

Parklands Community Primary and Nursery School



EYFS Policy

September 2021

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1. Aims

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind
- Close partnership working between practitioners and with parents/carers
- Every child is included and supported through equality of opportunity

2. Legislation

This policy is based on requirements set out in the statutory framework for the Early Years Foundation Stage (EYFS) that applies from September 2021.

3. Structure of the EYFS

At Parklands Community Primary and Nursery School, we have a Nursery for 3 and 4 year olds room with 30 spaces, offering up to 30 hours. Eligible parents will be able to access their funded entitlement hours. We also have a Reception class, offering 30 places full school time hours.

Both Nursery and Reception are taught by a qualified teacher.

4. Curriculum

Our early years setting follows the statutory curriculum requirements as outlined in the latest version of the EYFS statutory framework that applies from September 2021. We offer a broad and balanced curriculum that covers the statutory aspects as well as other knowledge and skills to support pupils' personal development, prepare pupils for their next stage of education and develop the whole child.

The EYFS framework includes 7 areas of learning and development that are equally important and interconnected. However, 3 areas known as the prime areas are seen as particularly

important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The prime areas are:

- Communication and language
- Physical development
- Personal, social and emotional development

The prime areas are strengthened and applied through 4 specific areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

Planning

Staff plan activities and experiences for children that enable children to develop and learn effectively across all areas of learning, as well as offering them opportunities to develop their cultural capital. In order to do this, practitioners working with the youngest children are expected to focus strongly on the 3 prime areas.

Staff also take into account the individual needs, interests, and stage of development of each child in their care, and use this information to plan a challenging and enjoyable experience. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

In planning and guiding children's activities, practitioners reflect on the different ways that children learn and include these in their practice. They also show ambitious intent for all children.

Staff are expected to develop a strong continuous provision, and then plan enhanced provision and additional adult directed activities to support this. As children progress through the Early Years Foundation Stage, key group work, adult-directed and whole class work will be planned, as appropriate for the age and stage of the pupils.

Teaching

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Practitioners respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

Our 'EYFS Curriculum Intent, Implementation and Impact' document (see appendix) outlines our curriculum and pedagogy in detail.

5. Assessment

Ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement and interests. These observations are used to shape

future planning. Practitioners also take into account observations shared by parents/carers. This is completed on Tapestry and on Insight. All practitioners are expected to show an understanding of what the pupils know and can do and what their next steps in learning are. They are regularly expected to discuss this with leaders to ensure we meet the needs of all pupils within the setting and we adapt timetables, the environment and planning to ensure we continue to be ambitious for all pupils.

Twice a year, parents/carers are invited to a 'Parents Evening' to share the areas in which a child is progressing well and the areas in which additional support is needed.

Within the first 6 weeks that a child starts Reception, staff will administer the Reception Baseline Assessment (RBA).

At the end of the EYFS, staff complete the EYFS profile for each child. Pupils are assessed against the 17 Early Learning Goals (ELGs), indicating whether they are:

- Meeting expected levels of development or,
- 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/carers.

'When forming a judgement about whether a child is at the expected level of development, teachers draw on their knowledge of a child and their own expert professional judgement. This is sufficient evidence to assess a child's individual level of development in relation to the each of the ELGs. Multiple sources of written or photographic evidence are not required, and teachers should not record unnecessary evidence.' Revised EY Framework 2021.

The profile is moderated internally (referring to the Development Matters guidance and our own in school curriculum documents) and in partnership with the Trust, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

At the end of Nursery and Reception, parents/carers receive a written report which celebrates their child's progress and achievements.

At the end of Reception, teachers will make statement of where children are in relation to the Early Learning Goals. This will also be shared with parent/carers.

6. Working with parents

We recognise that children learn and develop well when there is a strong partnership between practitioners and parents/carers. Parents/carers are kept up to date with their child's progress and development. Parents Evening and regular 'stay and plays' help to provide parents/carers with a well-rounded picture of their child's knowledge, understanding and abilities.

Each child is assigned a key person who helps to ensure that their learning and care is tailored to meet their needs. For most children, this is the class teacher. The key person supports parents/carers in guiding their child's development at home. The key person also helps families to engage with more specialist support, if appropriate.

7. Safeguarding and welfare procedures

Children learn best when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them.

At Parklands Primary & Nursery School we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage.

We understand that we are required to:

- promote the welfare of children and attend regular training.
- 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.

We also teach E-safety across our EYFS in age appropriate ways.

Our learning mentors and safeguarding team support families in a wide range of ways. The rest of our safeguarding and welfare procedures are outlined in our safeguarding policy.

8. Monitoring arrangements

This policy will be reviewed and shared with the governing board for ratification annually.

