

EYFS Policy

Northgate Primary School



Approved by:

Northgate Governing
Body

Date: June 2023

Last reviewed on:
September 2024

Next review due by:
September 2025

'Every child deserves the best possible start in life and support to fulfil their potential. A child's experience in the early years has a major impact on their future life chances. A secure, safe and happy childhood is important in its own right and it provides the foundation for children to make the most of their abilities and talents as they grow up.' Early Years Foundation Stage Profile – Department for Children, Schools and Families 2012

Purpose and 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

EYFS Curriculum

The Early Years Foundation Stage is based on four themes:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

The Unique Child

At Northgate Primary School we pride ourselves in the knowledge that children develop in individual ways and at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we instil a love of learning and ensure that the children are all motivated to develop a positive attitude and ownership to learning. We value the diversity of individuals within the school and believe that every child matters. All children at Northgate Primary School are treated as individuals regardless of race, gender, religion or abilities. All families are valued within our school. We give our children every opportunity to achieve their personal best and planning is adapted to meet the needs of all groups and abilities. We do this by taking account of our children's range of life experiences and their interests when we are planning for their learning.

Positive Relationships

At Northgate Primary School we recognise that children learn to be strong, confident and independent from being in secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

Parents as Partners

We recognise that parents/carers are children's first and most enduring educators and we value being partners with them in their child's education through:

- Talking to parents/carers before their child starts school during our induction meeting.
- Arranging, where possible, visits by the teacher to all children in their home setting and their childcare provision prior to their starting school.
- Providing an information pack to support children with the transition into school.
- Outlining the school's expectations in the school prospectus and Home-School agreement
- Parents meetings to allow the child, parents/carers and teachers to meet together to discuss the child's learning and development.
- Operating an open door policy for parents/carers with any day-to-day concerns.
- Encouraging parents/carers to sign up to Tapestry and Dojo's so that they can be informed of any 'wow' moments and photos, allowing parents to share home learning and comment on school learning and progress.
- Inviting parents to attend informal workshops so that they can support their children with different areas of the curriculum such as reading, phonics, writing and maths.
- Sending a brief written child's next steps as and when they need them.
- Inviting parents to a range of activities throughout the year such as assemblies, Christmas productions, stay and play, sports day etc.
- Offering opportunities for parents/carers to visit the school as a volunteer to support the children with their learning and experiences e.g. hearing children read, sharing a cultural celebration or demonstrating a special skill or expertise.

Enabling Environments

At Northgate Primary School we recognise that the environment plays a key role in supporting and extending the children's development, where the children feel confident, secure and challenged. The children have daily access to an indoor and outdoor environment which has accessible skill based continuous provision.

Play-based learning is paramount and children have opportunities to direct their own learning with enhancements provided by staff.

We plan a learning environment, both indoors and outdoors, that encourages a positive attitude to learning and reflects the individual's interests, passions, abilities and current skill set. We use materials and equipment that reflect both the community that the children come from and the wider world. We encourage the children to make their own selection of the activities on offer, as we believe that this encourages independent learning. We ensure that resources and spaces are safe to use and checked regularly. Our environments aim to be print rich with mark making resources available to enable the children to embed and practise their taught skills.

Learning and Development

Our curriculum for the Foundation Stage reflects the areas of learning identified in the EYFS. There are seven areas of learning and development that must shape educational provision in early year's settings. All areas of learning and development are important and inter-connected. None of the areas of learning can be delivered in isolation from the others. Our children's learning experiences enable them to develop competency and skill across a number of learning areas. They require a balance of adult led and child initiated activities in order for children to reach the levels required at the end of EYFS. The Prime Areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

The three **Prime Areas** are:

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

Staff will also support children in four **Specific Areas**, through which the three prime areas are strengthened and applied.

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

Reception children will also participate in a daily phonics and number sessions, following guidance in the Read, Write Inc. program and Mastering Number program, in line with school policy.

Characteristics of Effective Learning

We ensure that our environment and delivery of the curriculum incorporates the three characteristics of effective teaching and learning:

- Playing and Exploring - children will have opportunities to investigate and experience things, and 'have a go'.

Through play, our children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas, learn how to self-regulate and understand the need

for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems.

- Active Learning - children will have time and space to concentrate and keep on trying if they encounter difficulties, and enjoy their achievements.

