



ELSTON HALL
Primary School

EYFS Policy

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Policy: September 2020

Elston Hall Primary School
Early Years Foundation Stage Policy
September 2020

This policy should be read in conjunction with the Statutory Framework for the Early Years Foundation Stage, the Early Years Foundation Stage Profile and Development Matters.

“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, 2017)

The statutory framework remains in force until further notice. The framework refers to the legislations given in the Childcare Act 2006.

- The learning and development requirements are given legal force by an order made under section 39(1)(a) of the Childcare Act 2006.
- The safeguarding and welfare requirements are given legal force by regulations made under section 39(1)(b) of the Childcare Act 2006.

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. At Elston Hall Primary School, we are committed to underpinning our provision with the four themes of the Early Years Foundation Stage in our 80-place Nursery and three Reception Classes (90 places).

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

A Unique Child

At Elston Hall, we recognise that children learn and develop in different ways and at different rates and this is reflected in our provision. The Characteristics of Effective Learning support the child to become a motivated and effective learner. Children will **play and explore** and experience all available resources; developing their experiences. Children will develop resilience and enjoy achievements through **active learning** and will make links, explore their ideas and strategies for problem solving through **creating and thinking critically**. Practitioner’s support the children in developing all these characteristics through teaching clear objectives, playing alongside children and, where necessary, scaffolding and supporting their thoughts.

Children are treated fairly regardless of race, religion, gender or abilities. We welcome all children and families into our settings so that they feel included, safe and valued. It is important to us that all children at Elston Hall 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 to develop these important life skills. Children should be

allowed to take risks, but need to be taught how to recognise and avoid hazards, both within school and in the wider environment. We encourage a healthy lifestyle including taking exercise and eating healthy food.

Positive Relationships

We aim to promote positive relationships between staff, parents and children. Children are taught how to deal with difficult situations and relationships through their PSE curriculum as well as through their daily interactions with adults and other children. We recognise that parents are the child's first educators and their importance for the child's welfare and education is paramount.

All children are greeted as they come into the classroom and have a familiar routine. Staff will work with each child either on a one to one basis, in a small group or as part of a larger group. They are able to build confidence, rapport, respect with each child so that the children feel safe, happy, and enjoy their time at Elston Hall, whilst learning.

Environment

In EYFS at Elston Hall, we recognise the importance of a rich learning environment both inside and outside. There are areas where the children can be active, be quiet and rest. The environment is set up in learning areas, where children are able to find and locate equipment and resources independently. Children have frequent access to an outdoor area; this has a positive effect on the children's development. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. It offers the children the opportunity to explore, use their senses and be physically active and exuberant. We have all weather clothing and footwear available so children are protected and there are no barriers to learning. Our areas of learning offer stimulating, playful and adult focus learning opportunities with opportunities to move freely between learning areas. Children are observed as they act and interact in their play, during everyday activities and planned activities; parents are also encouraged to share their own observations.

These observations ensure that we meet the individual needs of all of our children informing our planning for groups of children, for individuals and our provision for resources as appropriate. These are observations of the children's interactions, interests, skills, and development of concepts.

Learning and Development

There are seven areas of Learning and Development, which are interconnected. Three areas (the prime areas) are crucial to develop lifelong learning and to help children form relationships

- Personal, Social and Emotional Development - children develop confidence and self-esteem, learn how to manage feelings and respect others
- Communication and Language – children have opportunities to speak and listen in a range of situations and experience a rich language environment
- Physical Development – children have opportunities to be active and develop coordination (both gross motor and fine motor); they learn about healthy choices

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

- Literacy – involves children learning how letters link to the sounds and begin to read and write simple sentences

- Mathematics – children have opportunities to develop counting and calculation skills, to use numbers in everyday activities and recognise and describe shapes and measures
- Understanding of the World – children have opportunities to find out about people and communities, the environment and technology
- Expressive Arts and Design – involves exploring feelings and ideas through music, dance, role play and design

These areas of learning are underpinned by the **Characteristics of Effective Learning:**

- **Playing and exploring** – engagement, finding out, exploring, willing to have a go.
- **Active learning** – motivation, involved and concentrating, trying, enjoying achieving.
- **Creating and thinking critically** – own ideas, making links, choosing ways to do things

We have an overview of topics in both Nursery and Reception, which are designed to provide a broad, balanced curriculum. The children's interests are incorporated when planning for each group of children and involve the children in choosing activities and resources. We value all areas of learning and development and understand that they are inter connected. Children and parents are encouraged to be involved in the next steps for learning through the children's home/school learning links and parent consultations. Termly overviews are published on Elston Hall's website.