Curriculum Intent, Implementation and Impact

‘Every child deserves the best possible start in life and the support that enables them to fulfil their potential’

Early Years Foundation Stage Framework 2021

Rights Respecting School

Our EYFS promotes the following articles from the UN Convention on the Rights of the Child
Rights Respecting School

Article 3- The best interest of the child must be a top priority in all things that affect children.

Article 5-Governments must respect the rights and responsibilities of parents and carers to direct and guide their children as they grow up so that they can enjoy their rights properly.

Article 12-Every child has the right to have a say in all matters affecting them and to have their views taken seriously.

Article 13-Every child must be free to say what they think and to seek and receive all kinds of information, as long as within the law.

Article 15- Every child has the right to meet with other children and to join groups and organisations, as long as this does not stop other people enjoying their rights.

Article 23 – A child with a disability has the right to live a full and decent life with dignity and independence and to play an active part in the community. Governments must do all they can to provide support to disabled children.

Article 28- Every child has the right to an education. Primary education must be free. Discipline in school must respect children’s dignity. Richer countries must help poorer countries to do this.

Article 29- Education must develop every child’s personality, talents and abilities to the full. It must encourage the child’s respect for human rights, as well as respect for their parents, their own and other cultures and the environment

Curriculum Intent for Parklands

- Our curriculum is inspiring and meaningful filled with creativity and quality real-life experiences.
- Our curriculum is enjoyed by all, promotes independence and cooperation, and challenges children to think deeply.
- Parklands’ curriculum equips our children with the knowledge and skills needed to flourish in a complex world.

At Parklands, we strive to give children in Nursery and Reception the best possible start to their education. We aim to develop enthusiasm and excitement towards learning and for children to develop social skills, awareness and appreciation of others. Every day, we help children to

develop their self-esteem by making them feel valued so that they believe in themselves in a way they might never have thought possible.

The Early Years curriculum intent is firmly rooted in our school desire to give all children strong foundations from which they may become successful, independent learners for life and is centred around our school values of independence, co-operation, respect, responsibility, resilience and ambition.

The four principles of the Early Years Foundation Stage underpin our teaching.



Implementation

Our approach is influenced by research, Early Years specialists and our own experience of teaching young children. Teaching is based on the ongoing cycle of observation and assessment, planning and evaluation. Progression documents, for skills and subject knowledge, such as our

'Common Play Behaviour' documents and curriculum map, are used to plan next steps for individual children. A balance of high quality adult-led learning alongside child-led, offers the children an enriched educational experience.

There are seven areas of learning and development that shape teaching and learning in Early Years. All areas of learning and development are important and inter-connected.

The prime areas are: Communication and language; Physical development; Personal, social and emotional development

The specific areas: Literacy; Mathematics; Understanding the world; Expressive arts and design

Communication and Language – we create opportunities for children to talk in a positive and progressive way through a language rich environment

. Children are given time to speak when they are in situations that make them feel comfortable. Therefore we provide them time to talk about themselves and their interests. Children are also given times to express themselves; through story, song, nursery and many other activities children have the opportunity to use and apply recently introduced vocabulary.

Physical Development – our environment, including resources and teaching, provides developmentally appropriate ways for children to improve their fine and gross motor skills. Staged progression (such as different resources for different children to access the same activity) means that our children become enabled.

Personal, Social and Emotional Development (PSED) – our environment provides children an opportunity to self-regulate. This is deeply embedded in our school rules and values. The 'Ready, Respectful, Safe' school rules are shared in a way that enables children to manage their feelings and accept the rules of our school community. Feelings and emotions are explained and modelled to children. Relationships are strong throughout our school, and often start even before children join us when they visit siblings.

We recognise that there are increasingly varying degrees of attachment. Adults understand this and at Parklands we employ sensitive approaches to help children develop positive attachments with adults as well as to make and maintain friendships. Our school values help children to face any challenge and are actively promoted. Our focus on a play based approach enables the unique child to demonstrate skills within PSED.

Literacy –Through high quality literature, pupils are inspired to develop their reading and writing skills so that by the end of their education they are able to independently flourish in a complex world.

We teach phonics through the Read, Write, Inc programme. The children are taught in small groups daily, and assessed every 6 weeks in order to tailor the teaching to their individual stage. We promote a love of reading in all we do and provide multiple opportunities for children to engage with literature of every kind. We plan carefully the books that we will share with the children. We read to the children as often as we can, adding a variety of genres and exposing the children to stories, poems and non-fiction books depicting diverse cultures and characters.

Adults recognise the complex process of learning to write and know the route to learning to enable and motivate children. Children have multiple opportunities for mark making, writing and practising their fine motor skills – through the continuous provision as well as adult-led

activities. Daily fine motor sessions exercises little hands and leads to a comfortable pencil grip. We plan exciting challenges to instil the sense of awe, mystery and magic into writing by providing opportunities for meaningful mark making. Writing opportunities indoors and out encourage writing for different.

