

Weston Park Primary School



EYFS Policy

Date of last review: January 2020

Date of next review: January 2023

Aims

- To provide a structured, secure, caring and well-resourced learning environment both inside and out which meets all the individual developmental needs of 'young learners' and underpins all future learning.
- To enable them to become confident, motivated and happy learners, developing the skills and attitudes necessary for their own successful future learning.
- To enable their early development to take place within the caring and nurturing environment of Weston Park Primary, in line with the ethos and values, which the school upholds and promotes.
- To develop independence and individuality, whilst fostering respect and tolerance for others irrespective of ability, race, creed, gender or background.

Principles

In order to achieve the above objectives Weston Park Primary school staff and governors will provide a curriculum for EYFS based on the following principles, which will establish the foundations that underpin all future learning:

- at the core, place the development of positive attitudes and dispositions towards learning and foster the development of positive behaviour and social interaction skills;
- promote and develop personal, social and emotional well being;
- encourage the development of self-confidence and positive self-awareness;
- enable children to develop the skills of attention, concentration and persistence;
- place speech, language and communication at the heart of learning;
- lay the foundations for developing reading and writing;
- develop early mathematical skills and concepts;
- develop an understanding and appreciation of the world in which children live;
- enable children to be creative in their responses to their world and in their development of skills;
- encourage children to develop their imagination through the exploration of media and materials;
- Promote healthy and safe physical development - both gross and fine motor;
- Encourage independence and ownership of own learning.

The needs of young learners

All children require:

- Adults who are sensitive to their differing needs, abilities, backgrounds and previous experiences to teach, support, care and offer equal opportunities for them all to develop.
- Adults who will respect them and value their ideas and opinions recognising that every child is an individual.
- A challenging and diverse curriculum offering ample opportunity to practise and develop skills and learning. This includes rich and positive learning experiences with plenty of first-hand experience, varied to include all learning styles and including regular opportunity to explore and learn through practical and play activities.
- Opportunities to make decisions and to take responsibility - both for their learning and behaviour. The curriculum is founded upon offering opportunities for the development of personal qualities, social skills, and positive attitudes towards learning. This includes the chance to make mistakes in a forgiving environment and to realise that making mistakes is a learning experience.

In summary, a well-planned, carefully structured programme of academic and personal development, building on past experiences and achievements - delivered in ways appropriate to their age and stage.

Teaching and Learning

The core purpose at Weston Park Primary school is to teach for enjoyment and progress, ensuring that all children steadily acquire and improve skills, knowledge and understanding. In EYFS children join a community of lifelong learning - children and adults alike. High quality expectations for teaching, learning and conduct is established in EYFS and is consistently and clearly applied throughout the school. The more specific features of good practice which apply to the EYFS are as follows:

- the very close partnership between teachers and parents/carers that helps our children to develop a positive self-image of themselves as learners and, therefore, to feel secure and confident at school;
- the understanding that teachers have of early child development and special educational needs and how this relates to teaching and learning;
- a kinaesthetic and visual approach to curriculum delivery, which provides rich and varied opportunities.
- the range of approaches that provide first-hand experiences; give clear explanations; make appropriate interventions; and establish and

develop the children's ability to play, socialise and communicate with others;

- a very strong emphasis on communication - including speech therapy as required - to generate a language for learning; to seek every opportunity to talk with children about their learning, encouraging them to listen and respond productively as appropriate to their level of need;
- the carefully planned and well-resourced curriculum and schemes of work that help children to maximise their potential against the Early Learning Goals . This includes off-site visits and drawing on the resources of the local and wider community;
- A safe, high quality-learning environment - both indoors and outdoors, available throughout all seasons and weathers;
- the assessment, through observations, of children's achievement, progress and future learning needs, which are regularly shared with parents and carers, and the appropriate resourcing and training of staff to meet the children's needs;

Classroom Organisation and resources

The organisation of the classroom reflects the importance that is placed on children learning through play and first-hand experience, developing independence and having opportunities to initiate their own activities.

