



EYFS Policy 2019 - 2020



Introduction:

This policy has been written to underpin our school and MAT care values: - Cooperate and collaborate, achieve excellence for all, raise aspirations and inspire imaginations, Explore new interests and new ideas. It also makes reference to our Rights Respecting School ethos. As a Rights Respecting school we not only teach about children's their rights, but also model respectful relationships: adults and pupils, between adults and between pupils.

Rights and Responsibilities linked to articles from United Nation Convention on the Rights of the child: -

Article 28

Every child has the right to an education

Article 29 (Goals of Education)

You have the right to education which tries to develop your personality and abilities as much as possible and encourage you to respect other people's rights and values and to respect the environment.

Article 31

You have the right to play and relax by doing things like sports, music and drama.

The Early Years Foundation Stage (**EYFS**) applies to children aged three to five years of age. At **Poulton Lancelyn Primary** all children join us at the beginning of the school year in which they are five. The National Curriculum begins for our children when they enter Key Stage 1 at the beginning of Year 1. In order for our children to be confident and independent and to have achieved '**school readiness**' for Key Stage 1, we strive to give the 'best start' by setting high standards for learning, development and care within our foundation stage setting.

'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 Early Years Foundation Stage 2017

Our EYFS Curriculum Intent

The EYFS curriculum intent is for our children to enhance their skills, building on what they already know and develop new learning, encouraging positive attitudes to their learning and independence to reach their full potential and become active learners for life.

The EYFS curriculum has seven main areas of learning: -

3 Prime Areas

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

4 Specific Areas

- Literacy – Reading and Writing
- Mathematics
- Understanding of the World
- Expressive Arts and Design

Through practical activities based on the needs and interests of our children, we teach children as a whole cohort, in small groups and individually through themed topics. The teaching is a combination of direct teaching and continuous provision opportunities, which are planned to encourage children to develop their learning independently through exploration and challenge. Embedded throughout the EYFS curriculum are the '**characteristics of effective learning**' which capture how children learn and engage, through their **engagement - playing and exploration, active learning - how motivated they are in their learning** and how they **think creatively and critically**.

The **four key principles** in the statutory framework guide the teaching and learning in EYFS – 1. A unique Child, 2. Positive Relationships, 3. Enabling Environments, 4. Learning and Development.

To achieve these four principles, we will:

- Provide a balanced curriculum, based on the EYFS, across the seven areas of learning, using play as the vehicle for learning
- Promote a safe, challenging, rich and varied indoor and outdoor learning environment.
- Plan challenging learning experiences, based on the individual child, informed by observation and assessment
- Provide opportunities for children to engage in activities that are **adult-initiated** and **child-initiated**, supported by the adult.
- Provide children with the opportunities to play, to engage in active learning and to think creatively and critically.
- Promote equality of opportunity, providing early intervention for those children who require additional support
- Work in partnership with parents and within the wider context
- Help children to feel secure and develop relationships with a 'Key Person'

1. A Unique Child

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

Inclusion/SEND

All children and their families are valued at Poulton Lancelyn Primary school. Children are treated as individuals and have equal access to all provisions available. All children 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 potential special educational need 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 always discussed with parent/carers at an early stage and the schools' SENDCo is called upon for further information and advice. Appropriate steps are taken in accordance with the school's policy for SEND. We meet the needs of all our children through:

- planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence;

- using a wide range of teaching strategies based on children's learning needs;
- 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 activities for children whose ability and understanding are in advance of their language and communication skills;
- monitoring children's progress and taking action to provide support as necessary.

Welfare

It is important to us that all children in the school are 'safe'. We aim to educate children on boundaries, rules and limits 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. We aim to protect physical and psychological well-being of all children. (See Whole School Safeguarding Policy)

At Poulton Lancelyn Primary, we comply with welfare requirements as stated in the statutory Framework for Early Years Foundation Stage 2012. We ensure that we:

- Promote the welfare and safeguarding of children
- promote good health, preventing the spread of infection and taking appropriate action when children are ill.
- manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs.
- ensure all adults who look after the children or who have unsupervised access to them are suitable to do so.
- ensure that the premises, furniture and equipment is safe and suitable for purpose
- ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.
- maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.

2. Positive Relationships

Children learn to build positive relationships in EYFS through the adults modelling the correct behaviours and building a respect for one another, whether it is between the child and the adult, between the children or between adults through our RRS ethos and the PSED elements of the EYFS curriculum.

Partnership with Parents and Carers

At Poulton Lancelyn we value the role parents and carers can play to work together in partnership. All parents have an important role to play in the education of their child. We actively encourage partnership with parents and carers and develop their involvement by:

- Inviting parents to a welcome evening prior to their child starting school
- The children have the opportunity to spend time with their teacher before starting school during transfer sessions.
- Staff, make visits to the pre-school settings to meet the children and talk to the staff about the learning and the needs of each child.
- Ensuring all parents know who their child's key worker is, via a letter on their child's first day.
- Encouraging parents to make contributions to children's online learning journals, where you can celebrate your child's learning and 'wow' moments.
- Having an open door policy where we can discuss concerns or important information that be relevant to children's learning and development
- Providing access to information about the curriculum and routines through curriculum information and the school website, F2 newsletters, Twitter and keeping parents informed about their child's progress and achievements at parent's evenings and end of year reports.
- Arrange activities and visits throughout the school year which encourages positive collaboration between children, school and parents.
- Parents are invited to curriculum workshops e.g. Maths and Phonics to help them support their child at home.

