

# Early Years Foundation Stage (EYFS) Policy

Ashton West End Primary Academy



**Approved by:**

The Governing Board

**Date:** March 2020

**Last reviewed on:**

March 2020

## Introduction

“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.”

The EYFS aims to provide:

- Quality and consistency in all early years settings so that all children make good progress.
- A secure foundation through learning opportunities that are planned around the needs and interests of each individual child.
- Partnerships between different practitioners and parents/ carers.
- Equality of opportunity for all children, ensuring that all children are included and supported.

(DfE, March 2017)

This Early Years Foundation Stage framework applies to children from Birth until Age Five. This policy refers to the provision of Education for children from starting Nursery until the end of the Reception year at Ashton West End Primary Academy. Children are expected to start Nursery in the September after their third birthday and start Reception in the September after the fourth birthday. At Ashton West End Primary Academy, the EYFS consists of three terms in Nursery and three terms in Reception.

At Ashton West End Primary Academy, we understand the importance of a high-quality Early Years Environment and the impact this can have on a child’s future development. We aim to ensure that all children receive a challenging and stimulating Education that helps to develop a love of learning and risk taking which will continue throughout life.

At Ashton West End Primary Academy, we ensure we follow specific principles which include:

- Ensuring that children understand they are **unique**.
- Ensuring that children develop **positive relationships** with peers and teachers.
- Ensure that children have access to an **enabling environment**, in which they have access to a range of resources and experiences.
- An understanding that all children are different and **learn and develop** in different ways and at different rates.

## Aims of the EYFS

1. To ensure that all children are happy, healthy and safe both in school and at home.
2. To develop children’s cultural capital, ensuring that they have a wide understanding of the world around them to prepare them for the future.
3. To ensure that all children achieve their full potential and make good progress throughout the EYFS.
4. To ensure that children have a positive attitude to learning.
5. To develop children who are respectful and understanding of one another.
6. To encourage children to be explorative, imaginative and curious individuals.

7. To develop children who have the necessary skills to become independent lifelong learners.
8. To support children's confidence and independence.
9. To ensure that children have access to a stimulating learning environment coupled with first-hand experiences and opportunities for exploration and investigation.

## Legislation

This policy is based on requirements set out in the [2017 statutory framework for the Early Years Foundation Stage \(EYFS\)](#).

## Structure of the EYFS

At Ashton West End Academy the Early Years Foundation Stage consists of a Nursery and two Reception Classes.

The Nursery is part-time only and children can start in our Nursery in the September after their third birthday. Children will be offered either a morning or afternoon place. The morning sessions run from 8:45am until 11:45 Monday to Friday. The afternoon sessions run from 12:30am until 3:15 Monday to Friday. The Nursery Class is taught by a qualified teacher and a Nursery Nurse.

Children are able to join one of our two Reception classes in the September after they turn four. Children do not need to have attended our Nursery to apply to join our Reception Classes. Each Reception Class is taught by a qualified teacher and a teaching assistant.

## Curriculum

Our curriculum for the Foundation Stage reflects the areas of learning identified in the EYFS framework, with expectations that children reach the Early Learning Goals by the end of Reception. At Ashton West End Primary Academy, we plan an exciting, stimulating and meaningful curriculum that builds on what children already know. We also understand that children learn in different ways and at different rates and plan appropriately for this. The EYFS framework is built around 7 key areas of learning, which is split into 17 Early Learning goals, which include both prime and specific areas of learning. All of the 7 areas are equally important and interconnected and none of these areas can be delivered in isolation from the others. All areas of learning are developed through a balance of adult led and child-initiated activities.

Practitioners working with the youngest children in Nursery will focus strongly on the three prime areas, which are the basis for successful learning in the other four specific areas. The three prime areas reflect the key skills and capacities all children need to develop and learn effectively, and become ready for academy. The balance will shift towards a more equal focus on all areas of learning as the children move through the Early Years at Ashton West End and grow in confidence and ability within the three prime areas. The prime areas are particularly important for building children's curiosity, confidence, independence and love for learning. The specific areas then help to develop and strengthen learning and development.

These areas include:

### Prime Areas

#### Communication and language

At Ashton West End, we provide a language rich environment that helps all children, including those with English as an Additional Language to develop their language skills and ability to express

themselves. We also ensure that children develop their listening skills and use language to build relationships and talk about experiences. Children with English as an Additional Language are given specific bilingual support alongside support to develop their English skills.