The Reception area provides the following learning environments:

- Small world tray for retelling stories
- Role play area
- Large and small construction
- Book corner with a range of fiction and non-fiction books
- Writing table with a range of writing resources
- Making area with access to a choice of natural and man-made resources
- Table top and small world toys
- Interactive whiteboard
- Malleable materials
- Musical instruments
- Painting and creative equipment
- Maths games and equipment

- Outside classroom - a safe, fenced area including a mud kitchen, giant sand pit, den, outdoor chalkboard, planting equipment and areas, small sand pits, water trays, outside toys. All areas have access to writing materials and reading books

Indoor and outdoor learning environments have a focus on open-ended resources to support creative and problem solving approaches to learning.

Development of early number sense is supported through the careful organisation of resources, requiring children to count, match, order and group items as they work and play.

Protective clothing including wellington boots, waterproof coats and trousers ensure that the outdoor learning environment is accessible to all throughout the year, whatever the weather.

Inclusion in EYFS

At Weston Park Primary School we believe that all children matter and have equal rights and we are an inclusive school - as described in the school's Equality Policy. We give our children every opportunity to participate in a wide range of experiences in order to help them to achieve their best. We do this by taking account of each child's learning style, communication needs, disability and range of life experiences when we are planning for their learning. This is outlined in the Accessibility Plan, which is a document outlining how the school intends to meet the needs for all children to access learning and is revised annually.

The Curriculum

The Early Years Foundation Stage (EYFS) is a comprehensive statutory framework that sets the standards for the learning, development and care of children from birth to five. The EYFS extends from birth to the end of Reception and the beginning of Key Stage 1. The curriculum should therefore be seen as part of a continuum of learning, which begins at birth, extends throughout the years of compulsory schooling and establishes the young person as a lifelong learner.

Play underpins the delivery of all the EYFS.

The EYFS principles guide the work of all practitioners, there are four themes:

- o a unique child

- o positive relationships
- o enabling environments
- o learning and development.

The curriculum consists of seven areas of learning - three "prime" and four "specific". The seven areas consist of a total of seventeen aspects.

Prime:

The prime areas begin to develop quickly in response to relationships and experiences, and run through and support learning in all other areas. The prime areas continue to be fundamental throughout the EYFS, work together, and move through to support development in all areas.

The **prime areas** are:

Communication and Language - comprising:

- o Listening and attention
- o Understanding
- o Speaking

Physical Development comprising:

- o Moving and handling (gross and fine motor)
- o Health and self-care.

Personal, Social and Emotional Development - comprising:

- o Making relationships
- o Self Confidence and self-awareness
- o Managing feelings and behaviour

Specific:

The specific areas include essential skills and knowledge for children to participate successfully in society. They grow out of the prime areas, and provide important contexts for learning.

Literacy - comprising:

- o Reading
- o Writing

Mathematics - comprising:

- o Numbers
- o Shape, Space and Measures

Understanding the world - comprising:

- o People and communities
- o The world
- o Technology

Expressive arts and design comprising:

- o Exploring and using media and materials
- o Being imaginative

The above also refers to our practice of cross-curricular teaching and learning which encourages children to make links and practise skills in a relevant and interesting way. Weston Park Primary School believe that all individual learning styles should be recognised and honoured in a creative learning environment. The way in which we learn is as important to progress and success as what we learn.

Characteristics of Effective Teaching and Learning

The characteristics of effective learning describe factors that play a central role in a child's learning and in becoming an effective learner. They are vital elements of support for the transition process from EYFS to year 1. The characteristics of effective learning run through and underpin all 7 areas of learning and development. They represent processes rather than outcomes. They are as follows:

- Playing and exploring
- Active learning
- Creating and thinking critically

Children develop awareness of their own learning styles through the use of Mr Men characters that link to the different characteristics. Children are awarded stickers with the corresponding character when they demonstrate particular characteristics. This encourages their own personal reflection and evaluation of their learning and is promoted through class discussion during reviews of child-initiated learning.

