

EARLY YEARS

FOUNDATION STAGE

Policy

Ref: C02

Document Control	
Title	EYFS Policy 2023-2024
Date	September 2023
Supersedes	Previous version from September 2022
Amendments	NA
Related Policies / Guidance	C01 Curriculum Policy C21 Teaching and Learning Policy C03 SEND Policy
Review	Every three years
Author	Andrew Richardson-Rafey
Date Consultation Completed	NA
Approval Level	Headteacher
Date Adopted	26.09.2023
Expires on:	31.08.2026
<p style="text-align: center;">Prosper Learning Trust is a Multi-Academy Trust Registered in England and Wales number 10872612 Registered Office: Firbank Road, Manchester, M23 2YS</p> <p>The Prosper Learning Trust has several trust - wide policies which are adopted by all schools/academies in the Trust to ensure an equitable and consistent delivery of provision.</p> <p>The Trust Board has responsibility for the operation of all schools/academies and the outcomes of all students; however responsibility is delegated to the Local Governing Body of each school via the Scheme of Delegation.</p> <p>Within our policies reference to:</p> <ul style="list-style-type: none"> Governing Body/Governors relates to the members of the Local Governing Body representing the Trust Board School includes a reference to school, academy or free school unless otherwise stated Headteacher includes a reference to Headteacher, Principle or Head of a School, academy or free school 	

INTRODUCTION

The Early Years Foundation Stage sets the 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 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 and 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 consistently high levels of pupil-achievement and attitude.

Our school is committed to safeguarding and promoting the welfare of pupils and young people and we expect and ensure all staff and volunteers share this commitment. It is important that pupils are safe. We provide pupils with choices to help them develop this important life skill. At Grange school we support our pupils 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' reach.
- Promote high standards of 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.
- To support pupils to 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' sense of identity, culture, and positive self-image.
- To build good relationships with all partnerships that impact on our pupils' 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 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 diverse 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

We promote positive relationships with both pupils and their families to ensure the best possible outcome for the learning and development of the individual. We work alongside one another, parents/carers, pupils, and practitioners 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' learning. Observations will enable us to build upon prior knowledge and experience and to travel along the pupils' 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. We support our pupils to develop a love of learning by delivering a well planned and child centred Early Years Curriculum.

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](#) (Revised July 2021)

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 access a full provision entitlement.

THE Know and Remember CURRICULUM

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.

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.

The three prime areas are particularly crucial for igniting pupils' 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
- Personal, Social and Emotional Development.

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

These four areas, 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 scaffolded and challenged as appropriate. At Grange we acknowledge and value that 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.

CURRICULUM AREAS

Communication and Language

The development of pupil's spoken language underpins all seven areas of learning and development. Pupil's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of 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' 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 meaningfully and effectively, showing awareness of the 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' 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:** pupils will use a range of small tools, including scissors, paint brushes and cutlery. They hold writing tools effectively in preparation for writing while using different grips including a palmer and later pincer. Develop a preferred hand for writing and begin to show accuracy and care when drawing and writing.

Personal, Social and Emotional Development

Pupil'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 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 indicate or 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 indicate or 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 and take 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 the rhymes, poems and songs that are shared. 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 what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. They may anticipate, where appropriate, key events in stories. Pupils are supported to use 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 counters 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 that they are not be afraid to make mistakes.

The skills that are developed are:

- **Numbers:** pupils gain a deep understanding of number to 10, including the composition of each number; Subitise (recognise quantities without counting) up to 5. They will 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 doubling facts.
- **Numerical Patterns:** pupils can verbally count beyond 20, recognising the pattern of the counting system. They will compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. They will explore and represent patterns within numbers up to 10, including evens and odds, doubles 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' personal experiences increases their knowledge and sense of the world around them by 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 pupil'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. They 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. They may 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 they may talk about changes.
- **Past and Present:** pupils talk about the lives of the people around them and their roles in society. They know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. They understand the past through settings, characters and events encountered in books read in class and storytelling.

Expressive arts and design

The development of pupils' 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, breadth and depth of their experiences is 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, experiment with colour, design, texture, form and function. They will share their creations, explaining the process they have used and make use of props and materials when role playing characters in narratives and stories.

- **Being imaginative and expressive:** pupils may invent, adapt, and recount narratives and stories with peers and their teacher. They will 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 can successfully work towards achieving the Early Learning Goals.

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

- Explore, develop, and apply 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 or be alongside others and cooperate with others in a range of contexts
- Talk about or express their feelings appropriately
- 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 for and resourcing a stimulating environment
- Supporting pupils' learning through planned play and exploration
- Extending and supporting pupils' spontaneous play and exploration
- Extending and developing pupils' language and communication in their play

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

ASSESSMENT, MONITORING AND REVIEW

During the pupil's first 6 weeks of starting reception, their class team makes a baseline assessment to record the knowledge and skills of each child on entry to the school. The Reception Baseline Assessment (RBA) informs the curriculum planning for each individual 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 can take the form of photographs, videos, and verbal and short written comments. These regular assessments of pupils' learning ensures that future planning reflects identified needs. Assessment in the EYFS takes the form of observation and planned target work directed by the teacher and supporting 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 carers, and used by the future teacher in year one to ensure continuity and support pupil transition into KS1.

We use the Classroom Monitor EYFS assessment. This assessment is based on the developmental stages and targets in the EYFS framework which is broken down into smaller achievable steps. The Classroom Monitor data is then transferred into Classroom Monitor assessed level data which is used throughout the rest of the school to record data and individual progress. In the summer term, the Early Years Foundation Stage Profile is completed. Each child's level of development must be assessed against the Early Learning Goals (ELGs) and practitioners must indicate whether pupils are meeting expected levels of development ('achieved'), or not yet reaching expected levels ('emerging'). This EYFS Profile is shared with the local authority and with parents and carers 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 'Know and Remember' curriculum allows for a smooth transition allowing pupils to build on their knowledge 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 continue to be tracked. Upon entry to KS1, pupils will in addition 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.

Table of Transfer of Progress:

EYFS subject	EYFS strand	KS1 subject
Communication and Language	Listening, Attention and understanding	English – Speaking and Listening
	Speaking	English – Speaking and Listening
Physical development	Fine Motor Skills	English - Writing PE
	Gross Motor Skills	PE SKILL curriculum - Health and self-care
Personal, Social and Emotional 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/carers, and practitioners). We recognise that parents and carers are the pupil's first and most enduring educators and we value the contribution they make. We recognise the role that parents, and carers have played, and their future role, in educating the pupils. We do this through:

- Including parents and carers in discussions about pupil targets at EHCP meetings
- Engaging in regular conversations with parents and carers via class dojo, phone, or face to face
- Parents and carers receive a report on their child's attainment and progress at the end of each term
- Parents/Carers evening
- Parent/Carers events in Brewhog
- Parents/Carers 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 or carers well, and who can meet their individual needs. Research shows that a key worker approach benefits the child, the parents and carers, the staff, and the setting by providing secure relationships in which pupils thrive. Through this, the parents and carers have confidence in the setting, the staff develop greater connections to the pupils 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 and carers 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 the pupils and their families. The key worker approach in a model that promotes and nurtures effective and positive relationships for all EYFS pupils at Grange School.