EYFS Policy

Hillary Primary School

Approved by:	Governing Body	**Date:**
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What is the Early Years Foundation Stage- EYFS?

The **Statutory Framework for the Early Years Foundation Stage** (EYFS) sets standards for the learning, development and care of children from birth to 5 years old. The Statutory framework is mandatory for all early years providers including childminders, preschools, nurseries and school reception classes. In our school the Early Years Foundation Stage (EYFS) is used to describe children who are in our Nursery (3-4years) and Reception (4-5 years).

Aim

At Hillary Primary we aim to provide the highest quality care and education for all our children, giving them a strong foundation for their future learning. We create a safe and happy environment with motivating and enjoyable learning experiences, which enable children to become confident and independent. We value the individual child and work alongside parents and others to meet their needs and help every child to reach their full potential.

As outlined in the Statutory Framework of the EYFS '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.' We adhere to the Statutory Framework of the EYFS and the **four guiding principles** that shape practice within Early Years settings. These are:

- Every child is a **unique child,** who is constantly learning and can be resilient, capable, confident and self-assured.
- Children learn to be strong and independent through **positive relationships.**
- Children learn and develop well in **enabling environments,** in which their school experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers.
- **Children develop and learn in different ways and at different rates;** including children with special educational needs and disabilities.

Principles into practice

As part of our practice we:

- Provide a balanced curriculum, based on the EYFS Framework, across the seven areas of learning, using play as the vehicle for learning.
- Promote equality of opportunity and anti-discriminatory practice. We provide early intervention for those children who require additional support.
- Work in partnership with parents.
- Plan challenging learning experiences, based on the individual child, informed by observation and assessment and the experience of the practitioners.
- Enable choice and decision making, fostering independence and self-confidence.
- Provide opportunities for children to engage in activities that are child-initiated, adult-initiated and adult-led in whole class, group, paired and individual working situations.
- Have a key person approach in Nursery to develop close relationships with individual children.
- Provide a secure and safe learning environment both indoors and outdoors.

Learning and Development

The EYFS curriculum is organised into seven areas of learning that shape the educational programmes in our setting. All the seven areas of learning and development are important and inter-connected.

Three areas are particularly crucial for developing children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

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

Communication and Language:
- Listening, Attention and Understanding
- Speaking

Physical Development:
- Gross Motor Skills
- Fine Motor Skills

Personal, Social and Emotional Development:
- Self-Regulation
- Managing Self
- Building Relationships

Children are also supported in the four specific areas, through which the three prime areas are strengthened and applied. These have greater emphasis as the children move through the EYFS.
The four **specific** areas are:

Literacy:
- Comprehension
- Word Reading
- Writing

Mathematics:
- Number
- Numerical Patterns

Understanding the World:
- Past and Present
- People, Culture and Communities
- The Natural World

Expressive Arts and Design:
- Creating with Materials
- Being imaginative and Expressive

The aims of the Early Years Foundation Stage curriculum

The Curriculum for the Early Years Foundation Stage underpins all future learning by supporting, fostering and promoting children's:

- **Communication and language development**
  The development of children's spoken language underpins all seven areas of learning and development. Children'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 children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, 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 children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.
- **Physical development**
  Children's personal, social and emotional development (PSED) is crucial for children 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 children to learn how to understand their own feelings and those of others. Children 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 EYFS reforms early adopter framework 9 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 children they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.
- **Personal, social and emotional development**
  Physical activity is vital in children'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 children 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 practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.
- **Literacy**
  It is crucial for children 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 children 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).

- **Mathematics**
  Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children 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 - children 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 children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children 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.
- **Understanding of the world**
  Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children'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 children's vocabulary will support later reading comprehension.
- **Expressive arts and design**
  The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children 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 children 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.

All children have access to a broad range of relevant, rich, diverse opportunities and experiences, which are planned in line with 'Development Matters in the Early Years Foundation Stage' guidance; working towards the Early Learning Goals (ELGs) at the end of Reception year. The school uses Development Matters throughout the EYFS as a guide to making best-fit judgments about whether a child is working at the age related expectation or not.

The EYFS sets out the standards for learning, development, care and welfare of children from birth to five and is used to assess and monitor children's learning and to plan the curriculum.

In planning and guiding children's activities, practitioners reflect on the different ways that children learn and reflect these in the setting and 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.

Each area of learning and development is implemented through planned, purposeful play and through a mix of adult led and child initiated activity.

