

	Name of School	Claypole C.E. Primary School
	Policy Name	EYFS Policy
	Review Date	May 2025
	Date of next Review	May 2026
	Statutory / Non Statutory	Statutory
	Who reviewed this policy?	Chair of Governors

EYFS Policy

Our Vision

We aim to be an inclusive, caring school where we give everyone the time and support needed to challenge and guide one another - to open minds and widen horizons – to work together towards the flourishing of all members of our school community so that everyone can fulfil their potential.

“If you believe, you will receive, whatever you ask for in prayer.” Matthew 21:22

These core values underpin everyday teaching and provision in our classrooms. The adults in the EYFS classrooms work together to foster a climate that teaches children to be safe when taking risks, respectful towards their peers and be ready to learn and work hard.

We believe that children learn through imaginative and purposeful play and high quality adult interaction during play results in deep learning experiences.

Our vision statement works alongside the Early Years Foundation Stage (EYFS) Curriculum, in particular the Characteristics of Effective Learning. Altogether, these allow children to explore and learn through play whilst creating dispositions for learning that children will use throughout their lives.

Our Early Years vision prepares children in Claypole Church of England to be lifelong learners and grow in to emotionally confident individuals who are skilled at expressing themselves.

Our Values:

A core part of Early years learning at Claypole Church of England Primary School is based on teaching children, from a young age, the importance of Empathy, Agility (physical and mental) and Hard work. Through these values, children drive their thinking, learning and behaviour.

These values and attributes teach children from a young age to be:

- **Respectful to others and self**
- **Be physically and mentally agile**
- **Be hard working to achieve success**

Our curriculum is based on developing children’s personal, social and emotional development. We aim for children to be confident learners who are competent to express their needs, desires and solve conflicts independently. We teach children to value hard work and our professionals work with the children to develop a sense of self and a ‘can do’ approach, where children are able to thrive and take risk. As a result, children are confident and develop positive relationships which are key to a successful and happy future. **Early Years and Foundation Stage (EYFS) structure**

Children join the School in reception (the second year of EYFS) in the September following their fourth birthday the year they turn five.

Reception places are full time Monday to Friday. Children are expected to arrive between 8:45am & 9:00am ready to start at 9am.

The end of the school day is 3:30pm.

Transition from Nursery – Reception

Our aim is to ensure children have a smooth transition from Nursery to Reception. Home/Nursery visits support with this transition. Important induction information is shared with families, and staff work with parents to find out about the needs and interests of the children that will help them to settle well in to our Reception class. As well as home and/or nursery visits, we invite children & families to numerous events after school & during school hours in the summer term prior to the children starting.

The key priority is to settle the children in the week one of their start date in September where they begin a full time timetable straight away. During this early time, lessons are focused on learning names, class & school expectations/principles and adapting to new routines.

Phonics is taught every day, starting with singing, rhymes and games.

We do understand that some children may need longer settling in period and we work with the parents to ensure that we provide support to the families. We work with the parents to listen to their worries and provide strategies to achieve the desired result.

Curriculum – (Implementation):

The curriculum is planned in a very practical way and is based around topics that are of interest and are relevant and meaningful to the children. Adult and child directed activities allow children to develop these skills in a safe and investigative way.

The seven key features of effective practice underpin the foundations of our curriculum offer for children.