Mathematics – Children are taught in detail about the concept of a number up to 10. Children will experience higher numbers, but in line with the EYFS Framework, numbers up to 10 is the focus, including number bonds to 5 and doubles to 10. In Reception, they begin the Power Maths scheme which is taught to the whole class, in groups and reflected in provision based on what is developmentally appropriate for individual children. We ensure that our teaching is progressive using concrete objects and manipulatives to help them understand what they are learning, and then pictorial representations, building on the concrete equipment, used to reason and solve problems. Teaching progresses to abstract representation only when those foundations are firmly laid. Mathematics is made real and relevant to engage and enthuse pupils. Therefore elements of mathematics can be seen in provision outside of direct teaching. Across Early Years opportunities to learn about mathematical concepts are provided through play and daily experiences such as routines to help understand the sequential passing of time; sand and water play to develop the concepts of volume & capacity, measuring & problem solving; construction to develop understanding of 2D and 3D shapes, spatial awareness, and measure; singing, story time, number rhymes and stories to help addition, subtraction and counting; role play such as a shop or cafe to apply reasoning, counting and calculating; physical play including counting actions, sorting equipment in order of size, colour or purpose, using positional and ordinal language; outdoor games, organising sequences and patterns, using the language of time, size and position.

Understanding of the World – We recognise the cultural capital of our children and value their experiences. We also work hard to significantly enhance this through all aspects of teaching and learning. We ensure that children meet a diverse range of people and communities. This can be seen in provision, in stories, in our No Outsiders programme, as a Rights Respecting school and in whole school & national events that we take part in. We also provide ways for children to conceptualise past and present (both recent in terms of grasping the beginning and end of the day; and more historic or cultural/religious events in the past). Children learn to make sense of their immediate world around them through experiences, including walks around the school and local area. Pupils make links between life in this country and life in other countries such as Spain (when learning Spanish) and China (during Chinese New Year).

Effective provision areas to support understanding of the world as well as planned activities also help children to understand the natural world including some important processes and changes around them such as the seasons or changing states. Pupils are provided with technology to help their learning and join in with whole school computing focus weeks, including learning basic programming.

Expressive Arts and Design – Role play in our setting provides many opportunities to be creative, imaginative and expressive such as creating their own role play, costumes and resources. Children across the Early Years sing every day, especially nursery rhymes and classic songs to support the curriculum and seasonal events. In order to create and engage, children are provided with a range of resources so that they can always access activities.

As children grow older, there is a greater focus on essential skills and knowledge in the prime areas of learning which will help children prepare for transition to the National Curriculum in Year 1.

The Wider Curriculum

At Parklands, we have considered the way we teach our wider curriculum to maintain a healthy balance between what the children need to learn and what interests them the most. We chose the curriculum that is suitable for each cohort of children and our community, but also a curriculum that celebrates the diversity and educates global citizens. Pupils engage with the 'No Outsiders' programme, learn about British Values, and about the UN Rights of a Child. They go on local visits for example to the library and welcome visitors to school. They engage with whole school projects and take part in performances such as poetry recitals and Nativity.

Pedagogy

Play

At Parklands we view play is a vehicle for learning. We know that children use play because it is a natural way of learning for them; it is both developmentally and physically appropriate and thus works with their brain development. Therefore we enable good quality play which is underpinned by rigorous assessment – knowing where children are up to – and knowing where we would like the children to get to. Play is balanced with sensitive, positive interactions with adults.

Shared Input

Each day the children meet as a class or group to access the shared input for phonics, Mathematics, English and sometimes the wider curriculum or special events.

Adult led and independent group work

Following the shared input, the children will have a chance to demonstrate their comprehension of new concepts by working in small groups lead or supervised by an adult.

Continuous Provision

Continuous Provision is the provision for children to consolidate, extend and rehearse the skills they already have in the absence of an adult. Although the educators in EYFS interact with the children, observe play and model language needed to move the learning forward, it is the carefully designed environment and contains open-ended resources that develop children's skills in personal interaction and exploration.

Continuous provision transcends all areas of learning and provides the children with the opportunity to demonstrate the characteristics of effective learning. The children have the freedom to independently choose the activities and resources on offer and to become active learners.

Common play behaviours in specific provision areas such as water and sand play have been considered to ensure that the resources provided meet the needs and interests of children.

Enhancements

Enhancements are brought into continuous provision (by both adults and children) which are linked to various topics, ideas, children's interests, themes or specific skills we want children to develop.

The role of the adult- observational assessment and interaction

The role of the adults is to interact with the children whilst they learn, showing genuine interest, inviting the children to elaborate and tuning in to the child's thinking. The adult is the role model for social interactions, communicating and modelling language, questioning and offering clarification.

