



# EYFS Policy

September 2023



*‘Every child who attends our school can expect, and will receive, an excellent standard of education - one that enables them to shine as individuals, make a positive contribution and reach their full potential. ‘*

## **Rationale**

At NCPA, the Early Years Foundation Stage is viewed as a distinctive phase of education which integrates the care and education of our youngest children. We believe that all children are unique and bring with them a diverse range of previous experiences and learning which must be acknowledged and built upon. It is vital that parents are valued as children’s first educators and that they are active partners in their child’s school education.

“It is vital that we get to know and value all young children. All children learn more in the period from birth to five years old than any other time in their lives. If children are at risk of falling behind the majority, the best time to help them catch up and keep up is in the early years. Every child can make progress, if they are given the right support.”

“When we succeed in giving every child the best start in their early years, we can give them what they need today. We also set them up with every chance of success tomorrow” (Development Matters 2020)

## **Our Core Purpose**

At NCPA, we provide highly effective teaching and learning within a culture of challenge, nurture and support. We support all children to progress to be the best they can be. Our curriculum enables as many children as possible to achieve a Good Level of Development by the end of their time in the Early Years Foundation Stage (EYFS) and we build on this in subsequent years.

## **Principles**

Our EYFS policy is directly related to our school vision, values and curriculum statement. It documents further aims and strategies we employ in order to address the four overarching principles of EYFS:

- Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured.
- Children learn to be strong and independently through **positive relationships**.
- Children learn and develop well in **enabling environments** with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/ or carers.
- We recognise the importance of all areas of **learning and development**. Children develop and learn at different rates. Our practice is informed by the EYFS framework and covers the education and care of all children in EYFS, including children with special educational needs and disabilities.



**Effective Practice in relation to each of the four overarching principles of EYFS, the seven key features of effective practice and the characteristics of effective teaching and learning is detailed in the Statutory framework for the early years foundation stage (link below)**

[Statutory framework for the early years foundation stage \(publishing.service.gov.uk\) -](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS_framework_-_March_2021.pdf)

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/974907/EYFS\\_framework\\_-\\_March\\_2021.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS_framework_-_March_2021.pdf)

Our carefully planned curriculum, quality interactions and use of assessment ensures that we address the **seven key features of effective practice**:

- Providing the best for every child.
- Offering consistent, high-quality care for all of our children.
- Planning a curriculum with a focus on what we want children to learn.
- Using a range of different approaches to ensure our pedagogy is effective in helping children to learn.
- Implementing a range of assessment strategies to check what children have learnt in order to inform future planning.
- Supporting children to develop their self-regulation and executive function.
- Developing a strong partnership with parents through positive and regular communications.

### The Areas of Teaching and Learning

Our early years setting follows the curriculum as outlined in the 2021 EYFS statutory framework. The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected sections. The prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

Prime Areas	
<b>Communication and language</b>	- Listening, attention and understanding - Speaking
<b>Physical development</b>	- Gross motor skills - Fine motor skills
<b>Personal, social and emotional development</b>	- Self-regulation - Managing self - Building relationships

The prime areas are strengthened and applied through 4 specific areas:

Specific Areas	
<b>Literacy</b>	- Comprehension - Word reading - Writing
<b>Mathematics</b>	- Numbers - Numerical patterns
<b>Understanding the world</b>	- Past and present - People, culture and communities - The natural world
<b>Expressive arts and design</b>	- Creating with materials - Being imaginative and expressive

We recognise that teaching can take place at **all** times of the day through directed teaching sessions, through times of play and inside and outside the classroom. We encourage all of these. We strive to make our environments irresistible to children and encourage our staff and volunteers to seize every opportunity for teaching. Weekly and daily planning formalise this and aim to ensure a balance of formal and informal learning. Staff are encouraged to think carefully about their questions and interventions in children's learning in order to optimise this. Learning should be personalised by building on the child's interests and involving them fully in reflecting on what they have learned and how they may build on their skills. Children will be intrinsically motivated to be life-long learners.