### **Physical development**

We ensure that all children are given opportunities to develop both fine and gross motor skills to develop their coordination and movement. Children have access to an outdoor area daily in which they have opportunities for physically active play. Children are taught skills to develop both physical and self-care skills in both Nursery and Reception. We understand that the personal needs of all children are met and ensure that children develop their skills to manage their own personal needs. All staff understand that we have a Duty of Care to ensure children's personal needs are met. We also ensure that all children have an understanding of when they are at risk both in school and outside of school, and have strategies for how to get support if they are at risk.

### **Personal, Social and Emotional development**

This includes developing children's self-confidence, developing how they manage their own feelings and behaviour and making relationships with others. We encourage children to develop positive relationships with others and be respectful of other's needs and differences. Staff support children in provision to develop social skills and understand their own behaviour and feelings. We instil a positive and respectful culture at all times and use positive praise to ensure that children are confident in their own abilities, alongside being resilient at times of difficulty. Clear boundaries are set from the beginning of Nursery that are consistent throughout the EYFS.

### **Specific Areas**

#### **Literacy (Reading and Writing)**

At Ashton West End Primary Academy, we understand the importance of reading and writing and ensure that there is progression between Nursery and Reception. We have a systematic approach to Phonics and children have daily Phonics sessions both in Nursery and Reception, following the 'Letters and Sounds' document. In Nursery, children take part in daily Phase 1 Phonics sessions to develop basic listening concepts. This then progresses to Phase 2 in Reception, in which children learn to link sounds to letters which aids children in reading and writing. Children take part in reading and writing adult focused activities weekly with an adult, and also have access to a stimulating reading and writing area.

#### **Maths (Number and Space Shape and Measure)**

Maths is taught exclusively in both Nursery and Reception. Children take part in differentiated carpet sessions alongside adult focus activities. Provision ensures that children have opportunities to develop their understanding and work independently to develop Mathematical understanding. We provide children with opportunities to develop and improve their skills in counting, understanding and using numbers and to talk about shapes and measurements. Adults support children in making connections and links with learning.

#### **Understanding the world**

We spend time with children supporting them to make sense of the world around them. We ensure children have appropriate opportunities for exploration and observation of the world. This ensures that children develop cultural capital and are curious about their community/ environment. Children are encouraged to talk about their own experiences both during circle time and independently and

we encourage children to make connections and links about their knowledge. This ensures that children ask questions to develop their own understanding.

### **Expressive arts and design**

We ensure that teach children skills to explore and play with a range of media materials and give children opportunities to share their ideas and receive feedback from others. It is important that children are able to think of their own ideas and create freely without fear of judgement. We also ensure that children have access to a topic-based role play area, which may also change based on children's interests and ideas. Children are given lots of opportunities to express themselves in a range of ways including media, dance and music throughout EYFS.

## **Assessment**

Assessment of children is ongoing and is completed both formatively and summatively. Ongoing (formative) assessment is integral throughout both Nursery and Reception. Online observations, writing evidence, samples of independent work and photographs are recorded for each child. Data is entered electronically onto the data - tracking programme 'Target Tracker' at the end of each half term. Data meetings are carried out termly which also ensure that discussions can be had on how to accelerate progress for specific children. Targets are then set for children who are not making expected progress and discussions with parents/ carers are had. An agreement is made on how they can also support the child at home. They may suggest a referral to the Academy's Special Educational Needs Co-ordinator (SENCO). They will discuss this with you first. If a parent has concerns about the progress their child is making, they should discuss this with the EYFS staff initially. (Related document: Academy's Special Educational Needs Policy).

We ensure that we have ongoing discussions with parents and act on any concerns parents may have about their child's development. Ongoing assessment is also used as a tool to highlight any children that need more challenge and opportunities are then planned for these children.

Children at the end of Reception are assessed against the Early Learning Goals and are assessed to be emerging, expected or exceeding in each of the learning areas. This will be shared with the Year 1 Teacher in preparation of them moving up to KS1.

For our children whose home language is not English we take steps to provide opportunities for these pupils to develop and use their home language in their play and learning in order to accelerate progress. Children have support from bilingual Teaching Assistant's who support children in provision alongside specific interventions such as colourful semantics and talk time.

**Reporting:** The class teacher will report to parents whether children are emerging, meeting or exceeding the expected levels of development at the end of Reception Summer term. Within the 7 areas of learning there are 17 areas of development and therefore 17 Statutory 'Early Learning Goals'. These provide the basis for planning, teaching and learning in Reception. If children demonstrate working towards the expected standard of a Year One child against the National Curriculum, the assessment may demonstrate they are 'exceeding expectations'. If children do not achieve all of the Early Learning Goals by the end of Reception they will continue to work towards them in Year 1. Progress will be shared with parents in Autumn term, Spring term and at the end of Summer term.

