



GREATFIELDS PRIMARY

Excellence for all

Early Years Foundation Stage Policy

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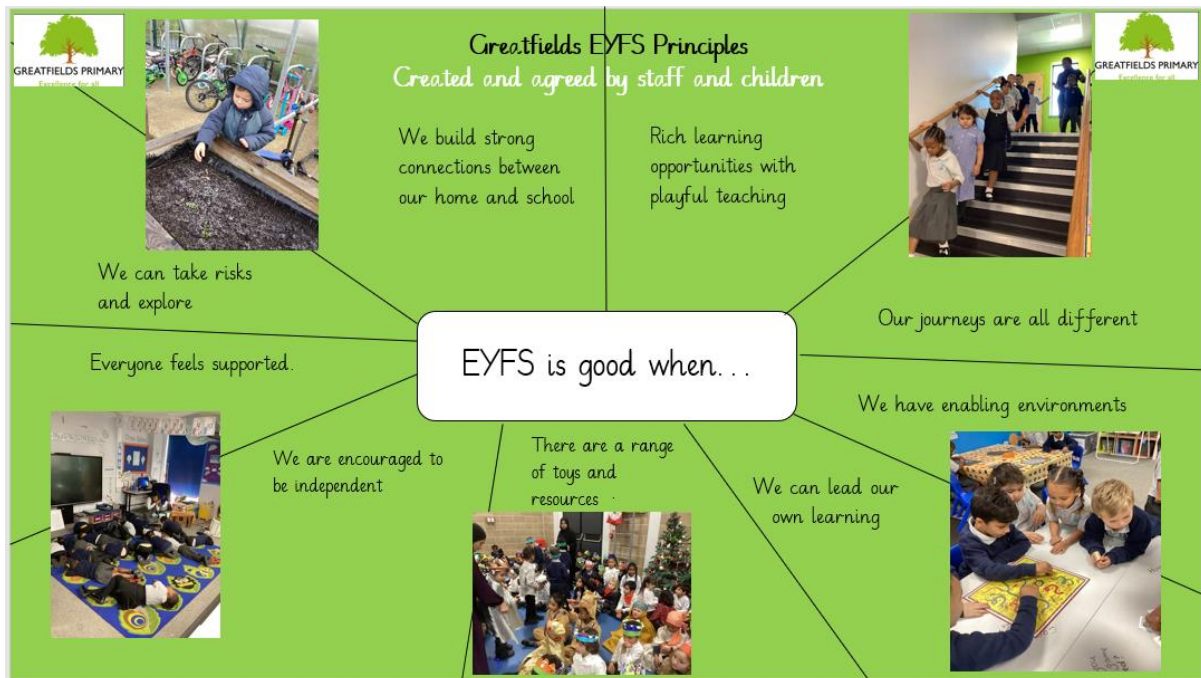
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1. Subject Statements

Intent

At Greatfields Primary we understand the foundational importance of the Early Years Foundation Stage (EYFS) in shaping children's lifelong learning journey. Our EYFS policy embodies our commitment to providing a nurturing, stimulating, and inclusive environment where every child can thrive. Grounded in the statutory framework for the Early Years Foundation Stage (EYFS) in England, updated in 2021, this policy serves as a blueprint for delivering high-quality early childhood education that promotes holistic development, fosters positive relationships, and celebrates diversity.



Holistic Development: We aim to promote the physical, social, emotional, and cognitive development of every child, recognizing and celebrating their unique strengths, interests, and abilities.

Inclusive Practice: We are committed to creating an inclusive learning environment where every child feels valued, respected, and supported, irrespective of their background, identity, or abilities.

Partnership with Families: We believe in the importance of establishing strong partnerships with families and carers, recognizing them as active participants in their child's learning and development journey.

Play-Based Learning: We recognise the intrinsic value of play as a fundamental aspect of children's learning and development, providing rich and varied opportunities for exploration, discovery, and creativity.

Continuous Provision: We provide a carefully planned and resourced learning environment that supports children's curiosity, independence, and agency, offering a balance of adult-led and child-initiated activities.

Assessment for Learning: We use a range of formative and summative assessment strategies to monitor children's progress, identify their strengths and areas for development, and inform our teaching and provision.

Implementation

- Our EYFS curriculum is based on the seven areas of learning and development outlined in the EYFS framework, ensuring a broad, balanced and holistic approach to children's learning ensuring they gain the skills and knowledge needed to progress through school and life.
- Learning experiences are planned and delivered through a combination of adult-led, child-initiated, and spontaneous activities, with a focus on promoting active engagement, curiosity, and exploration.
- Learning environments are carefully designed and organized to promote a rich vocabulary, independence, creativity, and collaboration, both indoors and outdoors.
- Staff members receive ongoing training, coaching, and professional development opportunities to enhance their knowledge, skills, and understanding of the EYFS framework and effective pedagogical practices to ensure a quality and consistency in teaching and learning.
- Confidence, independence and a desire to learn is encouraged.
- Classroom environments are rich and filled with stimulating resources providing opportunities all areas of the curriculum to be explored including role playing, reading and group/team games.
- The indoor and outdoor environments will show continuous provisions allowing for skills to be replicated outside on a larger scale.

