

Gwladys Street Primary and Nursery School

Early Years Foundation Stage (EYFS) policy

Golden Opportunities for Achievement and Learning



Approved by:

Date: 01.05.2024

Last reviewed on:

03.07.21

Next review due by:

01.09.2025

School aims

We want our school to be one:

1. Where everyone has access to an engaging, creative and challenging curriculum that promotes a love of learning.
2. Where everyone feels safe, happy and secure in our learning community.
3. Where everyone works in partnership with the wider school community.
4. Where Golden Opportunities are provided in an Inclusive Setting.
5. Where everyone respects each other and works as a team to achieve our GOALS.
6. Where children develop lively, enquiring minds, self-confidence and independence.
7. Which promotes a healthy lifestyle and positive, spiritual and moral values.

Policy Objectives

The purpose of this policy:

1. To outline the day to day practices of the Early Years Foundation Stage.
2. To ensure appropriate legislation is abided by.
3. To ensure consistent high expectations throughout the Early Years Foundation Stage.
4. To ensure all staff are working together towards a shared vision.
5. To ensure up to date research informed practice is considered by all staff members.

Legislation:

1. Early Years Outcomes (A non-statutory guide for practitioners and inspectors to help inform understanding of child development through the early years September 2022)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1024319/Early_years_foundation_stage_profile_handbook_2022.pdf

2. Development Matters in the Early Years Foundation Stage (EYFS)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1007446/6.7534_DfE_Development_Matters_Report_and_illustrations_web_2_.pdf

3. Statutory framework for the Early Years Foundation Stage Setting the standards for learning, development and care for children from birth to five 2021

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS_framework_-_March_2021.pdf

Gwladys Street Primary School EYFS Intent

- Children reach the expected standard at the end of the Early Years Foundation Stage to enable that to fully engage with learning in the National Curriculum.

- Children develop a life time love of learning through effective relationships and a stimulating and effective learning environment.
- Children develop a good level of speech, language and communication skills to enable that to become successful communicators.
- To develop children's executive functions.
- Children develop and understanding and use a wide range of subject specific vocabulary.
- Children develop independence in play, enabling them to consolidate learning and skills.
- Prioritise the wellbeing of all children, enabling time engaged with nature and the outdoor learning environment.
- To provide children with an appropriate balance of adult directed teaching and child initiated play.
- To ensure all children develop strategies through co-regulation to support them to begin to self-regulate, ready for learning.
- To provide children with a familiar, safe and supportive learning environment.
- To support all children to thrive, regardless of ability or special educational needs.
- To support early identification of children requiring additional support and applications are made to external agencies to support this.
- To support children to be good citizens, providing children with an understanding of a variety of people, cultures and family dynamics through stories and photographs.
- To quickly identify children who are not making expected progress and provide additional support and intervention to enable them to catch up.

6. EYFS Implementation

We aim to do this by:

- Providing a challenging and stimulating learning environment which exposes children to new concepts using a variety of high quality texts as a stimulus (see EYFS Communication and Language Policy).
- Provide high quality interactions which support and develop children's natural curiosity and desire to explore and make sense of the world around them.
- Supporting language, communication and vocabulary development by immersing children in a language rich environment; explicitly teaching vocabulary; narrating, commenting and extending children's comments during play,
- Assessing children using WELLCOMM (Nursery and Reception) and NELI (Reception) to swiftly support children excel in Communication and Language.
- Asking a range of questions which support children to problem solve and find out answers to their own questions.
- Build upon prior knowledge and experiences through a carefully planned, interesting and in depth curriculum.
- Providing children with a key worker who is responsible for their learning, development and overall wellbeing.
- Providing good foundations for children's future learning by exposing them to scientific, historical, geographical and a range of religious concepts, in preparation to fully engage with the National Curriculum in Year One.
- Developing positive relationships with children through our key worker system, supporting children through a range of small group and independent learning opportunities.
- All key workers focusing on developing children's prime areas of learning, promoting mark making and mathematical skills through play.
- Planning an exciting curriculum that explores cultural and worldly topics both through stories and real life experiences.
- Recognising children's emerging interests each term and exploring at these in depth.