Children attend Nursery for three hours per day (either morning or afternoon). Each session incorporates mixed ability 'Family group time', ability grouped phonics and teaching sessions linked to areas of learning. The session provides time for child initiated learning, adult-directed activities are play based, active and related to the children's interests. We aim to help children with their learning through observing, getting involved in their play, supporting their thinking and asking open questions. Intervention teaching takes place in small groups and 1:1, as required when identified in Nurseries formative assessment.

Learning in Reception follows a routine during the morning, incorporating phonics, literacy and maths. Children are taught in four different ability groups per class and they participate in Child Initiated learning. Afternoons are topic based and involve a short whole class teaching session and child initiated learning, with focus activities linked to the topic. Learning in areas provide provision that promotes enquiry, applying skills and extending provision, with learning taking part indoors and outdoors. Intervention teaching also takes place, as identified in Reception's Intervention Plan.

Both Nursery and Reception complete planning, uploaded to our electronic cloud platform. Objectives are based on the age bands (0-11 months, 8-20 months, 16-26 months, 22-36 months, 30-50 months and 40-60 months) as set out in Development Matters. All children work towards meeting the Early Learning Goal for each aspect of learning.

Assessment

Formative assessment is on-going throughout the EYFS.

Summative assessment in the EYFS is based upon the age bands as specified in Development Matters. Each child has a 'Learning Journey' alongside learning focus books with written and photographic observations through a child's learning journey in early years that are collected providing evidence to support teacher's assessment judgements. Each term, teachers report which age band the children are working within (see Appendix 1) (using teacher knowledge, evidence from the assessment file and evidence in workbooks) for each area of learning. This enables teachers to measure attainment and progress for individuals, groups and the cohort across the term and the whole of the EYFS. Termly, teachers report their data, analyse the data, write progress stories and complete an Intervention plan, identifying specific groups for Intervention for the following term. The impact of the previous term's actions are also evaluated (see Appendix 2: Reception Assessment Cycle).

In Reception, any pupils identified as having met/exceeded an Early Learning Goal early, may be taught National Curriculum objectives in certain aspects, if this is deemed appropriate to meet that individual child's needs. Reception staff report children's achievement of the Early Learning Goals: '1' emerging, '2' expected, '3' exceeding, as outlined in the EYFS Profile, during the Summer Term of Reception.

Children's Learning Journeys are used to collate evidence within Nursery. These learning journeys are shared with Reception as children enter Reception, learning journey books that are developed through the year are taken home at Nursery graduation. In Reception, children's learning journeys are developed through observations, comments and children's input from their chosen independent work.

Parents/carers

Staff communicate with parents twice daily at the door as children are welcomed in to the EYFS and dismissed. Any small comments/queries can be dealt with at this time but for more in-depth formal discussion, parents are required to make an appointment. Three formal Parent Consultation Evenings are held during the year and parents of Reception children receive a written report in summer term, in line with the Early Years Foundation Stage Profile. Parents are encouraged to write a comment following the consultation evening/report and this is kept in the child's Learning Journey. Parents receive regular newsletters, school information and are invited into EYFS at different points during the year to take an active role in learning meetings. Elston Hall's website is also kept up to date with diary and curriculum information. In Reception, parents are encouraged to hear their child read regularly and write a comment in their Home Reading diary. Parents are also encouraged to support their children with home learning activities: Reception children receive a phonic booklet, containing sounds they are currently learning and activities linked to that sound. Fortnightly, they also receive a short task based homework to link their home/school learning.

Special Educational Needs

Care is taken to assess the needs of each child from Nursery age onwards. This also includes Speech and Language screening for all children on entry to Nursery. Should a child have any special need communication will be made with parents at an early stage to form a support network for support to be addressed. Group and individual support is given where

and when required. We have links with various agencies and when necessary their involvement may be required to support certain children. Parents/Carers will be informed if an outside agency is assisting us to support their child. We have a Special Educational Needs (SEN) policy at school.

Health and Safety

We have a Health and Safety policy which all staff and students are familiar with alongside designated people responsible for first aid in school. Many EYFS staff are paediatric first aid trained. Children are taught the safe and appropriate use of equipment and materials. Children are taught to be mindful when moving around the school and are aware of safety issues. Risk assessments are undertaken where necessary. A Health and Safety Policy and a Risk Assessment Policy is available in School.

Snack Times

Each day, children enjoy a drink of milk or water and a piece of fruit together. This is provided free of charge. Toast is also available to Reception pupils each morning as they enter school.

