



# LANDKEY COMMUNITY PRIMARY ACADEMY

STRIVING FOR EXCELLENCE - CARING FOR ALL

## EYFS Policy

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## Introduction

Early Years education is the foundation upon which young children build the rest of their schooling. It is a holistic education that encompasses all learning and development.

This policy outlines the purpose, nature and management of the Early Years Foundation Stage (EYFS) at Landkey Community Primary Academy.

The implementation of this policy is the responsibility of practitioners working in the EYFS setting.

In the policy the term 'setting' refers to the Early Years educational provision at Landkey Community Primary Academy.

In the policy the term 'practitioner' refers to the members of staff working with children within the setting.

## Aims

In the EYFS setting at Landkey Academy we believe that all children are entitled to the best possible start in their school life, both intellectually and emotionally, in order to enable them to develop their full potential.

We aim to support each child's welfare, learning and developmental needs by:

- Recognising that all children are unique and special.
- Understanding that children develop in individual ways and at varying rates - physically, cognitively, linguistically, socially and emotionally.
- Providing a safe, secure and caring environment where children feel happy and know that they are valued by the practitioners looking after them.
- Fostering and nurturing children's self-confidence and self-esteem through their developing awareness of their own identity and role within the community.
- Teaching them to express and communicate their needs and feelings in appropriate ways.
- Encouraging children's independence and decision-making, supporting them to learn through their mistakes.
- Developing children's understanding of social skills and the values and codes of behaviour required for people to work together harmoniously.
- Supporting children to develop care, respect and appreciation for others, including those with beliefs, cultures and opinions different to their own.

- Understanding the importance of play in children's learning and development.
- Providing learning experiences in play which reflect children's personal interests and areas of curiosity in order to encourage and develop their natural desire, interest, excitement and motivation to learn.
- Providing experiences which build on children's existing knowledge and understanding in order to challenge, stimulate and extend their learning and development.
- Providing effective learning opportunities in a range of environments, inside and outside.
- Providing opportunities and experiences for children to become responsible and active members of the school community.

### **The Early Years Foundation Stage Curriculum**

Teaching in the EYFS setting is delivered in accordance with the government's statutory document 'Statutory Framework for the Early Years Foundation Stage-setting the standards for learning, development and care for children from birth to five' (September 2021). This document is a principled approach to Early Years education, bringing together children's welfare, learning and development requirements through the three prime areas and the four specific areas.

At Landkey Academy we provide a carefully structured curriculum based on the 'Early Years Foundation Stage' we offer provision which takes account of the differing starting points of the children in the Early Years across the seven areas of learning.

Children are provided with activities and experiences that allow them to achieve their full developmental potential. Activities are designed to challenge and extend their skills and knowledge.

The curriculum is based around Prime and Specific areas of learning, where the three prime areas underpin all of a child's learning experiences.

The teaching within the Early Years takes into account the 'Characteristics of learning' of individual learners to ensure that they are supported and taught in ways that suit them best.

The seven areas of learning support, foster, promote and develop children's wellbeing and development.

### **Personal, Social and Emotional Development**

This is crucial for all aspects of life which will give the children the best opportunity for success in all other areas of learning. Each child needs a positive sense of him/herself and respect for others.

## **Communication and Language Development**

The key skills will develop confidence in communication, teaching, speaking, listening and understanding in a variety of settings and purposes.

## **Physical Development**

Children will develop the skills of co-ordination, control, manipulation and movement both in fine motor and gross motor movement. It helps children to gain confidence and feel positive about being healthy and active. This promotes a positive feeling of wellbeing.

## **Literacy**

Learners will have a wide range of books read to them and will read simple texts for themselves. Quality texts will be chosen to develop a lifelong love of reading. Familiar books will help learners rehearse phrases and interesting vocabulary that will become part of their own speech and ultimately writing. They will also be provided with a range of opportunities for writing and mark making for a variety of purposes. The school follows the Read, Write Inc. phonics scheme to teach phonics.

## **Mathematics**

We will develop confidence and competence in learning and using key skills. This includes counting, sorting, matching, seeking patterns, making connections, recognising relationships and working with numbers, shapes, space and measures.

## **Understanding the World**

Crucial skills of problem solving, exploring and understanding will help them to make sense of the world. Foundations are developed for the later teaching of Science, Design and Technology, History, Geography and ICT.

## **Expressive Arts and Design**

Creativity is fundamental to successful learning. It enables children to make connections and extend their thoughts, feelings and understanding. It will include art, music, dance, role-play and imaginative activities.

## **Active Learning through Play**

At Landkey Academy we recognise that young children learn best when they are active. We understand that active learning involves other people, objects, ideas and events that engage and involve children for sustained periods. Therefore, we believe that Early Years education should be as practical as possible and our EYFS setting has an ethos of learning through play.

We recognise the importance of children's play. It is an essential and rich part of their learning process, supporting them in all areas of development. Play is a powerful motivator encouraging children to be creative and to develop their ideas, understanding and language. Play is also flexible and able to suit the preferred learning style of the child. It can provide multiple ways for

children to learn a variety of different skills and concepts. In the EYFS setting at Landkey Academy practitioners provide both structured and unstructured play opportunities inside and outside. These activities are designed to engage children in practical, first-hand experiences which will support children to discover, explore, investigate, develop their personal interests and areas of curiosity, and help to make sense of the world around them as they begin to understand specific concepts. Play opportunities are also set up to provide children with opportunities to apply newly acquired knowledge, demonstrating their skills and level of understanding. We ensure there is a mix of adult-led and child-led learning opportunities. Practitioners support this through the use of continuous provision in the EYFS environment.