Seven Features of Effective Practice

- 1 The best for every child**
 - All children deserve to have an equal chance of success.
 - High-quality early education is good for all children. It is especially important for children from disadvantaged backgrounds.
 - When they start school, children from disadvantaged backgrounds are, on average, 4 months behind their peers. We need to do more to narrow that gap.
 - Children who have lived through difficult experiences can begin to grow stronger when they experience high quality early education and care.
 - High-quality early education and care is inclusive. Children's special educational needs and disabilities (SEND) are identified quickly. All children promptly receive any extra help they need, so they can progress well in their learning.
- 2 High-quality care**
 - The child's experience must always be central to the thinking of every practitioner.
 - Babies, toddlers and young children thrive when they are loved and well cared for.
 - High-quality care is consistent. Every practitioner needs to enjoy spending time with young children.
 - Effective practitioners are responsive to children and babies. They notice when a baby looks towards them and gurgles and respond with pleasure.
 - Practitioners understand that toddlers are learning to be independent, so they will sometimes get frustrated.
 - Practitioners know that starting school, and all the other transitions in the early years, are big steps for small children.
- 3 The curriculum: what we want children to learn**
 - The curriculum is a top-level plan of everything the early years setting wants the children to learn.
 - Planning to help every child to develop their language is vital.
 - The curriculum needs to be ambitious. Careful sequencing will help children to build their learning over time.
 - Young children's learning is often driven by their interests. Plans need to be flexible.
 - Babies and young children do not develop in a fixed way. Their development is like a spider's web with many strands, not a straight line.
 - Depth in early learning is much more important than covering lots of things in a superficial way.
- 4 Pedagogy: helping children to learn**
 - Children are powerful learners. Every child can make progress in their learning, with the right help.
 - Effective pedagogy is a mix of different approaches. Children learn through play, by adults modelling, by observing each other, and through guided learning and direct teaching.
 - Practitioners carefully organise enabling environments for high-quality play. Sometimes, they make time and space available for children to invent their own play. Sometimes, they join in to sensitively support and extend children's learning.
 - Children in the early years also learn through group work, when practitioners guide their learning.
 - Older children need more of this guided learning.
 - A well-planned learning environment, indoors and outside, is an important aspect of pedagogy.
- 5 Assessment: checking what children have learnt**
 - Assessment is about noticing what children can do and what they know. It is not about lots of data and evidence.
 - Effective assessment requires practitioners to understand child development. Practitioners also need to be clear about what they want children to know and be able to do.
 - Accurate assessment can highlight whether a child has a special educational need and needs extra help.
 - Before assessing children, it's a good idea to think about whether the assessments will be useful.
 - Assessment should not take practitioners away from the children for long periods of time.
- 6 Self-regulation and executive function**
 - Executive function includes the child's ability to:
 - hold information in mind
 - focus their attention
 - regulate their behaviour
 - plan what to do next.
 - These abilities contribute to the child's growing ability to self-regulate:
 - focus their thinking
 - monitor what they are doing and adapt
 - regulate strong feelings
 - be patient for what they want
 - bounce back when things get difficult.
 - Language development is central to self-regulation: children use language to guide their actions and plans. Pretend play gives many opportunities for children to focus their thinking, persist and plan ahead.
- 7 Partnership with parents**
 - It is important for parents and early years settings to have a strong and respectful partnership. This sets the scene for children to thrive in the early years.
 - This includes listening regularly to parents and giving parents clear information about their children's progress.
 - The help that parents give their children at home has a very significant impact on their learning.
 - Some children get much less support for their learning at home than others. By knowing and understanding all the children and their families, settings can offer extra help to those who need it most.
 - It is important to encourage all parents to chat, play and read with their children.

Our early years setting follows the curriculum as outlined in the 2021 statutory framework of the EYFS.

Areas of Learning and Development		
Prime Areas		
Communication and Language	Personal, Social and Emotional Development	Physical Development

<ul style="list-style-type: none"> • Listening, Attention and Understanding • Speaking 	<ul style="list-style-type: none"> • Self-Regulation • Managing Self • Building Relationships 	<ul style="list-style-type: none"> • Gross Motor Skills • Fine Motor Skills 	
Specific Areas			
Literacy	Mathematics	Understanding of the World	Expressive Arts and Design
<ul style="list-style-type: none"> • Comprehension • Word Reading • Writing 	<ul style="list-style-type: none"> • Number • Numerical Patterns 	<ul style="list-style-type: none"> • Past and Present • People, Culture and Communities • The Natural World 	<ul style="list-style-type: none"> • Creating with Materials • Being Imaginative and Expressive

Playing and exploring is the most crucial part of Early Year’s curriculum.

The Early Years Foundation Stage Curriculum follows a framework, which sets out how, and what children will be learning to support their physical, emotional, social and academic development. Children will be supported to learn new skills, acquire new knowledge and demonstrate an understanding through the **7 areas of learning and development**.

These 7 areas will be key in planning learning and activities. The professionals teaching children will make sure that the activities are suited to the child’s needs.

In addition to these areas of learning, we strive for our children to develop effective characteristics of learning which will enable them to become learners for life.

