

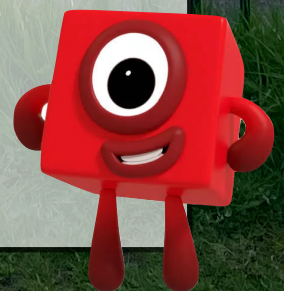
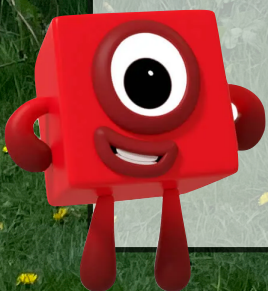
Stedham Primary School



EYFS Policy



Literacy Lead: T. Noble



Stedham Primary School EYFS Policy

Reviewed Autumn 2023



What we believe

At Stedham Primary School children are admitted to reception in the September following their fourth birthday. Early childhood is the foundation on which children build the rest of their lives.

At Stedham Primary School we greatly value the importance that the EYFS plays in laying secure foundations for future learning and development.

However, we also believe that early childhood is valid in itself as part of life. It is important to view the EYFS as preparation for life and not simply preparation for the next stage of education.

Our aims

At Stedham Primary School we strive to nurture and inspire our children to develop a love of learning in a supportive, family community and become the best they can be.

We aim to:

- Provide children with the foundation to become confident and competent learners within a safe and stimulating environment.
- Develop excellent relationships with parents and carers to build a strong partnership in supporting children.
- Offer each child a wide range of new and exciting experiences across all areas of learning, that are stimulating and challenging and offer unlimited opportunity for development.
- Provide a happy, positive and inclusive environment that is sensitive to the needs of all pupils being mindful of gender, race, language, religion or belief, disability or Special Educational Need
- Use and value what each child can do, assessing their individual need and helping each child to be the best they can be.
- Provide a broad, balanced and creative curriculum that sets in place excellent foundations for further learning in Key stage one and beyond

Teaching and Learning in EYFS

Early Years

The EYFS framework includes seven areas of learning and development, all of which are seen as important and interconnected but three areas are seen as particularly important for igniting children's curiosity and enthusiasm for learning, for building their capacity to learn and form relationships and thrive, they support children's learning in all other areas, they are known as the prime areas.

Prime Areas

Prime areas are fundamental, work together, and move through to support development in all other areas.

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

Specific Areas

Specific areas include essential skills and knowledge for children to participate successfully in society.

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

The ways in which the child engages with other people and their environment - playing and exploring, active learning, and creating and thinking critically - underpin learning and development across all areas and are known as the 'Characteristics of Effective Learning'.

Characteristics of Effective Learning

The Characteristics of Effective Learning inform Nursery and Reception staff of children's preferred learning styles. We use these to plan effective next step learning opportunities matched to the children's interests and abilities. The three characteristics are:

- **Playing and exploring:** Finding out and exploring, Playing with what they know, Being willing to 'have a go'
- **Active learning:** Being involved and concentrating, keeping trying, enjoying achieving what they set out to do
- **Creating and thinking critically:** Having their own ideas, making links, choosing ways to do things.

Teaching Strategies

A balance between adult-led and child initiated activities is vital, taking into account children's interests and offering suitable challenge for activities and learning. To provide high quality child-initiated learning we ensure there is:

- Provision for a stimulating learning environment both inside and outside across all areas of learning with engaging and challenging learning outcomes.
- A variety of high quality, stimulating resources for children to experience and interact with.

Observations

Through careful observation staff gather information on children's interests, strengths and areas for further development, which are incorporated into learning intentions and activities accordingly. Observations throughout the year in all areas of learning are used as an assessment tool and inform the annual report to parents, the end of Reception assessments


Planning

We have a two-year topic cycle so both Year 1 and Receptions classes are working together on the same theme. The topics are flexible to ensure we also follow the children's interests, school themes and local or national events. Through planning, teachers ensure that there is a balance of adult led and child initiated activities across the day. During child initiated activities the adults' role is to show an interest in the children's ideas, build conversation, facilitate and share ideas and model different skills. Such interaction with the children is essential as this helps to build the children's understanding and therefore guides new learning.