Observation and assessment

As part of our daily practice we observe and assess children's development and learning to ensure that the next steps are planned appropriately in order to help children make progress. Assessment takes place informally by all staff, all the time and evidence is gathered from normal daily activity, both indoors and outdoors. We record our observations in a variety of ways. This may be in the form of short post-it notes or sticky labels, longer observations, group or class tick lists, photographs (on school cameras and ipads), videos and recordings both visual & oral. Observations of children's interests, significant milestones and achievements are collated in their own personal learning journey, literacy and numeracy books which are shared with parents. The children are also encouraged to be involved in their own learning journeys. The Early Years Foundation Stage Profile is completed at the end of Reception to inform Year One of the children's level of entry into Key Stage One. The level of development children should be expected to have attained by the end of the EYFS is defined by the early learning goals (ELGs).
A copy of the Early Learning Goals can be found in Appendix 1.

Children's progress and targets are continually reviewed and this is regularly discussed with parents through termly parent's evenings and spring and summer term reports. At the end of the summer term, we also provide parents with a report based on the child's progress in the EYFS.

Assessment on entry

A baseline assessment is undertaken when children enter the Nursery or Reception, usually within the first three weeks, to determine each child's developmental starting point. The baseline is completed through observing children and completing a range of practical activities and games.

We will also complete the new statutory national assessment that will be administered in reception classes in all primary, infant and first schools in England, in September 2021.

Parents and carers have a part to play in their children's learning therefore they are encouraged to share their knowledge with staff early in the induction process and during subsequent meetings throughout the year.

Assessment at the end of the EYFS

The EYFS profile is intended to provide a reliable, valid and accurate assessment of each child's attainment at the end of the EYFS. It is made up of an assessment of the child's attainment in relation to the 17 early learning goal (ELG) descriptors. The EYFS profile is completed for each child by the end of June in the Reception year. Practitioners must assess whether a child has met or whether they have not yet met the expected level of development for each ELG and they are expected to use their professional judgement to make these assessments, based on their knowledge and understanding of what the child knows, understands and can do.

The main purpose of the profile assessment at the end of the EYFS is to support a successful transition to key stage 1 (KS1) by informing the professional dialogue between EYFS and year 1 teachers. This should inform year 1 teachers about each child's stage of development and learning needs, and help them to plan the year 1 curriculum to meet the needs of all children.

The EYFS profile is also used to inform parents about their child's development. Children are defined as having reached a Good Level of Development (GLD) at the end of the EYFS if they have achieved at least the expected level for the ELGs in the prime areas of learning and the specific areas of mathematics and literacy. This helps teachers and parents to understand broadly what a child can do in relation to national expectations. In addition, the EYFS profile provides a national child development data set at the end of the EYFS.

Induction and Transition

We want to ensure a smooth transition from home, other settings and within school to another year group.

In Nursery we do this by:

- Visiting families with children starting Nursery during the term before their induction.
- Inviting parents to induction meetings during the term before their child starts school.
- Holding pre-Nursery visits for children where children can spend time in their new classes with their teachers before starting school.

- Staggering the intake of Nursery: children attend their first few days for an hour in September or January until they are settled, then for the whole session.
- Visiting their new Reception teacher in the summer term.

In Reception we do this by:

- Liaising with parents and the settings of 'new to school' children to share information and explain the induction process. This includes a home and Nursery visit.
- Inviting all parents to induction meetings during the term before their child starts school.
- Holding pre-Reception transition visits for children where they can spend time in their new classes, with their teachers, before starting school.
- Providing school information, parents booklets & newsletters with specific Early Years' information
- Holding early induction meetings to share information about the children.
- Visiting their new class teacher in the summer term

Safety and welfare

Children's safety and welfare is paramount. We create a safe and secure environment and provide a curriculum which teaches children how to be safe, make choices and assess risks. We have stringent policies, procedures and risk assessments in place to ensure children's safety in school, on visits outside school and at the beginning and end of the day. These are reviewed on a regular basis. We have an on-going staff training programme for all aspects of safeguarding and welfare.

We promote the good health of the children in our care in numerous ways, including the provision of nutritious food, water throughout the day, and healthy snacks. We follow set procedures when children become ill or have accidents. Before a child starts at our school we obtain information about specific dietary, medical and personal circumstances to ensure their health and safety requirements are met.

