



Policy Early Years Foundation Stage

This policy has been written with regard to the guidance 'Working together to safeguard children', 'Keeping children safe in education' and the 'Special Education Needs Code of Practice', which places Special Education Needs and Disabilities together and abbreviated to SEND. A copy can be seen in the Headteacher's Office.

The overall objective of the school's Equality Policy, in line with the Equality Act 2010, is to provide a framework for the school to pursue its equality duties to eliminate unlawful discrimination and harassment, promote equality of opportunity, and promote good relations and positive attitudes between people of diverse backgrounds in all its activities.

Title	Early Years Foundation Stage
Date of Issue	November 2021
Review Date	November 2023
Prepared by	EYFS Lead and Headteacher
To be reviewed by	Headteacher and Governors
Appendices	1
Supply / distribution	Available as a read-only document on the Fynamore school website and one hardcopy in the school office.
Other relevant approved documents	None
Authorised by	Headteacher and Governors

1. Introduction

This policy is based on the DFE Statutory Framework for the Early Years Foundation Stage (2021) and is rooted in a thorough understanding of child development.

Overarching principles

“Four guiding principles should shape practice in 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 with teaching and support from adults**, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
- Importance of **learning and development**. Children develop and learn at different rates. (See “the characteristics of effective teaching and learning” at paragraph 1.15). The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND).”

(Statutory Framework, 2021, p6)

When referring to the ‘Early Years’, we at Fynamore mean those children between the ages of four and five in the Reception class setting.

2. Aims

At Fynamore, we believe quality Early Years Foundation Stage provision consists of:

- Inspiring and interactive environments, both indoors and outside, supported by professional, caring and enthusiastic adults.
- Having high expectations for all our children and encouraging them to become independent learners; able to make choices and take responsibilities.
- Providing a smooth and safe transition from children’s previous settings.
- Ensuring a gradual progression into the KS1 classes.
- Developing a close relationship between school and parents.
- Recognising children as individual beings
- Creating learning that is meaningful to the child whilst providing challenge with support.

3. Curriculum

There are seven areas of learning and development that shape the Early Years Foundation Stage Curriculum:

The Prime areas

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

The Specific areas

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

The specific areas rely on the fundamental skills developed in the Prime Areas. During the first half term at school, the prime areas are the key focus of learning as children settle into new routines. The prime areas continue to underpin our work throughout the year

In order to ensure appropriate breadth and challenge throughout the year, the EYFS curriculum is carefully mapped out into half termly chunks. Topics further enhance the learning experience and help to develop new knowledge, whilst also meeting the aims of the statutory 'Educational Programmes' (DfE, 2021, pgs. 8-10). The combined progression maps ensure all pupils are supported in working towards the statutory 'Early Learning Goals'.

4. Play

At Fynamore we believe firmly in the importance of play in the Early Years. Play is important physically, socially, intellectually, linguistically and emotionally. We seek to provide play-centred educational principles in our teaching and learning, whilst working towards a topic based approach to our work.

Play is a meaningful tool for learning. It provides opportunities for a child to explore and practise their understanding in a safe environment. The role of skilled adults is significant in interacting with children to develop their language and social skills whilst always looking for opportunities to take individual learning forwards. Wherever possible, play permeates the whole of the Early Years curriculum through both structured and unstructured opportunities.

"Play is essential for children's development, building their confidence as they learn to explore, relate to others, set their own goals and solve problems."

(Statutory Framework, 2021, p16)

5. Planning

Long term and medium term planning

Clear steps in learning are set out in progression maps, demonstrating the new skills and knowledge for all pupils across the year. Topics are also in place throughout the year, supporting the introduction of new skills and helping to tie the new knowledge together. Half termly plans ensure planning within the Foundation Stage is responsive to the needs of the child/ren within each year group; incorporating activities aligned to their interests as well as the topics and progression mapping for all 7 areas of learning.

At times, mini topics may be created to develop the needs of an individual group of pupils or a class. A 'Topic lesson' is also the term referred to on planning documents where a series of teacher led activities have combined links to both 'Understanding the World' and 'Expressive Arts and Design' (amongst other areas). Medium term plans are also often created for music and PE.

Currently at Fynamore, schemes are used in phonics (Little Wandle) and maths (WhiteRose) to support progression and continuity from Reception into year one and beyond.

Short term planning

Short term planning is done in a variety of ways to suit the topic:

- Weekly plans: Specifically in maths and phonics;
- Provision planners: planning opportunities for play;

Policy Early Years Foundation Stage

- Weekly timetables: Reflecting the next steps in teaching and learning from half termly plans; a summary of detailed weekly plans in phonics/maths; a summary of weekly interventions/learning 'provocations'; keep up sessions; ad-hoc activities related to specific children and the needs of the class

Learning takes place through activities organised for:

- Whole class work;
- Small groups of ability;
- Mixed ability grouping;
- 1:1;
- Pairs;
- Independent Learning sessions/free flow;
- 'Keep up' sessions and interventions

During the week, we seek to provide a balance of opportunities between adult-directed activities and carefully structured 'Independent Learning' (child initiated) activities.

