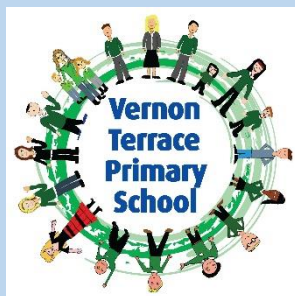


Vernon Terrace Primary School

Early Years Foundation Stage (EYFS) Policy





Mission Statement:

‘At Vernon Terrace, we aim to provide a happy and stimulating environment in which the academic, social, emotional and cultural needs of each individual child are met.’

1. Aims

This policy aims to ensure:

- That children access a broad and balanced curriculum, in line with statutory guidance, that gives them the broad range of knowledge, cultural capital and skills which enable to children to make good progress through school and succeed and in life
- The quality and consistency in teaching and learning so that every child attains to their full ability and makes good progress
- A close working partnership between staff and parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice in line with the Equality Act, 2010

2. Legislation

Vernon Terrace Primary School:

This policy is based on requirements set out in the [statutory framework for the Early Years Foundation Stage \(EYFS\) that applies from September 2021](#).

3. Structure of the EYFS

At Vernon Terrace Primary School our EYFS consists of a nursery and reception class. We offer full time and part-time places in our nursery unit, 9:00-3:00 Monday to Friday. Our reception year starts at 8:50 and finish at 3:05. Both year groups work closely together as an EYFS setting to ensure the best possible outcomes for our children. Please see our charging policy regarding nursery charges.

4. Our intent, implementation and impact for Early Years Foundations Stage

The Early Years Foundation Stage is the period of education from birth to 5 years. In our Foundation Stage, we have a nursery and reception class. We work closely together as a unit, ensuring all of our children can be supported and challenged accordingly.

Intent

In EYFS at Vernon Terrace Primary School, the curriculum intention is to:

- Recognise children's prior learning from previous settings and their experiences at home building upon previous learning;
- Provide first-hand learning experiences;
- Allow the children to build resilience, ambition and integrity;
- Ensure every child is recognised as a unique individual and we celebrate and welcome differences within our school community.
- It intends to underpin fundamental, foundation skills, knowledge, concepts and values.

Our curriculum intends to provide enhancement opportunities to engage learners. Staff believe that our first-hand experiences of school should be happy and positive, enabling us to develop a lifelong

love of learning. A Large number of our children enter nursery with limited first-hand experiences of experiencing our local area, therefore our curriculum involves opportunities for exploration of the local area and culture.

The curriculum design ensures children consolidate and deepen knowledge and ensure children meet their next steps.

Implementation

Throughout EYFS at Vernon Terrace Primary School, we follow the Early Years Statutory Framework for the Early Years Foundation Stage, updated September 2021, by the DfE. This framework specifies the requirement for learning and development in the Early Years and provides prime and specific areas of learning we have a statutory requirement to cover. All staff need to be trained in order to be confident in delivering the curriculum effectively. Planning for the child ensures that it is child-centred and that is based upon creative, experimental experiences and topics which engage the children. We encourage active learning to ensure the children are motivated and interested. We make time to get to know the children's interests and their likes to support learning. All areas of our curriculum are followed and planned to ensure there is a broad, balanced and progressive learning environment and curriculum.

The children will learn new skills, acquire new knowledge and demonstrate understanding through the seven areas of the EYFS curriculum.

- Personal, Social and Emotional Development
- Physical Development
- Communication and Language
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

These 7 areas are used to plan children's learning and activities. Planning for this curriculum is designed to be flexible so that a child's unique interests are supported. In Reception during each week, the children will work with an adult to complete at least one 1:1 reading session as well as two adult-led literacy tasks, two adult-led maths tasks and a range of child-initiated tasks through both the indoor and outdoor provision. In our Nursery, children will work with an adult to support them in at least four adult-led tasks across the seven areas.