3. Enabling Environments

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/carers.

The Environment

The EYFS environment is to organised, tidy and clearly thought out to encourage independence, promote interest and highlight the skills the children will be learning. The continuous provision areas are arranged into areas with carefully selected, attractive and accessible resources. Our outdoor environment needs to develop imagination, investigative and physical play which is different to the indoors. The activities in continuous provision must be planned to connect with and respond to the interests that the children explore in their play and through the interactions that take place between children and children and children and adults. The environment needs to embed the 'characteristics of effective learning' which capture how children learn and engage, through their play and exploration, how motivated they are in their learning and how they think creatively and critically.

Promoting language in EYFS

The environment needs to be visually stimulating and language rich to reflect the resources in the environment promoting independent learning through investigation, imaginative and creative play. Using a combination of pictures and words, allows the children to make constant connections with written language and the things they represent.

"In order to capitalize on the power of language to influence both thought and action, classroom experiences must encourage talk as a key process through which young children learn." Julie Fisher - Starting from the Child

Continuous Provision

Continuous provision is planned to connect with and respond to the interests that children explore in their play and is at the heart of the EYFS environment. It needs to develop opportunities for children to think, make connections and communicate through their interactions with children and adults.

Every opportunity is a teaching moment and all experiences need to link together which adults supporting the decisions about resources to enhance and extend through questioning skills which promote thinking and develop their language skills.

The balance between child-initiated play and focused learning is the key to effective teaching and learning opportunities in EYFS.

Unstructured	Child Initiated Play	Focused Learning	Highly Structured
Play without adult support	Adult support for an enabling environment and sensitive interaction	Adult-guided, playful experiential activities	Adult-directed, little or no play

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Role of the adults

- To scaffold or support learning while they are engaged in their play. Use prompt cards to promote the planned skills we want the children to achieve in their play and learning.
- To listen, give instructions, demonstrate, model, record and know when to stand back. (Interacting not interfering – Julie Fisher)
- To model language and develop vocabulary in their play and learning.
- To support decision making and ask questions to develop links in learning, further their skills and learning.
- To respond, enabling children to ask questions, work things out, think and reflect on their ideas.
- Adults must engage in continuous provision learning, promoting high quality play, learning and behaviour.

Observation, Assessment and Recording

Children entering school are observed during their first weeks, to provide baseline information, which is used to inform planning and the learning environment. Staff, continuously assess the children to determine what they are capable of doing and what their next steps are to help them develop further,

this is reflected in the environment through the enhancement of each area in the foundation stage and evidence such as observations, photographs, children's independent work etc. are kept in their online learning journal using Tapestry. This evidence is used to support the judgements being made when assessing your child's progress. The evidence is recorded in each child's online learning journal, writing and maths books, phonics books and whole class learning journals for themed work which are regularly shared with children and parents.

At the end of the foundation stage your child's level of development is assessed against the 17 Early Learning Goals (ELGs). The children are assessed to see if they are meeting the **Expected** level (i.e. the Early Learning Goal), **Exceeding** the Early Learning Goal or **Emerging** i.e. not yet reaching the expected levels. This information will be shown on your child's end of year report.

7 Areas of Learning	Early Learning Goals (ELGs)		
Communication and Language	Listening and Attention (ELG 1)	Understanding (ELG 2)	Speaking (ELG 3)
Physical Development	Moving and Handling (ELG 4)	Health and Self-care (ELG 5)	
Personal, social and emotional development	Self-confidence and Self-awareness (ELG 6)	Managing Feelings and Behaviour (ELG 7)	Making Relationships (ELG 8)
Literacy	Reading (ELG 9)	Writing (ELG 10)	
Mathematics	Numbers and Shape (ELG 11)	Space and Measures (ELG 12)	
Understanding of the world	People and Communities (ELG 13)	The World (ELG 14)	Technology (ELG 15)
Expressive Arts and Design	Exploring and using media and Materials (ELG 16)	Being Imaginative (ELG 17)	

4. Learning and Development

Children develop and learn in different ways and at different rates and all areas of learning and development are equally important and inter-connected.

At **Poulton Lancelyn** 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 and exceed the early learning goals.

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.	Children are also supported through the four specific areas, through which the three prime areas are strengthened and applied.
PRIME AREAS	SPECIFIC AREAS
Communication and Language Physical Development Personal, Social & Emotional Development	Literacy Mathematics Understanding the World Expressive Arts and Design

Religious Education is also taught in the foundation stage in accordance with the Wirral Agreed Syllabus.

