



## Early Years Foundation Stage (EYFS) Policy

## 1. Title Page

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## Early Years Foundation Stage (EYFS) Policy

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### 3. Statement of Intent

This aims of this policy are 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
- 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.

### 4. Legislation

This policy is based on requirements set out in the Statutory Framework for the Early Years Foundation Stage (EYFS) that applies from September 2021.

*“Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child’s experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.”*

**‘Statutory Framework for the Early Years Foundation Stage’, Department for Education, 2021**

At Higham Primary School, we are committed to providing a high-quality early years education, which gives our children a secure and confident start to their school life and nurtures a lifelong love of learning. We are fully committed to the purpose and aims of the Early Years Foundation Stage Framework.

### 5. Staffing and Organisation

The class teachers are supported by a dedicated full-time teaching assistant. Staff are organised to support the children in a balance of adult led and child-initiated experiences throughout the day. Effective education requires both a relevant curriculum and teachers who understand and are able to implement the curriculum requirements. The role of the teachers is to plan and initiate developmentally appropriate activities for each child, to follow the child’s plans when engaging in child-initiated activities, and to encourage and support children in taking ‘next steps’. The teachers must be able to observe and respond appropriately to children, informed by knowledge of how children develop and learn, and a clear understanding of progression in their development and learning. The observations also serve to guide the teachers in evaluating, planning, designing and implementing strategies that match the child’s strengths and abilities and develop areas of weakness. Well-planned, purposeful activity and appropriate intervention by teachers and teaching assistants will engage children in the learning process and help them make progress in their learning.

We have the use of our large inside classroom and dedicated outdoor classroom referred to as The Garden. The classroom has a carpet area, learning areas for the children to access and explore and free flow with the Garden. Most sessions include free flow access to the Garden. Staff are aware of the need to be flexible in order to respond to unplanned events that the children are interested in.

### 6. Curriculum

Our Early Years curriculum at Higham Primary School follows the curriculum as outlined in the latest version of the EYFS statutory framework that was applied from September 2021. We plan an exciting and challenging curriculum



Our planning has a sharp focus on the children's needs, their interests and their stages of development. We recognise that the seven areas of learning cannot be delivered in isolation and seek opportunities to make links between them. We aim to deliver the curriculum through planned, purposeful play and lessons. Play is the building block of a child's intellectual, social, emotional, physical and language skill development. Most of the Early Years school day is dedicated to child-initiated learning (Get Busy Time) where staff respond to, extend, scaffold and engage in quality talk to support the children's learning. Staff also enjoy presenting new concepts in meaningful contexts that enable the children to build on what they already know. Staff consider the needs, interests and stage of development of each individual child and use this information to plan challenging yet enjoyable experiences. Where necessary staff work closely with outside agencies to support the needs of individual children. At Higham, our long-term planning shows our aims and values, and demonstrates how our continuous provision meets the EYFS requirements. Medium term planning shows the key learning experiences for each area of the curriculum. Staff use this flexibly, choosing learning experiences to meet the needs of the children. At the beginning of each topic, practitioners lead the children in discussion to identify areas that they are particularly interested in. These ideas are incorporated into the medium-



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term plan. Short term planning shows the learning opportunities that will be available over the week. It includes differentiated adult led experiences for all curriculum areas, as well as showing how the learning environment will be enhanced in response to the previous week's lessons.

### 8. Effective Teaching and Learning

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. Towards the end of the academic year, the balance shifts slightly to a more adult led approach to help children prepare for the formalities of Year 1. The features of effective teaching and learning in the Early Years Foundation Stage are:

- the fostering of a close partnership between practitioners and parents, so that our children feel secure at school from the onset and develop a sense of well-being and achievement;
- the understanding that our practitioners have of how children develop and learn, and how this affects their teaching;
- the range of approaches used that provide first-hand experiences, give clear explanations, make appropriate interventions and extend and develop play and talk or other means of communication;
- the carefully planned curriculum that helps children achieve the Early Learning Goals by the end of the Early Years Foundation Stage;
- the provision for children to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities;
- the encouragement for children to communicate and talk about their learning, and to develop independence and self-management;
- the support for learning with appropriate and accessible indoor and outdoor space, facilities and equipment;
- the identification of the progress and future learning needs of children through observations, which are regularly shared with parents;
- the good relationships between our school and the settings that our children experience prior to joining our school;
- the clear aims for our work, and the regular monitoring to evaluate and improve what we do;
- the regular identification of training needs of all practitioners working within the Early Years Foundation Stage.

