



## **Sussex Road School** **Early Years Foundation Stage (EYFS) Policy**

### **Aims**

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life
- Quality and consistency in teaching and learning so that every child makes good progress, and no child gets left behind
- A close working partnership between staff and parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

### **Legislation**

This policy is based on requirements set out in the statutory framework for the Early Years Foundation Stage (EYFS) that applies from September 2021.

### **Structure of the EYFS**

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. Our EYFS accommodates children from the age of 4 to 5 years.

In our school we have two full-time Reception classes. Each nursery class has 30 places and children are offered a place in the September following their fourth birthday. Each Reception class has a teacher and a teaching assistant.

To ensure best practice and continuity, our foundation stage classes work closely together and share planning and our outdoor learning environment

### **Curriculum**

Our early years setting follows the curriculum as outlined in the latest version of the EYFS statutory framework that applies from September 2021.

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. However, 3 areas known as 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.

The prime areas are:

- Communication and language
- Physical development
- Personal, social and emotional development

The prime areas are strengthened and applied through 4 specific areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

Written	Ratified	Review
March 2024	Delegated to HT	Annually

## Play

Learning through play underpins our approach to teaching and learning in the foundation stage. We embrace the fact that young children learn best from activities and experiences that interest and inspire them to learn. Therefore, we follow the Early Excellence pedagogy and we have environments that provide continuous provision.

Reception classrooms and outdoor area are also set up with areas of learning, offering continuous provision to build upon and deepen experiences and learning. Each learning area has cross-curricular resources, which children can access independently. Continuous provision provides children with stimulating, active play to encourage creative and critical thinking alongside other children, as well as on their own.

Children are able to practice skills, build upon and revisit prior learning and experiences at their own level and pace. Play gives children the opportunity to pursue their own interest, inspire those around them and consolidate their understanding and skills. The children learn to adapt, negotiate, communicate, discuss, investigate and ask questions.

Our adults take an active role in child-initiated play through observing, modelling and questioning. They teach and extend play whilst developing skills and language. We understand that outdoor play is of equal importance as indoor play and that the outdoor classroom offers children 'bigger', 'louder' and 'messier' experiences. We therefore aim to offer free flow access to our outdoor learning areas throughout both the school day and the school year.

## Planning

Staff plan activities and experiences for children that enable children to develop and learn effectively. Staff take into account the individual needs, interests, and stage of development of each child in their care and use this information to plan a challenging and enjoyable experience.

Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

In planning and guiding children's activities, staff reflect on the different ways that children learn and include these in their practice. They also respond to children's social and emotional needs as well as their academic achievement.

## Teaching

We ensure there is a balance of child-initiated learning through continuous provision, and adult led activities, across the school day. Although much of the time is spent with children self-selecting tasks, the interaction between the adult and child is essential. Each area of learning and development is implemented through purposeful play, and through a mix of adult-led and child-initiated activities. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. The adult's role is to continually model, demonstrate and question what the child is doing. In some cases, the adult will ask a child to complete a task with them; at other times they will participate in the child's play, extending it where possible.

There are set routines that we follow each day. There are designated times when the children come together to be taught and we focus on math's, literacy, phonics, stories and topic work. These times provide the opportunity for children to develop their ability to work as a group to listen, to take turns, to answer and concentrate. Whole class reading and story time are important parts of the day. We want our children to develop of lifelong love of reading.

Written	Delegation	Ratified	Review
October 2021	HT	HT	Annually

In Reception every child is provided with their own book bag and will receive a 'reading' book once a week. In school they will share this book with an adult either on a one to one basis or in a group. They will also have the opportunity to select a book for enjoyment from the school library on a weekly basis.

As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for year 1.

### Assessment

At Sussex Road School, ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Staff also take into account observations shared by parents and/or carers. Within the first 6 weeks that a child starts with us in Reception, staff will administer the Reception Baseline Assessment (RBA).

At the **end of the EYFS**, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations, and discussions with parents and/or carers. The results of the profile are shared with parents and/or carers for their child.

The profile is moderated internally (referring to the Development Matters guidance) and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

### Working with parents

We believe that education is a shared responsibility between school and home. We recognise that children learn and develop well when there is a strong partnership between staff and parents and/or carers. We ensure that parents/carers are kept up to date with their child's progress and development, through online learning journeys (Tapestry) and parents' evenings. The progress check and EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities. We understand the importance of parents/carers views, so provide opportunities for feedback throughout the school year

We offer workshops to provide parents with an insight into how we teach specific areas of the Early Years Curriculum, detailing ways in which they can support their child's learning at home.

### Safeguarding and welfare procedures

It is important to us that all children in the school are safe. Children learn best when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them.

We educate children on the importance of boundaries, rules and limits and we encourage them to become responsible for their own behaviour by supporting them to make the right choices. We teach the children how to recognise and manage risks in a supervised learning environment.

To be read in conjunction with the School's Child Protection and Behaviours Policies

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