

EYFS Policy

Northway Community
Primary School



Nurturing today's minds for tomorrow's challenges.

Approved by:

Mrs McKenzie

Date: July 2021

Last reviewed on:

July 2021

Intent

1.1 Aims

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.

EYFS Statutory Framework September 2021

At Northway, we believe that the first years in education are a vital time for preparing children for their future learning journey. Children learn best when they are happy, secure and have a high sense of wellbeing. Staff place a strong emphasis on providing our children with a safe and friendly environment to develop in. Through play experiences and purposeful teaching, our children become confident to explore and enthusiastic to learn. Across the year, we explore our school values and a strong focus is placed on nurturing children to become resilient, confident and independent learners. This is achieved by the ethos we create using metacognition and teacher scaffolding. Personal, social and emotional development, alongside the teaching of communication and language skills, underpin the foundations for learning at Northway. We consider social skills and positive interactions with adults and peers crucial for children to be able to learn and thrive as they develop.

We build on children's prior learning from previous settings and from home to ensure that learning is meaningful, relevant and tailored to individual needs, interests and learning styles. We strive to promote the holistic development of all children in order to build a solid and broad foundation for lifelong learning. Through progressive planning and teaching, we ensure that all our pupils are 'school ready' academically, personally, socially and emotionally.

High expectations and aspirations are set for all children to achieve their full potential and to become competent in the basic skills of reading, writing and number, so that many possibilities are made available to them as they progress through the school.

This policy supports the school mission statement by

- ensuring excellence in teaching and learning delivered through a well-planned, rich and varied curriculum
- encouraging children to be self-motivated and to develop a positive attitude towards their learning
- promoting and nurturing individual liberty and respect for ourselves, others and the world around us
- developing global citizens so children leave us with an understanding of their rights and responsibilities within the wider world.

Our work in the EYFS enables our pupils to develop:

- Communication skills
- A strong awareness of their own and others' physical and mental health needs and how best to support these
- A strong sense of belonging
- A love of learning
- Independence
- Strong foundations in the basic skills.

1.2 Consultation

This policy was written by Rebecca Harrison EYFS/ KS1 Leader, in consultation with:

- Lynn Sumner and Jane Crellin (EYFS teaching staff)
- The wider EYFS team
- SLT
- Governors

1.3 Legislation and guidance

This policy was informed by guidance and information from a range of sources:

- Statutory framework for the Early Years Foundation Stage- DfE
- Education Endowment Foundation- Early Years Toolkit
- The Education Inspection Framework - Ofsted
- Bold Beginnings- Ofsted
- Sefton EYFS LA team

Implementation

The learning journey begins by weaving personal, social and emotional development skills into all that we do, in order to create pupils that are ready to learn. We cultivate an ethos where pupils are emboldened to 'have a go', we model how to embrace new challenges and guide children to celebrate their achievements and relish new goals. Self-belief and positive attitudes underpin our foundations for learning and from here we support all pupils to achieve their full potential. In Reception, PSED is taught discretely, one afternoon a week, and across the setting, it is taught indirectly throughout the whole week in the language we use, stories we read, assemblies, circle times, class attitudes and the values that we promote.

Exploration of the world around us is planned into our weekly sessions, so that the pupils develop a broad and rich knowledge base from which all future learning can be built upon. We start by learning about the immediate world around the children and then branch out. Taught knowledge links to future learning at Northway, and therefore our pupils are equipped with the prior understanding to enable them to flourish throughout the school. The creative,

technological and physical skills that children need to master are started in the Nursery. All learning is linked to a theme to add purpose and meaning to all the knowledge acquired.

Carefully sequenced reading progression and systematic phonics teaching lies at the heart of our learning foundations. Daily writing sessions build on the knowledge acquired in reading and phonics, and through a range of high-quality texts, the children begin to explore and develop a love of writing.

The exploration of number is planned for daily, in a series of progressive lessons, so that by the end of Reception, pupils are fluent with the value of numbers up to twenty and have strong mental recall of number bonds to ten, giving them the foundations to support their learning as they enter Year One and beyond.

