

# ***Thurlton Primary School***

## ***Early Years Foundation Stage (EYFS) Policy***



### ***Policy Consultation & Review***

This policy is referred to in our School Prospectus, is available on request from the School Office and is also on our website.

This policy will be reviewed in full by the Governing Body on an annual basis.

This policy was reviewed and ratified by the Governing Body on: 1.3.2021

Signature *Ms Howley* Headteacher Date: 1.3.2021

Signature *J Howell* Chair of Governors Date: 1.3.2021

At Thurlton Primary School we pride ourselves on establishing values, independence and good behaviour throughout the school. We highly value the role that the Early Years Foundation Stage (EYFS) plays in laying secure foundations for future learning and development. We view the EYFS as preparation for life as well as for the next stages of learning.

## ***RATIONALE***

The Early Years Foundation Stage (EYFS) is the area of education upon which young pupils build the rest of their lives. It is a single framework for care, learning and development. All pupils should be given the opportunity to experience the best possible start to their education; to develop solid foundations which will ensure that they flourish throughout their school years and on into adulthood.

The EYFS curriculum refers to the pupils from birth to the end of Reception class. It sets a series of early learning goals for pupils to work towards by the time they reach the end of the EYFS and the age of 5 plus.

For most pupils, the end of the Reception Year and Autumn Term of Year 1 will be the end of the EYFS, when the expectation is that most pupils will achieve the national expectation in each area of learning.

## ***PRINCIPLES***

The EYFS is based upon four principles:

***A UNIQUE CHILD:*** We recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that pupils develop in individual ways and at varying rates. Pupils' attitudes and dispositions to learning are influenced by their school and home environments. At Thurlton Primary School, we observe how each pupil learns to understand the characteristics they develop to become effective learners. We use questioning, praise and encouragement to develop a positive attitude to learning and high self-esteem.

***POSITIVE RELATIONSHIPS:*** We recognise that pupils learn to be confident and independent through the development of secure relationships. At Thurlton Primary School, we develop caring, respectful and professional relationships with the pupils and their families.

***ENABLING ENVIRONMENTS:*** We recognise that the environment plays a key role in supporting and extending pupil's development. A high quality, well resourced, integrated early education should make a positive contribution to this distinct stage in a child's development with the key learning skills of listening, speaking, concentration, persistence, cooperation, literacy and numeracy.

The indoor and outdoor environments provide opportunities for child initiated and adult led learning. Through observations, we assess each child's stage of development and learning needs as well as recognise their interests. We then provide stimulating activities which engage and challenge the pupils.

***LEARNING AND DEVELOPMENT:*** We value all areas of learning and development equally and understand that they are interconnected. At Thurlton Primary School, the pupils are encouraged to learn and explore independently in safe and secure areas where resources are easily accessible. Rich, stimulating and appropriate experiences will provide each child with opportunities to develop these skills, their competencies and their thinking to the best of their ability across all areas of learning.

The Foundation Stage Unit is fully integrated into the school sharing assemblies, playtimes and lunch times as well as whole school activity days such as World Book Day.

## ***THE LEARNING ENVIRONMENT***

Our learning environment is made up of the indoor classroom and outdoor area and also includes the use of the playground and school grounds. The EYFS learning areas are welcoming, safe and stimulating and encourage the pupils to explore, investigate and learn through first-hand experiences. Pupils are encouraged to become independent learners and to take some responsibility for initiating their own lines of enquiry and investigation. During the school day, the pupils move between the indoor and outdoor classroom. The EYFS environment fully supports all seven areas of learning.

## **AIMS**

- To provide a safe, challenging, stimulating and caring environment which is sensitive to the needs of every child, including pupils with SEND, making the child's first experience of school safe, happy, positive and fun.
- To provide a broad, balanced, relevant and creative curriculum that sets in place firm foundations for future learning and development.
- To provide the pupils with planned, purposeful and exciting opportunities for learning in all areas of the EYFS curriculum, providing a curriculum firmly based on active learning to meet the needs of the individual child.
- To value and record the achievements of every child and to use these assessments to identify their next steps and enable progression.
- To encourage the pupils to become independent and confident learners by providing choice and problem solving opportunities.
- To ensure that all pupils feel valued and secure in the Foundation Stage setting with positive relationships between Parents/Carers and staff.

## **LEARNING and DEVELOPMENT**

The Early Years Foundation Stage Curriculum is used as a basis for the planning and provision in Reception. To support practitioners in implementing the statutory requirements of the Early Years Foundation Stage, the guidance material provided in *Development Matters in the EYFS* is used.

The Early Years Foundation Stage Curriculum is divided into seven areas of learning and development. The Prime Areas are Personal, Social and Emotional Development, Physical Development and Communication, Language and Literacy. The Specific Areas are Literacy, Maths, Understanding of the World and Expressive Art and Design.

