



**Bishop Aldhelm's C.E.  
Primary School**

*Loved by God; United in Learning*

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*Love, Unity,  
Courage  
and Inspiration*



## EYFS Policy



**September 2023 – September 2024**



## **EYFS Policy**

**Date of Policy:** September 2023

**Policy to be reviewed:** September 2024

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## Foreword To All School Policies

The separate document 'Foreword To All School Policies' should be considered as part of every school policy as it places our policies and our work in their full context.

### 1. Curriculum Statement

We will achieve our **INTENT** by **IMPLEMENTING** a curriculum which embeds the four principles of EYFS

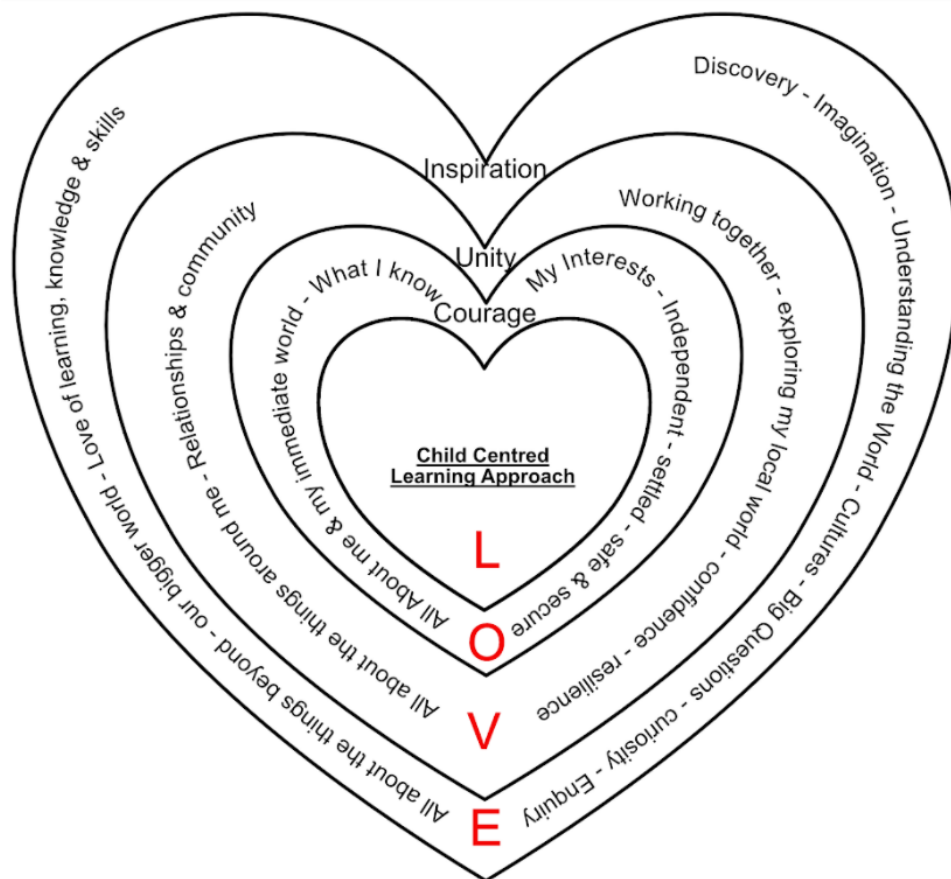
#### **Bishop Aldhelm's EYFS Curriculum Statement**

In line with our whole school vision we believe that all children are loved by God and united in learning. Our **INTENTION** in our Early Years Foundation Stage (Pre-School and Foundation) is to ensure that every child feels safe, happy and secure by creating an inclusive and welcoming ethos in which every child is valued and treated as a unique learner. By nurturing warm and positive relationships with every child we will enable them to make progress and achieve excellence in their learning.

