

St Margaret's CE Primary School



Early Years Foundation Stage Policy 2022

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Please note this is a working document as we evolve in the implementation of the new curriculum.

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1. INTENT

Statutory requirements:

The statutory requirements for the foundation stage are set out in the document 'Statutory framework for the early years foundation stage'. Our intent, implementation and impact are based on this document. We also use Development Matters to provide a framework for our curriculum and to guide us in ensuring we provide an enabling environment where all children progress and learn effectively.

1.1 Aims

Our aim is for our children to continue the fast pace and exciting learning journey they have already begun. We recognise that parents are the first educators of their children and aim to work closely with parents fostering good relationships that support the development of our children. By the end of the foundation stage children will:

- be able to read and write simple sentences
- have a good understanding of numbers to ten and solve mathematical problems.
- have learnt how to have positive interactions with adults and children through kindness, listening, sharing, talking and negotiation
- be able to sit and focus on an activity
- have developed good listening skills to be able to learn effectively
- have developed their language and speaking skills in order to make their needs known and communicate effectively with those around them
- have developed independence through an enabling environment
- have developed skills and characteristics of effective learning
- be able to take a risk and have a go showing confidence and resilience

All these aims help prepare children for year one and their continued journey through school.

1.2 Principles

We provide high-quality early years education, with a strong focus on communication. Our team is knowledgeable about how children learn, as well as what they need to learn. Children have lots of opportunities to develop their own play and independent exploration, through our continuous provision, which are scaffolded by quality interactions with adults, that promote, model and extend children's vocabulary.

Our team are working towards being more present in children's play and investigations and we are working on recording less and knowing our children better. We offer an inclusive curriculum, which is carefully planned and regularly changed to meet the varying needs and interests of our children. We place a heavy focus on prime areas: Communication Language and Literacy, Physical development and Personal, Social and Emotional Development as these underpin all other learning. Our children are exposed to quality texts through daily stories and a love of reading is promoted, through a carefully planned curriculum based on our children's interests.

2. IMPLEMENTATION

2.1 Roles, Responsibilities and Resources

Catherine Reene leads the EYFS team which consists of two other class teachers, a learning assistant per class and 1-1 individual need assistants where needed. The teachers share responsibility for planning, whilst the whole team contributes towards weekly and daily professional discussions about the cohort. Teachers are responsible for collecting, recording and reporting assessment data - termly checkpoints and phonics progress.

The whole team takes a role in developing relationships with our families, with class teachers taking the lead on keeping parents informed on what's going on at school and about their children's progress. The unit is well resourced and has benefited from a recent injection of funding to develop the environment and resources. This has been used to develop opportunities for children's independent explorations and enhance our continuous provision.

2.2 Organisation

- There are 2 EYFS classes: Oak and Ash class. Our PAN is 60 with 30 in each class. The classrooms are designed to be enabling environments with continuous provision and mirror each other in terms of their layout and resources. We have a large outside area split into different zones that incorporate the 7 areas of learning. We are 'free flow' meaning that children can choose whether to learn inside or outside for most parts of the day.
- The day begins at 8.45am when staff go and meet the children at the front of the school and take them up to the classrooms. The day ends at 3pm when children are handed over to their parents/carers one at a time.
- Children come in and self register then sit on the carpet for a whole class introduction to the day.
- Our day is sandwiched with whole class inputs at the start and end of the morning and the start of the afternoon and end of the day, with 'free flow' sessions in between. Children are trained to access resources independently to aid a discovery approach to self initiated learning. There is a mixture of self-initiated and adult led learning, with staff working 1:1 and with small groups throughout the day and supporting children during free flow play.
- The whole learning environment is set up as continuous provision that addresses all 7 areas of learning. This means that children know where to find the resources and can access them for self initiated learning. This includes: construction, mark making/writing, number, shape and measures, reading areas, role play, bikes, small world play, reading areas, music making, sand pit, mud kitchen, water zone, nature zone and junk modelling zone.
- There is a main large shed containing outside area resources. They are all labelled clearly for the children to access independently as part of our continuous provision.
- Children have free flow access to the outside during continuous provision. Staff rotate around the indoor and outdoor space where they are involved adult led activities, focused observations of individuals and groups of children and supporting play. This enables the practitioner to enhance, facilitate and closely observe the learning through play and use what they observe to support future planning. Adults are trained on how to develop children's communication, language and PSE skills through commenting, reflecting back what children are saying, modelling speech, introducing new vocabulary, modelling turn taking, sharing and negotiation.

- Snack time is throughout the morning in order to avoid disrupting the learning. At the start of the year, children are asked to come and have their snack. As the year progresses, we then move to giving them more independence to choose when they are hungry and thirsty by accessing their snacks and drinks when they choose.
- Children eat their lunch in the hall, having either a hot meal or packed lunch. LSA's from the EYFS team supervise the children to ensure continuity of care. After eating their lunch, children play in the early years area during autumn term, before moving to the infant playground in the spring term.
- Every day ends with a second snack time where fruit is provided from the government scheme. Children are also read a story by the teacher.