Children will **play and explore** their environment showing engagement by:

- finding out and exploring
- play with what they know
- be willing to ‘have a go’

Children will be **active learners**, showing motivation by:

- being involved and concentrating
- keeping on trying
- enjoying achieving what they set out to do Children will be **creators and think critically** by:
- having their own ideas
- making links
- choosing ways to do things **Learning through Play:**

The main part of children’s learning will be through different play based activities, some of which will always be available and some based on the topic. As well as adult led activities, children will explore and experiment with materials and equipment to discover how the world works for themselves in child initiated activities. Teachers also provide activities based on children’s interest to ensure children are motivated and learn through their choice of play/activity.

Our teachers and professionals are experts who recognise young children learn best through play, especially when they are happy and confident. Our aim in the Early Years is to help the children to share, focus, explore and enjoy a wide range of first hand experiences. All these skills are developed from the start to help their intellectual and physical development, as well as provide a foundation for their future learning.

<u>Type of play</u>	<u>Example of Activities</u>	<u>Impact</u>
Sensory play	Exploring sand, water, and other malleable materials through their senses.	Children develop technical as well as everyday vocabulary helps develop fine motor skills that lead to writing.
Constructive play	Building/ making models with Lego, large building blocks or other construction toys and equipment.	Children develop team working skills, problem solving and scientific thinking, e.g. how can we make it higher? What will happen if...?
Dramatic/ Role play	Using the home corner for pretend cooking, modelling parental roles and acting out real life characters/work roles.	Children develop communication and language through interaction with their peers. They also learn social skills and understand team work.

Learning Behaviours – Characteristics of Learning

Throughout our continuous learning environment, the importance of developing the skills of an effective learner are fostered and encouraged throughout by providing an enabling learning environment indoors, outdoors and through Forest schools learning opportunities.

The three Characteristics of Effective Learners:

Playing and Exploring – engagement

Active Learning – motivation

Creating and Thinking critically – thinking

Children learn to be:

- Resilient- I can do it, I can have a go
- Resourceful- I can find out about ..., I am good at finding out about things •
- Reflective- I can add..., I can change this to be ...

Planning

Our practitioners consider the individual needs, interests, and stage of development of each child in the setting, and use this information to plan a challenging and enjoyable experience for each child in all of the areas of learning and development.

Staff plan activities and experiences for children that enable children to develop and learn effectively. In order to do this, practitioners working with the youngest children are expected to focus strongly on the 3 prime areas.

Structured snack times:

Children also will have timetabled snack time, which is aimed at developing their language, personal and social skills. This time is used effectively to engage children and enable them to develop listening skills. They also learn to use golden words 'please', 'thank you' and 'may I' when sharing a piece of fruit or vegetable as a group. This in turn cultivates a sense of belonging and grows a social culture of eating.

Experienced Early Years Practitioners (EYPs) support children who need an extra nudge to participate and develop confidence in the class.

Phonics:

We use the Read Write Inc. approach to plan and teach phonemes and our reading scheme is phonetically aligned to this enabling our children to practise and develop the ability to segment and blend phoneme/grapheme sounds independently. Children start phonics as soon as they start school. This may be through singing and rhyming in Nursery in the autumn term. All children take part in 30-minute daily, targeted phonics lessons to help them to improve word reading, writing and comprehension skills as well as strategies to engage with texts. Children are in groups based on the stage at which they are in recognising phonemes (sounds).

Reading

In EYFS, we want our children to develop love for reading. Therefore, it is important that reading is a feature inside and outside the classroom. We have a range of ways in which we promote reading:

- Having enthusiastic staff who share their passion and excitement of books with children.
- Book corners that are stimulating as well as being accessible and loved by children in each classroom.
- Using core books to plan for children's interests and class topics.
- Children have the opportunity to read to an adult using banded reading books once a week. Reading records communicate reading progress between home and school, and include teachers' and parents' feedback.
- Having opportunities for independent writing in all areas of the classroom.
- Using story props, story sacks, role play areas and classroom displays to enhance core books.
- Having well planned, shared reading sessions that all EYFS practitioners are confident to take part in.
- Opportunities for children to learn from clearly modelled 'reading behaviours', for example, the recognition that print conveys meaning, the left to right directionality of English text, the purpose of punctuation and so on.
- Involving parents in understanding the importance of early literacy through parents' workshops, modelling during "soft start", newsletters, home shared reading and reading books.
- Listening to and joining in a variety of genres, for example, non-fiction, poems, audio stories, rhymes.
- Opportunities to retell and to act out stories using props and story maps.