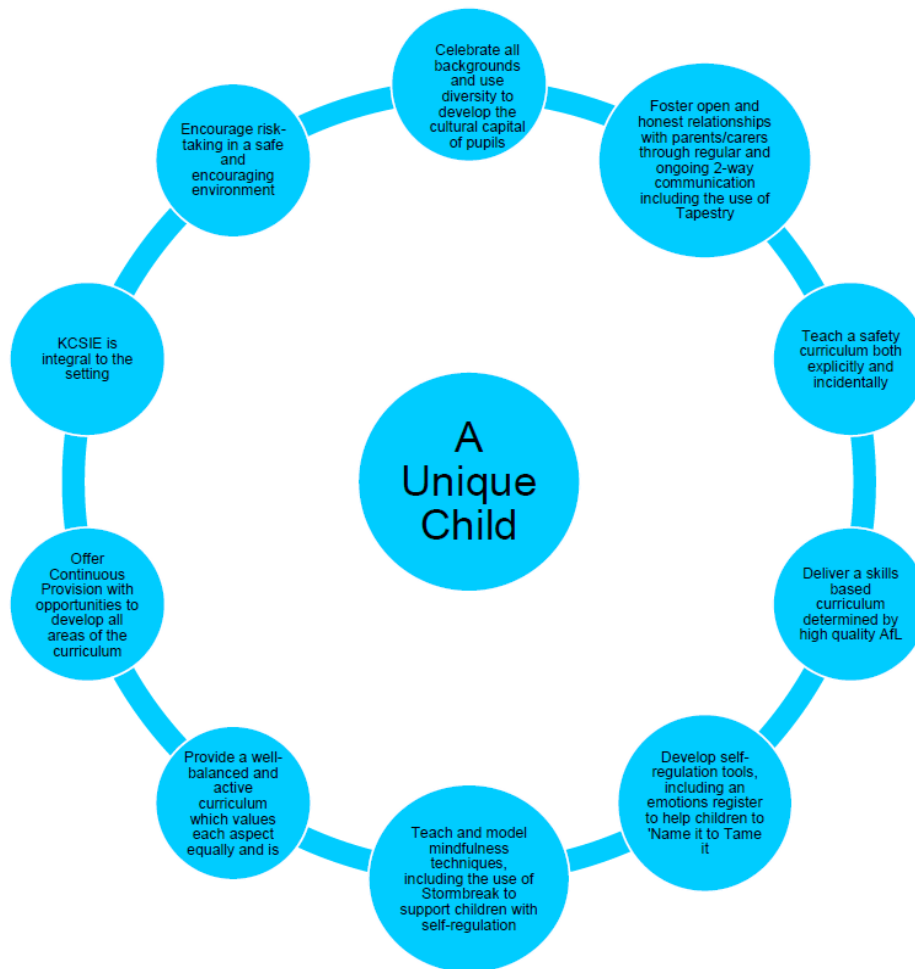
We intend to set the foundations which will help our children to become emotionally and physically healthy and, through their 'have-a-go' attitude, will have the tools to embrace challenges and overcome barriers. Upon these foundations, we strive to build confident life-long learners who have a thirst for discovering and finding out.

Our children will develop the skills of independence, resourcefulness and resilience within their learning and these will be encompassed within the school's four values of Love, Inspiration, Courage and Unity.

Our curriculum is set on the principle that children learn best when they are settled and comfortable within the learning environment and that a child-centred approach for young children is crucial for their development and success. Therefore, our teaching and learning is carefully crafted to reflect the needs and interests of our children, with imagination and creativity woven throughout. Our practitioners are constantly evaluating and reviewing their practise to ensure excellence across the Early Years Foundation Stage.