At appropriate opportunities the adults will:

- Question, respond to questions and engage the child in extended conversations that support sustained shared thinking
- Extend vocabulary, knowledge and skills
- Encourage independence
- Add resources that stimulate, motivate and engage the learner
- Demonstrate, model and work alongside the children
- Help children to see links in their learning
- Support and encourage the children
- Encourage children to be problem solvers, problem setters and investigators
- Re-direct the play if necessary
- Help children to learn how to negotiate and resolve conflict
- Promote children's well-being
- Observe and assess learning
- Record judgments and plan for next steps in learning
- Provide feedback to child/other adult/parents
- Ensure the environment is safe and secure and that the Welfare Requirements are in place

### **Characteristics of Effective Learning**

We uphold the view that learning is underpinned by the characteristics of effective learning. In planning and guiding children's activities, practitioners must reflect on the different ways that children learn and reflect these in their practice.

Characteristics of Effective Teaching and Learning	
<b>Playing and Exploring</b>	children investigate and experience things, and 'have a go';
<b>Active Learning</b>	children concentrate and keep on trying if they encounter difficulties, and enjoy achievements;
<b>Creating and Thinking Critically</b>	children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

All of these areas interlink throughout the curriculum and adults make the most of opportunities to interact with children to develop their playing, thinking and learning. Adults also recognise that there are times when they need to take a step back to enable children to think critically and solve a problem by trial and error or perseverance.

It is our aim that children leave the EYFS with:

- a positive 'can do' attitude to learning
- a willingness to take risks and make mistakes
- high levels of engagement in a task where they can practise and build up concepts, ideas and skills
- perseverance
- a love of learning
- ideas of their own, that they can plan and follow through
- an ability to express fears to relieve anxious experiences in controlled and safe situations and
- are best prepared for learning in KS1 and beyond

### Early Language, Reading and Mathematics

At NCPA, we provide a **language-rich environment** in which high quality talk is valued. All staff model good communication skills in their interactions with pupils and each other.

For early phonics teaching, the school follows the **Read Write Inc. (RWI) phonics scheme** to ensure that we are effective in teaching children to be successful early readers.

Home **reading** materials ensure that the children are given reading books that reflect their phonic knowledge, so phonics is the only strategy used for decoding. The children start by taking home sound blending books and by term 2 they take home RWI reading books.

The school also places an importance on the development of early comprehension skills; in line with the Revised Framework to ensure that children are able, to comprehend what they read and listen to. This sits alongside the development of children's speaking, listening and language skills which are crucial for developing children's comprehension and vocabulary, with a specific focus on closing the vocabulary gap for children starting school with less experience of a language rich environment.

Adults also strive to promote a love of reading through daily story time and carefully chosen books within the learning environment like star books. Teachers closely monitor children's progress in reading through guided reading and regular phonics assessments in order that interventions are implemented to address gaps in learning promptly. Advice is sought from the inclusion team where these do not prove successful.

**Maths** is taught through a range of experiences including counting as part of the daily routine; discreet teaching with follow up group activities and play based opportunities and experiences through the learning environment.

We recognise that Maths can take place in any environment and we promote the use of learning maths skills through play-based opportunities. As with phonics, children experiencing any difficulties are identified early and support measures are put into place. Teachers target specific questions at individuals in whole class teaching, extending the children's understanding, allowing key mathematical concepts to be revisited and developed across the year. We supplement good quality first wave teaching with the White Rose Maths approach to our teaching, which ensures progression and coverage throughout the year.

## **Play**

We believe that it is vitally important for adults to support children's learning through play. We believe that play, both indoors and outdoors, is the fundamental way in which young children learn. When playing, children behave in different ways. Sometimes, their play will be lively and interactive, sometimes they will describe and discuss what they are doing, and sometimes they will be quiet and reflective as they play. Through play, children will be developing skills across all the Prime and Specific areas of learning, working towards achieving the Early Learning Goals, the desired outcomes for the end of the EYFS.

