



Early Years Foundation Stage Policy

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Approved by:	Curriculum and Staffing committee
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Early Years Foundation Stage (EYFS) Policy

Intent

Children start to feel part of the Lord Deramore's family as soon as they are allocated a place in our Early Years class. After a transition which carefully builds up the time they spend with us, they start school confident that they are part of our community. We make sure all children feel safe and secure by developing **positive relationships** with Early Years staff and with the wider school community.



We celebrate each **unique child** and teach them to be resilient, independent, respectful and friendly, thus enabling them to be successful members of our community. All children are fully involved in the life and learning of our Early Years class, including those with special educational needs for whom we make appropriate adjustments to help them fulfill their potential. All pupils are treated as individuals. We meet the needs of all, taking account of gender, ability, ethnicity, culture, religion, language, age, special educational needs, disability, and social circumstances. All staff are aware of the need for the curriculum to reflect cultural diversity and the need to prepare pupils for life in a diverse and multi-faith society.

Our Early Years areas is designed to be an **enabling environment**, exciting children's curiosity, supporting them to develop important skills and learn foundational knowledge. Children's **learning and development** in Early Years is celebrated both for its own importance and enjoyment and for its vital role in nurturing learners for life.

Families

We recognise the importance of parents and carers as the first educators of their children. We work with families to share knowledge about their children and to involve them in their child's learning. Families are invited to meet the Early Years teacher three times a year. At the end of each term families are invited to attend a class celebration of the learning children have been doing and the school holds regular workshops to inform parents/carers about aspects of the curriculum. Families are also invited to special occasions like the Christmas nativity play. We use Tapestry online journal to share information about children's activities at home and at school.

Our Curriculum

Our Early Years Curriculum was developed with reference to *Birth to Five Matters* (Early Education, 2021) and *Development Matters* (DfE, 2023). In all areas of their learning, children are supported to develop the characteristics of effective learning:

- **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

- **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things (*Statutory Framework for the EYFS 2021*).

The Early Years Curriculum is linked directly to the National Curriculum which children follow from Year 1 onwards. Teaching and learning is planned across Phase 1 which covers Early Years and Year 1. This enables children to make smooth transitions from Early Years to Year 1 and means they continue to make great progress across both years. The foundations of learning in Early Years are the Prime Areas:

Prime Areas

Communication and Language

WellComm speech and language toolkit
Back and forth talk between children and adults
Explicit and systematic teaching of vocabulary
Stories

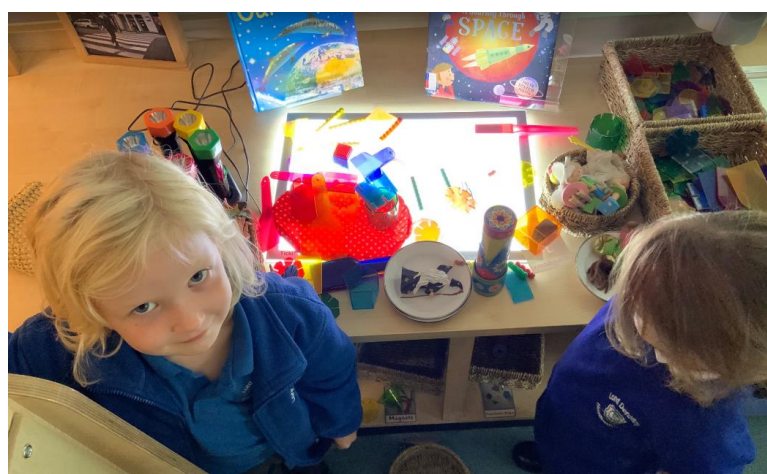
Personal, Social and Emotional Development

Emotion coaching
Zones of regulation
Jigsaw sessions
Stories

Physical Development

Gross motor skills:
weekly PE lessons
physical play in outdoor area

Fine motor skills:
Pen Jitsu (handwriting) sessions



The curriculum covers specific areas of learning:

Specific Areas

Literacy

Comprehension

Stories (Book Cooks)
Back and forth conversations

Word Reading

Little Wandle
Phonics Programme including early reading practice

Writing

Shared story telling
Shared, guided and independent writing

Mathematics

Power Maths programme

Understanding the World

Past & Present

Visits, visitors and artefacts
Non fiction texts

People, Culture & Communities

Visits, visitors, stories and conversations

The Natural World

Forest school
Non fiction texts

Arts & Design

Art

Focus artists

Design & Technology

Specific skills taught and modelled

Music

Singing and use of percussion instruments

Computing

Bee Bots

Cameras


Programs eg Purple Mash

RE

York Sacre Agreed Syllabus

Visitors, visits, stories

A typical day in Early Years might look like this:

	840-920	920-935	935-945	945-1120	1120-1130	1130-1150	1145-1	1-125	125-140	140-240	240-305	305-315
M O N H E	W R I T E	LITTLE WANDLE	 STORIES	PLAY	MUSIC	POWER MATHS		PEN-JITSU & SPELLING	TOPIC	TRICKY	BOOK COOKS BOOK 1	
		CVCC words with short vowels				Starter Counting fluently backwards from 10		SPELLING: went, help +1 WRITING: the —	Our World In The Past Look at some objects from the past and discuss what they could have been used for.		Curiosity The Girl & The Dinosaur	

Children have 3 sessions of play: when they first arrive, during the morning and afternoon. During the sessions adults play and talk with the children, following their interests and helping them to practice newly acquired skills or discuss new knowledge. This means that children are excited about their learning and remember what they have been taught.

