

Newton Tony CE VC Primary School	
Early years foundation stage (EYFS) policy	
Policy agreed	November 2020
Policy review	November 2021 (or as required)

Newton Tony CE VC Primary School is a safe, welcoming and nurturing school that offers a sense of belonging. We are situated in a small, rural village and we pride ourselves that we know each and every child. We do our best to help each child find their strengths and talents so that they will flourish and be challenged. Our strength lies in putting the needs of the child at the heart of everything we do. We offer an exciting and stimulating curriculum, with high quality teaching that provides a rich, rewarding and enjoyable learning environment for all. Through a solid partnership working with Parents, our Church, the Community and Her Majesty's Armed forces, we encourage children to become confident, caring and independent young learners.

We believe ... Everyone cares and Everyone counts

Our aims are to:

- provide the children in our EYFS Reception class with a caring and inclusive learning environment.
- capture the magic of all children and encourage them to flourish
- build their self-esteem in a caring, safe and secure environment
- ensure that each child will leave our school, equipped for lifelong learning remembering it with happiness.

We ensure that all our children receive a positive start to their school journey, by:

- encouraging home-school partnerships, as well as links with local pre-schools, particularly during the transition period as children prepare to start school;
- understanding children's prior knowledge and experiences and building upon these to support children's ongoing learning and development;
- recognising that supporting communication through play is key to children developing social skills and therefore learning with and from others;
- respecting each child as unique, and developing a strong understanding of their interests, learning styles and individual needs;
- valuing and supporting each individual's characteristics of learning in supporting their Tapestry online 'Learning Journey';
- closely monitoring children's progress against the Development Matters age bands at regular intervals throughout the year;

- valuing the role of parents/carers as partners and recognising all stakeholders, including the child themselves in celebrating achievement and in identifying and supporting the next steps in their learning;
- understanding how children's individual needs and interests support planning, provision and assessment for their ongoing development;
- providing a broad but balanced curriculum across the seven areas of learning;
- gathering observational evidence on children's progress, using: transcripts, annotations, children's work, photographs, videos, commentary and evidence from home;
- encouraging and promoting children's independence in valuing and guiding child-initiated learning through play;
- involving children in planning for activities and resources used in their environment to stimulate their interests and further their learning;
- valuing the development of the whole child, socially, emotionally, spiritually and academically, celebrating individual differences;
- promoting equal opportunities for all children, including children with Special Educational Needs and Disabilities.

Starting the school learning journey

All our children in Hedgehogs class are encouraged to start full time school at the start of the Autumn term, although arrangements for part time attendance or delayed entry are discussed on an individual basis. The Early Years Foundation Stage (EYFS) curriculum applies to children from the age of three until the end of the Reception year. For more information on admissions visit <https://www.wiltshire.gov.uk/article/1698/Applying-for-a-school-place> or visit our school website 'Apply to our school'.

Our EYFS new starters are invited to a series of weekly 'stay and play' sessions at the end of the Summer term. These sessions provide the opportunity for children to meet their new peers and play alongside them in order to build relationships. This cumulates with an outdoors 'Teddy Bear Picnic', where the children bring a soft toy. Our Rights Respect Warriors organise a tea party and games to welcome the new starters. Parents are encouraged to attend with their own picnic.

Parent Partnership

We highly value our parent partnerships and acknowledge the vital role that all parents play in their children's learning and development. We recognise the role that parents have in educating their children, through:

- welcoming 1:1 guided visits to our school with the Head Teacher
- open mornings
- new starters 'meet and greet' parent information session
- involving the Head girl and boy in question and answer sessions
- providing 1:1 meeting with the class teacher during the transition period before their child begins at school
- maintaining an open-door policy where parents feel welcomed into the school and classroom at any time to discuss any queries or concerns (CV19 guidance and social distancing guidelines are followed)
- subscribing to Tapestry online Learning Journey which allows parents/carers to share in children's learning and development and is readily accessible
- termly Parental Consultation meetings (face to face, telephone call or Zoom) to discuss their child's progress

- ensuring regular communication on our school website and through emails and text message service.
- providing reading records and decodable reading books to share with your child
- opportunities for two way communication using our pupil communication book
- home/school Partnership Agreement

Inclusion in the Early Years Foundation Stage

At Newton Tony CE VC Primary School, the ethos that every child matters is central to our practice. We give our children every opportunity to enjoy learning, achieve their goals and reach their potential. In doing so, we take account of each child's life experiences, needs and interests in planning for their learning and progression. This is reflected by challenging expectations which we set for children in line with their age and stage of development. Our planning ensures that it reflects the needs of all learners within the group, including children with Special Educational Needs, Gifted and Talented children, English as an Additional Language, as well as children with disabilities or impairments, children from all social, cultural and linguistic backgrounds. This is facilitated through the use of tailored resources, programmes or interventions and adult support, including the support of outside agencies.

