



Silsden Primary School

Early Years Foundation Stage Policy 2020 – 2021

Author: Assistant Headteacher EYFS

Approved by Governors: April 2021

Review Date: September 2021 (*in line with DfE Curriculum changes*)

Intent

Rationale

This policy outlines the teaching, organisation and management of the Early Years Foundation Stage at Silsden Primary School.

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. Our Early Years Foundation Stage accommodates children from the age of 3 to 5 years.

Legislation

This policy is based on the requirements set out in the following statutory DfE publications;

- 2017 Statutory Framework for the Early Years Foundation Stage (EYFS)
- 2020 Early Years Foundation Stage Profile Handbook
- 2020 Early Years Foundation Stage Assessment and Reporting Arrangements (ARA)

Ethos

“Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child’s experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up”. [Statutory Framework for the Early Years Foundation Stage 2017](#).

We believe that early childhood is the foundation on which children build the rest of their lives and at Silsden Primary School we greatly value the importance that the EYFS plays in laying secure foundations for future learning and development.

In Early Years, children embark on a journey of discovery and exploration. We create a happy and caring atmosphere where all children feel valued and safe and where they will have the opportunity to develop positive relationships with all the adults and children within our setting.

The Early Years Foundation Stage is a unique curriculum where children often initiate their own learning through play as well as engaging in planned topic led learning.

We believe that a natural holistic approach ensures our children have fantastic opportunities to explore the awe and wonder of the world we live in. Alongside this we place a huge emphasis on communication, literacy and language across our environment.

We encourage all of our children to play and explore, learn new things, have fun, persevere, concentrate, have their own ideas, make links to their learning and make their own choices to become a confident, independent individual.

Aims & Objectives

The content of the curriculum within the early year’s unit is set out within the Revised EYFS document. Guidance is given on effective learning and teaching through seven areas of learning. Each include ages and stages of development which show the knowledge, skills, understanding

and attitudes that children need to learn in order to achieve the expected levels of development by the end of their Reception Year.

We aim to support all children to become independent and collaborative learners. Across the Foundation Stage, we will provide a broad and balanced curriculum that will enable each child to develop socially, emotionally, spiritually, physically, creatively and intellectually to their full potential. At Silsden Primary School, we will:

- Provide a happy, safe, stimulating and challenging programme of learning and development for the children to experience as they begin their journey through school.
- Provide a broad, balanced, relevant and creative curriculum that will set in place firm foundations for further learning and development in Key Stage 1 and beyond and enable choice and decision making, fostering independence and self-confidence.
- Value what each child can do, assessing their individual needs and next steps and helping each child to progress. We will use a variety of assessment methods including ongoing and more formalised observations and assessments.
- Develop positive relationships with parents and carers to build a strong partnership in supporting their children
- Provide a caring and inclusive learning environment which is sensitive to the requirements of the individual child including those who have additional needs. We follow the curriculum as outlined in the 2014 Early Years Foundation Stage (EYFS) document, which is available on the school website.

EYFS Principles

There are 4 main principles outlined in the EYFS. These guiding principles should shape practice in early years settings. These are:

1. Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured
2. Children learn to be strong and independent through **positive relationships**
3. Children learn and develop well in **enabling environments**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers
4. Children **develop and learn** in different ways (see the characteristics of effective learning) and at different rates. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities.

Unique child

We recognise that children learn and develop in various ways and at different rates. The characteristics of effective learning support the child to become a motivated and effective learner. Children will play and explore and 'have a go' at using available resources, developing their language and experiences. Children will develop resilience and enjoy achievements through active learning and will make links, explore their ideas and strategies for problem solving through creating and thinking critically. Practitioners support children in developing all these characteristics through careful planning and by providing experiences and activities to scaffolding and supporting their learning. Children are treated fairly regardless of race, religion, gender or abilities. We welcome all children and families into our setting so that they feel included, safe and valued. We give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when planning for their learning.

Positive Relationships

At Silsden Primary we recognise that children learn to be strong, confident and independent from being in secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families. We recognise that parents are children's first and most enduring educators and we value being partners with them in their child's education through:

- Providing an induction meeting for all new Nursery and Reception parents before their child starts school.
- Visiting new Nursery children in their home setting and visiting new Reception children in their current setting prior to them starting Silsden Primary School.
- Encouraging parents to talk to the child's teacher if there are any concerns via 'class dojo' or after school.
- There is a formal meeting for parents in the autumn and spring terms at which the teacher and the parent discuss the child's progress. Parents receive a report on their child's attainment and progress at the end of the school year in July.
- Sharing regularly the children's 'Learning Journey' with parents and valuing the ongoing contributions to this from parents.
- Arranging a reading meeting at the beginning of the year to explain how children are taught to read and what parents can do at home to support their child.
- Developing a range of topics and appropriate activities throughout the year that encourage collaboration between child, school and parents.
- All staff involved with EYFS aim to develop good relationships with all children and parents, interacting positively with them and taking time to listen.