At Thurlton Primary School, we believe all seven areas are of equal importance and fully ensure that the three prime areas are embedded in the four specific areas. All the areas are delivered through planned, purposeful play, with a balance of adult-led and child-initiated activities and are provided for in the classroom and the outdoor area.

**THE SEVEN AREAS OF LEARNING:** supporting, fostering, promoting and developing

1. **PRIME: Communication & Language:** Key skills will develop confidence in communication, understanding, speaking and listening in a variety of settings and purposes.
2. **PRIME: Physical Development:** Will improve the skills of co-ordination, control, manipulation and movement. It supports pupils to gain confidence and feel positive about being healthy and active. This promotes a positive feeling of well-being.
3. **PRIME Personal, Social and Emotional Development:** Crucial for all aspects of life which will give the pupils the best opportunity for success in all other areas of learning. Each pupil needs a positive sense of him/herself and respect for others.
4. **SPECIFIC: Literacy:** Pupils will have a wide range of books read to them and read simple texts for themselves. They will have opportunities to do writing for a variety of purposes as well as experience writing all around them in a text rich environment. These aspects of literacy are all supported strongly by discrete phonics teaching.
5. **SPECIFIC: Mathematics:** Develop confidence and competence in learning and using key skills. This includes counting, calculating, sorting, matching, seeking patterns, making connections, recognising relationships and working with numbers, shapes, space and measures.
6. **SPECIFIC: Understanding of the World Development:** Crucial knowledge, skills, problem solving, exploring and understanding will enable pupils to make sense of the world. Foundations are developed for Science, Design/Technology, Humanities and ICT & PSHE.
7. **SPECIFIC: Expressive Arts & Design:** Creativity is fundamental to successful learning. It enables pupils to make connections and extend their thoughts, feelings and understanding. It includes art, music, dance, role-play, drama and imaginative activities.

No pupil will be disadvantaged but each encouraged to develop self-esteem and confidence in their ability to learn.

Pupils will be provided with time to become engrossed in what they are doing, to work in depth and to complete activities in order to develop positive attitudes to learning.

## ***PLANNING***

Robust planning is the key to making pupil's learning effective, exciting, varied and progressive. Effective learning builds on and extends what pupil know and can do. Our planning shows how the principles of the EYFS will be put into practice and is always informed by observations we have made of the pupils, in order to understand and consider their current interests, development and learning. Within any EYFS cohort there will be wide variation in terms of development and maturity as well as family, religion, cultural background and special needs. Pupils will have differing experiences, interests, skills and knowledge, which affect both their learning pace and styles. This diversity must be catered for within planning which has a flexible approach, using a wide range of strategies and teaching styles to address the particular needs of the pupils, families and the community.

To further a love of learning, enquiring minds and the ability to discuss, adapt and negotiate, well planned play and purposeful activities with challenge and enjoyment, both in and outdoors will provide opportunity for teaching and learning. With a well-planned organised environment, pupils should be able to explore, question, test, observe, experiment, plan, make decisions for themselves and participate in activities which are planned by adults as well as those which they plan and start themselves.

There are three stages of planning the EYFS curriculum:

***LONG TERM PLANNING:*** We have created a framework, which gives structure and coherence to the curriculum. Topics are planned for each of the six half terms and the Early Learning Goals are distributed throughout these to ensure a broad and balanced coverage.

***MEDIUM TERM PLANNING:*** We address particular aspects of the curriculum in more detail for each half term and include links between areas of learning and development. Learning objectives, assessment opportunities, and activities and experiences for each area of learning and development are identified.

***SHORT TERM PLANNING:*** We identify specific learning objectives and plan activities, differentiation, deployment of adults and resources, to meet the learning needs of the pupils on a weekly and day-to-day basis. Planning reflects and supports the characteristics of effective learning and the different ways pupils learn: play and exploration, active learning and creative and critical thinking.

***Next Step Planning Feet*** are used within the classroom discussions taking into account what pupils want to learn next. Observations on focus pupils will also provide additional information for assessment purposes.

## ***ASSESSMENT, RECORDING, MONITORING and REPORTING***

At Thurlton Primary School staff use effective assessment for learning to ensure planning is based on prior attainment and next steps. In the EYFS we continually analyse and review what we know about each child's development and learning and then make informed decisions about the child's progress and future learning needs. All of the adults who work in the Reception classroom contribute towards the assessment process.

Within the EYFS, we use two types of assessment:

***FORMATIVE ASSESSMENT:*** This type of assessment informs everyday planning and is based on continual observational assessment of each pupil's achievements, interests and learning styles. An initial baseline assessment of the pupil is completed using the report from Nursery/Pre School settings as well as observations during the first few weeks. The Baseline is completed using the program, ***DfE Reception Baseline Assessment*** and a summary report is generated for staff. Formative assessment may take the form of anecdotal observations, focused observations, samples of work, photographs and video clips.