A vital aspect of planning for pupil progress and the development of essential knowledge and skills is the use of our continuous provision. This means that children are using and developing taught skills throughout the year on a daily basis. Continuous provision principles begin in EYFS and support children to develop key life skills such as independence, innovation, creativity, enquiry, analysis and problem-solving. During the school day, children will have an opportunity to work independently, work collaboratively with their friends and with members of staff. Daily guided activities are also planned to cover different areas of the EYFS curriculum and allow children to develop their next steps in learning. Through observation and discussion, areas of need and next steps are identified for all children to ensure good progress is made. There are also a range of stimulating and engaging activities which the children can access independently and a variety of opportunities for child-initiated play. In planning and guiding children's activities, we reflect on the different ways that children learn and reflect these in our practice.

Staff in the EYFS make regular observations of the children's learning to ensure their next steps are met. These are collected in each child's online journey and through termly narrative observations. We regularly assess where the children are, using 'Development Matters' and then ensure our planning, adult interaction and learning environment; including continuous provision, support children to reach their next steps. We will include interventions for groups or individuals if and when necessary. Children in EYFS learn through child-initiated play; exploration, being active, and through creative and critical thinking which takes place both indoors and outside. Our outdoor areas are used all year round and in most weather conditions.



We ensure activities support the Characteristics of Effective Learning to ensure learning takes place. These are:

- Playing and Exploring – children investigate and experience things, and have a go
- Active Learning – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- Creating and Thinking Critically – children have and develop their own ideas, make links between ideas and develop strategies for doing things.

We have dedicated time focused on health and self-care where we explore meditation, yoga and relaxation techniques. We share a range of healthy snacks and learn about the importance of a healthy balanced lifestyle to maintain our own wellbeing. All of the children perform in a nativity, achievement assembly, participate in trips to linked to the learning theme and explore their local community. They are visited by a vast range of People Who Help Us, such community members

including the police, fire service, postal workers, vets, doctors, nurses, their animals and vehicles.

They are able to experience an eye test after a reassuring workshop, gain information from the local dental service and participate in whole-class assemblies. They plant bulbs and seeds, watch them grow and eat their produce such as strawberries.

To support our wider curriculum, we provide regular opportunities for parents and carers to come into school and work with their child, share their work and celebrate successes. We keep parents informed and we meet regularly with them to ensure children's transition into school and through the EYFS is happy and allows them to reach their potential with the support needed. This includes transition days, nursery or home visits, stay and play sessions, parent workshops, teddy bears picnic, learning journeys, wow moments, reports and parent consultations as well as more frequent informal communication to suit individual families. We also support the transition into Key Stage 1 for both child and parents. We prepare children for Year 1 with visits to their new class, meeting the teacher and ensuring the environments are similar at the end of EYFS and the start of Year 1. Parents have the opportunity to meet with new teachers and visit their child's new learning environment. They also complete 'moving on' activities with their child throughout the summer term. These aim to support the transition for all.

Impact

We strive to ensure that our children's progress across the EYFS curriculum is good from their varied starting points. We also strive for children to reach the Early Learning Goals and strive to exceed them at the end of Reception and to be at least in line with National Expectations. Evidence in children's learning journeys supports all areas of the EYFS curriculum. The impact of our curriculum is measured by assessment procedures which allow us to measure outcomes against all schools nationally. We measure the percentage of pupils achieving age-related expectations throughout the academic year, put supportive interventions in place if and when needed. Class teachers use observations to make formative assessments informing future planning and ensure that all children build on their current knowledge and skills at a good pace. The summative assessment compares children attainment to age-related expectations using month bands in Development Matters. This is tracked using Pupil Asset to ensure rates of progress are at least good for all children, including vulnerable groups such as those with SEND, disadvantaged or summer-born children. Our assessment judgements have been moderated both in school and externally with local schools and others in our partnership. We also partake in local authority moderation which has validated our school judgements.

The impact of our curriculum has enabled excelled progress which is shown through data collections, which is developed through a strong focus on personal, social and emotional development and creating a culture of a love for learning. This enables children to have the confidence and skills to make decisions and self-evaluate, make connections and become lifelong learners.

To prepare children to reach the Early Learning Goals at the end of the Foundation Stage and ensure children make at least good progress from their starting points.