Reception children are always welcomed to join in with any Year 1 activity should they show any interest.

Reception children are planned for on an individual level. Each child has a personalised learning plan which includes suggested next steps for their own personal learning journey. These steps are taken from our progression map which in turn is based on Development Matters and our own steps based on our knowledge of the children within each new cohort of reception children. The progression map was designed top down to fit exactly with the children at Stedham. We began by looking at the ELGs and worked backwards, looking at the steps the children may need to reach in order to get there. The weekly planning, continuous provision planning and the opportunities provided throughout the week all link back to the next steps the children in the class may need to take in order to continue to make progress.

We also felt it was important to look forward and have included the national curriculum objectives from the Year Curriculum on our progression of skills map to make sure we know where the children are heading to once they leave reception.

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- **model:** as a skilled user of language, the teacher's role is the central element in fostering positive attitudes towards literacy, including learning to enjoy reading for pleasure.
 - **facilitator:** providing a supportive and stimulating environment, purposeful activities and enabling children to develop independent literacy skills;
 - **initiator:** providing a variety of resources and opportunities for a wide range of balanced and differentiated activities to encourage the development of skills in talking, listening, reading and writing, and to cater for different learning styles;
 - **monitor:** observing and recording the development of skills in literacy;
 - **assessor:** evaluating and assessing the development of skills in literacy.
 - **learner:** let the children lead the learning!

Monitoring and Assessment

The Head Teacher has the overall responsibility for monitoring and evaluating pupils' achievements in EYFS- this is aided by the EYFS subject lead who will undertake various activities and audits to assess the provision in this subject.

During the first half term, Reception children are assessed using the statutory baseline assessment. These assessments allow us to identify patterns of attainment within the cohort, in order to adjust the teaching programme for individual children and groups of children. Every two weeks, each individual child will have their progress reviewed and targets/ planning ideas for each area of the EYFS curriculum.

Home / School Links

We believe that parents and carers are a child's first educator and therefore work very closely to ensure they are involved in what we do at our school.

Parents are welcome to speak to us about their child, which may be through daily conversations, teacher/parent consultations or during one of our many parent Workshops. Parents and Carers are encouraged to add their own observations to ClassDojo to support their child's learning journey towards the Early Learning Goals.

We invite parents in every Wednesday morning as part of our Parent Readers. This is a time to talk to the teachers and to hear their children read.



Continuity between home and school for Foundation Stage children is recognised as being important and is maintained through well maintained home school links. We recognise the important role parents play in educating the children. When parents/ carers and practitioners work together in education, the result has a positive impact on the child's development. The success of this strong partnership is based on a two-way flow of information, knowledge and expertise. We aim to build a strong partnership between staff parents and carers through:

- Inviting all parents to a short discussion during the summer term before their child starts school, outlining the EYFS curriculum to enable them to understand the value of supporting their child's home learning. This is also an opportunity for the school to find out more about each new starter.
- Encouraging parents to talk to their child's class teacher if there are any concerns or queries.
- At the beginning of the Autumn Term Reception parents are invited to a 'Meet the Teacher' meeting with the Reception teacher who provides key information on the upcoming school year- this repeats termly with new information added each time.
- Offering a range of activities, throughout the year, that encourages collaboration between school and parents, for example class assemblies.



Special Educational Needs and Disabilities

The needs of children requiring additional support in EYFS will be discussed by the EYFS Subject Leader, SENDCo and the class teacher. Intervention strategies will be put in place and progress will be monitored. As class teacher, the EYFS lead is aware of the individual interventions that go on in EYFS, including any extra interventions for phonics and early reading.

Equal Opportunities

All children have an entitlement to participate fully in the learning in EYFS, regardless of gender, race, age or ability, in accordance with the school's Equal Opportunities Policy. Children whose second language is English receive appropriate support as necessary. We will give equal access to materials, teacher time and attention. We aim to raise standards among all children equally.

Reviewed: Autumn 2023

Date of next review: Autumn 2024