Enabling Environments

At Silsden Primary School our areas both inside and outside are thoroughly thought out to allow children to explore and learn securely and safely. There are specific areas where the children can be active, be quiet and be creative. In EYFS we recognise the importance of a rich environment both inside and outside. Continuous provision is available in each area in the classroom with enhancements being made daily to facilitate children's interests and needs. In both Nursery and Reception children have access to the inside and the outside environment at various points in the day which has a positive effect on the children's development. The Early Years Foundation Stage pupils have their own outdoor area with sand, water, bikes, writing opportunities, mud kitchen, construction, garden area and role play. Spending time outdoors offers opportunities for exploring and learning things differently to when pupils are indoors and gives things a different perspective. The children can explore, use their senses and be physically active and exuberant in a well organised safe environment.

Learning and Development

Our curriculum for the Foundation Stage reflects the learning aims and objectives set out in the Early Years Foundation Stage Curriculum. There are seven areas of learning and development that must shape educational provision in all early years' settings. All areas of learning and development are important and interconnected, and none can be delivered in isolation from the others. Our children's learning requires a balance of adult led and child-initiated activities in order for children to develop effectively and to give them the best chance of obtaining a good level of development at the end of their Reception Year. Three areas (listed below) are particularly crucial for igniting children's curiosity and enthusiasm for learning and for building their capacity to learn, form relationships and thrive.

Implementation

The Curriculum

All children in Nursery and Reception are learning at different developmental points within the EYFS. Reception is the final year of the Early Years Foundation Stage 0-5 curriculum.

We follow the statutory EYFS Curriculum which is currently broken down into the **Characteristics of Effective Learning** and the **Areas of Learning & Development**;

The characteristics of Effective Learning:

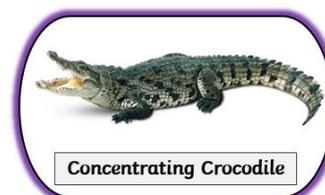
Playing and Exploring;

- Children investigate and experience things, and 'have a go'
- Realise that their actions have an effect on the world, so they want to keep repeating them
- Reach for and accept objects. Make choices and explore different resources and materials
- Plan and think ahead about how they will explore or play with objects
- Guide their own thinking and actions by talking to themselves while playing
- Make independent choices
- Bring their own interests and fascinations into early years settings
- Respond to new experiences that you bring to their attention



Active Learning;

- Children **concentrate** and keep on trying if they encounter difficulties, and enjoy achievements
- Participate in routines, such as going to their cot or mat when they want to sleep
- Begin to predict sequences because they know routines
- Show goal-directed behaviour
- Use a range of strategies to reach a goal they have set themselves
- Begin to correct their mistakes themselves
- Keep on trying when things are difficult



Creating and Thinking Critically;

- Children have and develop their own ideas, **make links** between ideas, and develop strategies for doing things
- Take part in simple pretend play
- Sort materials
- Review their progress as they try to achieve a goal. Check how well they are doing
- Solve real problems
- Use pretend play to think beyond the 'here and now' and to understand another perspective
- Know more, so feel confident about coming up with their own ideas
- Make more links between those ideas
- Concentrate on achieving something that's important to them. They are increasingly able to control their attention and ignore distractions



The above characteristics outline children's learning behaviours and their approach to everyday life, as opposed to their academic learning abilities. In Early Years adults model the CoEL through play and teach them via stories using animal characters as hooks.

Areas of Learning and Development:

Prime Areas;

Communication and Language – Listening, Attention & Understanding and Speaking

Personal, Social and Emotional Development – Managing Feelings & Behaviour and Making Relationships and Self-confidence & Self-awareness

Physical Development – Moving & Handling and Health & Self-care

Specific Areas;

Literacy – Reading and Writing

Mathematics – Numbers and Shape, Space & Measure

Understanding the World – Technology and People & Communities and The World

Expressive Arts & Design – Being Imaginative and Exploring Using Media & Materials

Communication and Language

Children have opportunities to speak and listen in a range of situations and experience a rich language environment.

Personal, Social and Emotional Development

Children develop confidence and self-esteem, learn how to manage feelings and respect others

Physical Development

Children have opportunities to be active and develop coordination (both gross motor and fine motor) and they learn about healthy choices

Literacy

Involves children learning how letters link to the sounds and begin to read and write

Mathematics

Children have opportunities to develop counting and calculating skills, to use numbers in everyday activities and recognise and describe shapes and measures

Understanding the World

Children have opportunities to find out about people and communities, the environment and technology

Expressive Arts & Design

Involves exploring feelings and ideas through music, dance, role play and design

All 17 areas of the curriculum have an Early Learning Goal (ELG). The ELG is defined by a list of skills that a child is expected to achieve by the end of their Reception year, in order to be seen as working at age related expectations.