The four EYFS principles

The Statutory Framework is based of four guiding principles which shape practice in early years setting which are:

- A unique child
- Positive relationships
- Enabling environments

Which work together to promote:

- Learning and development

Impact

The structure of our Early Years Foundation Stage ensures that children are able to build and develop a range of different skills and knowledge with a strong willingness to learn. We ensure our curriculum offers opportunities for inquiry that are both adult and child led.

This ensures our children develop a good attitude towards learning and are able to begin to ask and explore themes that interest them. We expose our children to a range of high-quality fiction and non-fiction texts throughout the year and build a strong sense of phonics to allow children to begin to make choices about preferences in the books they read independently. Our Maths curriculum ensures that all our learners leave EYFS with a strong sense of number to 10 which builds the foundation for all further learning. Our topic-based learning covers a vast range of areas which allow children to begin to make connections with the outside world and their own experiences. They are also encouraged to understand differences and similarities between them and their peers and how this shapes communities.

2. Teaching and Learning

At Greatfields Primary school, our curriculum is based around quality first teaching with the main aim of our teaching being 'Excellence for all'. This is then underpinned by the eight key components which are:

- Pedagogy
- Classroom Climate
- Lesson Design
- Student Self-awareness
- Successful Learning
- Collaborative Learning

- Effective Questioning
- Quality Feedback

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.

3. 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.

The 3 characteristics of effective teaching and learning are:

- Playing and exploring - children investigate and experience things, and 'have a go';
- Active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; and
- Creating and thinking critically - 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

4. Observations and Assessment

Tapestry

Greatfields Primary School ensures that all children attending the setting have a personal Learning Journey which records photos, observations and comments, in line with the Early Years Foundation Stage, to build up a record of each child's achievements during their time with us.

We use an online system called Tapestry to create each child's Learning Journal, to record and store all observations and assessments relating to each child. This is a safe and secure system and one that enables parents and carers to access their child's learning journey at any time. They can share it with their child, family and friends at home and also post any comments and photographs of their own, helping to create a fully holistic view of the child and strengthen the parent partnership.

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	Specific Areas
Communication and language - Listening, attention and understanding - Speaking	Literacy - Comprehension - Word reading - Writing

Physical development - Gross motor skills - Fine motor skills	Mathematics - Numbers - Numerical patterns
Personal, social and emotional development - Self-regulation - Managing self - Building relationships	Understanding the world - Past and present - People, culture and communities - The natural world
	Expressive art and design - Creating with materials - Being imaginative and expressive

Assessment

When children enter Reception, a baseline assessment is used to gain an awareness of each pupils' developmental levels to understand if children are working towards or working at the age related standard and to ensure planned provision supports their development.

In addition to teacher-based baseline assessments, Reception children also access a statutory baseline assessment linking to literacy, mathematics and communication and language. Summative assessments are then made at the end of each term and the data capture is analysed to inform the Early Years action plan and set targets for the upcoming term to ensure good progress is made across all areas of learning.

We use a range of strategies to gather information about the children's learning and development and use this information to ensure our planning meets the needs of all learners. Assessments linked to adult directed activities are evidenced in the individual profiles and assessments linked to child-initiated activities are evidenced in their Tapestry online learning journal.

In the Summer term of Reception, practitioners consider the 17 Early Learning Goals in the EYFS profile to decide whether each child is working at the expected levels or have not yet met the levels and therefore, are 'working towards' expected levels. The profile results, along with a running commentary on each child's skills and abilities in relation to the three key Characteristics of Effective Learning are then reported to parents and/or carers.

Practitioners will also share these results with the Year One teacher in order to create a smooth transition into Key Stage One.

Assessment should be regular and used to inform planning and to make the Teacher Assessment judgements at the end of each term. At the end of Reception, children's development is marked against the Early Learning Goals (ELG's).

We use on-going assessments to identify next steps for each child to deepen, challenge and extend their learning.

Formative Assessment – Completed regularly to inform planning

- Questioning
- Work in books
- Observations

All teachers attend a Pupil Progress meeting to share data and to discuss pupils who need help and support.

Summative assessment

- Read Write Inc. (Phonics)
- Baseline

5. Planning and Resources

Cornerstones provides the foundations for our learning in Early years. This thematic based approach sequences learning across a number of subject areas and lays foundation for all learning to come. We have 6 topics across the year, each different from the next. These topics are used as a driver for our literacy planning helping to ensure we deliver a rich and varied range of texts to our children.

At Greatfields we have adopted Maths Mastering Number as our main teaching focus with number pattern being woven throughout the year. Mathematics involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems. Number pattern verbally count beyond 20, recognising the pattern of the counting system, compare quantities up to 10 in different contexts, explore and represent patterns within numbers up to 10.