## **Training**

Teacher's in both Nursery and Reception have recently taken part in training for EYFS observation and Assessment, Phonics training and EYFS Writing progression. In house moderation and external

moderation is also carried out throughout the year to ensure that judgements and assessments are accurate.

Staff have up to date safeguarding training and first aid training where appropriate.

Professional Development reviews are carried out yearly alongside staff meetings weekly which aid ongoing professional development.

## Teaching and Learning

*“Good practice in the Early Years*

- *Tailored to individual needs*
- *Capitalised on children’s interests in order to achieve learning outcomes*
- *Flexible and responsive so that plans could be changed or adapted to follow the interests of the children and/ or respond to external events*
- *Informed ongoing assessment*
- *Grounded in the EYFS framework*
- *Differentiated for age and stage of development”*

(Good practice in Early Years, January 2017)

All teachers are expected to implement engaging and stimulating lessons alongside challenging provision areas. Teachers follow the Teaching and Learning Policy closely to ensure that children make good progress. At Ashton West End staff recognise that all children have different learning styles and develop at different rates. Planning is differentiated and adapted if/ when necessary to meet children’s individual needs.

All staff ensure that planning and teaching:

- Is progressive and ambitious
- Is coherently planned and built on what children already know
- Is practical and first-hand
- Is meaningful and based on children’s interests
- Is differentiated appropriately based on children’s individual needs and learning styles
- Promotes appropriate discussion and gives opportunities for children to develop their English skills and understanding
- Has a strong emphasis on communication development
- Promotes cultural capital and encourages children to develop curiosity about the world around them
- Uses engaging high quality texts (both fiction and non-fiction)

Staff have a responsibility to:

- Identify misconceptions and provide clear explanations
- Introduce new ideas and concepts
- Respond and adapt planning and teaching where necessary

- Have an in-dept knowledge and understanding of children’s next steps
- Develop a wide range of skills that will enable children to become life-long learners
- Have a good understanding of early childhood development and special educational needs and how this relates to teaching and learning in the Early Years
- Set appropriate interventions to accelerate progress
- Ensure that all children feel safe and nurtured
- Have ongoing communication with parents/ carers
- Provide a high-quality provision based around children’s interests and topic based learning
- Respond sensitively to children’s feelings, ideas and behaviour

## Planning

Planning provides the framework for mapping out the experiences, activities and learning intentions that the children will encounter. It provides a record of children’s previous experiences, achievements, progress and is informed by the outcomes of the previous week’s reflections. Staff also take into account the individual needs, interests, and stage of development of all children, and use this information to plan challenging and enjoyable experiences. 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 order to ensure that children have access to a broad and balanced curriculum long term plans are created. This outlines topics and ensures progression between Nursery/ Reception. Medium term planning is then created half termly which ensures that equal emphasis is placed on all aspects of learning. Medium term planning outlines learning opportunities across the 7 areas of learning and outlines the experiences and activities, alongside provision enhancements.

Teachers also plan weekly, and reflect on previous learning and understanding to adapt planning where appropriate. In planning and guiding children’s activities, practitioners reflect on the different ways that children learn and include these in their practice.

## Parental Involvement

We recognise that children learn and develop well when there is a strong partnership between practitioners and parents and/or carers. We also recognise that parents/ carers are the first teachers of their child and have a fantastic amount of knowledge about them.

We recognise the important role parents play in educating the children. We do this by:

- Inviting parents/ carers to an induction meeting the term before their child starts school.
- Engage in discussions with parents before their child starts school.
- Ensure parents/ Carers are kept up to date with their child’s progress and development both formally and informally (through parents’ meetings and ongoing discussions).
- Ensure parents are able to talk to teachers both at the beginning and end of the day and, if applicable, arranging meetings for more in-depth discussions.
- Providing parents/ carers with ‘curriculum news’ termly which outlines learning and topics.

- Ensuring parents/ carers are aware of their access to the Academy website, which has a range of examples and photographs of children's learning.
- Invite parents/ carers to a 'VIP meeting' termly in which they are invited to talk to teachers and look at children's learning and development.
- Invite parents/ carers to workshops where applicable, such as Phonics workshops and E Safety workshops.
- Invite parents/ carers to parents evening termly in which a discussion is had on their child's progress.
- Ensure parents/ carers are given an in-depth report at the end of the year which highlights children's progress and development.
- Staff supporting parents/ carers to engage with specialist support if/ where appropriate.
- Ensuring that children have a 'home school' diary which is taken home weekly, to encourage parents to feedback on their child's learning at home.

