



# Hartington C of E Primary School

*“Caring & sharing as part of God’s family”  
“Loving our neighbour as we love ourselves” - Luke 10:27*

## EYFS Policy

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<b>To be reviewed</b>	<b>Bi-annually</b>
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<b>Signed by</b>	.....
<b>Chair of Governors</b>	.....
<b>HeadTeacher</b>	.....

## **The Statutory Framework for the Early Years Foundation Stage, Department for Education, states:**

"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."

Within this document, the term Early Years is used to describe children within the Reception Class.

The Reception year must provide every child with a feeling of security, being valued and the confidence to explore new learning. The Reception year is unique in that it can set the tone for later school life.

### **The EYFS is based on four overarching principles:**

- Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured.
- Children learn to be strong and independent through **positive relationships**.
- Children learn and develop well in **enabling environments**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers; and
- Children develop and learn in different ways and at different rates.

### **Aims and Principles**

- Early Years practitioners should ensure that all children feel included, secure and valued.
- To provide a relevant curriculum with tasks that make sense to the children and are both practical and purposeful.
- To provide opportunities for children to engage in activities planned by adults and those that children plan or initiate themselves. Practitioners must consider the individual needs and interests of each child, and use this information to plan a challenging and enjoyable experience in all areas of learning and development.
- Practitioners acknowledge the holistic nature of young children's learning and natural links will be made between different areas of the curriculum, with the emphasis on learning through play and the importance of developing speaking and listening skills.

- Practitioners must create a learning environment that develops children's imagination and encourages children to explore and express their ideas and feelings.
- Practitioners must respond to each child's emerging needs and interests, guiding development through positive interaction, and involve parents and carers so they can become an active part of the working partnership.

### **Planning and organising the curriculum**

The curriculum for the Early Years forms the first stage of our Whole School Curriculum. It covers children in the Reception Class.

There are seven areas of learning and development that must provide a framework for planning, teaching and assessing in early years settings. All areas of learning and development are inter-connected.

The three prime areas are:

- Communication and Language - children will be given lots of opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; to speak and listen in a range of situations.
- Physical Development - children will be provided with opportunities to be active, interactive and to develop their Gross motor skills; co-ordination, control and movement. As well as being given a range of Fine motor activities to develop their hand-eye-co-ordination, precision and dexterity control of the muscles and joints in their fingers and hands.
- Personal, Social and Emotional Development - help children develop a positive sense of themselves and others; forming positive relationships and develop respect for others; develop social skills and learn how to manage their emotions; understand appropriate behaviour in groups; and have confidence in their own abilities. Children will be taught how to look after their bodies including; managing personal needs independently, the importance of physical activity and to make healthy choices in relation to food.

There are also four specific areas, through which the three prime areas are strengthened and applied:

- Literacy - children will be taught to link sounds and letters and to begin to read and write. Children will be given access to a wide range of reading materials to ignite their interest and love of reading. Focusing on comprehension of language not just word reading, stories will be shared daily where discussion of new vocabulary will be introduced and reinforced into classroom dialogue.

- **Mathematics** - children will be provided with opportunities to develop mathematical skills and deepen their understanding and using numbers. Counting, subitising, calculating simple addition and subtraction problems. In addition to activities designed to develop spatial reasoning skills across all areas, such as: shapes, spaces and measures.
- **Understanding the World** - Children will make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment. As well as, being exposed to a wider selection of non-fiction and stories to support their understanding of our culturally, socially, technologically and ecologically diverse world
- **Expressive Arts and Design** - Children will be encouraged to explore and play with a range of media and materials, to support the use of their imagination and develop skills to express their creativity. In addition, support will be given for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

The curriculum is planned through a series of themes that reflect and respond to the children's interests, offering experiences in all areas of the curriculum and which carry equal importance to provide a broad and balanced curriculum with opportunities for play and child-initiated activities. The long term plan is the Foundation Stage curriculum. This is an overarching framework that informs all other stages of planning. It shows the range of experiences and learning opportunities that are available while children are in the early years. Medium term planning gives more detail about what will be covered during each term linked to the theme based upon the children's interests. It is evaluated weekly to respond to other emerging interests that the children may have. A termly curriculum overview document is shared with parents via the school website. Short term plan select activities and learning objectives from the medium term planning based in the Cornerstones Topic Themes and create opportunities which meet the needs and interests of all the children. Plans are extended and differentiated accordingly. Short term weekly plans also have scope for 'spontaneous planning', based on learning needs and interests as they occur through the week. Planning should provide a clear balance between challenging the most able children in some cases to exceed Early Learning Goals whilst recognising that an attempt to implement the more formal work before a child is ready could damage a child's disposition to learn. By the end of the Reception year, the Numeracy and Literacy lessons will be in place in preparation for children entering Year 1.

### **Classroom Organisation and Resources.**

The organisation of the classroom reflects the importance that is placed on children learning through play and first-hand experience, developing independence and having opportunities to initiate their own activities.

**Inside the Reception class, it provides the following areas:** □ Small

World Area - a range of animals, people and vehicles.