2.1 Roles and Responsibilities

The EYFS Leader is responsible for providing long-term and medium-term planning and working in collaboration with other staff members to adapt and implement the planning.

The EYFS Leader is responsible for supporting staff CPD and keeping staff well informed of current issues, advice and support available.

The EYFS Leader is responsible for supporting staff to moderate aspects of teaching and learning within the school setting and externally to maintain and drive standards in provision. The EYFS leader meets with external LA support groups for EYFS to discuss current issues and share good practice.

The EYFS Leader is responsible for supporting pupil outcomes across EYFS. The EYFS Leader keeps an overview of pupil progress and attainment across Nursery, Reception and into KS1. Frequent pupil progress meetings are held with the EYFS Leader. Staff share next steps and the support they are putting into place and are supported by the EYFS Leader to resource and plan for this. Monitoring and evaluating the impact of teaching and learning and feeding this into driving the standards in EYFS is central to the role of the EYFS leader.

The EYFS leader is responsible for reporting pupil outcomes to the governors and discussing the provision within EYFS.

The EYFS leader is responsible for developing the EYFS physical environment and ensuring resources support pupil development.

EYFS Teachers are responsible for planning and delivering lessons based on the long and medium-term plans. They are responsible for frequently assessing pupil understanding and planning for relevant next steps to support pupil progress. They are responsible for providing a welcoming and stimulating environment that supports pupil development across the seven areas of the curriculum. Teachers are responsible for supporting pupil well-being and developing a good understanding of the importance of good physical and mental health. Teachers are responsible for communicating with parents in a variety of ways to support individual pupil progress.

EYFS Support Staff are responsible for supporting groups of pupils to access the curriculum at their point of need. They are responsible for delivering relevant interventions to ensure all pupils' needs are well supported. They are also responsible for supporting the teacher to create an engaging and stimulating learning environment.

The Governors are responsible for monitoring the teaching and learning within EYFS. Governors are responsible for meeting once a year with the EYFS leader to discuss strengths and areas for development based on pupil outcomes.

The Headteacher will work in partnership with the EYFS leader to support the vision and direction of the team. They will review and support the work of the EYFS leader in weekly meetings.

The Pupils are the integral factor for guiding the direction of the staff. Pupil well-being, engagement and progress form the overall picture for staff to be able to measure the impact of their teaching. Staff are highly perceptive at ascertaining verbal and non-verbal expression of interest and interaction from the pupils and work collaboratively with the pupils to create a relevant curriculum.

The Parents/Carers are key to supporting teaching staff to help their children achieve their potential. Attending parent workshops and keeping good lines of communication open via class email, face to face discussions and parent/teacher meetings. Parents can access information about the learning that is happening via the school website.

2.2 Planning

Over a sustained period of time, we have developed and adapted a long-term plan to meet the needs and interests of the typical cohorts that we receive each year in our demographic area. Our long and medium term plans are carefully designed to ensure from Nursery to Reception, there is a progressive, broad and balanced curriculum that feeds into future learning. We also ensure that our planning and teaching is flexible to be able to meet the needs and lines of enquiry that our children may wish to explore.

In Nursery, the teacher plans on a weekly basis:

- Three Communication, Literacy and Language sessions
- Three Mathematics sessions
- Three Phonics sessions based on the Letters and Sounds documentation (We have adapted the scheme, blending it with Jolly Phonics, ensuring that all of Phase 1 and the start of Phase 2 is covered in depth by the end of Nursery).

In continuous provision and linked into the Mathematics and CLL plans, the following areas are explored:

- Personal Social and Emotional Development.

- Understanding of the World
- Physical Development
- Expressive Art and Design

In Reception, teachers plan on weekly basis:

- Five Communication, Literacy and Language sessions
- Five Mathematics sessions
- Four Phonics sessions based on the Letters and Sounds documentation (We have adapted the scheme ensuring that all of the sounds are covered in depth up to Phase 3 by the end of Reception)
- One discrete Personal Social and Emotional Development session
- One Understanding of the World session
- One Physical Development session
- One Religious Education session
- One Expressive Art and Design session

2.3 Teaching

In EYFS, we deliver a whole class session followed by small group work. Staff use their judgement to select pupils who need to be called back for additional one to one support to extend or consolidate learning. Staff use their discretion to decide when it is best for children to work one to one to meet their specific needs or encourage children to work independently in small groups.