5. Working with parents

We recognise that children learn and develop well when there is a strong partnership between staff 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 help to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

Each year group has a key teacher is assigned a key person who helps to ensure that their learning and care is tailored to meet their needs. The key person supports parents and/or carers in guiding their child's development at home. The key person also helps families to engage with more specialist support, if appropriate.

6. Safeguarding and welfare procedures

We work in accordance with the following documents: Vernon terrace safeguarding policy, [statutory guidance](#), vt whistleblowing, cod of conduct, keeping children safe in education 2021, equal opportunities act 2010. as of 2021, it becomes compulsory to promote good oral health, as well as good health in general:

- The effects of eating too many sweet things
- The importance of brushing your teeth

If you have introduced/want to introduce supervised tooth brushing,
insert: We follow [statutory guidance](#) for safety around supervised tooth brushing.

7. Monitoring arrangements

This policy will be reviewed and approved by the Head of Early Years every year. and SLT will review the effectiveness of teaching and learning through exploration and deep dives.

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



Approved by:

Date: July 2021

Last reviewed on:

July 2021

Next review due by:

July 2022

Appendix 1. 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
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
Procedure for dealing with concerns and complaints	See complaints policy
Data analysis	Pupil assessment and progression of skills document

Appendix 2: Q &A's about our Early years...

What underpins your philosophy of education?

The learning environment is bright, secure, motivating and fun so that the children are encouraged to achieve their full potential. This is achieved, both indoor and outdoor, through a combination of spontaneous play and intentional teaching. We have developed a holistic approach designed to satisfy the child in a social, emotional, physical, spiritual, lingual and intellectual sense.

The children must be valued, nurtured and respected as individuals. Our role as an educator is to assume responsibility for each child's personal and educational development whilst they are in our care. Accordingly, our planning and daily care must cater for, stimulate and challenge the diverse range of needs, talents, cultures and interests of my children. As a team of educators, we will support the children's progress throughout their learning journey by continual observation, planning, documentation, evaluation and reflection. The wellbeing of the children is essential, irrespective of their circumstances, such as race, religion, gender, disability or cultural backgrounds. This extends to supporting families from diverse backgrounds in their roles as caregivers. Regular communication with families is an integral aspect of my role to work alongside each other to benefit the child.

We are dedicated to building a safe, home-like yet stimulating and educational environment. Each child can then experience a sense of equality and trust within the haven of school. This environment ensures a warm, caring, supportive atmosphere where each child can succeed, grow, feel loved and secure and develop a sense of belonging. We believe this occurs when educators have a genuine interest in caring for the children. The children should respect the educators as positive role models whose actions and choices they can appreciate and follow.

We encourage the children to be proud of whom they are, achieving their fullest potential in interpersonal relationships, work and play—developing the child's feeling of self-worth, independence, autonomy and self-discipline and leading us to be able to maintain an atmosphere that is positive, peaceful and productive.

How do you ensure an effective balance of child initiated and adult led learning?

Adult-led activities are based on our professional understanding of what we should teach young children and their experiences. Through adult-led activities, we can introduce children to new ideas, provide opportunities for them to develop their skills and ensure that they experience all areas of learning in the Early Years Foundation Stage (EYFS). This is why it is vital to balance adult-led learning with time and opportunity for children to explore their ideas, play with resources and use their imagination and creativity. It is only through doing this and practising the skills that they have learned that children will be able to take ownership of their learning and apply it in different situations in their child-initiated play. Through providing high-quality experiences for children, we should aim for a balance of adult-directed activities and child-initiated. The balance is based upon the practitioner's judgment and the individual needs of each child, allowing them to access first-hand experiences and understand themselves and the world in which they live.

What do you consider the core knowledge and key skills which children need to be successful?

Children need to know the foundation blocks of life to enable them to have the best start in life. The knowledge is set out in the EYFS, and we follow a progression of skills for each area. These are reviewed as a team regularly to ensure that first-hand learning opportunities and continuous provision allow them to become secure in these core knowledge and skills. This reflects our vision for all of our children, and we regularly review each child through daily discussion and termly 'monitoring checks'.

How do you ensure you teach children how to manage their feelings behaviour?

