

Policy for EYFS



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EYFS Policy

Intent: why do we teach what we teach?

Throughout their time in Willow Class our children partake in an ambitious broad and balanced curriculum. The Early Years Foundation Stage Curriculum is a plan of everything young children need to learn, and we design our curriculum in a

sequential way using Development Matters to ensure progress towards the end of reception Early Learning Goals (ELG).

All seven areas of learning and development are important and interconnected as is the role of executive function. Recognition is given to language development being vital and embedded throughout all areas of learning.

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, both in the EYFS and into Key Stage 1. These three areas are the prime areas:

- Communication and Language

Physical Development

- Personal, Social and Emotional Development.

Children are also supported through the four specific areas, through which the three prime areas are strengthened and applied:

- Literacy

- Mathematics

- Understanding the World

- Expressive Arts and Design

At Buildwas Academy, the curriculum is designed to recognise children's prior learning from previous settings and their experiences at home, provide first-hand learning experiences, whilst allowing the children to develop within our school values, resilience, kindness, courage, honesty, independence and respect. Every child is recognised as a unique individual and we celebrate and welcome differences within our school community. The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and values. We provide enhancement opportunities to engage learning and believe that our first experiences of school should be happy and positive, enabling us to develop a lifelong love of learning.

Throughout their time in EYFS, the children develop a sense of belonging to our school community, ready to transition to year 1. They have the confidence and skills to make decisions and self-evaluate, make connections and become lifelong learners. We intend:

- To work in partnership with parents and carers to encourage independent, happy learners who thrive in school and reach their full potential from their various starting points.
- To understand and follow children's interests and provide opportunities throughout our EYFS curriculum to support learning, consolidate and deepen knowledge and ensure children meet their next steps.
- To create an indoor and outdoor environment which supports learning.
- To prepare children to reach the Early Learning Goals at the end of the Foundation Stage and ensure children make at least good progress from their starting points.
- To support transition into KS1.

Implementation: how do we teach what we teach?

Our implementation is our Long-Term planning, our weekly planning, continuous provision (the environment) and the delivery in the classroom including meaningful interactions between adults and children. Our curriculum incorporates learning through play, learning by adults modelling, by observing each other and through guided learning and direct teaching which is increased as children become older and progress. It is also important to highlight that our plans are flexible to allow us to respond quickly to children's new interests and/or needs.

Our pedagogy and curriculum support the develop of a child's ability to hold information in mind, focus their attention, regulate their behaviour and plan what to do next thus developing executive function.

Weaving throughout the EYFS curriculum at Buildwas Academy are three Characteristics of Effective Teaching and Learning:

- 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

These elements underpin how we reflect on each child's development and adjust our practice accordingly. Supporting children in their individual learning behaviour and observing the context of children's play is essential. Children are provided with a well-planned learning environment both indoors and outdoors in which a

range of rich, meaningful first-hand experiences are provided. These facilitate children to explore, think creatively and be active. We aim to develop and foster positive attitudes towards learning, confidence, communication, and physical development.

'What children learn is important, but how children learn is even more important if they are to become learners in today's society.' Helen Moylett *How Children Learn*, Nancy Stewart (2011)

The curriculum engages all children and ensures that all children make good progress from their starting points. A number of key resources are used to support the development of the curriculum including Development Matters, White Rose Maths, Little Wandle Phonics (please see our phonics policy) Jigsaw PSHE and Kapow, which ensures skills are built upon from Nursery through to Year 6. Our planning is continually evaluated by all staff to ensure that children's individual 'Next Steps in Learning' and personalised learning needs are met.

Our Foundation Stage comprises of a 26 Place mixed age EYFS unit (ages 3-5). The unit is led by a qualified teacher and supported by a Level 3 Teaching Assistant. Children in nursery can attend mornings, afternoons or full days. We are able to offer both 15 and 30 hour funded places for children from the term after they turn 3 until the term before they are due to begin Reception. If children want to attend the nursery full time, 5 days a week (8.45am - 3.15pm), there is an additional cost to cover the lunchtime supervision fee.