During the Spring term, children are introduced to 'Busy Bee' targets to encourage further progression and challenge, particularly through Independent Learning time (child-initiated work).

A clear summary of intent, implementation and impact is also available to further demonstrate the aims for the EYFS within the areas planning, teaching and learning (appendix 1).

6. Induction

During the induction period, pre-school pupils are visited in their pre-school setting where this is viable. Subsequently, informal 'come and play' sessions are arranged so that parents and children can pop in and familiarise themselves with the classroom and teaching staff before being left for the first time. Parents are then invited to attend an introductory talk given by the Headteacher, Reception team and other key members of staff. Following this, 3 afternoon visits are provided for the pre-school children so that they can become familiar with the setting. A drop in day is also held on the first day of term in September so that children can re-familiarise themselves with school following the long break.

7. Communication

Communication with parents is considered very important when helping children to settle securely into their new classrooms. A welcome meeting is held for parents at the beginning of the school year, with a booklet for those that cannot attend. This meeting provides an opportunity to discuss many of the day to day questions that arise during the first term. Communication remains important throughout the year, with parents being able to stay for the first 15 minutes each day (currently removed due to COVID). Parents are also encouraged to add notes to 'Seesaw' as being welcome to talk to teachers after school. This is to help support both parents and children in the transition period of starting school. Seesaw is an ongoing tool for communicating the learning and experiences children are offered in school, enabling parents to see and be a part of their child's day.

8. Transition to Year One

Transition is also considered important at the end of the Reception year in order for children to make a smooth progression into Year One. Children are given the opportunity to visit their new classroom environment and discuss the changes that will take place. Strong links are also made between Reception and Year one teachers through visits across classes and discussions before and after the transition period. The Year One curriculum has also been adapted to ensure pupils continue to receive enhanced opportunities for independent learning during their day; allowing for a smooth transition into Year One whilst continuing to increase the challenges in directed learning.

9. **Assessment**

Assessment, both informal and summative, in Reception is an integral part of everyday classroom life. It has a crucial role in providing understanding of the child as an individual and being able to plan next steps in learning. In particular, observations of children happen on a daily basis. Observations and photographs are collated in the children's Seesaw Learning Journeys. These are working documents that are shared with parents live. Parents are also encouraged to add to these documents.

Other forms of assessment used in reception include the following:

- The use of pre-school/nursery transfer records;
- A period of focused observed assessment and one to one work is carried out during the first half term. This is done in an informal way and is seen as an opportunity to really get to know new pupils. This then indicates the developmental level a child is working at;
- Statutory Reception Baseline Assessment (RBA)
- Half termly phonics assessments (with weekly mini reviews of progress);
- Half termly review of key skills such as number recognition in order to appropriate support and challenge children's differing needs (with weekly mini reviews of progress);
- Half termly unaided writing in line with the rest of the school (although modified to support the emotional and developmental needs of early writers);
- Photographs, observations and response to learning tasks shared between home and school on Seesaw;
- Statutory end of year assessment through the 'Early Learning Goals (ELGs). This forms the Early Years Foundation Stage Profile (EYFSP);

A summary assessment point is also reached at least 4 times in the year (October, February, May and end of EYFS) so that progress and attainment can be analysed more carefully. However, pupils that are not on track are carefully monitored throughout the year, with further intervention put in place as soon as possible.

The Head teacher and SENCO are regularly informed of significant concerns in EYFS so that early intervention and support can be put into place sooner rather than later.

In Reception, we recognise that "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." (Statutory Framework, 2021, p5)

10. **Reporting**

Reporting takes place in the following ways:

- Reporting to parents is completed through interim reports and parents evenings during the Autumn and Spring;
- An end of year report is sent to parents noting a child's end of year attainment in relation to The Early Years Foundation Stage Profile (EYFSP);
- The EYFSP is sent to the local authority and the education department each June;
- Relevant data relating to on entry attainment, progress towards the ELGs and the number of pupils 'on track'/'not on track' are shared with Governors and the Senior Management team;
- Children's individual 'Learning Journey' is shared with parents regularly on Seesaw;
- The RBA is sent to the government within 6 weeks of children starting school.

Reporting to parents also takes place regularly on an informal basis.

11. **Link Governors**

The role of the Link Governor is to establish links between the Governing Body, its committees and the staff. Within the Early Years Foundation Stage, they ensure the following:

“The EYFS seeks to provide:

- **Quality and consistency** in all early years settings, so that every child makes good progress and no child gets left behind
- **A secure foundation** through planning for the learning and development of each individual child, and assessing and reviewing what they have learned regularly
- **Partnership working** between practitioners and with parents and/or carers
- **Equality of opportunity** and anti-discriminatory practice, ensuring that every child is included and supported”

(Statutory Framework, 2021, p5)

The EYFS governor aims to promote the interests of the Early Years Foundation Stage as a phase of learning and entire curriculum in its own right and as the basis for all future learning in the school. The Link Governor further supports positive liaison and involvement with parents.