2.3 Planning and content

- Continuous provision is planned at the start of the year with the whole team. Areas and zones are agreed, resourced and labelled clearly. During the first few weeks children are taught how to find, use and look after the equipment fostering independence.
- The teachers meet weekly to discuss the plans for the following week. This is disseminated to LSAs and INAs by the end of the week prior to the plans being put into action.
- The whole team meets bi-weekly to discuss observations, to highlight children not meeting checkpoints and plans to support these children, enhancements we can add to our provision and for staff training.
- Enhancements are added to areas each week according to the children's interests and next steps.
- Plans are written for maths and literacy each week that detail enhancements to address specific areas in the Educational Programmes. These may be adult led or self initiated activities.
- We also plan whole class input sessions each week for the specific areas of learning.
- There is a whole class daily phonics teaching session up to the first half term. Then in ability groups thereafter. These are based on the Monster Phonics programme.
- As a CofE school we have a weekly 'Faith and Wonder' session which includes a range of whole class inputs, self initiated activities and adult led activities.
- Focused observations of children take place throughout the week which allow practitioners to then plan activities according to children's interests and next steps.
- We believe children's Personal, social and emotional development is key to their ability to become effective learners. As such this is planned for through a series of whole class, small groups and one to one interactions where children are encouraged to share and draw upon their own experiences. As part of this children learn about internet safety, oral health promotion, developing independence and keeping safe and healthy.

2.4 Knowledge and skills

As a team we have developed checkpoints at each half term to assess progress in the 7 areas of learning. These detail the knowledge and skills that we expect the children to achieve at these points in the year. This enables us to track how children are developing and progressing thus providing valuable information to inform planning.

Knowledge and skills are planned for, taught and organised according to the EYFS 7 areas of learning. The table demonstrates the key knowledge and skills children will be developing in Early years and how this feeds into the National curriculum subjects.

Foundation stage area of learning	Knowledge and skills	National Curriculum Subject
Communication and Language	<p><u>Listening, Attention and Understanding:</u> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p><u>Speaking:</u> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>	English
Literacy	<p><u>Comprehension:</u> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> <p><u>Word Reading:</u> Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p><u>Writing:</u> Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.</p>	
Maths	<p><u>Number:</u> Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p><u>Numerical Patterns:</u> Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>	Maths
Understanding of the World	<p>The Natural World: Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</p>	Science
	<p>Past and Present: Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling</p>	History

	<u>People, Culture and Communities:</u> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps	Geography RE
Expressive arts and design	<u>Creating with Materials:</u> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories	Art Design Technology
	<u>Being Imaginative:</u> Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and song. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music	Music
Personal, social and emotional	<u>Self-Regulation:</u> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability. <u>Managing Self:</u> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. <u>Building Relationships:</u> Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs	PSHE
Physical	<u>Gross Motor:</u> Negotiate space and obstacles safely, with consideration for themselves and others. -Demonstrate strength, balance and coordination when playing. -Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <u>Fine Motor:</u> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.	PE

2.5 Wider opportunities

We seek to provide as many enriching activities as we can according to the children's interests and to enhance our curriculum e.g. forest school, fire service visit, farm visit, walk to the village, services at the church, visiting pets and their owners, families coming in and talking about a country they have visited or have links to and guest storytellers.

2.6 Inclusion

Our environment offers inclusive education for all our children. We have made adaptations for children with physical, auditory and visual difficulties in the past and our environment reflects the varying needs and backgrounds of our pupils. Children with EHCP have 1-1 provision within the setting. LSA's work to support children with specific learning needs based on programs advised by professionals. We are seeing an increasing number of children with specific Speech and language needs in our setting. Our LSA's are knowledgeable in delivering programmes to support those children with identified needs in

this area in meeting the targets set by the SALT team.

2.7 Health and Safety

Safeguarding - Our school takes its responsibility to safeguard children extremely seriously and this school will train and empower all staff to recognise and respond effectively to protect a child who may be at risk of significant harm. Further information on safeguarding can be found in the whole school safeguarding policy. Under the Health and Safety at Work Act 1974, the school governing body accepts that it has the responsibility to take all reasonably practicable steps to secure the health and safety of staff, pupils and others visiting and using the school premises. Further information can be found in the school Health and safety policy. All resources and activities are regularly reviewed to ensure they are appropriate and safe for use in our setting. Children are encouraged to take risks and explore in a safe and supported way under the supervision of our team and lunchtime supervisors. Any accidents are recorded and reported to parents.

3. IMPACT

3.1 Assessment and Marking

We complete the Statutory baseline assessment within the first 6 weeks and also collect our own baseline data for the prime areas and literacy and maths. We have, this year, written our own termly checkpoints in order to track the progress towards the ELG's. These form the basis for our ongoing assessment and are used to identify children not on track so that targeted support can be added to our provision. In addition we strive to make regular, useful and un-intrusive assessments of our children that inform our planning. These are recorded in

- Tapestry observations
- focused observations within provision of individuals and groups
- Ticklists.

At the end of the year, we compile our EYFS profile data and this is reported to county, parents and year 1 teachers.

Marking - children's recorded work is dated and marked with

SI - self initiated

I - Independent

S - supported

Some of children's writing will be scribed by an adult so that it can be read and verbal feedback will be given when this is done staff will initial children's work.

3.2 Parents/Carers involvement

We strive to build purposeful and supportive relationships with parents and families. This begins with open communication at new parent meetings and continues via Tapestry/Seesaw, letters home, parent drop in sessions, Parents evenings in Autumn/ Spring term, EYFS profile and school reports in July and open communication via class email. In addition we welcome parents and other family members to come in and support with reading and other activities in school and on trips. Parents and families are also invited to various events throughout the year such as fund raising events, church services, christmas plays and class assemblies. Weekly Memos are sent via Tapestry/Seesaw to keep parents up to date with what we are learning about in school, events and staffing. These also suggest activities they can do at home to support children's learning and provide links for online learning. We value the contribution parents make to their children's learning and welcome parents adding to their children's learning journal on Tapestry or Seesaw with particular

achievements and news from home.