

# Early Years Foundation Stage (EYFS)



*'Learning for life,  
building a firm foundation'*

Reviewed: September 2023

Headteacher: Lisa Harrison

## Policy Statement

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the reception year. At All Saints primary school and nursery, children can join our nursery from aged three and join our reception class in the year they turn five.

In partnership with parents and carers we believe that our vision, *Learning for life, building a firm foundation*, is really important and by enabling the children to begin the process of becoming active learners for life and building a firm foundation in which children can grow and flourish. We believe that children need firm foundations on which to build in all aspects of their lives.

### **Intent:**

At All Saints CE primary School and nursery our aim is to create a learning environment and build relationships which support, enhance and invite a child's curiosity, confidence and individual competency to flourish regardless of backgrounds, circumstances or needs. We aim to work collaboratively with parents and carers to encourage independent, enthusiastic learners who thrive and reach their full potential. It is our intent that children who enter our EYFS begin their lifelong learning journey by developing physically, verbally, cognitively and emotionally whilst also embedding a positive attitude to school and a love of learning.

To ensure children make good progress in All saints EYFS, it is our intent to take into consideration their starting points and needs of our pupils as they begin their learning journey. Every child has access to a broad, balanced and differentiated curriculum which prepares them for now and for the future in terms of opportunities and experiences. Following personal interests and individual needs, allows us to plan and provide opportunities throughout our EYFS curriculum to support learning and development and achieve their next steps.

Our EYFS curriculum aims to enable our children to be:

**Competent and creative learners;** who are curious about the world around them.

**Secure and confident;** who enjoy coming to school and learning new skills and knowledge building on their existing learning.

**Skilful communicators;** who connect with others through language and play, ensuring that they play in a vocab rich environment.

It is our intent to ensure that all children will receive the teaching of early reading through systematic, synthetic phonics to learn to read words and simple sentences accurately by the end of Reception.

The Nursery and Reception follow the curriculum as outlined in the EYFS document. The EYFS is based on seven key features of effective practice as set out in Development Matters 2021.

1. The best for every child
2. High-quality care
3. The curriculum: what we want children to learn
4. Pedagogy: helping children to learn
5. Assessment: checking what children have learnt
6. Self-regulation and executive function
7. Partnership with parents

## Implementation

At All saints CE Primary school and nursery, we follow the Early Years Foundation Stage Framework 2021. This is made up of four overriding principles which our Early Years education is based upon:

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 carers.
4. Importance of **learning and development**. Children develop and learn in different ways. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND).

## A Unique Child

We recognise that every child can be a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as celebration and rewards to encourage children to develop a positive attitude to learning.

All children and their families are valued at All Saints CE primary school and Nursery.

All pupils are treated as individuals and have equal access to all provisions available.

All pupils are encouraged to achieve their personal best and planning is adapted to meet the needs of all groups and abilities.

Assessments take into account contributions from a range of perspectives to ensure that any child with any potential special educational needs is identified at the earliest possible opportunity. Early identification of special needs is crucial to enable staff to support the development of each child. Concerns are discussed with parents/carers at an early stage and the school's SENCo is called upon for further information and advice. Appropriate steps are taken.

We meet the needs of all our children through:

- Planning opportunities that build upon and extend children's knowledge, experiences and interests, and develop their self-esteem and confidence.
- Using a wide range of teaching strategies based on children's learning needs.
- Providing a wide range of opportunities to motivate and support children and to help them to learn effectively.
- Providing a safe and supportive learning environment in which the contribution of all children is valued.
- Using resources which reflect diversity and are free from discrimination and stereotyping.
- Planning challenging and appropriate activities for children.
- Monitoring children's progress and taking action to provide support as necessary.

## Positive Relationships

At All Saints Primary school and Nursery, we recognise that children learn to be strong and independent from secure relationships. We aim to develop caring, respectful, professional relationships with all children and their families.

