



Isaac Newton Primary School EYFS Policy

This policy is based on requirements set out in the 2021 Statutory Framework for the Early Years Foundation Stage (EYFS)

Introduction

“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. A secure, safe, and happy childhood is important in its own right. Good parenting and high-quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.” (Statutory Framework for the EYFS)

We believe children are powerful learners and that every child can make progress in their learning with the right help. Children learn through play, by adults modelling, by observing each other, and through guided learning and direct teaching. Children in Reception need a higher proportion of guided learning and direct teaching. A well-planned learning environment, indoors and outdoors is vital to help children in their learning.

There are seven features of effective practice in the Early Years

The best for every child -All children deserve an equal chance of success. High-quality early years education is good for all children -It is especially important for children from disadvantaged backgrounds.

High Quality care -The child’s experiences must always be central to the thinking of every practitioner and practitioners know that starting school is a big step for children.

The curriculum: Practitioners know what they want the children to learn, the importance of language development and having an ambitious curriculum that is carefully sequenced to build on learning over time.

Pedagogy: helping children to learn-Practitioners know that children learn in a variety of ways using a range of approaches such as learning through play, by adults modelling, by observing each other and through guided learning and direct teaching. They know the importance of a well-planned learning environment indoors and outdoors to promote high-quality play.

Assessment: checking what children have learnt -Assessment is about knowing what children can do and what they know, understanding child development and highlighting those pupils that may need extra support.

Self-regulation and executive function –Executive function includes children’s abilities to hold information in mind, focus their attention and thinking, regulate their behaviour and plan what to do next and be adaptable, be resilient and be patient for what they want.

Partnership with parents-It is important for parents and settings to have a strong and respectful partnership which includes listening to parents and giving parents clear information about children’s progress.

(Working with the revised Early Years Foundation Stage: Principles into Practise -Julian Grenier)

Aims

Through the implementation of this policy, we aim to

- Ensure all children have a happy, positive start to their school journey and foster a love of learning.
- Provide a happy, safe, stimulating and challenging environment where the children will become independent and collaborative learners.

- Provide a broad, balanced, relevant and creative curriculum that will set in place firm foundations for further learning and development and enable choice and decision making, fostering independence and self-confidence.
- Use and value what each child can do, assessing their individual needs and helping each child to progress from their own starting points.
- Develop close relationships with parents and carers to build a strong partnership in supporting their children.
- Provide a caring and inclusive learning environment which is sensitive to the requirements of the individual child including those who have additional needs. Children are admitted to Foundation in the September following their fourth birthday. Children join from many different preschool settings. The children are taught in 2 classes, each with a class teacher and two teaching assistants.

The Curriculum

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**, in which their 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**. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities.

At Isaac Newton Primary School we follow 'Everything Early Years' as our Curriculum which has been produced by Becky Jackson & Gayle Ellis for C.I.T. All mainstream schools within the trust follow this curriculum. The document provides a clear sequence for teaching skills and knowledge in Reception to enable pupils to build upon prior learning and support children towards achieving the Early Learning Goals by the end of the academic year. Our half-termly topics are delivered in Reception with this curriculum in mind.

The EYFS framework includes 7 areas of learning and development that are important and interconnected. However, 3 areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning and forming relationships and thriving. These are:

- Communication and language- children's spoken language underpins all seven areas of learning and development.
- Physical development -Physical activity is vital in children's all-round development enabling them to pursue happy, healthy and active lives.
- Personal, social and emotional development -children's personal, social and emotional development (PSED) is crucial for children to lead happy and healthy lives and is fundamental to their cognitive development.

The prime areas are strengthened and applied through 4 specific areas:

- Literacy -It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language and comprehension and word reading. Language comprehension is necessary for both reading and writing.
- Mathematics -Developing a strong grounding in number is essential so that all children can develop the necessary building blocks to excel mathematically. Children should be able to count confidently and

develop a deep understanding of numbers to 10, the relationships between them and the patterns within those numbers.

- Understanding the world -Understanding the world involves guiding children to make sense of their physical world and their community.
- 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.

Characteristics of Effective Learning

The EYFS also includes characteristics of effective teaching and learning, and teachers plan activities and guide the children with these in mind. The characteristics of effective 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

Assessment

At Isaac Newton Primary School we assess children at four key points of the year -when children start in Reception (Baseline), at Christmas, at Easter and when all Reception children are assessed against the Early Learning Goal's in June.

Each child is assessed on entry into school using the Reception Baseline Assessment (RBA). The RBA is a short assessment, taken in the first six weeks in which a child starts reception. Alongside this the staff undertake an additional baseline produced by C.I.T which is completed within the first few weeks. This comprises of short small group activities to help us to find out if children are starting Reception at the expected level of development for all areas of learning. At Christmas and Easter staff decide whether children are 'On Track' or 'Not on track' with their learning, this is then added to Integris. At each Assessment point children are given a 1,2 or 3 for each area of learning -a 1 denoting on track, a 2 not on track and a 3 if the child has significant difficulties in a certain area. These judgements are then moderated internally or with mainstream schools across C.I.T. Pupil progress meetings also take place after each assessment point with the EYFS lead, Headteacher and Assistant head (SEND lead) to identify trends, pupils who need extra support, if any extra interventions need to be put into place and whether the curriculum/provision needs adapting.

Ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Key observations are recorded on the online learning journey 'Evidence Me.' The end of term assessment points in the 'Everything Early Years' document for each area of learning have been added to Evidence Me to allow us to use these to assess children and gather evidence towards these statements. The observations from Evidence Me are sent to parents via email on a regular basis. Parents also have the opportunity to add their own observations and comments too.

Work in learning journeys in school is collected to help us gather evidence towards the end of term assessments from 'Everything Early Years'. All work is dated and annotated by staff with handwritten comments or stickers explaining the activity and the objectives for the task. Evidence is also collected in Phonics, Writing and Handwriting books.

At the end of the EYFS, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- expected (meeting the expected level) or

- emerging (not yet meeting the expected level)

The profile reflects ongoing observations and discussions with staff. The results of the profile are then shared with parents and/or carers and also discussed with the Year 1 staff.

Parents receive an annual written report that offers brief comments on each area of learning and a section for general comments to highlight each child's interests, strengths and next steps.

Communication and Language

Communication at Isaac Newton Primary School is a priority, we believe children's 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.

At Isaac Newton Primary School, we support the development of children's communication and language skills through high quality interactions, increasing children's vocabulary during day to day adult led activities, reading frequently to children and actively engaging them in stories.

At the beginning of Reception children are assessed using WellComm and NELI, these help us to quickly identify children who need to further develop their communication and language skills. Intervention programmes are swiftly put in place to help support these children. Children who have speech and language difficulties are quickly identified and referred to S.A.L.T to enable individual programmes to be implemented.

Forest Schools

At Isaac Newton Primary School we are lucky enough to have our very own Forest School within our school grounds to give children the unique opportunity of experiencing first hand, play and learning in a controlled outdoor environment. Forest School is the name for an approach to educating children in the outdoors on a regular basis. Children in Reception have the opportunity to visit Forest Schools on a weekly basis. Activities and sessions are planned by Mrs. Fulcher our Forest Schools lead to support the main curriculum (particularly literacy, communication, understanding of the world, maths and the arts) and will have a strong emphasis on raising all children's self-esteem and independence.

Plan, Do and Review & Continuous Provision

Plan, Do and Review The main overriding principle of the Everything Early Years system is that children are empowered and encouraged to adopt a considerable amount of responsibility for their own learning, they are trained to think, reason and verbalise their learning and adults facilitate this through the structure of the environment, how we respond to children's thoughts and ideas, the questions we ask them and how we assess and build on those assessments to push learning forward. This is implemented during our Plan, Do and Review sessions in the afternoon but also following adult-led and adult-directed activities in the morning.

Continuous provision should be "To continue the provision for learning in the absence of an adult." Alistair -, 2013

Continuous provision describes all of the different provision areas which are available for the children to use every day. Within each of these areas of provision there are a core range of resources that children can use all of the time, throughout the whole year. Planning effectively for continuous provision is crucial and involves a consideration of classroom layout and resourcing that will enable staff to offer a breadth of learning possibilities. Carefully planned continuous provision enables children to learn skills, will challenge their thinking and help them to embed concepts. How our classroom environments are planned, resourced, valued and used can impact positively, or negatively, on children's engagement, independence, collaboration, self-confidence, resilience and curiosity.

Transition

Transition from Nursery to Reception

Once Reception places are allocated the parents are sent a welcome pack to complete with their child which gives us vital information about their child such as favourite songs, stories, the Nursery they attend, any special friends, home language and any other important information we need to know.

The EYFS lead contacts all preschool settings and arranges to visit the settings, this gives children the security of meeting their teacher in a safe, familiar environment.

The EYFS lead holds a meeting for parents in the Summer term before their child starts school, this gives parents chance to meet their child's teacher and support staff and ask any questions. We talk about the arrangements for starting school in September such as the reception curriculum and routine, uniform, P.E kits, school dinners, timings, dropping of and pick up points etc.

The children have a stay and play session at the end of the summer term and the children are given a special task to complete over the summer to bring with them when they start in September.

On starting school, the children attend school on a full-time basis from the beginning of term.

Transition from EYFS to Year 1

When moving to Year 1 we liaise with the staff and discuss the children that are moving to them. The reception teachers pass on their knowledge of each child's development, progress and achievements towards the early learning goals to ensure that all teachers have a well-rounded picture of their new class.

During the Summer term, the children have opportunities to meet their new teachers and carry out activities both in the EYFS classrooms and the Year 1 classrooms.

Safeguarding and welfare procedures

Our safeguarding and welfare procedures are outlined in our safeguarding policy.

Monitoring arrangements

It is the responsibility of those working in Reception to follow the principles stated in this policy. CIT, The Senior Leadership Team and curriculum leaders will carry out the monitoring of EYFS as part of the whole school monitoring and evaluation schedule.

This policy was written in January 2022 and will be reviewed and approved by the Headteacher and Local Schools Board every 2 years, or as necessary.

Stephanie Addlesee

Foundation Stage Phase Leader