

Policy for EYFS



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EYFS

Policy

Intention

At Priorslee Academy, the curriculum is designed to recognise children's prior learning from previous settings and their experiences at home, provide first-hand learning experiences, whilst allowing the children to build resilience, ambition and integrity. Every child is recognised as a unique individual and we celebrate and welcome differences within our school community. The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and values. We provide enhancement opportunities to engage learning and believe that our first experiences of school should be happy and positive, enabling us to develop a lifelong love of learning.

Throughout their time in EYFS, the children develop a sense of belonging to our school community, ready to transition to year 1. They have the confidence and skills to make decisions and self-evaluate, make connections and become lifelong learners. We intend:

- To work in partnership with parents and carers to encourage independent, happy learners who thrive in school and reach their full potential from their various starting points.
- To understand and follow children's interests and provide opportunities throughout our EYFS curriculum to support learning, consolidate and deepen knowledge and ensure children meet their next steps.
- To create an indoor and outdoor environment which supports learning.
- 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.
- To support transition into KS1.

Implementation

The Priorslee EYFS curriculum is designed to develop the characteristics of effective learning:

- Creating and thinking critically - children have to develop their own ideas, make links between ideas, and develop strategies for doing things.
- Active learning - children keep on trying if they encounter difficulties and enjoy their achievements.
- Playing and exploring - children investigate and experience things, and 'have a go'.
- Community involvement is an essential part of our curriculum as we celebrate local traditions, learning new skills to enable the children to take an active role in events throughout the year.

Our Foundation Stage comprises of a 48 place nursery led by a qualified teacher and a 60 place reception unit with 2 teachers. Children in nursery can attend mornings, afternoons or full days (within a minimum of 3 sessions). We are able to offer both 15 and 30 hour funded places for children from the term before they are due to turn 3 (Rising 3s) until the term before they are due to begin Reception. If children want to attend the nursery for a full 'school day' (8.45am - 3.30pm), there is an additional cost to cover the lunchtime supervision fee.

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.

The curriculum engages all children and ensures that all children make good progress from their starting points. A number of key resources are used to support the development of the curriculum including Development Matters, ARK Maths (Reception), Master the Curriculum Maths (Nursery), Little Wandle Phonics (please see our phonics policy for phonics across EYFS).

Where possible the children's own interests are used by the adults to engage the children in higher level thinking and deeper learning. Child initiated learning is valued and encouraged. Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult- led and child-initiated activities. The children have the right to the outdoor environment all the year round and access to the area is available daily throughout the session with constant adult supervision and interaction.

Parents are valued as first educators and every effort is made to inform them of the EYFS curriculum whilst providing them with the tools to continue in learning at home. On beginning Reception at Priorslee Academy, parents are welcomed to share special interests with school to support planning in advance, a comprehension 'Welcome Pack' is also provided to ensure parents are aware of expectations, routines and the curriculum. Parents are also encouraged to share their child's achievements through 'WOW' moments through Tapestry, and these are celebrated within school. EYFS have regular stay and play sessions which enable parents to come into the learning environment each term. We also host parents evenings, drop in sessions and Christmas performances.

At Priorslee we are keen for children to improve their Communication and Language skills. Therefore, across Little Seedlings Pre-school and Reception we use Makaton to support speech in our Communication and Language sessions whereby signs may be linked to a theme or common phrases. In addition to this we use Early Talk Boost and GL Welcomm assessments to provide additional support to pupils who may need it. Vocabulary is planned into Literacy sessions to support children in being introduced to new and exciting words. In Reception, pupils learn up to 8 new words a week related to their 'Drawing Club' story or tale. Elklan sessions have also enabled staff to support pupils with modelling to improve speech and language.

To support pupils Physical Development and the importance of fine and gross motor skills we have begun to use 'Dough Disco' and 'Squiggle' programs across the EYFS. We also use the 'Primary PE' to plan for our weekly Physical Education sessions. Children also develop their gross motor skills throughout the week within forest school, risky play in the outdoor area (using crates, decking boards and climbing equipment, they also have access to trikes to develop coordination.

Impact

We want each child to get the best possible start in life and to be ready to thrive in KS1. At Priorslee Academy we do this by ensuring ongoing assessment is an integral part of the learning process. Staff observe pupils and these observations are used to plan next steps.

We use an online learning journey 'Tapestry' to record key moments and some whole class learning, which is also shared with parents. We also have an adult focus book in Reception to record children's mathematics, literacy and theme learning.

At the end of EYFS, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals.

Planning for both Nursery and Reception has been well thought out around a key theme or question each half term, links are made to ensure children have a basic understanding of foundation subjects when moving on the National Curriculum in Year 1. We ensure skills are suitably progressed in all 7 areas of the EYFS.

The EYFS team meet for regular meetings and receive necessary training linked to the SDP. Teachers attend in house and external moderations and attend regular pupil progress meetings to ensure progress is being made for each individual child.

The EYFS practitioners are committed to raising standards by attending relevant CPD and ensuring each child at Priorslee Academy has the best start on their school journey.

SEND

Priorslee Academy is an inclusive school, enabling all of our pupils to reach their full potential, regardless of their starting point.