Assessment

Children will be assessed during their first half term at school and this will take in to account information from parents and carers, preschool settings, observations and work samples. The information will be triangulated to form an understanding of the child's starting points from which to base teaching and learning.

On-going assessment (formative assessment) is an integral part of the learning and development process. Staff are involved in daily observations and assessments

throughout the Reception Year; they include child-initiated opportunities, teacher led activities in the inside and outside learning environments. Assessment information is also gathered from parents and carers and other additional adults to form a complete picture of the child. Children have the opportunity to look through their learning journeys and reflect on their work and this is also captured and included. Observations, samples of work and photographs are recorded in each child's 'learning journal.' Data is entered electronically onto the data-tracking programme online at the end of each term. At the end of the year, children are assessed against the 17 Early Learning Goals(ELG) based on moderated teacher judgement and strongly supported by evidence in their learning journeys. The EYFS Profile will be completed at the end of the Reception year this data is then shared with the Southampton Local Authority and the DfE. Teachers also complete a sort commentary explaining how children demonstrate the Characteristics of Effective Teaching and Learning. This commentary alongside the ELG data forms the completed EYFS Profile.

Reporting: The class teacher will report to parents / carers whether children are at an Emerging, Expected or Exceeding level of development. This is in line with the reporting requirements from the DfE (see above).

Some Reception Year children may begin to work towards the expected standard of a year one child of the National Curriculum when it is judged appropriate for them. This is when their assessment demonstrates that they are "exceeding expectations". Children who do not achieve all of the Early Learning Goals by the end of the Reception Year continue to work towards them in Year 1. These children will be assessed to be "emerging" in their development. Progress will be shared with parents and carers after the autumn half term, towards the end of the spring term and at the end of the summer term, in accordance with our Assessment, recording and reporting policy. Year 1 teachers are included in the assessment of ELGs and a robust transition process takes place throughout the summer and autumn term to ensure smooth path from EYFS to KS1.

Transition

Transition is a carefully managed process that takes place throughout the year but with a focus on the Summer and Autumn term.

Preschool to Reception

Reception teachers meet with all feeder preschool to gather information about the new cohort. Teachers will then visit settings to meet and observe children. Towards the end of the summer term, parents are invited into school for a series of sessions. These sessions include a welcome to the school meeting for parents and settling in

sessions for children. This ensures that parents have the information needed and the crucially, positive relationships with parents and children have been established.

Home visits

Home visits take place in the first week of the Autumn term and focus on home learning and the parents role in supporting their child at school - this includes early reading, phonics, homework expectations and how parents can contribute to learning journeys through Class Dojo and Proud Clouds. Home visits are also a crucial part of the transition process in further developing relationships and gathering assessment information to inform planning.

Induction to School

Following home visits, children have a staggered entry into school to ensure a smooth transition. They begin by attending either a morning OR afternoon session every day for the first week. This prepares them well for attending full time the next week. Parents are welcomed into school each morning to support their child with settling in and to provide regular opportunities to talk with teachers about their child's learning and development.

Working with parents

Parents evenings

In addition to daily opportunities to talk with teachers, we provide termly parents evenings to discuss progress and next steps. It is also an opportunity for parents and teachers to work together on concerns and to action plan and signpost any additional support required.

Class Dojo

As a school we use the online communication platform "Class Dojo". This provides two way messaging between home and school. It also provides the opportunity for parents and teachers alike to post pictures and examples of work so that successes can be shared and celebrated.

Proud Clouds

We send home proud clouds that parents can use to record "wow" moments from their child's learning and development and we then include these in their learning journeys.

Home learning

Home learning is sent home at the start of each half term. It could include tricky words to learn to read, ideas for developing maths skills at home and a creative project to work on together such as a poster or model.

Reading at home

We provide high quality books that can be borrowed by families to ensure a rich and varied selection of stories for parents to read to their children at home. In addition to this, we expect children to practise reading with their parents at home everyday and this can be done through the online Bug Club Reading Scheme or through borrowing books from school. This is recorded daily in children's reading logs and tracked by teachers.