Parents are valued as first educators and every effort is made to inform them of the EYFS curriculum whilst providing them with the tools to continue in learning at home. On beginning Reception at Buildwas Academy, parents are welcomed to share special interests with school to support planning in advance, a comprehensive 'Welcome Pack' is also provided to ensure parents are aware of expectations, routines and the curriculum. Parents are also encouraged to share their child's achievements through 'WOW' moments through Tapestry, and these are celebrated within school. We also host parents evenings, drop in sessions and Christmas performances.

To support pupils Physical Development and the importance of fine and gross motor skills we have begun to use 'Dough Disco'. We also use the 'Get Set 4 PE' schemes to plan for our weekly Physical Education sessions. Children also develop

their gross motor skills throughout the week within forest school, risky play in the outdoor area (using crates, decking boards and climbing equipment, and they also have access to trikes, scooters and bikes to develop coordination.

Impact: how do we know what the children have learnt and how well they've learnt it?

We can see the impact that our implementation has had through lesson observations, assessments, learning walks, observations of children, insight tracking, tapestry, reflection meetings - both staff and children - and children and parents' feedback.

Observations of children's achievements are collated in their own personal, online 'Tapestry' Learning Journal. Parents/carers are actively encouraged to add their own comments and also to upload their own observations to show us what their children are able to do at home.

These ongoing observations are used to inform the EYFS Profile. The children's progress is reviewed continually. Throughout their time in EYFS, parents/carers are welcomed in to share their children's learning; both informally through our 'open door' policy and more formally during parent/teacher consultations.

At the end of the year the EYFS profile provides a summary of every Reception child's development and learning achievements. Children are assessed against the Early Learning Goals (ELG) by the class teacher - who uses their knowledge of the children to make a 'best fit' judgement.

The children are assessed against each area of the EYFS curriculum achieving:

- Expected ELG - meeting the expected level
- Emerging ELG - not yet meeting the expected level

This profile data is the statutory data that is sent to the Local Authority and used to help school benchmark and identify improvements.

At the end of Reception, the child's ability to self-regulate should allow them to focus their thinking, monitor what they are doing and adapt, regulate strong feelings, be patient for what they want and bounce back when things get difficult therefore supporting a smooth transition into Year 1.

SEND

Buildwas Academy is an inclusive school, enabling all of our pupils to reach their full potential, regardless of their starting point.

We ensure that all children, including those with SEND, get the support they need. In EYFS we do this by understanding the pupils' special educational needs, providing high-quality teaching, differentiated to meet individual pupils' needs and ensuring that pupils with SEND engage in EYFS activities alongside their peers. We use Widgit symbols daily through our visual timetables and these can be used for individual timetables or Now/Next boards.

In EYFS we welcome our duties under the Equality Act 2010. These duties are:

- eliminating discrimination
- fostering good relationships • advancing equality of opportunity
- We are committed to:
- promoting equal opportunity for all
- eliminating discrimination and harassment
- valuing diversity and promoting positive relationships in PSED

To ensure our children are inclusive of all, PSED sessions are planned alongside our Jigsaw PSHE to explore protected characteristics through story. This is where appropriate and linked to the half termly themes.

Assessment

Assessment is fundamental to be able to extend and challenge the children's learning so that they can reach their potential. It also provides a whole school framework at which all different levels and perspectives merge so that educational objectives can be set and used to inform class planning, children's next steps, resources, support, whole school objectives and training.

Assessment should be incorporated systematically into teaching strategies in order to assess progress diagnose any needed developments whether on an individual, group, class or whole school basis.

Assessment is only effective if there is a regular review, communicated and acted upon at all levels.

