

MALTON COMMUNITY PRIMARY SCHOOL

Early Years Foundation Stage (EYFS) policy

Aims

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind
- Close partnership working between practitioners and with parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

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

Structure of the EYFS

The EYFS comprises pupils aged 2-5 years old, in 3 year groups: 2-year-old, Nursery and Reception. 2 year-old pupils may attend each morning for 15 hours in total. Nursery pupils can attend up to 33.75 hours and Reception pupils can attend full time school provision. The school accepts universal hours and 30 hours funding. Charges can be viewed in the school's charging policy.

Curriculum

Our early years setting follows the curriculum as outlined in the 2017 statutory framework of the EYFS.

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. However, 3 areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The prime areas are:

- Communication and language
- Physical development
- Personal, social and emotional development

The prime areas are strengthened and applied through 4 specific areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

Planning

Staff plan activities and experiences for children that enable children to develop and learn effectively. In order to do this, practitioners working with the youngest children are expected to focus strongly on the 3 prime areas.

Staff also take into account the individual needs, interests, and stage of development of each child in their care, and use this information to plan a challenging and enjoyable experience. 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. Planning must also identify requirements for pupils who are from disadvantaged backgrounds, have English as an additional language and are deemed to be more able.

In planning and guiding children's activities, practitioners reflect on the different ways that children learn and include these in their practice.

A long term plan is in place for all age groups in the EYFS; this covers all areas including literacy and maths. This is supplemented by medium planning using the school's proforma, literacy and numeracy planning. Expectations about

reading materials for each year group are made clear. Teachers are expected to complete weekly timetables for learning and submit these, along with planning, to the headteacher via OneDrive.

Teaching

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Practitioners respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for year 1.

Pupils are taught to read using Read, Write Inc. Phonics. Details of early reading can be found in the school's Teaching and Learning policy. There is a determination that every child will learn to read, together with a rigorous and sequential approach to developing speaking and listening, reading, writing and spelling. White Rose Maths planning is used for the teaching of maths.

Communication, Language and Literacy

The role of the adult is vital in the promotion of communication. Our planning reflects the need to extend vocabulary through well planned activities such as:

- responding to stories, songs and rhymes.
- using role play to develop language skills when learning to speak to different people in different situations

Word Aware is used as a programme across Early Years to support the development of language and understanding. Key words and vocabulary are on display throughout the provision to act as a tool for adults promoting our high expectation in language development. On entry to our nursery setting children are screened for their CLL needs using the **Welcomm screening tool**, this enables staff to put in place language interventions for those children who may be at risk of falling behind their peers. The Welcomm tool kit then offers a range of suggested activities that adults can use to support language development. In addition to this, staff use the **Nuffield Early Language Intervention (NELI)** to develop communication and language skills; this maybe through targeted group work to support children who may be at risk of language delay.

Religious Education, PSHE and Music

Pupils in Nursery and Reception follow the North Yorkshire syllabus for RE which is supplemented by 'Understanding Christianity'. Pupils follow the JIGSAW scheme of work for PSHE. There is an expectation that pupils partake in a weekly lesson using these resources. Pupils participate in daily collective worship which follows the whole school plan. Pupils also participate in daily mindfulness and from summer term in Reception, a weekly metacognition lesson.

Pupils in Reception also follow the Charanga music scheme.

Assessment

At Malton Community Primary School, ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are recorded in a learning journey and used to shape future planning. Practitioners also take into account observations shared by parents and/or carers using special moment leaves. Learning journeys must be updated at least half termly and aim to include approximately 30-40 pieces of evidence over the year.

Pupils are assessed on termly basis and the EYFS tracker updated in line with the rest of the school.

When a child is aged between 2 and 3, practitioners review their progress and provide parents and/or carers with a written summary of the child's development in the 3 prime areas. This 'progress check' highlights the areas in which a child is progressing well and the areas in which additional support is needed.

At the end of the Nursery year and the Reception year, staff complete assessments against Development Matters and the EYFS profile respectively. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development
- Exceeding expected levels or,
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations and discussions with parents and/or carers. The results of the profile are then shared with parents and/or carers.

Working with parents

Each child in the EYFS is assigned a key person. The key workers' role is to develop and establish positive relationship with the child and their family. They will ensure that the child settles into each session and checks in with the child throughout the day. They will also lead story time and sharing time with pupils. We recognise that children learn and develop well when there is a strong partnership between practitioners and parents and/or carers.

Parents and/or carers are kept up to date with their child's progress and development. The progress check and EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

Safeguarding and welfare procedures

Our safeguarding and welfare procedures are outlined in our safeguarding policy.

Transition

Pupils in 2gether and Nursery are invited to attend shorter sessions if required and build up gradually to their full allocation. Parent and pupil packs are sent home which include photographs of the setting and key pieces of information. When possible, a parent meeting for new starters is help. Telephone call should also be made and teachers should make it their priority to introduce themselves properly to parents ad find out useful information about each child prior to them beginning school.

As pupils begin Reception, they will be invited to join the school using a staggered approach. Pupils will begin school in small groups, beginning with the eldest pupils. This time should be used to settle the pupils in to the provision and show them how to use it properly and purposefully. By the end of week 3, all pupils will in school, full time.

The month of June should see the Reception classroom becoming for formalised to align with Year 1 expectations. Pupils must be expected to listen for longer periods of directed time, sit at tables for longer periods of time and demonstrate more stamina with reading and writing.

Likewise, Nursery and Reception should align provision so it is progressive, not entirely unlike. This should lead to smooth transition between these two EYFS classrooms with provision becoming more challenging, not different per se. *We will know we have this right when children do not need to be shown how to use continuous provision from scratch.*

Approved by: FGB

Date: November 2020

Next review due by: **FGB November 2021**

List of statutory policies and procedures for the EYFS

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