## Child Protection & Safeguarding

At Ashton West End Primary Academy, we understand that Safeguarding is the responsibility of all staff. All staff follow the Child Protection & Safeguarding policy. It is of high importance that all staff understand that they have a duty of care to protect children and promote the welfare of all children.

All staff are aware of Designated Safeguarding Leads (DSL's) and have a responsibility to report any concerns to DSL's immediately. Staff now use 'Child Protection Online Monitoring and Safeguarding' (CPOMS) which is an online safeguarding tool that helps to ensure that all children are fully supported. Any concerns about the welfare and safety of children will be sent to the DSL's and action must be taken and recorded.

To ensure the safety of children in the EYFS unit the following procedures are observed:

- At 8.55am the school gates are locked. Security systems operate throughout the day and adults must enter the main gate and report to the office.
- Any visitors can only gain access into school via the school office, alongside a member of staff.
- During transition periods between AM/ PM Nursery the gate will be opened for a short period. No other children have access to this area during this time.
- At the end of the day the gate will be opened at 3.00pm to enable collection of children. The gate into the EYFS area will only be opened at 3.15pm after the school bell.
- No child will be handed over to the care of any unfamiliar adult or any family member under 16.
- The EYFS learning environment (both indoor and outdoor) is checked regularly and any repairs or maintenance is undertaken by the caretaker/ external companies where applicable.
- Staff are aware of specific medical needs and appropriate medication is available out of reach of children.
- Fire registers are available to all staff which highlight who is absent in case of a fire drill/ emergency.

## The importance of reading

Enjoying books and reading stories from a very early age is crucial in the children's development. It helps with their ability to understand words, use their imagination and develop their speech. All staff understand the importance of children learning to read, regardless of their background, needs and abilities. The importance of early reading is paramount and is something that all staff strive towards. It is our responsibility to ensure that all children make good progress in reading throughout the EYFS.

Throughout EYFS, children have access to a range of stories, poems, rhymes and non-fiction texts which are chosen to develop a child's love of reading, vocabulary and comprehension skills. Topic based texts are covered over 3 weeks, to ensure that children have a full understanding of key events, characters and story structure. Texts are covered alongside relevant fiction and non-fiction texts. This may change dependent on children's interests. Children also have opportunities to act out stories and role play.

All children take a library book home each week, and each child in Reception has an individual reading book related to the Phonics Phase they are completing. In Reception, children read on-entry in the morning with a member of staff and are encouraged to talk about what they have read and apply Phonic knowledge to words and sentences. Children in Reception also take part in differentiated weekly guided reading sessions in small groups to encourage basic inference skills and application of Phonics. Nursery children begin short guided reading sessions in Summer term where applicable. Teachers give children sufficient practice in reading books that match the grapheme-phoneme correspondences they have learned. Children also have access to a range of high-quality texts in provision areas. Reading books are closely matched to the schools Phonics programme.

Teachers follow the 'Letters and Sounds' framework and this systematic approach to phonics gives children opportunity to learn to read words and simple sentences accurately by the end of Reception. Children in Nursery take part in Phase 1 phonics daily, before moving onto either Phase 2 alongside Phase 1 in Nursery or moving onto Phase 2 at the beginning of Reception. Some children may continue with Phase 1 Phonics in Reception where applicable. Children will then continue with Phase 3 and Phase 4 Phonics as they progress.

It is important that all staff support those children with English as an Additional Language, and teachers ensure that their own speaking and reading of English support those with English as an Additional Language. Where applicable, children have access to bilingual story times alongside access to English texts.

Reading attainment is assessed and gaps are addressed as applicable. Interventions are extra reading are planned appropriately. Activities are differentiated based on children's assessment, understanding and Phonics stage.

## Monitoring

This policy will be reviewed and approved by The EYFS Lead and the EYFS Staff every 12 months.

At every review, the policy will be shared with the governing board.

Statutory policy or procedure for the EYFS	Where can it be found?
<b>Safeguarding policy and procedures</b>	See child protection and safeguarding policy
<b>Procedure for responding to illness</b>	See health and safety policy
<b>Administering medicines policy</b>	See supporting pupils with medical conditions policy
<b>Emergency evacuation procedure</b>	See health and safety policy
<b>Procedure for checking the identity of visitors</b>	See child protection and safeguarding policy
<b>Procedures for a parent failing to collect a child and for missing children</b>	See child protection and safeguarding policy
<b>Procedure for dealing with concerns and complaints</b>	See complaints policy