- Weekly visit to the school library and a library lesson with the school librarian.
- Visits to the local library.

Health and Hygiene

Importance of taking care of self and the environment are taught and developed in a friendly and caring manner by all staff. The ethos of the school is reflected in the way children take care of the resources during tidy up time. The curriculum aims to develop children's lifelong skills, such as:

- Brushing teeth
- Toileting and hand washing
- Independently conducting themselves at lunch times.

Alongside self-care, children also learn about importance of healthy eating habits and clean environment. Teachers use every day routines and opportunities, as they present themselves, during the day to instil these lifetime habits.

Inclusion and SEND needs:

Staff also 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, school SENDCo provides support and guidance and works with staff and parents to consider whether specialist support is required, linking with relevant services from other agencies, where appropriate. In planning and guiding children's activities, practitioners reflect on the different ways that children learn and include these in their practice. If needed, extra interventions in a small group or 1:1 are delivered by EYPs during the day.

Unique child

We pride ourselves in providing the best possible start to a child's education. All children within the early years learn through play: exploring their surroundings; and, developing their characteristics for learning, with support from attentive and experienced adults.

Each child is considered 'unique' and their individual learning is catered for within the environment.

Positive Relationships

We believe it is vitally important to develop a partnership between all the adults involved with each child. By working together, we can provide knowledge of the 'whole child' to assist their future learning and needs.

Positive relationships are key to every child's education. We pride ourselves in developing excellent working relationships with parents; understanding their role as first and most enduring educators of their children. And with the children by helping them to share, care and learn together.

Enabling Environment

We believe an enabling environment is key for children to succeed.

- We provide a stimulating 'enabling environment' both indoors and out.
- We provide a rich multi-sensory learning environment where children can experiment and explore through first hand experiences, encouraging a sense of awe and wonder, whilst being able to ask questions and solve problems.
- We provide a safe, welcoming, emotional environment where children may be helped to exceed their potential.
- We develop children's independence, self-belief, confidence and a positive growth mind set.

Teaching

Our teachers are proficient individuals who adapt their teaching style to suit the needs of the children. The EYFS professionals have developed the pedagogical understanding through reading and research. Importance

is given to developing confidence to communicate ideas is a crucial part of the lesson. Teachers plan opportunities for talk and provide scaffolds and prompts to enhance use of vocabulary.

Teaching is based on developing skills and core values of Empathy, Agility and Hard work. Children learn to be reflective and articulate their thought process.

As educators we look for creative ways to capture children's natural curiosity and shape their exploration in meaningful and purposeful contexts.

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.

'Children at play are able to stay flexible, respond to events and changing situations, be sensitive to people, to adapt, think on their feet, and keep altering what they do in a fast-moving scene. When the process of play is rich, it can lead children into creating rich products in their stories, paintings, dances, music making, drawings, sculptures and constructions, or in the solving of scientific and mathematical problems.' (Bruce, 2001, p.46)

Literacy:

Literacy is taught with a key focus to develop children's communication and language, reading and writing. Our teachers use rich text (stories, poems and non-fiction). Role play and drama are used to develop an understanding of stories and teach about characters and settings. Children transfer the ideas by creating (drawing, imitating) story maps which helps to retell a story and draw upon language.

Guided Reading:

Guided reading is taught in small groups through the Read Write Inc. Teachers teach a different reading skill to each group each week based on the child's stage of reading. These skills are based on the teachers' assessment and the children's next steps.

Skills taught during Guided Reading sessions include:

- Blending and decoding using knowledge of sounds.
- Reading with expression, focusing on punctuation
- Reading for meaning, using clues – retrieving information
- Teaching new vocabulary
- Developing fluency by modelling reading
- Making predictions based on details in the text
- Basic inference related to character's feelings

The skills are developed based on the reading stage the children are working at. The key focus is on developing lifelong reading behaviours and early reading skills.