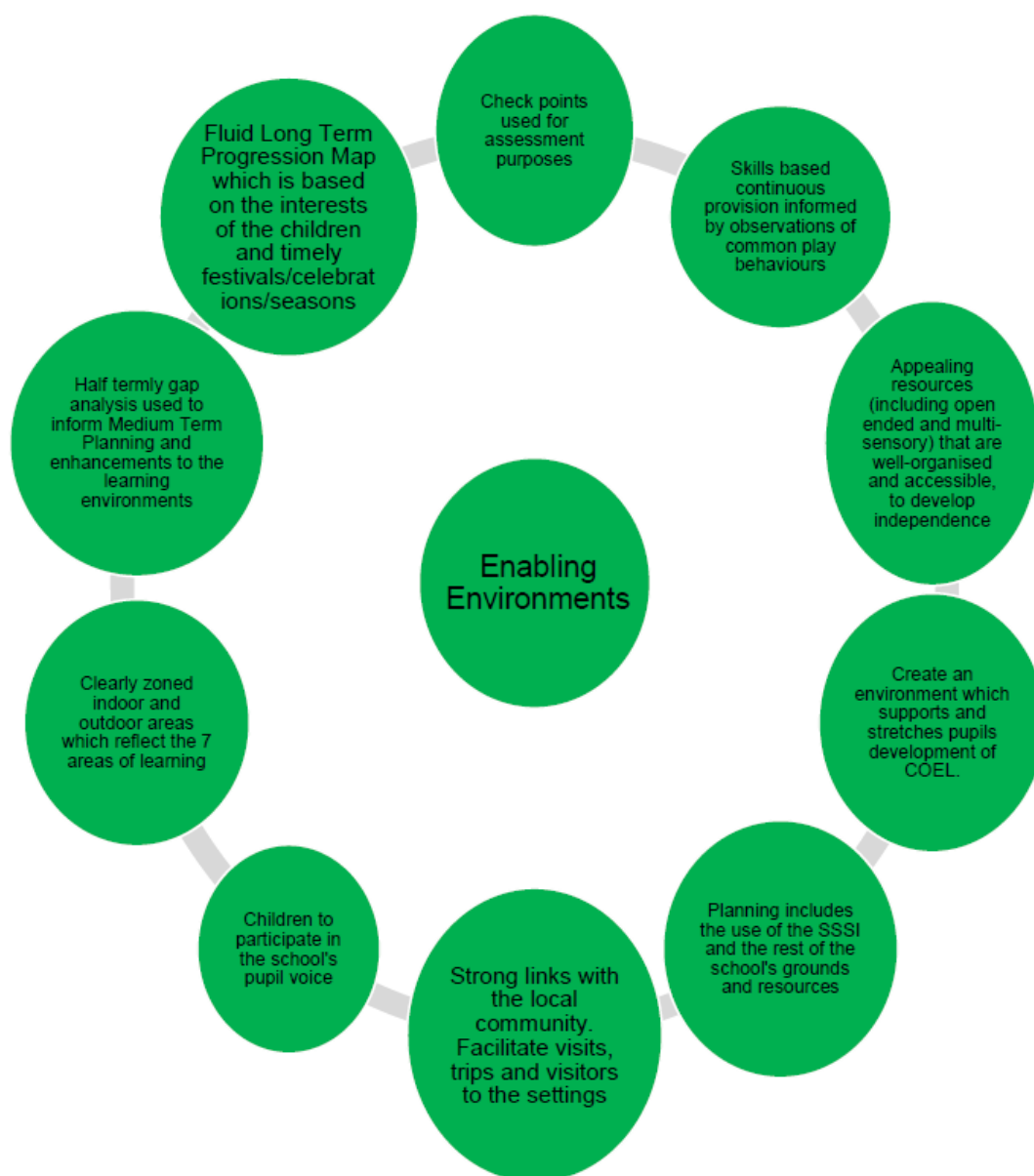
## A Unique Child



## Positive Relationships



## Enabling Environments



## Learning and Development



By IMPLEMENTING our curriculum, the IMPACT will be:

95% of children finish EYFS with a Good Level of Development

100% of children finish EYFS having achieved the ELG in Reading

Our children are well prepared for the next stage of their learning.



## **2 Record Keeping & Assessment**

### **2.1 Learning Journeys**

In our Pre-School, records of children's progress are maintained in the form of a learning journey, which is made up of three elements:

- Book for any recorded learning that shows significant attainment/progress. This can be for any area of the EYFS curriculum
- Floor Books to record the whole year group's 'Best Bits', these include photos, quotes from our children and examples of learning
- Tapestry online journal

In Foundation, records of children's progress are maintained in the form of a learning journey, which is made up of the following elements:

- English book
- ELS booklets (phase 2, 3, and 5)
- Maths book
- Floor Books to record the whole year groups 'Best Bits', these include photos, quotes from our children and examples of learning
- RE portfolio
- Tapestry online journal for all other areas of the EYFS

English and Maths books are used to record children's Literacy and Mathematics work, both teacher lead and independent. These are used as an aid to monitoring and moderation at a whole school level. All other areas of the EYFS are recorded and evidenced using Tapestry and Floor Books. This may include some evidential links to Literacy & Mathematics where children evidence their skills independently in the free-flow environment, during Let's Explore.

Observations take place in line with the new EYFS framework so are only used at key points within the year to record significant milestones in children's learning. Observations are also used to communicate with parents in order to create and sustain positive working relationships.