Active learning occurs when children are motivated and interested. Children need some independence and control over their learning. As children develop their confidence, they learn to make decisions. It provides children with a sense of satisfaction as they take ownership of their learning.

- Creating and Thinking Critically - we encourage and support children to have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Children are given the opportunity to be creative through all areas of learning. Adults will support children's thinking and help them make connections by showing interest, offering encouragement, clarifying ideas and asking open ended questions. Children can access resources and move around the environment freely and purposefully to extend their learning.

In-the-Moment Planning

Our medium term planning identifies the intended learning each term and this is based on statements taken from Development Matters. This is available for parents through the school website.

Teachers plan and provide enhancements to the continuous provision in the environment, based on the children's interests and next steps.

In-the-moment planning happens as adults interact with the children during self-initiated time. Adults will skilfully intervene in their play in order to extend and challenge their learning. This allows the teachers to make assessments using the evidence they collect, which will inform the child's next steps. These are communicated with parents at the end of the child's focus week.

'Wow' moments are captured and uploaded to Tapestry. Any pieces of work, observations from home and other special achievements will also become part of this record.

With a Planning in the Moment system, an accessible enabling environment, positive relationships and skilful practitioners, the children are learning effectively at all times.

Observations and Assessment

Assessment - During the first term in Nursery and Reception, the teacher assesses the ability of each child by ensuring they form relationships, get to know each child personally and by making observations. These assessments allow us to identify individual needs and adjust the provision accordingly.

Children in reception class will be assessed using the statutory Reception Baseline Assessment (RBA). We are required to carry out the assessment within the first 6 weeks of pupils starting reception class. The RBA is an activity-based assessment of pupils' starting points in:

- language, communication and literacy
- mathematics

The Foundation Stage Profile is the nationally employed assessment tool that enables teachers to record their observations at the end of the child's Reception Year, and to summarise their pupils' progress towards the Early Learning Goals. It covers each of the seven areas of learning contained in the curriculum guidance for the Foundation Stage.

We record each child's level of development against the 17 early Learning goals as Emerging or Expected. We make regular assessments of children's learning, and we use this information to ensure that future planning reflects identified needs.

We complete these in June, and send them to parents in early July each year.

Transition

We plan carefully to support children with the transition to Nursery, Reception and Year 1 and to ensure it is as smooth as possible for each child and that they settle in to their new class quickly and happily.

Starting in Key Stage 1 (Year 1)

Throughout the Reception year, each child's involvement in whole school life will have been built upon; many of the teaching and support staff will already be familiar people to them. They will have taken part in Key Stage and whole school assemblies as well as sharing playtimes with the Key Stage 1 children.

Children have the opportunity to meet their new class teacher and spend time in their new class during the summer term.

Safeguarding

'Children learn best when they are healthy, safe and secure, when their individual needs are met, and when they have positive relationships with the adults caring for them.'

(Statutory Framework for EYFS 2014)

We understand that we are legally required to comply with welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2014.

- To provide a setting that is welcoming, safe and stimulating where children can grow in confidence;
- Promote good health;
- Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs
- To ensure that all adults who look after the children, or who have unsupervised access to them, are suitable to do so;
- Ensure that the setting, furniture and equipment is safe and suitable for the purpose it was intended for;
- Maintain records, policies and procedures required for the safe efficient management of the setting and to meet the needs of the children.

Keeping Safe

It is important to us that all children in the school are 'safe'. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. We encourage children to take risks and highlight the importance of keeping themselves safe by teaching them how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all children.

There is a full risk assessment for the indoor and outdoor environment and a safety checklist is completed each day.

(See Safeguarding and Children Policy).

Keeping Healthy

All children have access to a healthy snack each day at our self-service snack bar where they can choose from a wide variety of fruit and vegetables as well as water and milk.

Within the EYFS, children are taught about oral health and factors that support their overall health and wellbeing:

- Regular physical activity
- Healthy eating
- Sensible amounts of 'screen time'
- Having a good sleep routine
- Being a safe pedestrian

Intimate Care

See Intimate Care policy.

Monitoring and Review

It is the responsibility of those working in Nursery and Reception to follow the principles stated in this policy. The Senior Leadership Team (SLT) will carry out monitoring on EYFS as part of the whole school monitoring schedule. The Governing Body will also be part of this process. This policy will be reviewed in September 2025 or as necessary.