*\*Please also refer to the Teaching and Learning policy.*

### 9. Observations and Assessment

As part of our daily practice we observe and assess children's development and learning to inform our future plans. We record our observations in a variety of ways and everyone in class is encouraged to contribute. Observations of children's achievements are collated in their own personal, online 'Tapestry' Learning journal. Parents/carers receive notification when an observation has been added to their child's Learning Journal and they can then view this observation and any related photographs/videos and assessments. Parents/carers are encouraged to add their own comments and also to upload their own observations to show us what their children are able to do at home. These ongoing observations are used to inform the staff where the child is in relation to the EYFS Profile / Development Matters bands and their next steps. There are opportunities for formal discussion through parent/teacher



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consultation meetings. At the end of the year the EYFS profile provides a summary of every child's development and learning achievements including whether they have reached a 'Good Level of Development' (GLD).

### 10. Inclusion

We value all our children as individuals, irrespective of their ethnicity, culture, religion, home language, background, ability or gender. We value the diversity of individuals within our school as we believe all children matter. We can support each child's needs by:

- removing or helping to overcome barriers where these already exist;
- being alert to the early signs of needs that could later lead to difficulties and responding quickly and appropriately, involving other agencies as required;
- stretching and challenging all children

### 11. Transition

Our transition program aims to provide a smooth start into life at Higham Primary School. We offer a range of opportunities for children, their parents and the teachers to meet before the start of the school year. Information is gathered from Nurseries and pre-schools and from informal observations during Stay and Play visits to allow appropriate learning opportunities to be planned based on children's prior knowledge and experience

All children and their parents are invited into the school for a one to one meeting with the EYFS team in early September. Following this, the children are introduced to each other in small groups and for short days including staying for lunch, for up to two weeks before coming in full time.

Please refer to our Transition Strategy in Appendix 2.

### 12. Safety including safeguarding and welfare

The safety and welfare of our children is paramount at Higham Primary School. We have robust policies and procedures in place to ensure their safety.

In Reception we provide a safe and secure environment and provide a curriculum which teaches children how to take risks, follow rules and stay safe. We comply with the welfare requirements set out in the Early Years Foundation Stage and understand that we must:

- Promote the welfare of all children
- Promote good health
- Manage behaviour effectively and appropriately
- Ensure all adults working with children are suitable to do so
- Ensure that the environment is safe and all equipment and furniture is fit for purpose
- Ensure all children have a challenging and enjoyable learning experience

We promote good health of the children in our care in numerous ways, including the provision of nutritious fruit snacks, access to water throughout the day, allocating significant time for physical development and following set procedures when children become ill or have an accident. Children are taught the importance of keeping clean and washing their hands correctly.



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Staff and visitors are prohibited from using their mobile phones in our classrooms, only the class iPads are used to photograph children (for Tapestry observations and assessment purposes) and children must be appropriately dressed in photographs.

The EYFS teaching assistant holds the Paediatric First Aid qualification, which is a statutory requirement of the EYFS.

The Child Protection Policy is in place to ensure the safety of all stakeholders at Higham Primary School. Backing up this policy is a dedicated safeguarding team and all staff are vigilant in reporting concerns.

### 13. Parents as Partners

When parents and school work together, the results have a positive impact on the child's development and learning, and we therefore seek to develop effective partnership with parents. Key factors in this partnership are:

- showing respect and understanding for the role of the parent in their child's education;
- listening to parents' accounts of their child's development and any concerns they have;
- having flexible settling in arrangements to give time for children to become secure and for parents to discuss their child's circumstances, interests, skills and needs;
- to make all parents feel welcome and valued;
- keeping parents fully informed about the curriculum and their child's progress and achievements
- enabling relevant learning and play activities to be continued at home, and similarly that experiences at home are used to develop learning in school.
- contributing and engaging with their child's online learning journey (Tapestry)
- inviting parents into school for our 'Come and Play sessions'
- encouraging parents to read with their child at home and make comments in their reading record books or Tapestry Learning Journals.

### 14. Links to other curriculum policies

- Assessment
- Behaviour
- Child Protection
- Curriculum
- Feedback and Marking
- Handwriting
- Special Educational Needs and Disabilities
- Subject specific policies e.g. English, Mathematics
- Teaching and Learning



## 15. Appendix 1

Communication and Language	Personal, Social and Emotional Development	Physical Development	Literacy	Mathematics	Understanding the World	Expressive Art and Design
<p><b>ELG: Listening, Attention and Understanding</b></p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p><b>ELG: Speaking</b></p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>	<p><b>ELG: Self-Regulation</b></p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p><b>ELG: Managing Self</b></p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p><b>ELG: Building Relationships</b></p> <p>Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers;. Show sensitivity to their own</p>	<p><b>ELG: Gross Motor Skills</b></p> <p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p><b>ELG: Fine Motor Skills</b></p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>Begin to show accuracy and care when drawing</p>	<p><b>ELG: Comprehension</b></p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate – where appropriate – key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p><b>ELG: Word Reading</b></p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p><b>ELG: Writing</b></p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p>	<p><b>ELG: Number</b></p> <p>Have a deep understanding of number to 10, including the composition of each number;</p> <p>Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p><b>ELG: Numerical Patterns</b></p> <p>Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>	<p><b>ELG: Past and Present</b></p> <p>Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p><b>ELG: People, Culture and Communities</b></p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p><b>ELG: The Natural World</b></p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p><b>ELG: Creating with Materials</b></p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.</p> <p><b>ELG: Being Imaginative and Expressive</b></p> <p>Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>