As a foundation stage, we follow 'Think Equal' to help support and develop pro-social behaviours and attitudes, lessening disaffection, discriminatory, harmful, and anti-social behaviour patterns, which will help support them into adolescence and beyond. We aim to empower children through various individual narratives, informing social and emotional development and creating a greater collective narrative. The individual child is encouraged to play a collaborative and contributively part in the community and the world beyond it.

Children are supported through practitioners knowing every child and what makes them 'tick'. Through practitioners having this deep understanding, they can develop them effectively. Example....

An EYFS setting will follow 1,2,3, magic as a consistent behaviour management approach shared with parents, which works effectively with our cohort of families.

What do you consider your children's greatest barriers to success? How do you plan to overcome these?

Our children's most significant barriers to success, we believe, is language, first-hand experience and access to the outdoors. Due to the low social-economic, demographic area, which the school is situated. The majority of the families are working poor and have no access to gardens, and most of the children sadly have not been to the park when they start with us. It is not about this be a restriction to them, and it is about how we can ensure we provide opportunities to ensure they have access to missed opportunities.

Our early year's vision reflects this as we want children to be 'happy, confident, talkative and adventurous. These barriers are addressed throughout the year (see long term plan). Child-initiated play is vitally important in developing language, especially in the role play areas; practitioners know how to support and help lead play for these children to build a rich and deep vocabulary and language skills.

All staff are aware of the importance of developing the children's ability to communicate and build upon the vocabulary. Achieved through storytelling, first-hand experiences, role play, talk for writing, show and tell, and staff have high expectations of the vocabulary children can acquire. EYFS staff understand the importance of language development and use the 'key person' system to ensure the following steps are planned and delivered effectively.

How do you use assessment to inform your work with children?

Assessment is well used to inform planning and teaching. All staff are well trained and understand the 'Early Learning Development Strands'. We moderate amongst each other as a staff body and externally with partnership schools and the local authority.

We hold daily meetings to discuss our children, where they are, and how to progress their skills and apply them.

Practitioners have high expectations of child ensuring no ceiling is placed on their learning. Practitioners work well with parents to ensure consistency between school and home expectations. All staff are trained and able to plan from the statutory EYFS framework to reflect children's interest, needs and development. All staff are highly effective in preparing for and managing the needs of children with SEND.

The curriculum is well designed to meet the needs of our children. The outdoor environment is an integral part of our provision. High-quality outdoor experiences are planned to ensure children reinforce all skills taught within the framework.

All staff are skilled at promoting an independent and practical approach to learning, enabling them to develop their investigative and questioning nature.

How do you teach early writing?

When working with young children, there are many stages to early writing, and each child moves through the stages at their own pace. Early writing does not refer to children that begin writing early, instead of to the beginning stages of learning to write. Every stage of writing that a child moves through is building a solid foundation for success.

Our early year's practitioners have a firm understanding of child development and the need to ensure children master and develop the gross motor and turn their fine motor. Needed to ensure they have physical skills and control and cognitive development to start early writing. Over the years, we have developed our outside to ensure we have sizeable physical play equipment to ensure children can develop their upper strength, large block play, bricks, bikes and heavy objects, as depicted by research for children's development.

Writing is encouraging throughout independent learning and supported where appropriate by practitioners. Once this core set of skills has been developed, it enables children to progress rapidly through the stages of writing: Drawing – letter like formations – strings of letters – letters and spaces.

How do you ensure that there is sufficient challenge for children?

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Practitioners know the children well through a combination of scrutinising a range of hard and soft data to enable us to make the best decisions when planning for children's learning.

They use various tools to increase the challenge for all children, such as; Independence, resilience - Questioning and discussion - Tasks, resources and groupings – Feedback.

How do you support children who need additional help?

A fully inclusive learning environment adapted to meet the needs of each child. All staff adapt and scaffold learning to meet the needs of children. All staff work closely with the school's SENDco and external agencies to ensure all children receive a tailored approach to ensure all children access the framework at their level. Practitioners work tirelessly to support our children and their families to ensure they make better than expected outcomes.