### **2.2 Making Observations**

The following codes are used when recording observations and annotating children's learning.

IND – Independent work  
MS – Moderate support given  
SS – Significant support given  
CI – Child initiated work  
All observations should be dated.

### **2.3 Assessment of Learning**

Practitioners use observations to support their knowledge of individual children. It informs them of children's abilities, needs, interests, play schemas and learning styles. Observations are evaluated, children's learning priorities are identified and relevant learning opportunities are planned to support children to make the next steps and progress.

There is regular monitoring and assessment of each child's development using the Early Years Foundation Stage Profile in line with the school's assessment calendar. This is stored within DC Pro.

At the end of the EYFS, staff complete the EYFS profile for each child in line with the statutory guidelines as published each year. 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 then shared with parents and/or carers.

## **2.4 Baseline assessment**

All pupils entering EYFS will complete the statutory baseline assessment in line with the requirements. In addition, our own baseline assessment is carried out during the children's first few weeks upon entering the setting. This assessment in Pre-School focuses on the prime areas of learning and CoEL and is in line with the Trust expectations. This assessment in Foundation, focuses on the prime areas of learning, some key elements of literacy and mathematics and CoEL and is in line with the Trust expectations.

Judgments made on children's development are based on practitioners' evidence of children's behaviour observed independently and consistently during Let's Explore (self-initiated activities) across all Areas of Learning and Development. Assessments are recorded for the Prime Areas and Literacy and Mathematics within the Foundation Stage Profile and tracked using DC Pro. Phonics and Harder to Read and Spell Words are tracked using Phonics Tracker.

The main EYFS assessment method is through practitioners' observations of children in different teaching and learning contexts, including both adult focused activities and child initiated play.

## **2.5 Parents/Carers as Partners**

At Bishop Aldhelm's Primary School we recognise the importance of establishing positive relationships with parents/carers, as highlighted by the EYFS framework. We understand that an effective partnership between school and home will have a positive impact on children's learning and development. So, practitioners endeavour to encourage the regular sharing of information about our children with parents/carers.

We value the role of parents/carers as children's primary educators. We encourage parents/carers to share their unique knowledge of their child, providing further insight into the child as an individual (e.g. characteristics, interests, experiences, likes, dislikes). This supports practitioners in establishing interesting and stimulating learning experiences, responding to children's needs and interests.

Parents/carers are kept informed of what is happening in the setting through regular letters, Tapestry observations and informal chatting at the beginning and end of the day. This also gives suggestions of how parents can support their children's learning at home; consolidating and building on what has been covered in the setting. All parents/carers receive the weekly communication email from the school which includes termly curriculum guides. Children in Pre-School who regularly attend our Wrap Around care have a communication book which details key points of their day.

Parents/carers are invited to attend parents' evenings during the course of the academic year. The first of these takes place during the autumn term to allow practitioners and parents to discuss how children have settled into the setting. Another parents' evening takes place during the spring term where practitioners will feedback on children's learning and development progress.

Other opportunities for practitioners to share children's learning, development and well-being with parents include:

- Parent Partnership events
- Phonics and Maths workshops
- Coffee Mornings
- Annual Reports
- Homework Activities
- Parent submissions to Tapestry

Parents are also invited to get involved with school life. The school has a volunteer scheme and parents are encouraged to become volunteers supporting children across the school.

### 3. Transitions

#### 3.1 Transition into Bishop Aldhelm's Primary School

Any child starting in our Pre-School or Foundation Year receive a home visit. At this meeting information regarding the induction process and what goes on in the setting is shared. There is also time for informal chat and parents' questions.

Staff at Bishop Aldhelm's work closely with pre-school providers in the area to ensure the best possible transition for all children, including those who did not attend our Pre-School.

In partnership with our Pre-School providers, the following books will be shared with our children before they begin in Foundation:

Books all children will know:-

- We're Going on a Bear Hunt
- The Tiger who came for Tea
- The Very Hungry Caterpillar
- Dear Zoo
- The Gruffalo
- Monkey Puzzle
- Owl Babies
- Rainbow Fish

And the following songs and rhymes:-

- 5 little monkeys...and other versions
- Wind the Bobbin Up
- Miss Polly
- Baa, baa, black sheep
- There's a Dinosaur
- Twinkle, Twinkle
- Old McDonald
- The Wheels on the Bus
- 5 Little Men in a Flying Saucer
- 5 Little Ducks
- 5 Current Buns
- Down in the Jungle
- Polly had a Dolly
- Sleeping Bunnies
- Tiny Tim

Data relating to the new cohort is received by the school in April. Once parents have accepted their place, they will be sent an online form to complete, which includes information about their child's current friendship groups. We use this information to inform our class organisation.