Assessment

Learning and development are assessed informally on a day-to-day basis, or occasionally in a formative manner as the need arises.

Statutory Reception Baseline Assessment (RBA) is carried out within 6 weeks of children starting in Early Years. Children's communication and language is assessed during the autumn term using the Wellcomm toolkit.

Progress in phonics is assessed every 6 weeks in line with the Little Wandle phonics programme.

In the final term of the year in which the child reaches age five, and no later than 30 June in that term, the EYFS Profile is completed for each child. The Profile provides parents and carers, practitioners and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their attainment against expected levels, and their readiness for Year 1.

The Profile reflects practitioners' own knowledge and professional judgement of a child to inform discussions with parents and carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution.

Each child's level of development is assessed against the early learning goals. We indicate whether children are meeting expected levels of development or if they are not yet reaching expected levels. Early learning goals are: listening, attention and understanding; speaking; self-regulation; managing self; building relationships; gross motor skills; fine motor skills; comprehension; word reading; writing; number; numerical patterns; past and present; people, culture and communities; the natural world; creating with materials; being imaginative and expressive.

Transition

Summer term before starting school:

Parents/carers invited to New Starters' Meeting

Early Years staff visit pre-school settings to meet children and talk to staff about children's interests, likes and needs.

First visit: children spend an hour in Early Years with their parent/carer and a small group of 10 new starters

Second visit: children spend an hour in Early Years with a small group of 10 children; parents/carers are invited to refreshments in the hall provided by the Friends of Lord Deramore's

Third visit: children spend a half day in Early Years with a group of 15 children

Fourth visit: children spend a half day in Early Years with a group of 15 children and are invited with their parents/carers to sample a school lunch in the hall.

Starting school in September

Children start school, part time for the first week. They stay until the end of the morning session. In the afternoons, parents and children are invited in to school for an informal meeting with the staff to share vital information, ask questions and get to know each other. Children start full time in the second week.

The children in Early Years are paired with a Y6 'buddy' who supports them during their first week of staying for lunch. They help with routines, including collecting trays and choosing lunch, eat together and go into playground together. The Y6 children are encouraged to keep a watchful eye on their EY buddy and help them settle quickly into school routines. Children usually remain firm friends with their buddy throughout their first year at school.

From Early Years to Year 1

Children get to know the Year 1 staff during their time in Early Years. Many routines are consistent between the two classes and they share the same outdoor area. This means that the transition to Year 1 happens gradually, giving all children the chance to flourish as they move up through the school. They visit their new classroom on days when the following year's new starters are visiting.

A Day in Early Years

Whole class adult-led sessions take place four times a day and are short to enable children to concentrate on their learning. Specific areas of the curriculum are covered eg maths, phonics.

Children spend about 3 hours per day playing in continuous provision: when they first arrive, then during the morning and the afternoon sessions. Children can play in the classroom or in the outdoor area. During continuous provision they can access water, milk and a snack of fruit or vegetables. The different areas are set up to provide a structured learning environment so that children can follow their fascinations, be inspired by new and exciting resources, talk to their friends and learn social skills, practise practical skills and find out about the world. Adults will talk and play with children. They will extend children's learning by introducing new vocabulary in meaningful contexts, modelling skills and supporting social interactions. Adults will provide challenge and encouragement, reinforce knowledge taught and celebrate achievements. This means that children are excited about their learning and remember what they have been taught. They move on to Year 1 with confidence and excitement. They gain vital skills in literacy and maths as well as knowledge about the world around them.

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Some areas of provision are common to the indoor and outdoor areas; outdoor areas encourage children to work on a larger scale and give them an opportunity to get messy. Areas of provision promote children's personal, social and emotional development eg resilience, problem solving and sharing as well as communication and language. Areas of provision, with examples of what children might learn or do, are:

Construction

Explore how things work, move and fit together
Think critically and solve problems





Sand

Explore physical properties and create imaginary worlds

Mark making

Write and draw for a purpose



Book corner

Enjoy a good book and share ideas with friends

Enquiry

Explore the awe and wonder of the world around us





Small world and blocks

Explore real and fantasy stories, shape
and size, balance and design

Workshop

Have their own ideas
Practise skills such as cutting and sticking



Art

Express ideas and feelings
Explore and mix colour

Water

Tell stories and explore cause, effect, capacity
and measurement





Role play

Act out real experiences and make sense of the world

Dough

Build muscle strength and express ideas



Maths

Explore number, shape, space and measures

Physical

Build strength and coordination





Large construction

Construct for a purpose, build strength and work cooperatively

Mud kitchen

Express ideas, be creative, explore texture



Legal Framework

This policy has due regard to statutory legislation, including, but not limited to, the following:

- Childcare Act 2006
- The Safeguarding Vulnerable Groups Act 2006
- The GDPR
- Data Protection Act 2018

This policy has due regard to statutory guidance including, but not limited to, the following:

- DfE (2021) 'Statutory framework for the early years foundation stage'
- DfE (2021) 'Keeping children safe in education'
- DfE (2018) 'Working together to safeguard children'
- DfE (2015) 'The prevent duty'

This policy is intended to be used in conjunction with the following school policies:

- Child Protection and Safeguarding Policy
- Allegations of Abuse Against Staff Policy

- Equality Objectives Policy
- Supporting Pupils with Medical Conditions Policy
- Health and Safety Policy
- Information Policy
- Complaints Procedures Policy