Please note that the above curriculum is a revised version, new for September 2021.

Staff support children in all 7 areas, through which the three prime areas are prioritised and come first before being strengthened and applied to the four specifics.

We follow the children's interests when planning for each group of children and involve the children in choosing activities and resources. Children and parents are encouraged to be involved in the next steps for learning through sharing the children's learning journeys and parent consultations. Child-initiated learning and adult led activities are focused on the children's interests. We extend children's learning through observing, getting involved in their play, supporting their thinking and asking open-ended questions.

Teaching & Learning

The EYFS curriculum is taught in ways that meet the needs of the individual learners. This will include an enabling, happy, caring, safe and secure environment, warm and secure relationships between peers and adults, a high-quality curriculum in line with the EYFS document, active learning through first hand experiences both in indoor and outdoor play, by valuing the cultural diversity within our school and community, by fostering positive home school links and sharing a common sense of purpose with parents. Teaching and learning in school will be enhanced by educational visits and visitors. Teachers use a variety of grouping structures and varying levels of adult support from one to one and small group activities to whole class learning experiences. Staff plan collaboratively to ensure a broad and balanced curriculum is delivered that encourages creativity and independence.

Systematic Synthetic phonics is taught following the Silsden Primary School Phonics scheme. This scheme following the DfE Letters and Sounds order, using RWI resources and teaching methods.

Please see the Phonics policy for more information.

Key Person System

All children across EYFS are assigned to a 'Key Person'. The key person is a named practitioner who has responsibilities for a small group of children, they are there to help the child feel safe and secure as well as facilitate teaching, learning and assessment. The role is important for both child and parent and it is an approach set out in the EYFS. At the beginning of the year the key person will respond to children's needs and help them settle into a new environment. Communicate is paramount between parent and key person as these discussions hold key information about the child. The Class Teacher will be point of contact for parents and will pass on relevant information on. In Nursery, your child's key person will be present at parent's evenings throughout the year.

Staffing

We take our staffing ratios from DfE guidance and adhere to these as a minimum at all times. Staff have experience within EYFS but qualifications may vary. Every staff member attends regular meetings and CPD sessions with the EYFS Leader.

Organisation

In our school we have two 15hr Nursery classes and three full-time Reception classes. In the nursery we offer morning sessions or afternoon sessions. Children are offered a place for the term following their third birthday. In Nursery there is a minimum of one full-time teacher and three full-time teaching assistants. Each Reception class has a minimum of a full-time teacher and two full-time teaching assistants. To ensure best practice and continuity, our foundation stage classes work closely together and share planning, activities and their outdoor learning environments.

Environment

At SPS we follow the ethos of the 'Reggio Emilia' approach whereas the environment acts as the third teacher. The learning environment contained within each classroom plays a key role in the Reggio Emilia approach. It is proven Children thrive in environments that are suited to their interests and developmental stages. Therefore, we have carefully selected this approach as the environment is viewed as a place that is welcoming, authentic aesthetically pleasing, culturally representative of community, embraces nature and filled with purposeful materials. The layout of our environments promote relationships, communication, collaboration and exploration through play. Materials are thoughtfully added to the environment to promote creativity, thinking and problem-solving skills, questions, experimentation and open-ended play. In EYFS adults spend time carefully planning and prepping their environment.

Resources

Across EYFS resources are categorised as either; continuous provision - out year round where children self-select; or adult enhanced provision – new resources are added each week to enhance learning and are replaced the following week.

All adult enhanced provision is rotated on a weekly basis if not more often, depending on the learning that is taking place. All continuous provision is set up for the academic year but may be adapted according to the needs of the children each term.

EYFS staff regularly monitor resources and inform the EYFS leader or subject coordinators if things need to be ordered/replaced.

Behaviour

Children in EYFS follow the whole school behaviour policy.

Please see the Behaviour policy for more information.

Impact

Assessment & recording

Assessment is ongoing and evidence gathered towards the expected levels of development is added to individual learning journals (hardcopies). Parents have termly access to their child's learning journal and can contribute to them from home in the form of a 'wow' moment slip. Assessments take in to account what the children say and do independently of adults, as well as formal phonics and maths assessments. Evidence of independent writing and maths work is collected termly and used for moderation and assessment. In addition, each child is a focus child for a minimum of two weeks each year in which additional assessment evidence is gathered by staff and in which there are agreed individual areas for development. Teachers will input summative data half termly on to the whole school tracking system and discuss pupil progress on a regular basis. Staff moderate in house and with other local schools to ensure accurate judgements are made. Children's progress will be reported termly to parents.