Phonics is an integral part of EYFS, as such we follow the Read Write Inc scheme of learning which helps to promote high levels of reading and writing across the school. Children work through different sets of sound and accumulate a vast and thorough understanding of phonics and upon entering KS1 have the independence and confidence to use this.

Our music curriculum is delivered using Charanga. In exposing children to a wide and varied range of musical genres, children are able to begin to make opinions of their musical likes and dislikes. They are encouraged to find pulses and rhythms within familiar pieces of music and to perform a range of nursery rhymes.

In order to ensure our children leave EYFS as well rounded individuals who are independently able to manage emotions and social situations such as building relationships. Children are intrinsically curious, questioning and spiritual. They can, with well-planned teaching and learning opportunities, gain knowledge, skills and experience that support their ongoing development. Therefore we have chosen to use Jigsaw, which works through different aspects of life such as; being me in my world and celebrating differences.

Our R.E curriculum offers children the opportunity to learn about religions of the world and explore some of the holidays they celebrate. We celebrate our differences and encourage children to share their own experiences of religion with their peers.

All subjects are well resourced and build a diverse number of different skills.

6. Feedback and Marking

Immediate intervention is essential. A pupil should leave each lesson feeling successful and any misconceptions or concerns are to be addressed within the lesson. All teachers to follow the Marking Policy.

Children within EYFS are provided opportunities to peer and self-assess as part of their transition into KSI.

Teachers are also expected to deliver whole class and individual live feedback for all lessons.

7. Equal Opportunities

At the School we are committed to promoting equal opportunities irrespective of socioeconomic background, gender, disability, and ethnicity in all areas of the curriculum. We believe that children should have equal access to and participation in a range of physical education activities. Teachers plan their lessons and make necessary adaptations to ensure appropriate challenge and accessibility for all learners.

8. Inclusion

We value all of our children as unique individuals at Greatfields Primary School, 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.

9. Role of the EYFS Lead

The coordinator's responsibilities are to:

- Ensure a high profile of the phase
- Ensure a full range of relevant and effective resources are available to enhance and support learning;
- Ensure progression of the key knowledge and skills identified within each unit and that these are integral to the programme of study and secure at the end of each year.
- Monitor books and ensure that the key knowledge and where applicable key skills are evidenced in outcomes (alongside and supported by SLT);
- Monitor planning and oversee the teaching the Early years curriculum
- Monitor the quality of observations on Tapestry.
- Lead further improvement in and development of the phase.
- Ensure that the Early Years curriculum has a positive effect on all pupils, including those who are disadvantaged or have low attainment;
- Ensure that the Early years curriculum takes account of the school's context, promotes children's pride in the local area and provides access to positive role models from the local area to enhance the curriculum;
- Ensure that approaches are informed by and in line with current identified good practices and pedagogy and to attend regular opportunities for CPD, including borough forums;
- Establish and maintain existing links with external agencies and individuals with specialist expertise to enrich teaching and learning in the Early years

10. Role of EYFS Teacher

The teacher's responsibilities are:

- Implementing the Early Years Foundation Stage curriculum, which focuses on children aged 0-5 years.
- Creating a safe, nurturing, and stimulating learning environment for young children.
- Planning and delivering age-appropriate activities that promote holistic development in areas such as communication and language, physical development, personal, social, and emotional development, literacy, mathematics, understanding the world, and expressive arts and design.
- Observing and assessing children's progress and development, and using this information to inform future planning and tailor activities to individual needs.
- Building positive relationships with children, parents, and caregivers to support each child's learning and development.
- Collaborating with other EYFS practitioners and professionals, such as teaching assistants, speech therapists, and educational psychologists, to provide comprehensive support for children.
- Promoting equality, diversity, and inclusion, ensuring that all children have access to high-quality education and opportunities regardless of background or ability.
- Supporting children's transition to primary school, helping them develop the necessary skills and confidence for the next stage of their education.
- Continuing professional development to stay updated on best practices, research, and developments in early childhood education.
- Engaging in reflective practice, regularly evaluating teaching methods and approaches to enhance effectiveness and meet the evolving needs of children and families.
- Maintaining accurate records and documentation related to children's progress, achievements, and welfare, in compliance with regulatory requirements and school policies.

II. Parents

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:

- Stay and play sessions
- Monthly newsletters

- Reading books shared between home and school
- Meet and Greet sessions
- Parent coffee morning
- Parents consultations
- Meet the teacher sessions
- Home visits
- Subject drop-in's e.g. British Science week
- Tapestry observations
- Reports

12. Transitions

At Greatfields Primary School we work closely with the Chestnut Nursery to ensure that we have detailed information about the children prior to them starting school. The SENDCo 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 sessions 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 classes following these visits. As the children prepare to enter KSI, the Early Years teachers 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 discussion helps 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.