## **Planning**

The teacher responsible for Reception uses the EYFS statutory Framework. From this and from analysis of data and on-going assessments, areas of learning are planned through a series of topics, initiated by the pupils' interests, each of which offers experiences in all seven areas of learning. These plans then inform short-term weekly planning, alongside observations, which remains flexible for unplanned circumstances or children's responses.

Adult focused and independent activities are planned on a weekly basis. Children have the opportunity to work in each of the learning areas within the classroom and outdoors. Whole class, group and individual activities are used to develop skills in all areas of the curriculum, as appropriate.

We plan a balance between children having time and space to engage in their own child-initiated activities and those that are planned by the adults. During children's play, our Early Years practitioners interact and question to challenge children. In planning and guiding children's activities, we reflect as practitioners on the different ways that children learn and reflect these in our practice.

## **Assessment**

At NCPA, ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Staff also take into account observations shared by parents and carers. The Reception Baseline Assessment is carried out within the first four weeks of a child starting in Reception. We also use a range of assessments, both formative and summative, with individual pupils at various points including phonics screening, speech link, language link and BEAM (assessment of fine and gross motor control).

At the end of Reception, teachers 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 among teachers working with the children. The results of the profile are shared with parents and carers. Progress is shared with parents/carers through Parents' Evening and an End of Year Report which contains information about **how** each child learns and an assessment against each of the seven areas of learning.

## **Safety**

At NCPA, we believe children learn best when they are healthy, safe and secure. Children's safety and welfare is paramount to us. We create a safe, secure and welcoming environment where children can enjoy learning and grow in confidence. We provide a curriculum that teaches children how to be safe, make choices and assess risks. We have stringent policies in place to safeguard children and daily procedures are in place to encourage children to operate in safe ways and to keep them safe. We promote the good health of the children in our care in numerous ways, including the provision of nutritious food, following set procedures when children become ill or have an accident.

## **Inclusion**

We value all of our children as unique individuals at NCPA, irrespective of their ethnicity, culture, religion, home language, background, ability or gender. We plan a curriculum that meet the needs of the individual child and support them at their own pace so that most of our children meet the expected levels of development against the Early Learning Goals. We strongly believe that early identification of children with additional needs is crucial in enabling us to give the child the support that they need and in doing so, work closely with parents and outside agencies. At times, it is necessary to work with children in a small group or on an individual basis outside of the learning environment to allow for specialist input e.g. Speech and Language support. However, whenever possible, support is provided within the classroom context.

## **Relationships with Parents/Carers and the Wider Community**

We know what an important role parents/carers play in their children's learning journey and we aim to involve them as much as possible in school life. We recognise the huge contribution that parents make to their child's learning and we work hard to develop and sustain links with parents. We seek to start building relationships with parents from the term before their child starts school, through clear communication and the initial visits and information sessions. We do this in a range of different ways, which range from communication with home to inviting parents into the school setting. These include:

- Introductory sessions
- Stay and play sessions
- Reading books shared between home and school
- Newsletters
- Parent workshops
- Parents consultations

Working with other services and organisations is integral to our practice in order to meet the needs of our children. At times we may need to share information with other professionals to provide the best support possible. We draw on our links with the community to enrich children's experiences by taking them on outings, for example to the local post office, and inviting members of the community into our setting.

## **Transition**

At NCPA we work closely with the local pre-schools to ensure that we have detailed information about the children prior to them starting school. The Inclusion Manager and Early Years Leader meet with the pre-schools in the summer term prior to the children starting school. The Early Years teachers observe all of the children in their pre-school settings and we invite the children to join us for visits in the summer term. Early Years teachers and the Early Years Leader carry out Home Visits during the summer term and the children are then placed in three classes following these visits.

As the children prepare to enter KS1, the Year 1 teachers observe the children in the Early Years setting during the summer term. The Early Years teachers also meet with the Year 1 teachers to discuss the end of year data within a Pupil Progress Meeting in order to ensure a smooth transition into Year 1. These discussions help the Year 1 teacher to plan an effective, responsive and appropriate curriculum that will meet the needs of all children. The children will also spend time with their new teacher in the Year 1 classroom.