



MAYFIELD PRIMARY SCHOOL

EARLY YEARS FOUNDATION STAGE POLICY (EYFS)

Policy approved by the Headteacher

Mark Couper-Barton

Date: 14.3.21

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MAYFIELD PRIMARY SCHOOL
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MAYFIELD PRIMARY SCHOOL

EYFS POLICY

Our Vision

Through a positive caring environment, we provide the opportunity for every child to reach their full potential. We embrace the Christian values of the Trust and ensure all children are ready for their next steps.

Within this document, the term 'Early Years Foundation Stage' (EYFS) is used to describe children within our Nursery and Reception classes.

"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, Department for Education, March 2012

EYFS classes must provide every child with a feeling of security, being valued and the confidence to explore new learning. EYFS is unique in that it sets the tone for later school life.

EYFS is based on four overarching principles:

- Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured.
- Children learn to be strong and independent through positive relationships.
- 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 / carers; and
- Children develop and learn in different ways and at different rates.

This Early Years Policy includes the following:

- Aims and Principles
- Planning and organising the curriculum
- Classroom organisation and resources
- Use of whole school resources
- Induction
- Involving parents
- Language and Literacy Supporting the Reception Child
- Assessment and record keeping
- Monitoring and evaluation

Aims and Principles

- EYFS practitioners should ensure that all children feel included, secure and valued.
- To provide a relevant curriculum with tasks that make sense to the children and are both practical and purposeful.
- To provide opportunities for children to engage in activities planned by adults and those that children plan or initiate themselves. Practitioners must consider the individual needs and interests of each child and use this information to plan a challenging and enjoyable experience in all areas of learning and development.

- Practitioners acknowledge the holistic nature of young children’s learning and natural links will be made between different areas of the curriculum, with the emphasis on learning through play and the importance of developing speaking and listening skills.
- Practitioners must create a learning environment that develops children’s imagination and encourages children to explore and express their ideas and feelings.
- Practitioners must respond to each child’s emerging needs and interests, guiding development through positive interaction.
- Involve parents and carers.

Planning and organising the curriculum

The curriculum for the Early Years forms the first stage of our Whole School Curriculum.

There are seven areas of learning and development that provide a framework for planning, teaching and assessing in EYFS settings. All areas of learning and development are inter-connected.

The three prime areas are:

- Communication and Language – children will be given lots of opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; to speak and listen in a range of situations.
- Physical Development – children will be provided with opportunities to be active and interactive; to develop their co-ordination, control and movement. Children will be taught the importance of physical activity, to take care of their personal needs and to make healthy choices in relation to food.
- Personal, Social and Emotional Development – help children develop a positive sense of themselves and others; forming positive relationships and develop respect for others; develop social skills and learn how to manage their feelings; understand appropriate behaviour in groups; and have confidence in their own abilities.

There are also four specific areas, through which the three prime areas are strengthened and applied:

- Literacy – children will be taught to link sounds and letters and to begin to read and write. Children will be given access to a wide range of reading materials to ignite their interest.
- Mathematics – children will be provided with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces and measures.
- Understanding the World – Children will make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.
- Expressive Arts and Design – Children will explore and play with a range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

The curriculum is planned through a series of themes that reflect and respond to the children’s interests, offering experiences in all areas of the curriculum and which carry equal importance to provide a broad and balanced curriculum with opportunities for play and child- initiated activities.

The long-term plan is the Foundation Stage curriculum. This is an overarching framework that informs all other stages of planning. It shows the range of experiences and learning opportunities that are available while children are in the early years.

Medium term planning takes the form of a theme based upon the children’s interests. It is evaluated weekly to respond to other emerging interests that the children may have.

Short term plans select activities and learning objectives from the medium-term theme plan as deemed appropriate to meet the needs and interests of the children. Plans are extended and differentiated accordingly.

Planning should provide a clear balance between challenging the most able children in some cases to exceed Early Learning Goals.

By the end of the Reception year, strong foundations will be in place, in preparation for children entering Year 1.

Classroom Organisation and Resources

The organisation of our Early Years Foundation Stage unit reflects the importance that is placed on children learning through play and first-hand experience, developing independence and having opportunities to initiate their own activities.

Our EYFS unit provides the following areas:

- Carpet areas
- Small world area for retelling and creating stories
- Role play area
- Basic skills and Funky Fingers areas
- Construction area
- Investigation Areas both seasonal and topic related
- Creative and workshop areas
- Sand and water
- Book corner with a range of fiction and non-fiction books
- Writing areas with a range of writing resources
- Table top and small world toys
- Interactive whiteboard
- Malleable materials
- Musical instruments
- Painting and creative equipment
- Maths games and equipment
- Forest School in our Mayfield Woods
- Outside classroom – a safe, fenced area for children to develop skills on a larger scale

EYFS also has a set of appropriate outdoor clothing in order to make full use of the outside classroom, school grounds, walks to Mayfield woods and our on-site Forest Schools area.