Allergies/Medical

Parents/carers are asked to inform us of anything their children are allergic to or have medical needs. All adults involved are informed and care plans completed for those requiring medication for their allergies or medical diagnosis. The names and photographs of children with specific allergies/ medical diagnosis are displayed within the class and at a central point in school (staff room); this information is also shared with Kitchen/dinner staff.

Transition

There are key systems in place to support transition for children in the EYFS and their parents at the key times of starting Nursery or Reception, moving from Nursery to Reception and leaving Reception to join Year 1. Parents are invited to attend open evenings/ new intake induction sessions to welcome their child to the new setting.

Home visits are held for pupils beginning in nursery in order to see the child in their familiar environment. Meetings are held for parents to discuss the next chapter in their child's learning and to look around any areas of school they may be unfamiliar with. Information and activity booklets are sent home to families, alongside resources to support their children's learning.

Several sessions are timetabled for staff to visit children in their previous setting, for children to visit their new setting with a familiar staff member and several visits to the new setting with their new teacher.

At the start of a new academic year, there is a short staggered intake for Nursery and Reception children to ensure a smooth and supportive transition into their schooling. Staff members from Nursery, Reception and Year 1 meet regularly during the summative assessment period to moderate. In-depth discussions about pupil's progress, attainment and pastoral needs also take place between staff as part of transition enabling correctly pitched learning and ensuring children's well-being needs are understood and addressed as they take their next steps.

Monitoring and Review

It is the responsibility of the EYFS staff to follow this policy. The Senior Leadership Team will carry out monitoring on the EYFS as part of the whole school monitoring system.

Appendix 1:

EYFS Assessment against the Statutory Framework/Development Matters, linking to NC for children who are able in summer term Reception

ELG development bands	Age bands	Level within age band	On track expectations
ELG 1 – Emerging Level of Development	0-11 months	emerging	
		developing	
		secure	
	8-20 months	emerging	
		developing	
		secure	
	16-26 months	emerging	
		developing	
		secure	
	22-36 months	emerging	
		developing	
		secure	
	30-50 months	emerging	
		developing	
		secure	
	40-60 months/ELG	emerging	
		developing	
		secure	
ELG 2 – Expected level of development	2	Early Learning Goal	Reception July
ELG 3 – Exceeding level of Development	3	Exceeding	Higher ability Reception July
	NC Year 1 ARE		

In Nursery and Reception, children are taught following the EYFS curriculum, using objectives from Development Matters.

Nursery – There are different starting points in Nursery, the assessment system will identify % of children who are at working at an emerging, developing or secure level within each age band and target groups/individuals where progress is lower. The expectation is that an average child will reach 30-50S at the end of Nursery. Trackers will be able to be filtered to allow Nursery staff to correspond performance with actual age.

Reception - Following termly assessment in Reception, the assessment system will identify % of children who are working at an emerging, developing or secure level within each age band and to target groups/individuals where progress is lower. The expectation is that an average child will reach an expected level of development achieving the Early Learning Goal for the areas of learning. For those exceeding this level of development they will be assessed at an exceeding level in the learning strands it is shown. During the summer term, for reading, writing and maths, if required these pupils will be taught from the National Curriculum. For assessment at the end of summer term, pupils who have reached NC level will be awarded a NC level on the **internal** school tracker. The rest of the children will still be given the appropriate age band within the EYFS system and Year 1 will continue their assessments following school systems. (P scales or Year 1 ARE)

In summer term, all Reception pupils will also be given a statutory 1, 2, 3 score to signify whether they are emerging, expected or exceeding the ELG. Pupils, who are working on the NC, will be awarded the '3'.