As a school, we currently take children from in excess of 20 different pre-schools some of which are out of borough. The EYFS lead teacher will liaise with each of these settings, wherever possible. Practitioners, including the school's SENCo may also visit other settings if they become aware of a child with very specific needs or if there is any information on the transfer form that indicates a visit is necessary. The aim of these visits is to support practitioners develop their knowledge and understanding of each child in order to make the transition period to our school as smooth as possible.

### **3.2 Transition from Bishop Aldhelm's Pre-School and Foundation**

Children attending our Pre-School will have regular opportunities throughout the year to visit our Foundation Setting as well as other areas of the school. They will also meet and work with adults from across the school in order to familiarise them with members of the school community.

### **3.3 All children starting in Foundation**

In the summer term, all parents of children starting in Foundation, are invited into the school for a welcome evening. This is an informative evening where parents can find out about the general day-to-day running of the Foundation unit and what to expect when their child starts in September. Information packs will be distributed to parents at this meeting, detailing school routines and expectations.

Before they start in the setting, all children are offered a chance to come and meet their teachers and spend time in the setting. This is in the form of a Stay and Play Session. The purpose of this initial visit is for the children to meet their new practitioners and start to become familiar with the setting. In August, a Keeping In Touch day is arranged so any families wishing to make a second visit to the school are welcome to come and have a play session to support the transition.

Once all the information about our new children has been gathered, the Foundation team meets with the Headship Team and the SENCo to ensure that provision for our children is in place to meet the needs of every child.

For the first two days of the academic year, children attend the setting for a full day with half the cohort. Once both halves of the year group have attended, all the children begin full time education (by day 3).

### **3.3 Transition to year 1**

Transitions are landmark events for children and have a definite impact on their emotional and academic development. They are times of exciting change, new opportunities and growth for every child. However, they can also be times of uncertainty where surroundings, expectations and procedures are different and key people unfamiliar. Getting transition right is vital for every child and should be seen not as an event but a process that involves children, practitioners and parents together.

There are significant differences in the style of provision in Foundation and Year 1 which can be a source of concern for children and parents.

To support children to prepare for these changes, staff in Foundation give the Year 1 staff a detailed handover of each child including using the cohort information tracker.

Children have a number of visits to year 1 in the summer term to help them familiarize themselves with the environment and to meet their new teacher. The Year 1 teachers visit the Foundation setting and teach the Foundation children for a morning in order to establish positive working relationships and to familiarise themselves with the children's routines.

In the Summer term, Foundation children will experience some whole class teaching. What they receive will be dependent on what is developmentally appropriate for each child.

## **4 Early Reading**

At Bishop Aldhelms's Primary School we strive to ensure that every child is a reader and fosters a love of reading. This begins in the Early Years where practitioners create literacy rich environments across the settings. Children will be read to by an adult at least twice every day through our Read Aloud curriculum. During this time, practitioners and/or children will choose texts from a carefully selected library of high quality children's literature. The children will answer questions relating to the text in order to allow for a deeper understanding of what has been read.

Every child will choose a 'Love of Reading' text from the class selection of books. These will include books that have been shared with the children and texts that the children are very familiar with. It is not expected that the child will necessarily be able to read this book independently, rather it is an opportunity for the parents/carers to enjoy sharing this text together.

From the first full week of school, our children begin learning phonics by following our Systematic synthetic Phonics programme: Essential Letters and Sounds. Every child will receive a phonics book to take home which is closely matched to their phonics ability. They will be able to read 90% of this book independently so this will be an opportunity for children to celebrate their learning with their parents/carers.

## 5 Resourcing

Resources within the provision are themed to match the children's current interests. The resources available are gradually introduced throughout the year as they become developmentally appropriate. This is gauged through assessment. Not all children will reach the same development stage at the same time so resources will need to reflect the current spread of abilities. The diagrams below shows the types of resources available for children to access independently to match their developmental stage.