## **16. Appendix 2**

### **16.1 Transition strategy**

At Higham Primary we endeavour to ensure a smooth transition for pupils between phases: from Reception to Year One. Children and parents/carers need to feel secure and confident to face the challenge of starting school and the significant changes as they progress through their school life. We recognise that children can be vulnerable at each stage of transition and subsequently implement a range of strategies and activities to ensure a smooth and happy transition.

### **16.2 Principles that underpin this strategy**

- Approaches to learning and teaching should be harmonised to ensure effective transition to the different phases.
- Styles of learning and teaching should meet the needs of pupils.
- The Early Years Foundation Stage Profile should be valued as an effective assessment tool, used to inform planning during the Autumn term of Year 1 and to ensure that there is a gradual implementation of a more formal Key Stage One curriculum.
- Pupils should enjoy the new challenges and approaches to learning in the next phase.
- Transition should motivate and challenge pupils.
- Successful transition is the result of the effective communication and a planned induction to EYFS and Year 1.

### **16.3 Aims of Pre-School/Nursery to EYFS Foundation Stage Transition**

- To provide a smooth transfer from home/pre-school/Nursery to Reception for both pupils and their parents / carers.
- To ensure that the children's emotional wellbeing is a priority.
- To ensure good communication between staff, parents and pupils.
- To raise parents awareness of school routines and how to support their child at school.

### **16.4 Implementation**

Parents and children are given opportunities to visit the school. The school has an open evening and afternoon during the Autumn term before parents are required to apply for a school place. A Parent / carers information meeting takes place in term 6 prior to the child starting the school. The EYFS is introduced as well as practical information such as school times and how parents/carers can help their child to settle into the school as quickly as possible. During the summer term the EYFS team communicate with all feeder nurseries / Pre-schools to discuss the children arriving in September. Their needs and any other concerns are discussed. Where possible the EYFS teachers and TA arrange visits to the nursery / pre-school settings. If this is not possible for any reason a phone call will take place with the nursery / pre-school.

Before the children start school taster sessions are set up where the child will meet the class teachers and their TA as well as other members of their new class. The children can familiarise with their new classrooms and facilities.

One to one meetings are held with the parents at the start of the Autumn term to discuss individual children, school arrangements, tapestry learning journals and expectations to allow parents to share information with the teacher. While the parents meet with the teacher the class TA plays with the children on a one to one basis helping them familiarise with their new classrooms.

### **16.5 Aims of EYFS to Key Stage 1 Transition**

- To ensure school children are ready.
- To ensure that pupils experience a smooth transition from the Early Years Foundation Stage to Year 1.
- To ensure that the quality and pace of learning are maintained and that pupils continue to make good progress.
- To ensure that pupils follow the appropriate curriculum as their needs define.
- To ensure that all staff see transition as a process rather than an event.
- To inform parents and pupils about the transition process.
- To ensure that the EYFS assessment information is effectively communicated.

## **16.6 Implementation**

Transition to Year 1 builds upon and extends the experiences pupils have had in the Early Years Foundation Stage. During the Summer Term pupils visit the Year 1 classroom on many occasions including for story times in their new classroom and to take part in an activity morning with their new teacher. The year 1 teacher also works closely with the EYFS team and visits the EYFS classroom for short periods to observe and play with the children. The Year 1 teacher is also included in end of year baseline assessment. For the first few weeks of the Autumn term (dependent on cohort needs) the Year 1 teacher continues to adopt similar routines, expectations and activities as in the Early Years Foundation Stage class enabling pupils who have not achieved their early learning goals to continue to do so. Importantly there continues to be opportunities for active pupil initiated independent learning through planned play. The amount of time that pupils in Year 1 spend sitting still and listening is gradually increased so that the pupils remain motivated, enthused and eager learners.

## **16.7 Assessment, Recording and Reporting**

Throughout the Early Years Foundation Stage pupils learning and development is regularly observed through the use of planned interaction and activities. These assessments of pupils learning are recorded in their individual profile, which are shared with pupils, parents and staff. As part of the transition to Year 1 these individual profiles are passed on to the Year 1 team to ensure that Early Learning Goals can be achieved.