The Early Years Foundation Stage Curriculum

The Early Years Foundation Stage curriculum outlines expectations of children's learning and development in age-related bands, according to the EYFS Development Matters Curriculum. The 'Characteristics of Effective Learning,' which underpin the EYFS curriculum provide both adults and children an insight into how we learn. They enable children to identify and develop key skills and behaviours, such as: independence, reflection, motivation, creativity and resilience. They allow us to recognise individuals' learning styles and preferences and how we can reflect and support these in our environment and in our interactions.

Learning and development covers the 7 key areas of learning within the Early Years Foundation Stage (EYFS), which are:

Prime Areas

Personal, Social and Emotional Development

Helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others. It requires them to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in group. It promotes children to have confidence in their own abilities. We promote an inclusive ethos and ensure every child is a valued member of our school community.

Communication and Language

Giving children opportunities to experience a rich language environment in order to develop their confidence and skills in expressing themselves. It requires them to develop the ability to speak and listen in a range of situations with a range of people.

Physical Development

Providing opportunities for young children to be active and interactive. It requires them to develop their coordination, control, and movement in a range of situations, using a range of equipment and apparatus to develop their gross and fine motor skills. Children are supported to understand the

importance of physical activity, and to make healthy choices in relation to food, exercise and lifestyle.

Specific Areas

Literacy

Encouraging children to hear, say and recognise sounds and link them to begin to read and write independently. Children are provided with a range of materials and resources to promote their phonic knowledge and development which in turn supports their interest and ability to read and write.

Mathematics

Knowledge, understanding skills in the areas of number and counting, calculating and shape, space and measures. Providing opportunities and resources for children to practice and apply these skills is essential in them mastering key skills in counting, calculating and identifying and describing shapes and patterns.

Understanding the World

Developing children's knowledge and understanding of the world around them is crucial for them to describe their observations of events and make links in their learning and understanding of processes and phenomena. It involves guiding children to make sense of the physical world and its communities through opportunities to explore and investigate the environment, people, places and technology.

Expressive Arts and Design

Fostering and developing children's natural creativity and imagination by allowing them opportunities to explore and experiment with a range of media, materials and processes to create planned and spontaneous effects. It encompasses developing their skills and understanding in the areas of: art and design, music, movement, dance, drama, role-play and design technology.

Our teaching and learning practices reflect the four key principles of Early Years development which permeate the Early Years Foundation Stage Curriculum:

The Unique Child

We recognise that each child is unique and individual in their interests, abilities and learning styles. We reflect this through our planning and provision through evaluating our indoor and outdoor environment and how our pupils learn within it. We strive to ensure that they become capable, confident, resilient and self-assured learners who feel secure, safe and settled within their learning environment.

Positive Relationships

The relationships that children forge with their peers and practitioners in the setting are vital in ensuring they feel secure and content and that they are able to develop to reach their potential. We recognise that parents and carers are key partners in promoting their child's learning and development and strive to maintain strong links with home. We hope to make children confident, positive learners through the relationships that they build with others in our school community.

Enabling Environments

Children learn best in environments in which they feel secure, settled and confident. We ensure our learning environment reflects the needs and interests of children in order that they progress and develop to their potential. The indoor and outdoor environment is continually evaluated and developed to reflect children's developing abilities and interests and the children are very much

involved in this process. We strive to draw upon as many resources in order to provide an interesting and stimulating learning environment, drawing upon areas throughout the school environment and within the local community.

Learning and Development

Recognising that each child is unique means understanding that each child learns and develops in different ways and at different rates. Children's learning and development cannot be best supported without recognising the impact of the other three key principles above. All areas of learning and development are interconnected in many ways and in reflecting and promoting these links through a stimulating environment and rich curriculum; children are enabled to fulfil their potential as young learners.