Mathematics:

Mathematics involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measure. Teachers plan and teach a mathematics through real life experiences and use opportunities during play to embed and develop mathematical concepts. The children use number knowledge in games and in creative play, e.g. counting cakes, buying objects from a shop. It is important for children to reflect and explain their thinking using mathematical vocabulary. **Assessment (Impact)**

At Claypole Church of England Primary School, ongoing assessment is an integral part of the learning and development processes. Warm, positive and focussed interaction play a crucial role in understanding where children are at in their learning stage. Staff also observe pupils during play to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Practitioners also take into account observations shared by parents and/or carers.

When a child enters school in Nursery, they are 3 years old. To ensure that we have a good understanding of their learning and development, we conduct home visits and gather information from parents and former settings/providers. This 'progress check records' highlights the areas in which a child is progressing well and the areas in which additional support is needed. This is completed between the ages of 2 and 3 years old.

Once a child has settled into school, we then observe and complete an on-entry (baseline) assessment. This informs our planning and next steps for individual children.

This first baseline assessment within the first 6 weeks is a snap shot of all the prime areas of learning alongside Literacy and Mathematics attainment.

The **Reception Baseline Assessment (RBA)** is a statutory assessment for all children starting Reception. It provides a picture of where pupils are when they arrive at school. It will provide a starting point to measure the progress schools make with their pupils between reception and the end of primary school.

Throughout each child's time within the Early Years, a learning journey may be compiled in partnership with parents to celebrate achievements and independent evidence of attainment throughout the EYFS referencing 'Development Matters' and the Early Learning Goals. To support the compilation of each learning journey and to enable us to celebrate children's achievements with their parents, we use an on-line learning journey called 'Tapestry.'

This enables us to focus upon the process of learning as well as the outcome, linking holistically to all elements of learning and development, alongside the characteristics of learning.

There are two further assessment points in the year to support the identification of attainment. Ongoing assessment (also known as formative assessment) is an integral part of the learning and development process. These are recorded on Insight Tracker.

Assessment in the final term [against the ELG] is an ongoing dialogue between practitioners about each child's learning and development, to support a successful transition to key stage 1.

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

Not yet reaching expected levels ('emerging')

Meeting expected levels of development

The results of the profile are then shared with parents and/or carers as well as the local authority.

Progress meetings are planned termly with teachers and SENCO's, to discuss and moderate children's attainment and consider support, interventions or further challenge. The Early Year's practitioners work with targeted children and provide information that supports assessment.

Working with parents

We recognise that children learn and develop well when there is a strong partnership between practitioners and parents and/or carers.

Parents and/or carers are kept up to date with their child's progress and development on a regular basis through Tapestry and parents are invited to attend termly parents' consultations, this helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities. We encourage parents to email (via school office), write a note or communicate information at the gate.

In addition to this we offer parents workshops through the year to support their understanding of child development and teaching and learning.

We are responsive to the parent's needs and requests throughout the year. Currently, we provide workshops to support-

1. Developing Independence
2. Early Reading
3. Learning through play
4. Mathematics and games
5. Health and Hygiene in young children.

We want our parents to be involved and fully engage with their child's learning process. We believe, children make more progress when their parents are working closely with the school. We encourage parents to read with their child **every night** and complete a reading record book to show what they have been reading. We work as partners and

recognise that it is important to read as well as encourage talking about the story can help develop language and understanding of the world. This may be in child's home language.

Safeguarding and welfare procedures

Our safeguarding and welfare procedures are outlined in our safeguarding policy.

Monitoring arrangements

Governing Body monitoring visits inc.

LEA Termly visits

At every review, the policy will be shared with the governing board.

Appendix 1. List of statutory policies and procedures for the EYFS

This checklist lists the policies and procedures that we must have according the EYFS statutory framework.

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See safeguarding policy
Procedure for responding to illness	See health and safety policy
Administering medicines policy	See supporting pupils with medical conditions policy
Emergency evacuation procedure	See health and safety policy
Procedure for checking the identity of visitors	See safeguarding policy
Procedures for a parent failing to collect a child and for missing children	See safeguarding policy
Procedure for dealing with concerns and complaints	See complaints policy