We use a topic-based approach to deliver our play-based curriculum. Topics are carefully planned to ensure a balance of child-initiated and adult-directed opportunities. Adults provide engaging continuous provision opportunities, centered around the current teaching and learning both indoors and outdoors to consolidate learning.

2.4 Organisation

Staff are encouraged to avoid placing children into ability groups by assigning a name or table to ability groups. Children should move fluidly from ability group teaching based on their attainment and ability to access the relevant task. We encourage children to learn without limits and this is supported by our approach to avoiding 'set groupings'. When appropriate, children are assigned a space on the carpet to support their ability to focus.

In Reception, there is a suggested timetable for the day that usually comprises of a reading slot at the start of the day, followed by CLL, Phonics and Maths in the morning and then one of the other subject areas to be studied in the afternoon. Timetables are flexible to suit the needs of the children on any given day.

2.5 Homework / Parent/Carer partnership

Parent/Carer workshops

Parent/Carer workshops are held throughout the year to support learning, to learn skills and to ensure parents approach learning in a similar manner to school.

Autumn term: Reception phonics and reading workshop.

Spring term: Reception writing workshop

Summer term: Nursery learning to learn workshop / Reception maths workshop.

Homework: See whole school policy for homework.

Open day: This is to be held in the last week of September for all prospective parents/carers to Nursery and Reception. The school is open from 1pm until 7pm for parents to be shown around. Parents can report to the office on the hour and half past the hour for tours. The open day is promoted with a banner on the front of school/letters to current Nursery parents/ via the website/via posters and flyers in the local area.

Parent/Carer evenings/communication

Autumn term: Reception settling in / New to Nursery settling in

Spring term: Reception progress and attainment review/ N2 Parents only

Summer term: Reception send home written reports on the characteristics of effective learning and basic skills. Nursery send home written reports on the characteristics of effective learning and basic skills for all N2 pupils.

2.6 Transition

Nursery

- Nursery information booklets and key medical/contact documents to be sent home in the Summer Term.
- The Nursery is closed for the first few days of September (depending on volume of pupils starting) to allow for Nursery staff to make home visits to all children that are due to start Nursery in **September**. On the second week there will be a welcome to Nursery visiting day on the Monday. Parents are allocated an hour time slot where they can come and visit the Nursery with their child. Then old Nursery pupils return on the Tuesday and new Nursery pupils begin settling in sessions 2x 1hr. By the third week all pupils are on normal hours.
- Nursery staff liaise with Reception staff (External settings to be contacted) for all relevant documentation to support the transition of each pupil as they enter Reception.
- In December and March supply will cover Nursery teacher to go and make home visits to those starting school. The first Monday back after the Christmas and Easter

break will be a **Transition visit day** for parents and pupils -10-11am /1-2pm. Pupils will then be offered two hour long settling in sessions with existing Nursery pupils.

Week 1	Week 2	Week 3
Home visits- allow 30 mins per pupil	<p>Monday: Transition visit day for parents and pupils -10-11am /1-2pm</p> <p>Tuesday: Old Nursery pupils RETURN as normal.</p> <p>1 HOUR Settling in session for new beginning of wk children- 10-11am.</p> <p>Wednesday: 1 HOUR Settling in session for new beginning of wk children- 10-11am.</p> <p>Thursday: 1 HOUR Settling in session for new end of wk children- 10-11am.</p> <p>Friday: 1 HOUR Settling in session for new end of wk children- 10-11am.</p>	<p>All children must have started by Thursday census.</p> <p>Normal hours begin- discretion of Nursery teacher who may wish to speak with individual parents.</p>

Reception

- Reception staff liaise with Nursery staff (Private settings to be contacted) for all relevant documentation to support the transition of each pupil into Reception.
- Reception information booklets and key medical/contact documents to be sent home in the Summer Term.
- New to Reception parents/carers are invited to the school to meet the SLT and EYFS staff and become familiar with the setting and school life (6pm to accommodate working parent/carers).
- New to Reception children are offered the opportunity to meet the teacher in the final week of the Summer term.
- New to Reception children start school with a phased approach across the first week (Half days followed by a final full day on the Friday. All children bring packed lunches in the first week of school whilst they settle into school life).