At **Poulton Lancelyn** we plan a balance between children having time and space to engage in their own child-initiated activities and those that are planned by the adults. During continuous provision, teachers and TA's interact with the children to stretch and challenge children further through objective led planning and assessments.

The children have whole group and small group times which increase as they progress through the EYFS with times for a daily phonics session using 'RWI', teaching aspects of Mathematics and Literacy,

including shared reading and writing sessions. "As children grow older, and as their development allows, it is expected that the balance will gradually shift towards more activities led by adults, to help children prepare for more formal learning, ready for Year 1." (Statutory Framework for EYFS 2012)

Play based learning and Continuous Provision in Foundation Stage

Each area of learning and development must be implemented through planned, purposeful play a through a mix of adult led and child initiated activities.

"Continuous Provision is **NOT** just the resources that you have out all of the time. I think a better definition of the term is:

"To continue the provision for learning in the absence of an adult."

"Your space should respond to the needs identified by your assessments"

Alistair Bryce Clegg

Extracts from <http://abcdoes.typepad.com>

Play, both indoors and outdoors is a key way in which young children learn. Whether it is planned by a practitioner, or initiated by the child, it should still be supported by the practitioner to develop and extend the children's learning, and language and communication skills. 'Play' allows children to:



Quality of teaching in EYFS

Staff in EYFS work as a team to plan and develop children's learning through purposeful and clearly planned activities. Staff work directly with the children supporting their play and extending their learning through questioning and enhancement opportunities. Resources are clearly thought out to enhance learning and allow opportunities for children to access both the indoor and outdoor learning experiences to embed the characteristics of learning through their exploration and play and through direct teaching activities.

Equal Opportunities: -

All members of the school are treated as individuals. We meet the needs of all, taking account of gender, ability, ethnicity, culture, religion, language, sexual orientation, age, special educational needs, disability, and social circumstances. All staff are aware of the need for the curriculum to reflect cultural diversity and the need to prepare pupils for life in a diverse and multi-faith society.

Health and Safety: -

There are clear procedures for assessing risk, which include procedures for keeping children safe during outings and for any aspects of the environment or provision that may require a further risk assessment. (See whole school policy)

Transition: -

'Transition' is the process a child will make on their journey through school and in this context refers to the transfer from one-year group to another.

Transition at Poulton Lancelyn Primary refers to quality transfers from pre-school into F2 and from F2 into Year 1.

From pre-school settings: -

During the summer term prior to a child's entry into reception, the following procedures have been put into place to ensure successful transition.

- Parents are invited to a welcome meeting to ensure they know about school procedures, allocation of classes and any concerns they may want to express.
- Parents also receive a welcome pack with essential information to make transition as smooth as possible for children and parents.
- Parents are encouraging to complete an 'All about me book', which is used to support transition in the Autumn term.
- Staff visit pre-schools to meet the children in their own setting and talk to the settings via telephone conversations.

- F2 Lead and SENDCo attend transition meetings for children with specific needs.
- Children and parents are invited to a coffee morning, where the children have opportunities to visit their new classroom and meet the staff.
- Year 5 children are buddied up with the new children which forms part of our big friend, little friend programme which runs through the whole of their time in F2.
- Year 5 children make welcome booklets for their little friends which are passed over during the coffee mornings
- Children requiring extra support will have additional visits (as required) regardless of their setting. Often these children will have been identified as requiring additional support.

From Foundation Stage Class to Year 1: -

We have a number of links with Year 1 throughout the year and the children are able to observe what goes on as the two classrooms are either side of the F2 classroom. The F2 children will access the Year 1 classrooms at regular times throughout Summer 2 and in accordance to planned timetable. Children are encouraged to visit the Year 1 classrooms with messages and to share their work achievements.

The children will spend a whole day in their new classroom meeting their new teacher on the statutory induction day.

Year 1 use the same writing books as F2 in the Autumn term to provide some familiarity.

F2 will individually assess the children using the Year 1 phonics test, which will be transferred across to Year 1.

F2 staff meet with Year 1 staff to hand over information about the classes during transition meetings. Year 1 staff arrange a welcome meeting in the summer term which provide opportunities for parents to understand the next stage in their child's learning and to meet staff as well as looking at the classrooms.

During the final term in F2, the children have opportunities to visit the Year 1 classrooms for story with the Year 1 staff. The children in F2 use the Year 1 classrooms for story times and practise sitting at the tables when the Year 1s are out having PE or assembly.

Year 1 and F2 teacher's moderate pieces of work together and agree on the starting points for Year 1. We also meet with the Year 1 teachers to discuss each individual child. They are also given a copy of the end of year reports which relates to the three characteristics of effective learning. This supports the teachers when planning for their first term in Year 1.

TAs take the individual children who may need additional transition time into the classrooms and take photographs so they can talk and prepare children for Year 1.

A separate schedule and plan of dates is shared with all staff in Summer 2.

Updated by Sue Haworth (Assistant Headteacher/Foundation Stage Leader) Sept 2019

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