Use of Whole School Resources

- The hall, e.g.: for music, dance, drama, physical education and assemblies.
- Use of school grounds and playgrounds.
- Forest School area (Mayfield Woods).
- The kitchen for a range of cooking activities.
- The Rainbow Room (for small group interventions)
- The Computer suite, which also contains a laptop trolley for use in classrooms.
- Large range of musical instruments.

Induction

We work closely with our families before they join us in Nursery and Reception. This involves Open Day events, additional visits to school and visits to the home.

Our EYFS lead also works closely with a range of pre-school settings and, in many cases, gets the opportunity to meet children and families before they join us.

EYFS also work with families on the REAL project to promote positive parenting and effective early experiences.

A transition meeting to discuss children's transition records is held between staff from pre-school settings and the EYFS Lead in July, for children who are starting our Nursery and for children who are new to our Reception class.

In July, meetings are held by the EYFS lead, EYFS teachers and Headteacher, to introduce parents/carers to the school, Nursery and Reception procedures and curriculum. Parents/carers are given a school prospectus which outlines the curriculum and school routines, as well as booklets to help them to support their child before and during their time in EYFS.

Nursery and Reception children are introduced to the life of the wider school gently as they are ready. Playtimes are separate, in the EYFS areas, allowing the children to settle with their classmates in a quiet atmosphere.

Involving Parents

Parents/carers are the child's first and most enduring educators. When parents/carers and practitioners work together in Early Years settings, the results have a positive impact on the child's development. A successful partnership needs to be a two-way flow of information, knowledge and expertise. We aim to develop this by:

- Outlining how the EYFS is being delivered to parents/carers during the new parents' meeting in July, to enable them to understand the value of supporting their child's learning at home and how they can access more information.
- Curriculum letters / newsletters are sent home periodically to keep parents informed of their child's current curriculum and learning needs, with an outline of activities which could be undertaken at home to support this.
- Operating an "open door" policy, whereby parents/carers can come and discuss concerns and developments in an informal manner, and also to view children's work.
- Sharing progress at school through annotated photographs and observations in 'Online Learning Journeys' (Learning Book).
- Inviting parents/carers to accompany children on school visits.
- Discussing individual next steps and progress with parents/carers at parents' evening in Autumn and Spring terms.
- Providing an annual written report to parents/carers in July, summarising the child's progress against Development Matters, in Nursery, and the Early Learning Goals (ELGs) in Reception. An additional meeting is held for Reception parents, in the summer term, to discuss their child's progress, and characteristic of learning, at the end of EYFS.
- Any concerns in relations to additional needs will be discussed with parents and the Special Needs and Disabilities Co-ordinator (SENDCO) for the school.

Language and Literacy

- Early in the first half term at school, children will begin to bring home a book so that parents/carers can support their child with the sounds he/she has learnt at school.
- The first books that children bring home to share with parents/carers will be books with simple repetitive text and rhymes, which will then extend to simple sentences based on their phonic ability.
- During the year, each child will take home independent reading books that have been shared at school.
- Children are also able to choose a weekly library book which promotes a love of reading at home.
- Each child may also take home a range of reading games or activities that involve matching sounds and pictures; making, reading and writing simple words that can be practiced at home.

Assessment and Recording

This is in line with the school Assessment Policy.

We make regular assessments of children's learning, and we use this information to ensure that future planning reflects identified needs. Assessment in the Early Years Foundation Stage mainly takes the form of observations, and

this involves the teacher and other adults as appropriate.

During the Nursery years, children are observed, and progress is noted in individual records, on Learning Book and on the school's recording system.

During the children's year in the Reception class, staff continue to make observations and assesses the ability of each child using the EYFS Profile linked to the Early Learning Goals. We use this information to modify the teaching programme for individuals and groups of children and to identify patterns of attainment within the cohort of children. We share the profile information with parents at Parents' Evening in Autumn and Spring.

Observation notes, photos and samples of each child's work are kept electronically on Learning Book and analysed during the school year.

This follows the school's policy on assessment and monitoring children's progress and offers opportunities to identify any learning gaps or additional needs the child may have. Progress is shared with parents to make them aware of the child's strengths and development needs and targets to give details of the child's general progress. Parents are given a record of their child's progress.

Monitoring and Evaluation

This is in line with the school self-evaluation procedures.

Roles and Responsibilities beyond the Class Teacher

Teaching Assistant

In EYFS, it is the Teaching Assistants' role to assist and support Nursery and Reception teachers as fully as possible. Teaching Assistants will work with individuals and groups of children under the direction of the class teachers. They will be proactive in encouraging development in all areas of learning as well as leading interventions and aiding assessment, administration and enhancing the work space. Input and feedback to the class teachers is seen as a vital element in the education of the children.

Head Teacher

The Head teacher's role is to support and challenge the EYFS lead, class teachers and Teaching Assistants, in order to secure the highest quality education to the children.

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