In providing these active learning opportunities through play we understand the central position of play within the EYFS framework. This is essentially a play based curriculum and pedagogy as the provision of play opportunities underpins its delivery within settings.

## Assessment and Record Keeping

### **Reception Baseline Assessment (within the first 6 weeks of a child starting reception):**

The RBA will be an activity-based assessment of pupils' starting points in:

- language, communication and literacy
- mathematics

The RBA will be a short task-based assessment. Pupils will use practical resources to complete these tasks and teachers will record the results on a laptop, computer or tablet. It will not be used to label or track individual pupils. Schools will be required to carry out the assessment within the first 6 weeks of pupils starting reception. No numerical score will be shared and the data will only be used at the end of year 6 to form the school-level progress measure. However, teachers will receive a series of short, narrative statements that tell them how their pupils performed in the assessment. These can be used to inform teaching within the first term.

### **EYFS profile**

The EYFS profile is a statutory assessment of children's development at the end of the early years foundation stage (known as a summative assessment) and is made up of an assessment of the child's outcomes in relation to the 17 early learning goals (ELGs). It is intended to provide a reliable, valid, and accurate assessment of each child's development at the end of the EYFS. Practitioners will use their professional judgement to make these assessments, based on their knowledge and understanding of what the child knows, understands, and can do. Day-to-day informal checking of what children have learnt will inform teaching and learning on an ongoing basis throughout the final year of the EYFS. This will include identifying areas where children may be at risk of falling behind, so that practitioners can provide rapid, effective support. An assessment is made at the end of the year using best fit judgement to decide if a child has reached expected or emerging levels in each of the 17 areas. The Early Years foundation stage handbook is used to

ensure these judgements are accurate.

The Senior Leadership team meet with teachers 3 times a year to analyse pupil progress. During this meeting cohorts are discussed and particular groups of children are tracked. Children with Special Educational Needs, children in receipt of Pupil Premium Funding and those who are seen to be 'More able' are highlighted. Each child's specific needs are discussed to ensure they make the best possible progress.

## **Planning**

Planning is used to meet children's needs socially and academically based upon observations and assessments of individual learners.

Planning will take place on a weekly basis taking into account both the needs of the children and their particular interests and learning styles whilst using the Development statements as a means of continuity and progression for their learning.

The needs of the learners will be fully understood by careful observation of their play, assessment during adult led tasks and through their own self-reflection.

The learners will be given opportunities to explore and develop learning experiences, which help them make sense of the world through structured play.

They will be given the opportunity to think creatively alongside other children as well as on their own. They will communicate with others as they investigate and solve problems.

The learning environment is planned for both indoors and outdoors to encourage a positive attitude to learning that is not exclusive to a classroom setting and provides different approaches and tasks to be adapted to different learning styles. Through the use of a carefully planned continuous provision children feel safe and confident to select their own activities, encouraging independence and providing a wide range of learning opportunities.

We use a reading spine of carefully selected, high quality texts to ensure a broad range of books to develop the children's love of reading.

We use the **EYFS Statutory Framework** to inform our planning and we have developed long term, medium term and short term plans to implement the document.

## Reading

We start by teaching phonics to children in Early Years and continue until they are confident readers. They begin by learning how to 'read' the sounds in words and how those sounds can be written down. This is essential for reading, but it also helps children learn to spell well. We teach the children simple ways of remembering these sounds and letters using the Read Write Inc. phonics scheme. The children practise their reading with books that match the phonics and the 'tricky words' they know. Through reading decodable books children are provided with the opportunity to succeed with the right level of challenge, developing their fluency. Children will take home a RWI book alongside books from the class library, these reading for pleasure books allow children to continue to be read to while learning to read themselves supporting a love of reading.

## Parents as Partners

We recognise the importance of establishing positive relationships with parents, as highlighted by the EYFS framework. We understand that an effective partnership between school and home will have a positive impact on children's learning and development. So, practitioners endeavour to encourage the regular sharing of information about the children with parents.

We value the role of parents as children's primary educators. Practitioners encourage parents to share their unique knowledge of their child, providing further insight into the child as an individual (e.g. characteristics, interests, experiences, likes, dislikes). This supports practitioners in establishing interesting and stimulating learning experiences, responding to children's needs and interests.

Parents are kept informed of what is happening in the setting through regular letters, reading records and informal chats at the beginning and end of the day.

## **Admissions to Reception (please see admissions policy)**

### **Starting School in the Reception Class**

Parents and children will be invited to induction sessions where they will be able to ask questions about areas such as uniform and lunchtimes and meet members of staff. Parents are invited to an induction evening. Children are then invited for an induction morning. Please note that all pupils will enter the reception classes together regardless of birthday unless parents opt for deferred, delayed or part-time entry. This is at the discretion of the Headteacher and a meeting must be arranged to discuss this beforehand.

Home visits will be undertaken during the summer term for families who are new to the school.

### **Links and Transition to Y1**

The transition into Y1 from the Early Years Foundation Stage is carried out smoothly by the development of strong links with KS1. The children's attainment is shared with the new teacher and the curriculum is designed to support the varying needs of the children through a continuation of EYFS provision where needed.



Where appropriate children will continue to work towards the ELG and this will be evident within Y1 planning.

### **Links to other policies**

- Equality, Diversity and Equal Opportunities Policy
- Health and Safety Policy
- SEND Policy
- Admissions Policy
- Curriculum, Teaching and Learning Policy