Children will be assessed on their entry into both Nursery and Reception. The Reception baseline assessment considers any other records we receive from previous preschool settings, parents and childminders. Many of our children have attended our nursery which helps to facilitate this process. These assessments allow us to identify patterns of attainment within the cohort, in order to adjust the teaching programme for individual children and groups of children. Assessment in the EYFS takes the form of observations, photographs, videos and teacher judgements. This involves the teacher and other adults as appropriate. If a child's progress in any of the prime areas gives cause for concern, staff will discuss this with the child's parents/carers in order to agree how to support their child. The teacher judgements at the end of the academic year will inform the end of Reception Early Years Foundation Stage Profile for each child which is reported to the Local Authority. They will achieve expected (meeting the Early Learning Goal), emerging (working towards the Early Learning Goal) or exceeding (working beyond the Early Learning Goal). We send a summary of these assessments to the LA for analysis. The child's next teacher uses this information to make plans for the year ahead. Within the final term of the EYFS, we provide a written summary to parents, reporting their progress against the Early Learning Goals. Parents are given the opportunity to discuss these judgements with the teacher. We adhere to the statutory guidance for assessment and reporting arrangements (ARA) for the EYFS profile for the latest academic year.

Monitor & Review

The EYFS coordinator will complete learning walks, lesson observations, learning journal and book scrutinies throughout the year. Feedback will be given to all EYFS staff in team meeting and shared with SLT/SMT. Continuous provision will be audited and improvements made throughout the year. This will be reflected in the long-term planning for continuous provision. Weekly team meetings will take place to allow staff to contribute to planning, attend CPD sessions and moderate profiles and assessments together, to ensure a consistent assessment approach is taking place.

Safeguarding & Welfare

The safeguarding requirements, as set out in the EYFS statutory framework, are met through the existing School Safeguarding and Child Protection Policy (and safer recruitment guidance). Child protection procedures are in place on both school sites and all EYFS staff are trained to understand the safeguarding policy and procedures.

Each child is assigned a key person, the teacher/ta of the class to which they are registered, who has overall responsibility for their learning and welfare.

Staff ratios meet the statutory requirements of the EYFS with one teacher and up to three teaching assistants deployed in each room during normal teaching sessions. Staff are deployed effectively to ensure all areas of the indoor and outdoor provision is safely managed and the number of children in each area are limited to ensure safety.

A member of staff with paediatric first aid training is available in the building at all times. Six members of the EYFS staff team have undertaken the paediatric first aid training including some teachers. The EYFS follows the whole school policy for recording and reporting accidents and near misses. The EYFS adheres to the whole school policy for the storing and administering of medicines.

Risk assessments are in place for indoor and outdoor provision and additional risk assessments are undertaken for educational visits and other one-off activities. Risk assessments are also completed for individual children when necessary and all assessments are shared with staff.

Children are collected from the main doors of Nursery/Reception at the end of the day and only dismissed to an adult (18+). Permission must be given by the main carers for anyone other than themselves to collect their child. Additional adults with regular permission to collect are written down and kept in school. There is also a password system in place for occasional pick-ups by additional adults.

Toilet Assistance

Children are required to be toilet trained before starting at SPS Nursery/ Reception. Exceptions can be made on a medical need but this will need to be discussed during transition with the EYFS Leader.

We understand that children have toilet accidents from time to time. Please be reassured that your child will receive the help they need in the event of this happening. We provide baby wipes and spare clothes should your child require them.

Please see the intimate care policy for more information.

Healthy Eating

All children, in Nursery and Reception, are provided with a healthy snack each day as well as being given the choice of a drink - milk or water. They have access to water at all times. Please note that you must register your child with our milk provider (Cool Milk) first, regardless of age. Please see further instructions in your welcome pack.

In Nursery we provide a full snack menu that is carefully planned each half term to incorporate a wide selection of healthy foods. This is to encourage pupils to experiment with foods and develop independent skills when it comes to health and self-care. There is a fruit option every day.

In Reception all children receive a piece of fruit or vegetable from the government school fruit and vegetable scheme.

All children across EYFS will take part in wider curriculum activities, such as baking, at various times across the year.

School dinners are provided free for all children in Reception and menus are sent termly for parents to see and discuss with their child. School dinners are chosen by the child each morning once they arrive at school. Should your child have any food allergies or intolerances then please make this known on the medical forms in the welcome pack. The school kitchen will then be in touch to discuss these further with you. Please note that your child will be required to wear an allergy band at lunchtimes in order to keep them safe.

Policy Review

This policy is reviewed every twelve months by the Governing Board and the headteacher.

The scheduled review date for this policy is April 2022.