Link Governors are expected to establish an effective relationship with the EYFS team leader to develop a broad understanding of the curriculum and principles of learning. They should be able to report to full Governors on attainment and progress in the EYFS. A minimum of three visits per year should include a visit to the EYFS classrooms, an opportunity to discuss attainment and progress and to reflect upon developments within the EYFS.

12. **Monitoring and Review**

This Policy will be monitored and reviewed every 2 years by the Headteacher and the EYFS Lead. At every review, the policy will be approved by the Governing Body.

Appendix 1:

Fynamore Early Years statement of intent

(What do we intend to teach?)

At Fynamore, we aim to inspire a lifelong love of learning, right from the very beginning. Our Early Years curriculum stems from the values we place on children feeling valued and secure, with the importance of play underpinning all that we do. With children coming from multiple pre-schools each year, it is crucial that our curriculum allows opportunities for pupils to get to know one another, learn to develop socially and to develop a clear sense of belonging within their class. Consistent routines and strong relationships with parents and adults are key to the Reception year.

Pupils are supported to develop their language and communication skills throughout the year as they begin to experience a wider range of children with unique talents. It is our intent that all pupils will succeed to the very best of their ability through a rich array of fun, imaginative and hands-on activities that have meaning to 4 and 5 year olds. Our curriculum is ambitious in its design but aims to develop confidence in the children we teach; enabling them to contribute their own ideas as they grow.

We believe that teaching and learning is a two way process. Observations and a strong knowledge of all pupils' feed into our curriculum throughout the year; allowing themes to evolve based on current events, pupil interests, strengths or misconceptions. Pupils are encouraged to share their thoughts and ideas as they learn from us and, in turn, we learn from them. The underlying skills continue to be taught with clear direction, ensuring a secure developmental pathway is maintained in all areas of the statutory framework, and based on pupil needs. Wherever possible, the curriculum is reinforced through community and cultural connections to bring it alive.

By the end of each year, our aim is for confident, independent and resilient learners who are willing to try anything. It is with this positive sense of self and wellbeing that our pupil's future learning will continue to flourish. To this end, we strive to deliver an aspiring and well-rounded curriculum, with a sense of awe and wonder that keeps play and pupil well-being at the heart of all that we do.

Fynamore Early Years statement of implementation

(How do we plan to teach it?)

As a two form entry primary school, the Reception staff work as a team to ensure the curriculum is implemented cohesively, in a way that brings success to all pupils across the cohort. A clear balance of independent learning and adult directed sessions are fundamental to our teaching approach, ensuring all children have the opportunities to reflect on, and be challenged further, in learning. The curriculum is planned through topics, enhanced by visitors, trips and evolving learning resources in order to further develop the language and knowledge base of our pupils. Carefully scaffolded adult questioning further supports and enriches the academic and social development of all pupils in a considerate way. Learning takes place in both the indoor and outdoor areas, with a carefully planned environment that is regularly reflected on by teaching staff.

A language rich environment is promoted through all that we do. Children are encouraged to talk in full sentences and adults model quality interactions with both children and each other. A love of books is shared through daily stories in addition to books shared as part of topic based learning. Phonics is taught discreetly but applied in many wider contexts throughout the day. Daily stories are shared and songs or rhymes are regularly sung in addition to musical sessions. This year, we are moving towards using 'Little Wandle' for phonics teaching. Books will be closely linked to this scheme with frequent opportunities to work on early reading.

Opportunities for writing are readily available around the classroom and are frequently modelled by adults. The crucial development of children's physical strength and dexterity form the basis of much of our early writing development. Our planning and environments are further enhanced to develop the wide range of physical skills needed for good development.

We believe in a mastery approach to our mathematical learning, in line with the rest of the school. Children are encouraged to apply their mathematical learning through a range of contexts and make links to everyday life. WhiteRose maths and Numberblocks are utilised as part of the mathematics curriculum planning.

In addition to independent play, pupils have opportunities to work as a whole class, in small groups and in 1:1 situations depending on the learning that is taking place. Children's progress is monitored carefully throughout the year and individual next steps are clearly set out for reading, writing, phonics and keywords as well as longer term targets in mathematics. In the Spring term, broader curriculum ("busy bee") targets are given to the children to enhance their play and development. Where appropriate, targeted activities and interventions are further planned throughout the year to develop pupil learning in small groups' and one to one contexts across the curriculum.

Learning and next steps are regularly shared with parents on Seesaw and through homework activity sheets - ensuring communication with parents is clear and maintaining an important dialogue between home and school. Parent workshops are also in the Autumn term for phonics/early reading and early mathematics to help build this dialogue further.

Fynamore Early Years statement of impact

(What is our intended impact?)

Our curriculum and its delivery ensure that children, from their own starting points, make rapid progress towards the national expectation for a good level of development at the end of the year. Pupils also make good progress toward their age-related expectations both academically and socially, developing a sense of themselves before transitioning into Year One.

Children develop their characteristics of learning and are able to apply their knowledge to a range of situations making links and explaining their ideas and understanding. Children are confident to take risks and discuss their successes and failures with peers and adults drawing on their experiences to improve or adjust what they are doing.

We believe our high standards are due to our carefully planned environment, enriched play-based curriculum, quality first teaching and the rigour of assessment.