



# Naunton Park Primary School **EYFS Policy**

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## 1.0 Introduction and aims

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the reception year. In England, children start school in the academic year in which they turn five (reception year) and at Naunton Park Primary School children begin full-time education following an induction period in Autumn One, . The EYFS is important in preparing children for later schooling and the Early Learning Goals set out the level of development that children are expected to reach by the end of the Foundation Stage.

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life.
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind.
- A close working partnership between staff and parents and/or carers.
- Every child is included and supported through equality of opportunity and anti-discriminatory practice.
- We aim to provide the highest quality care and education for all our children, thereby giving them a strong foundation for their future learning.
- We create a safe, challenging, stimulating, caring and happy environment with motivating and enjoyable learning experiences that enable children to become confident and independent.
- We provide a broad, balanced, relevant and creative curriculum that will set in place firm foundations for future learning and development.
- We work alongside parents and others to meet their needs and help every child to reach their full potential.

## 2.0 EYFS Curriculum

We plan an exciting and challenging curriculum based on our observation of children's needs, interests, and stages of development across the seven areas of learning to enable the children to achieve the early learning goals.

All the seven areas of learning and development are important and inter-connected.

Three areas are particularly crucial for igniting 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**
- **Physical Development**
- **Personal, Social and Emotional Development**

Children are also supported through the four **specific** areas, through which the three prime areas are strengthened and applied.

The **specific** areas are:

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

Children are provided with a range of rich, meaningful first-hand experiences in which they explore, think creatively, are challenged and active. We aim to develop and foster positive attitudes towards learning, confidence, communication and physical development.

The school continues to undergo necessary changes to ensure we are constructing an inclusive curriculum that is broad and balanced and highly ambitious.

The Development of the Early CHALLENGE Curriculum is centred on a rich reading spine.

Carefully planned activities will be led by the text and by children's responses to it. The text will lead the learning and knowledge in all areas of learning and through both whole class teaching and continuous provision. Each main text will lead the learning over a 3-week-period, both in outdoor and indoor provision. Additional texts will support *Talk 4 Writing* and *book talk* in *Talk 4 Reading*. *Can Do Maths* will be a stand-alone lesson as will *Sounds-Write* phonics teaching. Daily *Sounds Write* phonics sessions provide daily opportunities for segmenting and blending the sounds in words to read and write them, whilst becoming familiar with the formation of individual letters.

Continuous provision will support the teacher-led activities and enable children to access different provision areas initiating their own learning, practising and developing skills independently, or with the support of an adult to extend learning further. Resources will be available and may link directly to a prior teacher-led activity. Core resources will be constantly available throughout the year enabling children to build a deeper understanding of key concepts and practice essential skills. The unique design of our school curriculum enables quality work on key concepts, deepening children's understanding over time. Learning is also anchored in valuable key experiences, imparting new knowledge. We focus on developing the learner as an individual, to be curious, independent, resilient, resourceful and thoughtful.

Our EYFS curriculum is planned around the Talk 4 Writing lead text ensuring that links are made to other curriculum areas e.g. Owl Babies:– Understanding of the world – nocturnal animals, PSHCE – how the owls felt, creative development – manipulating clay to create an owl etc. *Can Do Maths* provides the planning for mathematical development. Phonics is delivered through the *Sounds Write* scheme.

As a team, we write plans for the Early Challenge Curriculum, ensuring there are experiences in all seven areas. Assessments inform short-term weekly planning, alongside our observations, which remains flexible for unplanned circumstances or children's responses and interests.

## 2.1 Four Themes

Within the EYFS guidance the four themes directly relate to the principles; subsequent good practice ensures they all work together for children in the Foundation Stage.

1. Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured.
2. Children learn to be strong and independent through **positive relationships**.
3. Children learn and develop well in **enabling environments**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers.

#### 4. Children develop and learn in different ways and at different rates.

### 2.2 Principles into practice

As part of our practice, we fulfil our aims and we:

- Provide a balanced curriculum, based on the EYFS, across the seven areas of learning, through planned purposeful play.
- Promote equality of opportunity and anti-discriminatory practice. We provide early intervention for those children who require additional support.
- Use and value what each child can do, assessing their individual needs and helping each child to progress.
- Provide opportunities for children to engage in activities that are adult led, adult-initiated and child-initiated (sometimes supported by the adult).