Please see our separate policies and procedures on Health and Safety, Safeguarding, Food and Drink, Medical Issues.

Inclusion

We value all our children as individuals at Hillary Primary, irrespective of their ethnicity, culture, religion, home language, background, ability or gender. We plan a curriculum that meets the needs of the individual child and supports them at their own pace.

Planning will take into account the needs of both boys and girls; children's different learning styles; children with special educational needs; children with disabilities; children from all social, cultural and religious backgrounds; children from different ethnic groups including refugees and asylum seekers, and children from diverse linguistic backgrounds.

We provide:

- A safe secure enabling environment in which all children are valued by the key people they work with
- A wide range of opportunities to motivate, support and develop confidence and independence
- Planned opportunities that build on and extend children's knowledge at a rate appropriate for them as all children are unique and have the ability to be competent learners
- Intervention support for identified children to narrow the gaps in their learning

We strongly believe that early identification of children with additional needs is crucial in enabling us to give the child the support that they need and in doing so, work closely with parents, inclusion managers and outside agencies. See our separate policies on Equality of Opportunity and Inclusion.

Parents as partners and the wider context

We strive to create and maintain a partnership with parents and carers as we recognise that together, we can have a significant impact on a child's learning. We welcome and actively encourage parents to participate confidently in their child's education, and care, in numerous ways. These include contributions of comments and photographs in Learning Journeys, communication and feedback in weekly homework diaries, parent/care meetings and daily incidental conversations on the door etc. We also run courses to support parents with their children's learning and development at home.

Currently, parent workshops are not taking place in school due to the current Covid pandemic. Information on how you can support your child at home is being delivered through our parent communication app, Class Charts.

Working with other services and organisations is integral to our practice in order to meet the needs of our children. At times we may need to share information with other professionals to provide the best support possible.

We draw on our links with the community to enrich children's experiences by taking them on outings/inviting members of the community into our setting.

Staffing

Our Early Years' Foundation Stage is staffed by suitably qualified and experienced adults. It has an Early Years Assistant Headteacher, 3 full-time teachers and 3 teaching assistants in Reception. In Nursery there is a full time teacher and 2 full time Level 3 teaching assistants and a number of NVQ students throughout the year. Additional staff are appointed in Nursery as the numbers increase in line with the school's admission policy.

Learning outdoors

Great emphasis is placed on ensuring that the outdoor learning environment contributes to all areas of learning. Children have access to the outdoor learning environment for a part of each session. Resources outdoors and indoors are organised with developing similarity to enable children to be independent and take responsibility. All children are encouraged to take part in the full range of outdoor experiences.

Leadership and management

Priorities relating to the Foundation Stage are identified and addressed in the school development plan as appropriate. Management roles and responsibilities will be reviewed in line with performance management procedures.

It is expected that all staff and governors are aware of the requirements of the Early Years Foundation Stage and the importance of the key stage in relation to the children's learning and its impact on raising standards across the school. The EYFS manager reports to Governors once a year. A named governor for EYFS is in post as well as individual class governors who are invited into school at different times of the year.

The following documents should be read in conjunction with this policy:

Supporting Pupils with Medical Conditions policy¸ Safeguarding in Schools policy¸ Equality Policy¸ Special Educational Needs and Disabilities policy¸ Positive Behaviour policy¸ E Safety protocol¸ Health and Safety Policy¸ Educational Visits Policy¸ Complaints Procedure.

Appendix 1

Area of Learning	Aspect	Early Learning Goals
Personal, Social and Emotional Development	Self-Regulation	• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
	Managing Self	• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
	Building Relationships	• Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and to others' needs.
Communication and Language	Listening, Attention and Understanding	• Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. • Make comments about what they have heard and ask questions to clarify their understanding. • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
	Speaking	• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Physical Development	**Gross Motor Skills**	• Negotiate space and obstacles safely, with consideration for themselves and others. • 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 fluent writing – using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paintbrushes and cutlery. • Begin to show accuracy and care when drawing.

Literacy	**Comprehension**	• Demonstrate understanding 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.
	Word Reading	• Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
	Writing	• Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write simple phrases and sentences that can be read by others.

Maths	**Number**	• 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	• 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 the World	**Past and Present**	• 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.
	People, Culture and Communities	• 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	• Explore the natural world around them, making observations and drawing pictures of animals and plants. • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Expressive Arts and Design	**Creating with Materials**	• 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	• 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.