**SUMMATIVE ASSESSMENT:** At the end of the Reception year, the EYFS Profile is completed which provides information of a child's knowledge, understanding and progress. This profile reflects the observations and assessments which have been made during the year. Evaluations are made using the Early Learning Goal criteria and each child is assessed as either **meeting expected levels, exceeding expected levels** or **not yet reaching expected levels (emerging)** in each of the 7 areas of learning.

Assessments and observations are all collated on an online Learning Journal for each child using **Tapestry**.

An End of Year Report summarising the Foundation Stage Profile is sent to Parents/Carers

If the class base is separate to KS1, the profile data is discussed with Year 1 teachers so that they can continue to support pupils to achieve the Early Learning Goals if they have not done so before they can access the KS1 curriculum. A report is sent to the Year 1 teacher as advised in the revised framework.

The EYFS Leader and the Leadership team, monitor teaching and learning within the Foundation Stage throughout the year through lesson observations, work sampling, governor visits and the analysis of EYFS Profile data.

Staff take part in Cluster Moderation events.

## **TRANSITION**

At Thurlton Primary School, we have close links with the local Pre-School. EYFS staff utilise the transfer records from Pre-School and nursery settings to inform them about each new intake. During the Summer Term visits are made to the feeder nurseries and play groups, to meet the pupils in a familiar setting. All prospective pupils have the opportunity to visit the school and their classroom for a number of **taster sessions**. There are induction meetings for Parents/Carers in the Summer Term, both group and individual. They also receive an information pack and will have an opportunity to talk to the staff team. Outside agencies may also attend as part of the information sharing practice.

- Pupils will begin their schooling in September regardless of their birthday. Pupils are all full time unless a parent has requested otherwise.
- A gradual, well supported introduction to the various aspects of school life and its members is catered for. The pupils are introduced to the routine of school which requires more conforming, socialising and directed learning situations than will have been experienced before.
- The pupils are supported at playtimes in the playground to begin with by adults from the class. However, many of the pupils have older siblings or know older pupils at the school and enjoy playing with them.

## **PARENT PARTNERSHIP**

At Thurlton Primary we actively encourage Parents/Carers to become partners with the school in the education of their pupils, highly valuing the contribution they make towards their child's development. We recognise that Parents/Carers are the child's first and most enduring educators. When Parents/Carers and practitioners work together in EYFS settings, the results have a positive impact on the pupil's development. A successful partnership needs to be a two-way flow of information, knowledge and expertise.

- Parents/Carers are encouraged to visit the school to help get a view of the school.
- Parents/Carers are asked to complete an admissions form and, during the meeting with the class teacher, are asked to give a synopsis **All about me** about their child. This includes their likes, dislikes and any concerns they may have.
- Parents are encouraged to talk to the child's teacher if there are concerns. There is also an opportunity for Parents/Carers to meet the teacher formally each term.
- There is regular communication with home through the wow wall slips, frequent parent evenings and reports and additionally daily conversations.
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### ***EQUAL OPPORTUNITIES***

At Thurlton Primary School, we provide all pupils with equal access to the EYFS curriculum and all aspects of school life. We also ensure that every pupil is valued fully as an individual. Pupils with additional educational needs will be given support as appropriate to enable them to benefit from the curriculum. This includes pupils with specific learning difficulties and disabilities. Pupils will be encouraged to develop a positive attitude towards people of different ethnic groups, cultures, beliefs, gender and ability. Pupils' interests are taken into account when planning to allow pupils to experience/explore as much of the curriculum as possible.

## ***EYFS POLICY (Thurlton Primary)***

### ***ADDENDA NOVEMBER 2020:***

The Covid-19 Risk Assessment Recovery Plan supersedes elements of this policy during Autumn 2020 and for the duration of the risk assessment being in place. Specific changes are included in this appendix.

These changes will be evaluated in line with government guidance and aims of this policy.

### ***ASSESSMENT, RECORDING, MONITORING AND REPORTING***

Until October half term, each child had an individual Learning Journey where evidence of their learning and development at school was collected. As Parents/Carers are unable to visit the school Tapestry has been instrumental in staff and Parents/Carers sharing individual pupil progress and significant moments in school and Home Learning.

As Governors are unable to visit the EYFS setting, the Governor responsible for EYFS will meet virtually with the EYFS lead to discuss and monitor EYFS.

Cluster moderation meetings did not take place in the Summer Term 2020.

### ***THE LEARNING ENVIRONMENT***

Each class bubble uses different zones of the playground and school field according to a rota. The children in EYFS are included in this rota.

### ***TRANSITION***

Due to Covid19, EYFS staff have been unable to visit the local Pre-School, carry out home visits or arrange to visit feeder nurseries and playgroups. Pupils and Parents/Carers were unable to attend the school during the Summer Term for ***taster*** sessions.

In July 2020 all new pupils participated in a Zoom call with the Reception Teacher and the Headteacher.

As the school was unable to invite Parents/Carers to information events, information was sent to Parents/Carers by post.