## 3.0 Teaching and Learning

Our school Teaching and Learning policy defines the features of effective teaching and learning. These features apply to teaching and learning in the EYFS just as much as they do to the teaching in Key Stages 1 and 2

### 3.1 Good Practice

The more general features of good practice that relate to the EYFS are:

- the partnership between teacher and parents/carers, so that our children feel secure at school and develop a sense of well-being and achievement;
- the understanding that the teacher has of how the children develop and learn, and how this affects their teaching;
- the range of approaches used that provides first-hand experiences, give clear explanations, make appropriate interventions and extend and develop play and talk or other means of communication;
- the carefully planned curriculum that helps children achieve the Early Learning Goals by the end of the Foundation Stage;
- the provision for children to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities;
- the encouragement for children to communicate and talk about their learning, and to develop independence and self-management;
- the support for learning with appropriate and accessible indoor and outdoor space, facilities and equipment;
- the identification of the progress and future learning needs of children through observations, which are shared with parents;
- the good relationships between Naunton Park and the early years settings that our children experience prior to starting school;
- the clear aims for our work and the regular monitoring to evaluate and improve what we do;
- the regular identification of training needs of all adults working within the EYFS.

Children have whole group and small group times which increase as they progress through the EYFS. They will also be able to access continuous provision resources in and outside the classroom. The curriculum is delivered using a play-based approach as outlined by the EYFS.

*'Each area of learning and development must be implemented through planned, purposeful play and through a mix of adult-led and child-initiated activities' (DfE)*

## 3.2 Planning

We plan a balance between children having time and space to engage in their own child-initiated activities through continuous provision and those that are modelled and delivered by the adults. During children's play, early years practitioners interact to stretch and challenge children further.

In planning and guiding children's activities, staff reflect on the different ways that children learn and include these in their practice.

We create a stimulating environment to encourage children to independently access the inside and outside environments.

Staff plan activities and experiences for children that enable children to develop and learn effectively. To do this, staff working with the youngest children are expected to focus strongly on the 3 prime areas.

Staff also consider the individual needs, interests, and stage of development of each child in their care and use this information to plan a challenging and enjoyable experience. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

## 4.0 Observation and Assessment

As part of our daily practice, we observe and assess children's development and learning to inform our future plans. We record our observations in a variety of ways. Everyone is encouraged to contribute to regular, discussions. Significant observations of children's achievements are collated in a class floor book with annotations and examples of children's voice. Also photographs, recorded work and images may be collated in each child's activity book.

Children complete the statutory reception baseline assessment (RBA) within the first four weeks of starting school in September. Ongoing observations are used to enable staff to update the school assessment system (INSIGHT) every term/half term and data informs future planning, reporting to parents, and the Early Years Foundation Stage Profile (EYFSP) assessment made at the end of the reception year. Parents are invited to attend a parents' evening in Autumn and Spring terms and reports are written twice a year.

'Wow slips' completed by parents to enable school staff to know successes achieved at home, certificates for out of school clubs are shared with the whole class.

## 5.0 Safety

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, assess risks and to help them understand why they exist. We provide children with choices to help them develop this important life skill. Children should be allowed to take risks but need to be taught how to recognise and avoid hazards. To enable independent learning and extend development further the class bases have two full time teachers and teaching partners (TPs). Monitoring of the outside area is undertaken by one or two members of the reception team on a rotational basis, depending on the number of users.

## **6.0 Inclusion**

We value all our children as individuals, irrespective of their background. We plan a curriculum that meets the needs of the individual child and supports them at their own pace so that most of our children achieve and even exceed the Early Learning Goals. 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 and outside agencies

## **7.0 Parents as partners and the wider context**

We strive to create and maintain 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 through attending a Curriculum Evening and New Parents Meetings at the beginning of the year, building relationships with home visits in September, commenting in reading diaries, completing activities at home that are linked to the topic, helping on trips, attending open classrooms and parents' consultation evenings. There are daily opportunities to talk at drop off and pick up times.

Working with other services and organisations is integral to our practice 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.

## **8.0 Transitions**

Transitions are carefully planned, and time is given to ensure continuity of learning. At any transition we acknowledge the child's needs and establish effective partnerships with those involved with the child and other settings, including nurseries and childminders (especially on-site Naunton Park Playgroup). Children have a visit to their new class in the Summer Term to develop a familiarity with the setting and practitioners.

Prior to the start of the Induction Period in the Autumn Term parents can opt for a home-visit. This enables the class-teacher and teaching assistant to visit the child and their family in their home. The child receives a 'Starting School' pack and the opportunity again enables the child to re-acquaint with school staff and for the parents to talk more informally with them and share information relating to medical needs. The parents are left with an 'All About Me' booklet to complete which forms part of the initial assessment for school staff.

In the final term in Reception, the respective teacher and Year 1 teacher liaise to discuss the individual children, their needs and analyse the assessment data to inform planning.

## **9.0 Monitoring and Review**

It is the responsibility of the reception teachers to follow the principles stated in this policy. There is a named governor responsible for the EYFS. This governor has the opportunity to discuss EYFS

practice with the practitioners and provide feedback to the whole Governing Board, raising any issues that require discussion. The Headteacher and subject co-ordinators carry out monitoring of the EYFS through observation and discussion as part of the whole school monitoring schedule.