports their imagination and creativity. It is important that pupils have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what pupils see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe

The skills developed are :

- Creating with materials: pupils will safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; share their creations, explaining the process they have used; -make use of props and materials when role playing characters in narratives and stories.
- Being imaginative and expressive: pupils invent, adapt and recount narratives and stories with peers and their teacher; - Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music

TEACHING AND LEARNING

Teaching within our EYFS provision requires building a clear routine and structure to deliver engaging and challenging learning. This includes both child and adult led learning in line with pupils targets. Each class has a high ratio of staff to pupils, and classes are kept small in order to safely and effectively provide all pupils with the support they need.

Characteristics of effective learning

At the core of our EYFS curriculum are the characteristics of effective learning. These are embedded into both the specific and prime areas and ensure pupils have a range of learning opportunities:

Playing and exploring - Engagement

Finding out and exploring, playing with what they know, being willing to 'have a go'

Active learning - Motivation

Being involved and concentrating, keeping trying, enjoying achieving what they set out to do

Creating and thinking critically - Thinking

having their own ideas, making links, choosing ways to do things

We believe that engaging learning experiences, both indoors and outdoors, is the fundamental way in which young pupils learn. When learning through play and exploration, pupils develop skills across all the Prime and Specific areas of learning and working towards achieving the Early Learning Goals.

In a secure environment with effective adult support, pupils will be able to:

- Explore, develop and represent learning experiences that help them make sense of the world
- Practise and build up concepts, ideas and skills
- Learn how to control impulses and understand the need for rules
- Be alone, be alongside others or co-operate as they talk to rehearse their feelings
- Take risks and make mistakes
- Think creatively and imaginatively
- Communicate with others as they investigate and solve problems
- Express fears to relieve anxious experiences in controlled and safe situations

Adults in the setting will support learning by:

- Planning and resourcing a stimulating environment
- Supporting pupils's learning through planned play and exploration
- Extending and supporting pupils's spontaneous play and exploration
- Extending and developing pupils's language and communication in their play

- Listening to all forms of pupils's communication and their ideas and taking these into account when developing play and planning.
- Narrating pupils's learning
- Asking questions about pupils's learning, play and exploration

ASSESSMENT, MONITORING AND REVIEW

During the pupil's first half term, their class team makes a baseline assessment to record the knowledge and skills of each child on entry to the school. This assessment forms an important part of the future curriculum planning for each child.

All our pupils are unique in the way that they develop and the pupil's progress is monitored on a daily basis through observations. These regular assessments of pupils's learning ensure that future planning reflects identified needs. Assessment in the EYFS takes the form of observation and planned target work; these can take the form of photographs, videos, and comments. This assessment involves the teacher and other adults as appropriate. Evidence of observations and work towards pupil's targets is recorded within their learning journey. This is completed throughout the year shared with parents and used by the future teacher in year one to ensure continuity and support the transition into KS1.

We use Classroom Monitor EYFS assessment. This assessment is based on the developmental stages and targets in the EYFS framework broken down into small achievable steps. The Classroom Monitor data is then transferred in to Classroom Monitor assessed level data which is used throughout the rest of the school to record data and individual progress. At the end of the year the Early Years Foundation Stage Profile is completed. Each child's level of development must be assessed against the early learning goals and practitioners must indicate whether pupils are meeting expected levels of development, or not yet reaching expected levels ('emerging'). This EYFS Profile is shared with the local authority and with parents in the end of year report.

These assessments are used to inform planning and placement within school. The EYFS teacher also meets termly with other EYFS special school practitioners to moderate and evaluate good practice to ensure a consistent approach to teaching, learning and assessment.

EYFS to KS1 - Transfer of Progress

At the end of EYFS it is vital that a pupil's progress continues into year 1. KS1 teachers work closely with EYFS staff to build upon the knowledge and skills mastered in the EYFS. The carefully planned curriculum allows for a smooth transition allowing pupils to build on their learning as they move through the school.

Through our data system a transference of outcomes will occur that allows for all progress to be recorded and continued to be tracked. Pupils will also be baselined against any descriptors or subjects not covered in the EYFS curriculum. There is at least 1 subject link when moving from EYFS to KS1 to allow teachers to see the progress from EYFS.

EYFS subject	EYFS strand	KS1 subject
Communication	Listening, attention and Understanding	English – Speaking and listening
	Speaking	English – Speaking and listening
Physical development	Fine Motor Skills	English PE
	Gross Motor Skills	PE SKILL curriculum - Health and self-care
Personal, emotional social development	Building relationships	PSHE SKILL - Team worker
	Self-Regulation	PSHE SKILL - Self manager
	Managing Self	SKILL - Self manager
Understanding the world	People, Culture and communities	Geography Cultural Communication
	The Natural World	Science
	Past and Present	History
Expressive arts	Creating with Materials	Music Art/DT/FT
	Being imaginative and Expressive	Music ART/DT/FT
Mathematics	Numbers	Maths – Number
	Numerical Patterns	Maths – Using and Applying
Literacy	Word Reading	English – Reading
	Writing	English – Writing
	Comprehension	English – S & L

PARENTS/CARERS AS PARTNERS

To develop full potential in all our pupils, we believe in a three-way partnership, (pupil, parents and practitioners). We recognise that parents/carers are pupils 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 pupils. We do this through:

→ Including parents in discussions about targets for their pupils at EHCP meetings

- Engaging in regular conversations with parents via class dojo, phone or face to face
- Parents receive a report on their child's attainment and progress at the end of each term
- Parents evening
- Parent events in Brewhog
- Parents contributions to their learning journey

SAFEGUARDING AND WELFARE

Our safeguarding and welfare procedures are outlined in our safeguarding policy.

Importance of a key worker – a key worker is a member of staff in an EYFS setting who has responsibility for the education and welfare of a particular group of pupils during their time in the setting. The key worker role is set out in the Safeguarding and Welfare Requirements of the Early Years Foundation Stage. Each setting must assign a key worker for each child. We believe that pupils settle best when they have a key worker to relate to, who knows them and their parents well, and who can meet their individual needs. Research shows that a key worker approach benefits the child, the parents, the staff and the setting by providing secure relationships in which pupils thrive, parents have confidence, staff are committed and the setting is a happy and dedicated place to attend or work in.

We want pupils to feel safe, stimulated and happy in the setting and to feel secure and comfortable with staff. We also want parents to have confidence in both their pupils' wellbeing and their role as active partners with the setting. We aim to make the school a welcoming place where pupils settle quickly and easily because consideration has been given to the individual needs and circumstances of pupils and their families. The procedures set out a model for developing a key worker approach that promotes effective and positive relationships for pupils at Grange School.