We do this through:

- Getting to know all families and children during personalised induction sessions.
- Inviting all parents and carers (both new to nursery and current nursery going into reception) to an induction meeting before their child starts.
- Regular parent meetings/sessions to provide support and information on different areas of the curriculum eg phonics and reading workshops.
- Weekly stay and play for younger children to support transition into nursery.
- Encouraging parents to talk to the child's teacher if there are any concerns. There are three formal parent/carer consultations (one per term) during the parent consultations the teacher and the parent and carers discuss their child's achievements, progress and next steps.
- Parents receive a written report on their child's progress at the end of the year.
- Parents are encouraged to look at their child's work in their books and learning journals throughout the year.
- Arranging a wide range of activities throughout the year that encourage collaboration between child, school and parents: workshops, celebration assemblies, nativity, school visits, summer Fayre and special events such as Diwali, Easter, May Day, big picnic, Remembrance service and community lunches.
- Providing daily feedback during meet and greet and always providing a quiet and confidential area where parents are able to discuss any concerns.

## Enabling Environments

- All staff plan resourcefully for opportunities for communication, sustained shared thinking and physical challenge to build on existing skills taking into account the Characteristics of Effective Learning.
- Rich first hand experiences (inside, outdoors, visitors and school trips) to widen experiences, awe and wonderment.
- Exploratory learning and thinking creatively including problem solving across all areas of learning.
- New vocabulary and concepts through reading will excite and engage all learners which includes staff modelling standard English and asking high quality questions.
- Curriculum will promote and support children's emotional security and development of their character enabling children to take risks in a safe and secure environment. Supporting children to be active and to develop physically including giving clear messages to children why it is important to eat, drink and exercise as well as to be kind to others.

At All Saints primary school and Nursery, we support children in using three characteristics of effective teaching and learning. These 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.

We refer to these Characteristics of learning through all our planning, activities (we share visuals with the children) and display/collect language on our working walls.

(Statutory Framework for EYFS September 2021)

To support transition EYFS (Nursery and Reception) and Year 1 adopt a similar approach to the learning environment which includes displays, learning environment which includes displays and Continuous provision.

Continuous Provision Activities/Areas indoors examples of the resources which children should have access to:

Teachers to use 'explorer chart' to explain and talk through the provision.

**What is the intent of these activities?**

**Book corner:** variety of fiction and non-fiction books, traditional, multi-cultural books, comics, magazines, maths books, poetry and books children can read for their phonics phase.

Change books each half term according to topic- books must link to the topic.

Keep a selection of books from previous topic so chn can recap previous learning. (EYFS and Year 1)

**Writing area/Mark Making:** variety of mark making materials: felt tip pens, pencils, crayons, wax crayons, stamps, highlighters, rulers, variety of paper, envelopes, white boards, pens, letters, stencils, magnetic letters, name cards, alphabet lines, Reception/Year 1 HFW's, mats eg alphabet mats, topic word mats, patterns, dictionaries. (EYFS and Year 1)

**Investigation area:** magnifying glasses, mirrors, magnets, tweezers, trays, natural resources such as conkers, stones, seeds etc...resources linked to topic (EYFS and science investigation area in Year 1)

**Small world area:** multicultural people, transport, a variety of animals including farm, dinosaurs and sea creatures, blocks (EYFS and Year 1)

**Sand & water play:** variety of moulds, pouring equipment, sieves, funnels, spades, scoops, rakes, animals, glitter, nets, letters, numbers (EYFS)

**Home corner:** Always have a home corner either indoors or outdoors so all children can act out familiar roles. (Nursery)

**Role Play:** To accommodate children's interests ensure they have access to prop boxes or a designated area within the classroom. (EYFS)

**Construction area:** a variety of large and small construction equipment, clip boards and paper for planning/drawing models, pencils, paper for name labels and a place to keep models on display so children can carry on with their model or add to it at a later date.

<b>Maths area:</b> numbers, number weighing scales, objects for sorting and bowls, 2D and 3D shapes, variety of puzzles, equipment for making patterns/pictures, maths games, timers, dice, objects to be counted.	
<b>Creative area:</b> scissors, glue, variety of paper and card, paint, sponges and a variety of brushes and painting equipment, variety of resources to collage with for example: wool, sequins, buttons, wriggle eyes, glitter	
<b>Music area:</b> variety of musical instruments and a CD player with a wide variety of CD's (modern, rock, folk, classical, rhymes etc...), music, stories, song, rhymes, Instruments in outdoor provision and materials for dance etc... (EYFS)	
<b>Malleable/ Fine motor area:</b> play dough, corn flour, foam, porridge oats and variety of tools etc... (EYFS)	