- Developing a good knowledge about our key children and their next steps, working to introduce and consolidate learning at a level appropriate for each child.
- Providing children with a range of new experiences to support vocabulary, laying the foundations for the foundation subjects, through a well-planned and ambitious Understanding the World and Expressive Art and Design curriculum.
- Meeting weekly to consider previous learning, using the weekly high quality text as a stimulus and providing opportunities for children to develop an understanding of the concepts in depth.
- Assessing children regularly and addressing gaps and misconceptions in children's learning during continuous provision.
- The timetable is carefully structured so that children have short, directed teaching in Literacy, Mathematics and Phonics. This consists of whole class / Key Worker teaching, followed by a small group, follow up.
- Protected story time each day for children to hear a high-quality story read to them at least once per session. These stories re
- The majority of time children will spend engaged in play with their key person supporting children to achieve targets which are set following verbal discussion and assessment between Teachers, Key Workers and the EYFS Lead. Resources, experiences and activities are set up which are carefully planned and reflect children's interests and stages in development.

1. EYFS Impact

- Children are challenged at a level that is appropriate for them.
- Children make good or better progress from their starting points.
- The gap between disadvantaged children and their peers is reduced.
- The majority of children achieve a good level of development at the end of the Reception Year.
- Children are equipped with the ability to support their own wellbeing and have the ability to self regulate.
- Children display high levels of executive functions by the end of EYFS, ready to embark on the National Curriculum.
- Children will become happy and successful learners developing strong characteristics of effective learning which support them to become effective lifelong learners. Children's scales of well-being and involvement will continue to improve throughout their EYFS learning journey and we believe a rich diet of balanced learning experiences is undoubtedly the best way to develop happy, curious children.
- Children develop independence, problem solving skills and positive attitudes towards learning.

Assessment and Recording

In line with statutory requirements, Reception teachers complete two summative assessments: The Reception Baseline (completed within the first six weeks of a child starting Reception) and the EYFS Profile (a comprehensive assessment where children are assessed at the end of the EYFS to identify if they have met seventeen Early Learning Goals (ELG's) in preparation for Year One.

EYFS teachers also complete termly summative assessments using o Track. This supports whole school data collection. Teachers work with the most disadvantaged children to ensure that daily their progress is prioritised to ensure the attainment gap diminishes over time.

In line with the recommendations in the statutory framework, we strive to ensure all adults working with children in the EYFS prioritise interacting with children to support speech, language and communication skills. Therefore, formative assessments are undertaken through discussion with key workers and the EYFS Lead. During these discussions, children are spoken about in depth, thinking about strengths, interests and areas for development using a breakdown of age appropriate skills that are broken down into the seven areas of learning. The EYFS Lead supports teachers and key workers to set targets which are then developed during continuous provision. These targets are also shared with parents. In addition to this, key moments a general overview of the class's learning are shared with parents on Seesaw. Teachers also record an overview of learning to show the book focus of the week as well as an overview of learning, including pupil voice. At Gwladys Street Community Primary and Nursery School, we recognise that floor books provide discussion points for children. Additionally, they enable children to reflect on prior learning thus developing children's understanding of past and present.

Inclusion/Special Educational Needs (SEN)

During the Early Years Foundation Stage, we endeavour to identify children with Special Educational Needs and/or Disabilities (SEND) as early as possible. We provide parents and carers the opportunity to discuss any concerns they might have during the initial meeting which is completed in the home. If concerns arise once the child has began, a conversation will be held in a private area between the teacher and parents. If a parent consents, referrals will then be completed to seek additional support and guidance which will enable each child to thrive.

Please see **Special Educational Needs and Disability Policy** for more information.

Parent Partnerships

At Gwladys Street Primary and Nursery School, we recognise that that one of the seven key features of effective practice (Development Matters 2021). We strive to support parents by developing positive relationships with all families and support families to recognise how young children learn, thus providing the knowledge and tools for children to thrive. All children are allocated a key person prior to starting at Gwladys Street. Your child's key person, teacher and the EYFS Lead are the key points of contact for any advice and support.

We endeavour to create these positive relationships and keep you informed of your child's progress by:

- Undertaking a home visit prior to starting Nursery or Reception.
- Offering a settling in session for parents to attend with their child.
- Providing snapshots of children's learning via Seesaw.
- Sending home weekly 'What we have been Learning...'. A copy of these can also be found on our website.
- Inviting parents in at least once per term for themed stay and play sessions.
- Sharing half termly targets set by children's key person and EYFS Lead.

- Sharing termly report cards with an overview of attainment and progress with a comment about overall attitudes and learning.
- Twice yearly parents' evenings.