Using the principles and processes of assessment, we aim to:

- Baseline all pupils - within the first 6 weeks that a child starts reception, staff will administer the Reception Baseline Assessment (RBA)
- Monitor progress and support learning

- Recognise the achievements of pupils and identify any areas of development
 - Inform pupils of their progress and next steps
 - Guide planning, teaching, additional support, curriculum development and resources
 - Inform parents and the wider community of pupil achievement
 - Provide information to ensure continuity when the pupil changes school or year group
 - Comply with statutory requirements
- 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
 - 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 within the end of year report.

Types of Assessment

Formative:

This is the ongoing assessment carried out by teachers both formally and informally during the day. The results of formative assessments have a direct impact on the teaching materials and strategies employed immediately following the assessment. Early Years staff are aware of children's next steps and support them in the moment where appropriate, or interventions are planned to move children's learning forward.

Summative:

- These formal summative occur each term. These results are recorded on Insight assessment system.
- Subject leaders (core) will use the whole school outcomes to identify patterns and review the analysis of the assessments to inform whole school training.

- SLT will carry out umbrella and comparative data comparisons to ensure that the school is on track to meet individual pupil and national expectations.
- Little Wandle phonics assessments - half termly (Reception)

Pupil Premium

The aim of the government's pupil premium is to raise achievement among disadvantaged pupils, diminishing the difference between them and their peers. The funding was introduced in April 2011 and is targeted at pupils aged 4-16, from low-income families who are eligible for Free School Meals (FSM) or any Looked After Children (LAC). Pupil Premium funding also extends to children of service personnel.

We ensure that all children, including those who are recognised as Pupil Premium, get the support they need in order to achieve in EYFS by:

understanding social and educational barriers that pupils face

Providing quality first teaching and differentiating activities or resources

Ensuring that children can access and are engaged in EYFS activities alongside their peers

We are committed to:

- Developing cultural capital to increase social mobility
- Enabling more pupils from disadvantaged backgrounds to reach their potential and go on to further education.
- Reducing the attainment gap between the highest and lowest achieving pupils
- Supporting self-confidence, motivation and overall well-being.

Gifted and Talented

Buildwas Academy values all children equally and endeavours to ensure that each child should have the opportunity to realise his/her potential in a challenging and supportive environment.

We ensure that all children, including children who have been recognised as Gifted or Talented, get the support they need in order to foster a love of learning and progress in EYFS by:

- Understanding the pupils' strengths and/or area of talent
- Providing quality first teaching through differentiated tasks which support stretch and challenge
- Ensuring that Gifted and Talented pupils are engaged in EYFS We are committed to:
 - Promoting scholarship through a wide range of whole school initiatives
 - Making links across the curriculum to allow pupils to demonstrate and exercise their skills
 - Celebrating the achievements and success of all pupils.

EAL

At Buildwas Academy we are committed to being able to offer a curriculum which recognises the provision needed for the teaching of pupils for whom English is an additional language. As a school we will value the diversity, culture, language and heritage of all pupils.

We ensure that all children, including those recognised as having English as an Additional Language (EAL) get the support they need in order to achieve this in EYFS by:

Understanding the EAL spectrum and recognising if pupils are new to the English language, what their competency of the English Language is, or if English is their first language but they are exposed to another or multiple languages at home. Provide quality first teaching and differentiated activities which will scaffold pupils' knowledge of EYFS as well as the acquisition of the English language.

We are committed to:

- Celebrating the diversity, different languages, and pupils' heritage
- Promoting Modern British Values
- Promoting equality for all.

Health and Safety

- Risk assessments are in place and staff will follow these on a daily basis.
- CPOMS is used to record any safeguarding concerns.
- Children who are not yet toilet trained are protected by an intimate care policy.
- Staff support parents and children with toilet training within Nursery and Reception.

- Daily risk assessment of the outdoor area will be undertaken to check equipment is safe and the outdoor area is clean.
- All staff are first aid trained; many are Paediatric First Aid trained.

Review

This policy is a working document and therefore is open to change and restructuring as and when the need arises.