**Continuous Provision Activities/Areas Outdoors** examples of the resources which children should have access to:

Gross motor resources: bikes, scooters, equipment to throw, catch and kick, tyres to roll, large bat to climb, balance and jump, seesaw, cars,	
Imaginative play: balls and pipes, home corner house, range of ramps, vehicles and natural materials to explore, pirate ship, car wash	
Maths: maths bench with a variety of resources eg stones, conkers, shapes, scales, numbers etc	
Book area: reading garden with a range of cushions, books and literacy activities eg magnetic letters etc	
Mud kitchen- range of tools and equipment to let our imagination run wild!	
Growing/Investigation (seasonal): herb garden, tools and equipment such as tweezers, watering can, magnifying glasses, bug finders etc	
Mark making/creative: chunky chalk, water and paintbrushes, resources clearly labelled and paper small and large scale to access independently	
Water play- water corner- water wall, lots of resources for children to self- resource	
Construction: building shed includes lots of different construction	
Small world: plan according to topic and children's interests	
Music: stage with instruments and streamers etc	

**Around the environment**

Visual timetable
Map of the world with where we come from clearly labelled
Children's drawers labelled

Resource drawers labelled with photos or widget symbols
Areas of the classroom clearly labelled e.g. writing area...
Behaviour charts
Golden Behaviours
Letters and numbers
Welcome sign with staff names
Allergies and dietary requirements
Inhalers and Epi-pens clearly labelled and accessible with medical forms completed
Daily fridge checks (Nursery)
Daily outdoor checks
Classroom work surfaces to be kept clear and clutter free

#### Some possible questions:

- *How does the learning on display show the learning journey the children are on?*
- *To what extent are tidy and neat classrooms an indicator of high standards, great learning and pride?*
- *How do the children use the information on the walls to help them with their learning?*
- *How does the learning environment help all children including SEN to learn effectively?*
- *To what extent is the learning on the walls celebrating learning and diversity?*

## Learning and Development

The curriculum provides a play-based and experiential learning environment, combined with focussed teaching and basic skills, to ensure children make rapid progress before moving onto year 1. The children in both nursery and reception are provided with opportunities accessible in our indoor and outdoor provision. They engage in planned, focussed activities as well as self-initiated activities.

The learning experiences within our Early Years are linked to the seven areas of learning and development within the EYFS. These areas are split into three prime areas and four specific areas.

The **prime areas** are:

- **Communication and Language**- this involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

<b>Learning displays:</b> Our overall aim is to create a calm environment for learning using neutral backgrounds and a 'communication friendly' environment. Displays should be purposeful and celebrate children's work.	
Working wall displays for Maths and literacy (EYFS and Year 1)	
Curriculum learning journey display (EYFS) This will include children's work, photographs and refer to characterises of learning that took place in the activity	
Phonics display- Displaying phase and use to support children's learning in phonics (EYFS and Year 1)	
Art display linked to topic/skills being taught (EYFS and Year 1)	
Reading display to include VIPERS- age appropriate (EYFS and Year 1)	
RE display- celebrate and make links to children's religion in class (EYFS and Year 1)	
PSHE display/table top- PSHE books, vocabulary and make links to SCARF lessons (EYFS and Year 1)	
Zones of Regulation display/table top- this must be interactive for children and easily accessible (EYFS and Year 1)	
Rainbow Challenge: (Year 1 and Reception in Summer term to support transition)	
Other displays linked to learning eg home corner, small world, science etc depending on topic and children's interests.  EYFS displays where possible to include photos and speech bubbles of what the children say.  Brief description of the learning that took place and Characteristics of Effective Learning covered (where possible)  Display children's <u>own work</u> and not all the same  Clearly show learning and progression!	



- **Physical Development**- this involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.
- **Personal, Social and Emotional Development**- this involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.