### Writing areas:-

- Whiteboards & pens
- Paper (plain & large lines)
- Chunky Pencils
- Sand trays
- Coloured pens
- Chalks
- Paints
- Letter mats and dough
- Phase 2 sound mats
- Paper (large lines, themed borders)
- Tags, labels, sticky labels, Post-it notes
- Folded card for card making
- Phase 2 & 3 sound mats
- Topic words
- Phoneme frames
- Harder to Read and Spell word cards/mats
- Paper (large lines, themed borders, note books)
- Tags, labels, sticky labels, post-it notes, greetings cards, envelopes
- Selection of pens and pencils



Increasingly Complex resources

## Number Areas

- Counting objects
- Numeral cards to 5
- Numbered pots to 5
- Sorting objects
- Sorting trays and pots
- 2d shapes
- Numeral cards to 10
- Numbered pots to 10
- Number lines
- Pegs
- Dice
- Numeral cards to 20
- Numbered pots to 15
- 2d & 3D shapes
- Pattern activities
- Doubling and halving resources
- 100 squares
- Data recording resources
- Hoops for sorting

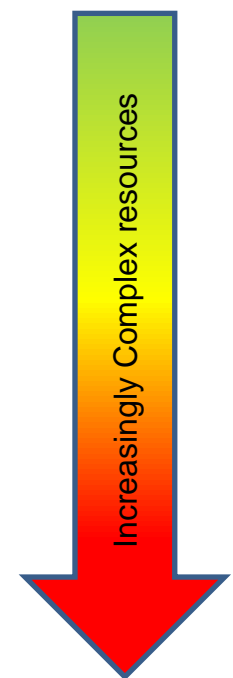
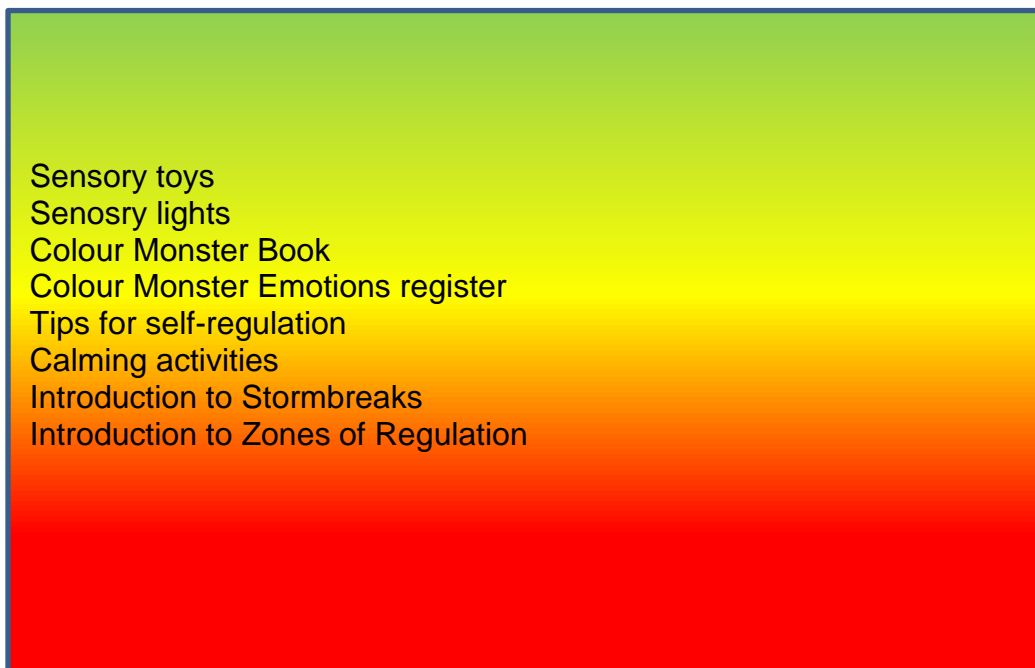
Increasingly Complex resources

## Creative Art Area

- opportunities to cut
- masking tape
- glue sticks
- wool
- Sellotape
- PVA glue
- Paper clips
- patterned scissors and punches
- String
- More complex joining materials
- split pins
- staples
- treasury tags
- Children should have access to paper and drawing materials to plan their pieces

Increasingly Complex resources

## Self-Regulation Area



### Reading Retreats:-

Reading retreats are in each classroom. Theming of these retreats is up to individual class teachers but should include pictures of children reading and work by the children.