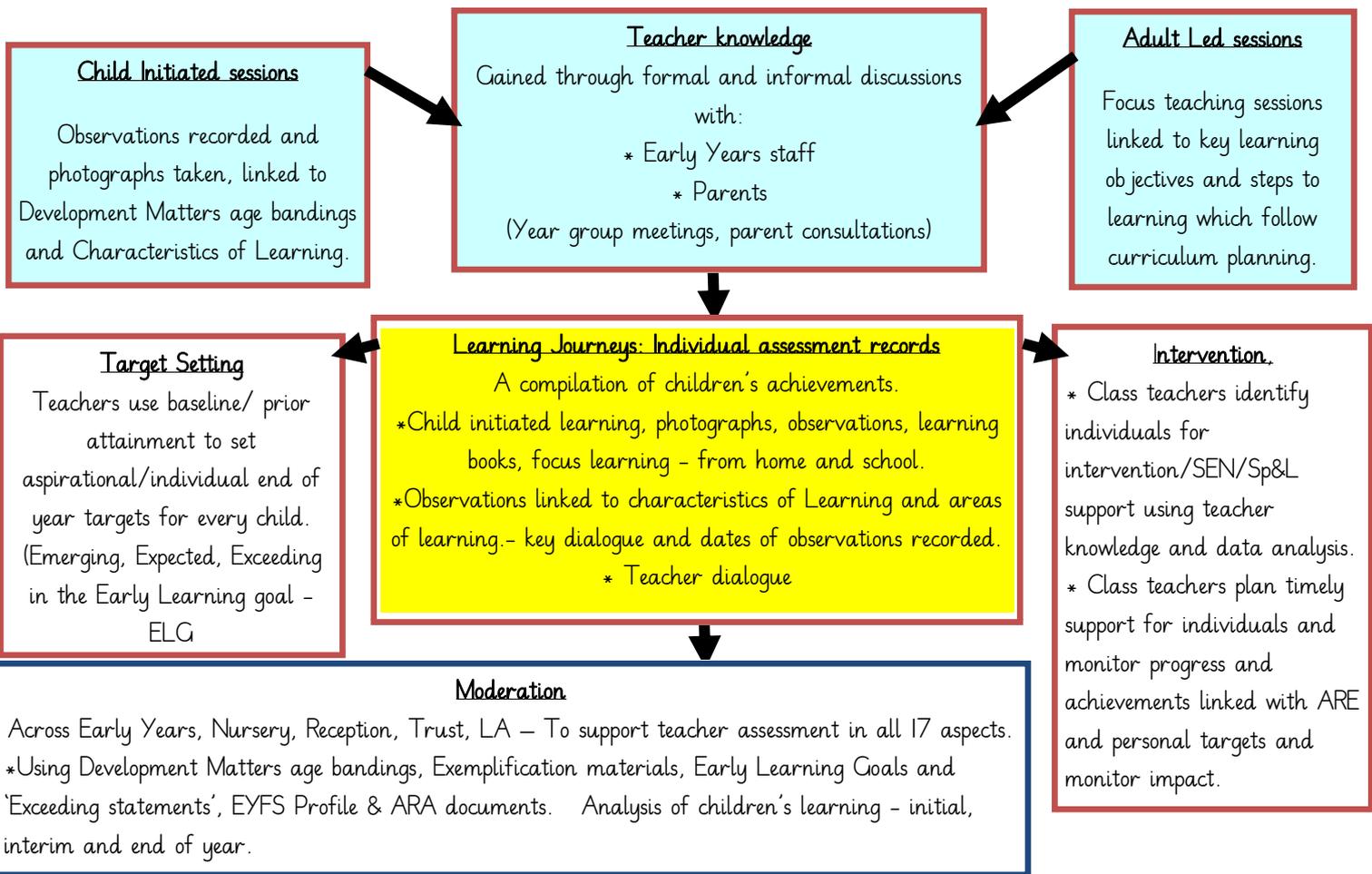
Appendix 2: **Early Years Assessment Cycle**

Elston Hall Primary School – Early Year’s Cycle of Assessment

Assessment

On-going teacher assessment supported by:

- *Age-related expectations (Development matters/ELG outcomes)
 - *Individual Targets
 - *Moderation to ensure accuracy of judgements.
 - *Intervention – Identified to support individual needs
- * Data reported termly analysing progress/achievements linked to ARE and personal targets.
- *Attainment and progress data are rigorously reviewed to ensure standards of achievement are raised.
- *Priorities are identified and intervention is provided where necessary



1: Class Progress Stories
Based on TA data – progress and achievements of class: individuals, specific groups and intervention.
(Trackers, analysis)
Impacts and actions detailed for class to ensure standards of achievement are raised.

*Followed by Progress meeting (Class teacher, Year Leader, PM to attend)

2: Year Progress story
Based on TA data from year group – progress and achievements of year group %’s – specific groups and intervention.
(Trackers, analysis)
Impacts and actions detailed for year group to ensure standards of achievement are raised.
The impact of the year leader

*Followed by Year leader & Assistant Head of EYFS discussions.

3: Standards Report
Based on TA data from EYFS phase – progress and achievements of phase %’s – specific groups and intervention.
(Trackers, analysis)
Impacts and actions detailed for phase to ensure standards of achievement are raised.
The overall actions, strategies, impact and trends. Successes and future actions. Impact of the Assistant Head.

*Followed by Standards Meeting. (All senior leaders in attendance)
*Informs SIP/SEF – Whole school key issues,