Our formative assessments are based on the observations of key moments of a child's journey, which we record on Tapestry (our online learning journal) and in writing book. Following the guidance and ethos of the new EYFS and the Early Years Profile Handbook, we base our assessments on our knowledge of how individuals learn (the characteristic of effective learning), what they know and how they can explain it.

This observational assessment provides next steps for learning, including interventions to support development or ideas of topics/themes that inspire the children at that moment.

The role of the environment

All areas are set up to encourage cooperation and communication between the children. There are choices of equipment to extend their play, challenge their thinking and provide opportunities for deeper learning. Most often, the newly set up play opportunities will be supported by an adult and then presented to the children for a period of time so they can be revisited and reinvented. Enhancements will be provided, following the direction the children take whilst exploring a particular area as well as next steps to extend the learning.

Our timetable allows for periods of uninterrupted continuous provision that allow the children to achieve deep levels of involvement as they engage, explore, talk and discover.

The Characteristics of Effective Learning

The Characteristics of Effective Learning are crucial to become successful, independent learners for life.

1. Playing and exploring – observing how children engage with their learning
2. Active learning – observing how children are motivated to learn
3. Creating and thinking critically – observing how children are thinking

Our environments allow children to play and explore in order to develop these characteristics. There is a good balance between adult interaction, adult instruction and play. This is because we acknowledge that play is a vehicle for learning and for children to express themselves in a developmentally appropriate way.

Children are provided with opportunities to explore, investigate, interpret and be curious. Our adults facilitate learning, knowledge, reinforcement and recall. Our environment encourages children to develop skills, strategies and creativity. The environment is enhanced with elements

of new concepts and themes and adults may share play with children to reinforce new knowledge. We will give children time to interpret and explore the world in which they live using all the tools they have developed.

We understand that children in the Early Years are still developing major muscle groups, rehearsing physical skills, and body systems. We note that active learning is both being physically active as well as engaging in their own learning process.

We consider ways to ensure that children are positive about all aspects of learning, and demonstrate the school values. This also means that adults in the Early Years understand the journey to achieving particular skills so that they can support pupils along the way.

Progression Model

The curriculum at Parklands is a progression model which means that we recognise skill development in children and by that recognition we are able to attach what we see children doing in their journey through those reaching a given skill. We also note, that not all pupils progress in a linear fashion to achieve a skill and some children do not need to achieve all stages. We know that children revisit known skills to facilitate new skills/learning. Staff are able to articulate progress of a child through both the child's knowledge and skill acquisition.

Parental Engagement

Parents are the child's first and most influential educators, they have a crucial role to play in the children's learning. The impact they have on the children's education is greater if the school and the parents work together.

We invite the parents to be involved their child's learning journey at every step from information evenings about phonics and Mathematics teaching at our school to being invited into school to support your child at different times of the year.

We use an online journal 'Tapestry' to record and celebrate the children's learning, to which the parents can comment on. This builds a more rounded picture of a child as an individual. The parents have access to a half termly topic letter and weekly newsletters as well.

Throughout the year, parents are invited to a variety of visits and events, including stay and play sessions, story time, exhibitions and performances.

We pride ourselves on our positive relationships with parents, creating an environment that is conducive to interactions, where all opinions and feelings can be shared, listened to and acted upon with politeness and mutual respect.

A member of the team, usually the class teacher is available for at the door every morning and afternoon for quick questions and a brief handover. If a longer discussion is required, parents are encouraged to make an appointment with the teacher after school.

Impact

Our young pupils enter our Foundation Stage with additional speech and language needs, and low expressive language skills, including limited vocabulary. A significant amount of time in the first year/s is devoted to a focused oracy project to combat language deprivation for all EYFS pupils. As a result pupils are given a range of ways to express themselves both through spoken

language and using basic sign language or Picture Exchange Communication System (PECS). Many of our pupils have limited life experiences beyond their immediate environment and require additional stories and visits to enhance their views of the world. From their experiences at our school, the children are able to draw upon their experiences to make sense of the world around them, use their imagination and apply skills to learn more.

Although our pupils enjoy school and gain rapidly from their early years experiences, attendance levels, especially in Nursery can often be well below 95% for this age group. This is addressed in a supportive and consistent approach from senior leaders and learning mentors.

Our school baseline evidence demonstrates for most of our pupils they have additional welfare needs: including personal, social and emotional development mostly have to be met in school during their first year. For many dietary needs, oral and toilet hygiene habits have to be developed in school.

Although the majority of pupils do not meet all early learning goals, progress has been rapid for all pupils. The firm foundations we give the children in phonics helps them to become life-long readers and access the National Curriculum. Our evidence shows that the gap compared to national reduces within our three year plan for children up to seven with the majority of children without SEND reaching expected standards by the end of KS1, including passing the Phonics Check.

As a result of the EYFS our children leave Reception as motivated, inspired and effective learners. Our children are creative, curious and critical thinkers who want to know more.