Books available in the retreats will include...

#### Autumn Term

- The books the children are familiar with from the pre-school. These are:-
- We're Going on a Bear Hunt
- The Tiger who came for Tea
- The Very Hungry Caterpillar
- Dear Zoo
- The Gruffalo
- Monkey Puzzle
- Owl Babies
- Rainbow Fish

## 6. Outside Classroom

At Bishop Aldhelm's, we see our outside environment as an essential part of our EYFS provision. The outside area is divided into a number of zones. There is an outdoor (covered) classroom in Foundation and a covered decking area in our Pre-School setting, a gross motor skills area, a quiet garden area, a dig site and a bikes and trikes area.

We believe the outdoor environment is a learning environment just as indoors and should be of equal importance. The outdoor environment provides learning experiences and opportunities which cannot be provided indoors. The outdoor environment should complement the indoor learning environment and offer activities in a much larger, messier, noisier and bolder way. It should provide opportunities for living things to be observed in the natural environment and for the weather, seasons and the effects of these to be observed and experienced first-hand. We believe that all children should have continuous access to the outdoor environment on a daily basis.

The outdoor environment should allow the children to have choice in their learning and in the activities that they choose. We believe the outdoor environment can help us to encourage children to be more physically active, enjoy recreation, develop socially, take an active role in planning their own learning and feel confident to express their feelings.

#### **Purposes/Outcome we want:**

- children to have access to the outdoor environment on a continuous and daily basis
- to ensure the outdoor environment provides opportunities to develop their large motor skills
- our children to have the opportunity for energetic play, exercise and fresh air
- to observe, assess and record the learning that happens in the outside environment
- children to plan and have ownership of the learning that happens in the outside environment
- children to care for the outside environment in and out of school
- to enable children to work on their own and with others
- children to have the opportunity to relax, enjoy and have fun outdoors
- children to play in a large space
- children to experiment with noise and sound
- to give children an opportunity to become involved with messy activities
- to help children to settle in to school
- children to make discoveries and to add a new dimension to activities in a different environment.

#### **The Weather**

Children have the opportunity to explore outdoor learning in a variety of weather conditions. The outdoor classroom is undercover and provides protection from the elements. In addition, children should have the appropriate clothing to enable them to do this safely such as being encouraged to wear sun hats in the summer months and bring in sun cream from home to apply when needed. Children have the opportunity to come indoors if they are too hot and have access to drinking water. Alternatively, children and staff are encouraged to wrap up in warm suitable clothing in the autumn and winter. The school has a set of coveralls for the children to facilitate outdoor exploration in wet weather and all children keep wellington boots in school. Children are able to choose to come inside if they are cold and staff swap over roles. Staff will liaise if they feel there are extreme weather conditions which may make it unsuitable or safe for children.

#### **Creativity in the outdoors**

The EYFS team at Bishop Aldhelm's strive to enable and encourage creative learning opportunities by providing space, time, resources, and activities. We will encourage use of open-ended resources on a bigger scale, such as den building, problem solving and risk taking, use of imagination and making independent and active choices. A balance of adult and child initiated activities and tasks will be planned for in response to children's interests.

#### **Broad Guidelines**

- children have access to outdoor learning for a vast majority of the day
- children are encouraged to experience a variety of activities in the outdoor area
- children experience a range of adult led and child initiated activities
- children have first-hand experiences of nature and wildlife
- children are encouraged to explore the natural world using all of their senses
- children are given opportunities to develop their large motor skills
- children have access to a range of well organised manmade and natural resources which are well cared for are encouraged to care for and take responsibility for the resources available to them

#### **Outside Classroom Zoning**

The outdoor classroom is divided into 5 clear zones which will evolve and adapt throughout the year.



Below is an example of what these zones could be:

Explore Zone	Imagination Station	Outside Arts Area	Sand & Water Zone	Reading	Construction Area
Consists of a large wooden exploration table and a set of 4 exploration tanks. Follows children's interests as the year progresses.	Consists of a stage, musical instruments, dressing up area and role play house. As the year progresses resources include costumes and links to stories the children are familiar with. The house is themed at different times of the year to match children's current learning.	Consists of art easels with painting and drawing equipment so children can create art in the outside environment.	Consists of Sand and water trays as well as a water wall. These are supplemented with various toys to support play. As the year progresses children are encouraged to explore measure and capacity through adult interactions.	This area is resourced by a purpose built seating area. Resources as per the reading retreats.	In our preschool this includes a range of resources of different materials, shapes and sizes. In Foundation this includes a woodwork station.