As children grow and make progress in the prime areas, this will help them to naturally develop skills within the four specific areas. These are:

- **Literacy** - the early teaching of literacy involves encouraging children to link sounds and letters and to begin to read and write. Children are given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.
- **Mathematics** - the early teaching of mathematics involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and describing shapes, spaces, and measures.
- **Understanding the World** - this involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.
- **Expressive Arts and Design** - this involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

*All seven areas of learning and development are important and interconnected.*

At All Saints Primary school and Nursery, children are provided with a range of rich, meaningful first-hand experiences, in which children can explore, think creatively and are active. We provide a well - balanced curriculum and our planning ensures that each child has the opportunity to develop their knowledge, skills and understanding in every area of the EYFS. Each area of learning and development is implemented through planned, purposeful activities and through a mix of adult led and child-initiated learning.

Within the first 6 weeks that a child **starts reception**, staff will administer the Reception Baseline Assessment (RBA).

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:

- Meeting expected levels of development (Expected)
- Not yet reaching expected levels (Emerging)

The profile reflects ongoing observations, and discussions with parents and/or carers. The results of the profile are shared with parents and/or carers for their child.

The profile is moderated internally (referring to the Development Matters [guidance](#)) and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

At All Saints, 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. Practitioners also take into account observations shared by parents and/or carers.

Each pupil in nursery and reception have a learning journal and an adult led book. In Reception pupils also have a phonics and handwriting book, reading book and diary.

Learning journals are shared with parents and carers on a regular basis.

Although EYFS and Year 1 work together throughout the year to ensure our timetables, routines, provision and environments support a smooth transition. During the summer term prior to a child's entry into their new class, the following procedures have been put into place to ensure successful transition.

- In nursery and reception, children have the opportunity to visit the school and spend time with the adults prior to induction day.
- Inviting all parents and carers (both new to nursery and current nursery going into reception) to an induction meeting/information sharing session before their child starts
- During the summer term- children will participate in regular transition activities and build relationships with the new adults eg sharing stories.
- Joint EYFS and KSI moderation/planning meetings through the year to discuss timetables, skills progression, planning/provision and adapting the policy.
- During the final term in Reception, the EYFS profile is completed for each child. The profile provides parents, carers, staff and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels and their readiness for year 1.
- Each child's level of development is assessed against the early learning goals. The profile indicates whether the children are meeting expected levels of development, or if they are not yet reaching expected levels (emerging).
- There is a transition/handover between Nursery/Reception and Reception/Year 1 staff. Reception and Year 1 teachers are given a copy of the child's report together with a small commentary of their skills and abilities in relation to the three key characteristics of effective learning. This informs the dialogue between Nursery/Reception and Reception/Year 1 teachers about each child's stage of development and learning needs and assists with the planning of activities in year 1.

### Impact:

The children at All Saints will grow to be confident, competent lifelong learners and good citizens. All children experience a smooth transition between Nursery, Reception and beyond. Effective communication and collaboration ensure the children leave the EYFS with a solid foundation of learning of which to build upon.

We use learning journals across the EYFS, supplemented with exercise books in Reception, which evidence to the children and their families the successes of the children throughout their time in Early Years.

As a team, we carry out regular internal moderation sessions and also ensure that staff attend external meetings and training to ensure that we feel confident with our judgements and that these judgements are consistent with a range of other settings. Assessment starts with careful observations which are then used to inform planning. Learning and teaching is thus effective when children feel a sense of belonging, curiosity and competence showing resilience and tenacity.

By monitoring assessment procedures regularly, we can effectively demonstrate what learning is taking place and how each child is progressing in all seven areas of the EYFS curriculum. Progress toward the ELGs will ensure a positive disposition to learn.

### Safeguarding and welfare procedures

Children learn best when they are healthy, safe and secure, when their individual needs are met, and when they have positive relationships with the adults caring for them. We follow the safeguarding and welfare requirements detailed in the 'Keeping Children Safe in Education' statutory guidance and adhere to the School's safeguarding policy.

We are a healthy school and participate in the free fruit and milk for under-fives scheme. For our Reception children we provide the universal infant free school meal. We cater for those children who have special dietary requirements and have robust systems in place ensuring that all children receive the correct meal.

Fresh water is readily available for all children and we encourage children to bring in water bottles with water only. Children are taught the importance of keeping clean and washing their hands correctly.

### Dissemination of the Policy

This policy has been made accessible to parents, teachers and other school staff, governors through the school website. Anyone wanting a printed copy should make a request to the school office. Should further information about this policy be required, please contact the school.