2.7 Resources

All plans, knowledge mats, and paper-based resources are stored in the EYFS folder on Microsoft Teams. Resources for topics are stored in each classroom cupboard in topic boxes. EYFS staff are responsible for dividing the budget and keeping resources updated and relevant.

Each child will have a learning journey to document their learning. In Reception, each child will also have an English and Maths book to record learning in.

2.8 Assessment:

Teachers make daily judgements of the pupils social, emotional and academic attainment and progress.

- In September, staff are required to make a baseline judgement of each child preferably within the first 2 full weeks of being in education.
- In December/March/June, staff are required to make a teacher assessment attainment judgement in the seven areas of learning. Children are grouped into those

working at expected and those working below. Children working below need to be plotted carefully against the Development Matters framework so that small steps of learning can be carefully planned for in their area of weakness.

2.9 Equal opportunities

In the EYFS, our ethos reflects the vision of the school's mission to provide a "well-planned, rich and varied curriculum" to all children. Through all of our teaching, we provide learning opportunities that enable all pupils to make progress. We differentiate tasks and use a range of approaches to enable all pupils to access and enjoy the EYFS curriculum.

As part of the delivery of the PSHE/PSED curriculum, the EYFS staff follow the whole school long term plan to ensure that the protected characteristics and Equality Act 2010 are taught and adhered to at an age-appropriate level.

2.10 Health and safety

Staff adhere to the guidance set out in the EYFS framework. All staff are employed through safer working practice recruitment procedures and subject to DBS checks. The safeguarding policy and induction are shared and reviewed with all staff. Staff use CPOMS to report all concerns or relevant information about the welfare of pupils. Designated first aid staff are named and training is kept up to date. Intimate care is documented and parents receive a note home to say when this has been carried out.

A risk assessment will be completed for any educational visits. There should be the appropriate ratio of adults to children.

Impact

The impact of our curriculum and learning experience is evident in the outcomes at the end of the year, where pupils achieve above the national average year on year. The impact of the curriculum is evident as pupils seamlessly enter Year One and continue to make good rates of progress. It is also evident in the written feedback that many parents give us, where in many cases their children have exceeded their expectations both academically and socially, and they are delighted with the progress that their child has made.

3.1 Monitoring and Evaluation:

The quality of teaching and learning will be monitored by the Headteacher and the EYFS Leader in collaboration with members of staff. The EYFS Leader has an ambitious vision for the standards in the EYFS and works continually with staff to share expected outcomes, reinforce teaching expectations and develop a culture for effective learning. Weekly staff and team meetings include opportunities for staff CPD based on the findings of monitoring and current needs of the teaching and learning at Northway. Learning walks are used as a vehicle for discussion around the future development of teaching and learning and agreeing effective practice.

The EYFS team take part in regular internal and external moderation meetings to ensure the quality of provision and pupil outcomes are in line with school and national expectations.

Pupils' attainment and progress is analysed by the EYFS Leader and regular pupil progress reviews are held to identify children in need of additional support including those with SEND or in receipt of pupil premium funding. Disadvantaged pupils' progress is closely monitored and staff work with the EYFS Leader and parents to put in the necessary support for each individual child.

The EYFS Leader will report to the governors responsible for monitoring the implementation of this policy. This will be through annual discussion with the EYFS Leader and consideration of the evidence included in the EYFS Leader's presentation. The work of the EYFS Leader will also be subject to review by the Headteacher as part of performance management arrangements.

Concluding Notes

4.1 Links to other policies

The EYFS Policy should be read in conjunction with the following policies:

Mission Statement

Teaching and Learning

Marking

Assessment

SEND

PSHE

SAFEGUARDING

4.2 Appendices

Appendix 1: Long term plans

Appendix 2: Medium term plan