#### **Writing and Mathematics in our outside environment:**

There is not a specific writing area or maths area in our outside environments because purposeful and 'real-life' writing and maths is promoted in all other areas of the outside environment. Practitioners ensure that support and prompts for writing and maths are readily accessible. This includes access to paper, writing implements, ELS sound mats and Harder for Read and Spell Words (in Foundation) for writing; and numberlines, pattern, measuring and capacity resources for maths.

#### **The role of Staff in the Outside Area**

- staff play alongside children as well as initiating focused activities
- staff are flexible and aware of the importance of building on children's prior experiences and interests
- staff scaffold and support children's learning
- staff ensure resources are well organised and easily accessible for all children
- staff share ideas and information about the outdoor area
- staff provide positive role models showing respect and care for the outdoor area
- staff plan for opportunities in the outdoor area which build on children's interests.

#### **Planning for the outdoor provision.**

Every staff member of the EYFS team will take responsibility for an area of learning in the outdoor environment. Teaching staff oversee the weekly planning and other members of the team are responsible for resourcing and maintaining all areas. The EYFS team will have a regular phase meeting agenda item to review and maintain good standards of outdoor practice.

#### **Safety**

The outdoor area is checked for health and safety reasons every morning by a member of the EYFS team and any issues are addressed. This may result in temporary closure of certain areas. All issues are reported to the site manager and a call logged on the premises logging system.

## **7. Snack Time**

At Bishop Aldhelm's we believe that snack time is a great opportunity for children to practice their physical skills, begin learning to take responsibility for their own health and hygiene and to develop social skills as they share time with practitioners and other children.

### **How we manage our snack time**

1. Ensure children wash their hands before starting their snack
2. During snack time support children to manage spillages and waste.
3. Encourage children to help you clear up after snack time by disposing of their food waste and cleaning and tidying their place at the table.

### **Focus of Snack Time**

Snack Time will be used as part of our Read Aloud curriculum when appropriate. This will give our children an opportunity to enjoy their healthy snack whilst listening to a carefully selected, high quality text.

Snack Time will also be used as part of 'Snack and Chat Time'. Teachers will provide children with a stimulus to talk about and will use this time to support children in developing their vocabulary.

## **8 Displays**

At Bishop Aldhelm's we believe that our displays should:-

- celebrate children's achievements.
- boost children's self confidence.
- enable the children, staff and visitors to gain an insight into the diversity of the work carried out in our EYFS phase.
- create a bright, rich and stimulating environment for children to be in.
- ask questions to extend learning.
- provide information that children need on a daily basis.

### **Expectations for Display**

We believe that a good display must have the following:

- A clear title.
- Children's work or photographs of children's involvement relating to the display.
- Children's voice wherever possible
- Links to the EYFS to support both teaching and the children's learning.
- All pieces of work labelled with the children's names.

To maintain high standards in our displays, it is expected that backing paper and borders will be renewed for each new display. Children's work will be mounted and care taken to ensure smooth cutting edges. The mounting of all work should be precise and straight and of a consistent width.

### **Each class will have the following displays as a minimum.**

- Phonics
- Word Wall
- Mathematics
- Reflections
- R.E.
- Reading Display

- Proud cloud

## 9. Cultural Capital

The term "cultural capital" was popularised by the French sociologist Pierre Bourdieu, who proposed that it refers to everything from tastes to manners, knowledge of the arts, economy, the world, communication skills and social skills. The more cultural capital a person has, the greater their chance of social mobility.

The catchment area for our school is very diverse. Our aim is to address social disadvantage and, as a result, our curriculum reflects the school's local context by addressing typical gaps in our pupils' knowledge and skills. We also actively encourage children to share their culture and heritage with each other so that we can grow and learn from one another.

It is crucial that as well as being taught essential knowledge and skills, our pupils are taught explicit and engaging vocabulary across the curriculum to ensure all children have the language they need to fully access their future learning.