We ensure that all children, including those with SEND, get the support they need in order to achieve this in EYFS by: understanding the pupils' special educational needs providing high-quality teaching, differentiated to meet individual pupils' needs ensuring that pupils with SEND engage in EYFS activities alongside their peers. We use Widgit symbols daily through our visual timetables.

In EYFS we welcome our duties under the Equality Act 2010. These duties are:

- eliminating discrimination
- fostering good relationships
- advancing equality of opportunity
- We are committed to:
 - promoting equal opportunity for all
 - eliminating discrimination and harassment
 - valuing diversity and promoting positive relationships in PSED

To ensure our children are inclusive of all, PSED sessions are planned to explore protected characteristics through story. This is where appropriate and linked to the half termly themes.

Assessment

Assessment is fundamental to be able to extend and challenge the children's learning so that they can reach their potential. It also provides a whole school framework at which all different levels and perspectives merge so that educational objectives can be set and used to inform class planning, children's next steps, resources, support, whole school objectives and training.

Assessment should be incorporated systematically into teaching strategies in order to assess progress diagnose any needed developments whether on an individual, group, class or whole school basis.

Assessment is only effective if there is a regular review, communicated and acted upon at all levels.

Using the principles and processes of assessment, we aim to:

- Baseline all pupils - within the first 6 weeks that a child starts reception, staff will administer the Reception Baseline Assessment (RBA)
 - Monitor progress and support learning
 - Recognise the achievements of pupils and identify any areas of development
 - Inform pupils of their progress and next steps
 - Guide planning, teaching, additional support, curriculum development and resources
 - Inform parents and the wider community of pupil achievement
 - Provide information to ensure continuity when the pupil changes school or year group
 - Comply with statutory requirements
- At the end of the EYFS, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:
- Meeting expected levels of development
 - Not yet reaching expected levels ('emerging')
- The profile reflects ongoing observations, and discussions with parents and/or carers. The results of the profile are shared with parents and/or carers for their child within the end of year report.

Types of Assessment

Formative:

This is the ongoing assessment carried out by teachers both formally and informally during the day. The results of formative assessments have a direct

impact on the teaching materials and strategies employed immediately following the assessment. Early Years staff are aware of children's next steps and support them in the moment where appropriate, or interventions are planned to move children's learning forward.

Summative:

- These formal summative occur each term. These results are recorded on Insight assessment system.
- Subject leaders (core) will use the whole school outcomes to identify patterns and review the analysis of the assessments to inform whole school training.
- SLT will carry out umbrella and comparative data comparisons to ensure that the school is on track to meet individual pupil and national expectations.
- Little Wandle phonics assessments - half termly (Reception)

Pupil Premium

The aim of the government's pupil premium is to raise achievement among disadvantaged pupils, diminishing the difference between them and their peers. The funding was introduced in April 2011 and is targeted at pupils aged 4-16, from low income families who are eligible for Free School Meals (FSM) or any Looked After Children (LAC). Pupil Premium funding also extends to children of service personal.

We ensure that all children, including those who are recognised as Pupil Premium, get the support the need in order to achieve in EYFS by:
understanding social and educational barriers that pupils' face
Providing quality first teaching and differentiating activities or resources
Ensuring that children can access and are engage in EYFS activities alongside their peers

We are committed to:

- Developing cultural capital to increase social mobility
- Enabling more pupils from disadvantaged backgrounds to reach their potential and go on to further education.
- Reducing the attainment gap between the highest and lowest achieving pupils
- Supporting self-confidence, motivation and overall well-being.

Gifted and Talented

Priorslee Academy values all children equally and endeavours to ensure that each child should have the opportunity to realise his/her potential in a challenging and supportive environment.

We ensure that all children, including children who have been recognised as Gifted or Talented, get the support they need in order to foster a love of learning and progress in EYFS by:

- Understanding the pupils' strengths and/or area of talent
- Providing quality first teaching through differentiated tasks which support stretch and challenge
- Ensuring that Gifted and Talented pupils are engaged in EYFS

We are committed to:

- Promoting scholarship through a wide range of whole school initiatives
- Making links across the curriculum to allow pupils to demonstrate and exercise their skills
- Celebrating the achievements and success of all pupils.

EAL

At Priorslee Academy we are committed to being able to offer a curriculum which recognises the provision needed for the teaching of pupils for whom English is an additional language. As a school we will value the diversity, culture, language and heritage of all pupils.

We ensure that all children, including those recognised as having English as an Additional Language (EAL) get the support they need in order to achieve this in EYFS by:

Understanding the EAL spectrum and recognising if pupils are new to the English language, what their competency of the English Language is, or if English is their first language but they are exposed to another or multiple languages at home.

Provide quality first teaching and differentiated activities which will scaffold pupils' knowledge of EYFS as well as the acquisition of the English language.

We are committed to:

- Celebrating the diversity, different languages, and pupils' heritage
- Promoting Modern British Values

- Promoting equality for all.

Health and Safety

- Risk assessments are in place and staff will follow these on a daily basis.
- CPOMS is used to record any safeguarding concerns.
- Children who are not yet toilet trained are protected by an intimate care policy.
- Staff support parents and children with toilet training within Nursery and Reception.
- Daily risk assessment of the outdoor area will be undertaken to check equipment is safe and the outdoor area is clean.
- All staff are first aid trained; many are Paediatric First Aid trained.

Review

This policy is a working document and therefore is open to change and restructuring as and when the need arises.