In doing so, we encourage pupils to develop positive attitudes and dispositions to learning which motivate them to develop their knowledge and skills across the curriculum in a variety of ways. We strive to ensure that pupils develop positive relationships with adults and peers in our school community and understand, respect and value difference. We teach pupils to understand, recognise and communicate their feelings, ideas and opinions, identify those of others in order that they can communicate and interact with others positively and effectively. We present pupils with appropriate levels of challenge in order that they develop persistence and resilience in their learning.

How we teach in the Early Years Foundation Stage

During the EYFS Reception year, our children undertake a mixture of child-initiated and adult-initiated play-based learning activities in line with the Early Years Foundation Stage Curriculum Guidance. The indoor and outdoor environments are regularly reviewed and provision and activities tailored to meet the interests and needs of the different children in the class. In the Summer Term, near the end of the Reception year, the curriculum and timetable develop to reflect and support the transition of pupils from Reception to Year One.

Play based learning is a central part of our Early Years Foundation Stage curriculum, which reflects how young children use play to develop their knowledge, thinking and relationships. It is a powerful vehicle for learning, in that it promotes and enhances: creativity, imagination, problem solving, social skills, motivation and independence. Children develop social skills, relationships and interactions through their ability to play with adults and their peers and their interests and knowledge are strongly reflected through their chosen activities. Play is facilitated and supported by our staff in order to promote opportunities for children to demonstrate and develop their understanding across the seven areas of learning in the EYFS curriculum.

We recognise and reflect in our practice the impact of following values of play:

- Play is a natural way for children to learn;
- It teaches and develops social communication and interaction;
- It develops children's physical skills, including gross and fine motor skills;
- Play allows children to develop their confidence and self-esteem;
- Play provides a window into each child's personality, motivations and interests;
- Play is self-motivated and directed;
- Play can be solitary, paired or grouped;
- It encourages use of, and reflection on first-hand experiences;
- It allows children to adopt roles and responsibilities, exploring roles, ideas, feelings and relationships;
- Play reflects enjoyment;
- It encourages independent pursuit of interests;
- Play encourages independent use of resources, materials and activities;

The following strategies and practices are implemented to show our intent to support, promote and develop children's play as means of developing their knowledge and skills across the curriculum:

- Children are offered both indoor and outdoor play which is free, independent, self-selected, and play which is structured and facilitated and supported by an adult;
- Children are encouraged to pursue solitary, parallel and collaborative play opportunities across the curriculum;
- A range of both resources and equipment are used through play to develop childrens' fine and gross motor skills thus developing pre-writing skills;
- A range of resources and books are provided in our provision to develop early reading, phonic skills and early number skills;
- Children are provided with resources to promote communication and language through oral storytelling, singing familiar songs and playing games;
- Children are provided with a wide range of familiar and novel play activities and resources which offer them opportunities to explore a range of roles, ideas and feelings;
- Equipment and resources are safely stored and displayed and are presented clearly and attractively to promote accessibility by all children and independence in self-selecting activities;
- Activities reflect a range of abilities, needs, interests and stages of development;
- Resources in our provision are adapted over the year to reflect the children's skill progression;
- Children are provided with equal access to suitable resources that they can use to support their learning through play.

Assessing the Early Years Foundation Stage Curriculum

Thorough assessment is carried out through the regular use of: observations, transcripts, children's work, photographs and audio/video which reflect each individual child's achievements and interests. This progression is celebrated and documented through each individual's Tapestry online 'Learning Journey' document as well as through the classroom environment in the form of resources, activities, areas of interest and displays. We value the vital role and influence of parents and carers as partners in learning and aim to reflect each pupil's learning and development from the perspective of the pupil, staff, and parents and families.

Throughout the academic year, our children are observed across a range of activities, provision and child-led and adult-initiated activities on a day-to-day basis. On-entry, this builds a picture of children's prior experiences, interests and strengths and enables staff to tailor the environment and provision to best support children's ongoing learning and development across the curriculum. Within the first two-to-three weeks of entry, pupils are assessed using a school baseline assessment which closely aligns with the EYFS Development Matters outcomes.

Pupils are assessed against the statutory EYFS Profile at the end of the Spring term and again in the Summer term, at the end of Reception year. These assessments judge their attainment in each of the 17 ELGs, identifying whether they have met the national standard, or 'Good Level of Development' that is expected for their age. Individuals' attainment is shared in the format of an end of year report to parents, which also includes a commentary for each individual which exemplifies and celebrates their 'Characteristics of Effective Learning.' These assessments are then used by the Year One teachers to inform their planning and provision on transition into Key Stage One and form the basis of the dialogue between staff in supporting pupils on the transition period.