- Role Play Area - props, costumes and furniture in varying themes matched to topics.
- Construction Area - a range of building equipment and model display spaces.
- Reading Area with a range of fiction and non-fiction books (plus focused books matched to other area in boxes)
- Writing Area - a range of mark making and writing resources, chalk board wall, large and mini whiteboards, designated table.
- Creative Area - access to a choice of natural and man-made resources to create models and a range of painting and creative equipment to create pieces of art.
- Matted Area with Interactive Television
- Malleable Area - a range of tools, role play kitchen equipment, and challenge cards, etc.
- Musical Area - a range of instruments and access to listening to music.
- Maths Area - a range of games and equipment; counters, shapes, weighing scales, 100 squares and number cards/lines, etc.
- Phonics Area - a range of games and equipment; flip books, magnetic letters, etc.

**The Outside Classroom provides a safe, fenced space with the following areas:**

- Sand Area - a large sand pit, a range of tools, kitchen equipment (role play), diggers and tractors (small world)
- Mark Making Area - whiteboard and pens, chalkboard with chinks, water pots and paint brushes/rollers, clipboards and pencils set around other areas as well.
- A Mud Kitchen - with fire pit/ BBQ, real life kitchen resources, pots and pans, selection of natural resources such as shells and sticks.
- Water Area - drain pipe cascade attached to wall, Loose bamboo drain pipe, water tray, watering cans and funnels, water butt, as well as sea creatures and boats (small world)
- A Small World dinosaur swamp (gravel tray), volcano, pebbles and larger stones and a range of dinosaur figures.
- Large Construction Area - a range of equipment (wooden planks, tyres, crates and portable stepping stones),

- Builder's Yard - large construction blocks with nuts and bolts, a selection of role play props - hard hats and tools, etc.
- A Pallet Car - props added to change its purpose for role play games.
- A Maths wall - balancing scales, bead string, outside thermometer, number line, measuring stick, blank hundred square and a range of maths resources.
- A fake turf area on a gentle slope - used in lots of ways.
- Storage for wellies and waterproof clothing.
- Den Area which leads to our new addition - a private forest area.

The Reception class also has a set of boots and waterproof clothing in order to make full use of the outside classroom, school field, walks to the woods and the on-site Forest Schools area.

### **Use of Whole School Resources**

- The Reception class use the hall, class 1 and class 2 for dance, drama, physical education and class worships and assemblies.
- Use of outside playground, small playground and grassed verges.
- Access to School Orienteering resource.
- The kitchen for a range of cooking activities.
- Range of musical instruments.
- Library.
- Quiet sensory area.
- Seating area in the reception area where work is displayed for children and parents to share.

### **Induction**

We have had close links with Flagg and Warslow Nursery Schppl's for a number of years. The Early Years teacher will visit Nursery to meet the children, play alongside them indoors and outdoors, and share stories and songs for several whole morning sessions before the end of the Summer Term. A transition meeting to discuss children's records and individual provision is held between the co-ordinator of the Nursery settings and the school's Early Years teacher in July. Children are invited to attend transition sessions at the school to help ensure a smooth transition takes place in September.

Some pre-school settings request additional conversations or zoom meetings via telephone with the class teacher to brief them on any information they may need and forward a copy of their transition records once complete. If required the school SENCO might also attend these meetings.

All new intake children are invited to visit the Reception class for some stay and play sessions and a school tour towards the end of the Summer Term. This is in addition to one induction session alongside the whole school shunt up.

In June, a meeting is held by the Headteacher and Reception teacher to introduce parents/carers to the school, reception procedures and curriculum. Parents/carers are given an Early Years introduction pack which outlines the curriculum, the staff and school routines, along with a documents to be completed and returned to school.

When school starts in September, all parents/carers will have the opportunity to speak to the Early Years Teacher and consult about how their child is settling into school. This is to help ensure that children are not becoming over tired with the days that they are doing in school through the first term, and create a strong partnership between home and school. Parental consultations also take place within the autumn term to discuss children's progress and share information, for example any concerns, achievements or how support from home can be utilised.

Children in the reception year are introduced to the life of the wider school gently as they are ready. Each child has the support of a school buddy and all children become part of a school house team to promote a family atmosphere and support network for them. At lunchtime, table monitors or the child's buddy provide assistance with cutting food, carrying trays and the playtime buddies encourage playing with others when outside on the playground and additional areas. They participate in school collective worships as fully as possible and every attempt is made to ensure the children know what to expect. Throughout the year Early Years children attend whole school worships which include MAST performances, opportunities for Messy Church with partner schools, attend Good Work Assembly where they can present pieces of work created in class. This are delivered in school or at church in front of parents, carers, governors, community members.

### **Involving Parents and Carers**

Parents/carers are the child's first and most enduring educators. When Parents/carers and practitioners work together in early years settings, the results have a positive impact on the child's development. A successful partnership needs to be a two-way flow of information, knowledge and expertise. We aim to develop this by:

- Outlining how the EYFS is being delivered to Parents/carers during the new parents meeting in June, to enable them to understand the value of supporting their child's learning at home and how they can access more information.
- Letters, emails and text messages are sent home to keep parents informed of current and future events, initiatives and learning opportunities. Information is placed on the school website and an overview of the terms curriculum can be accessed.
- Operating an "open door" policy, whereby parents/carers can come and discuss concerns and developments in an informal manner, and also to view children's work during planned assemblies or parent consultation evenings.
- Sharing progress at school through annotated photographs and observations are displayed in the child's portfolio and 'Wow vouchers' to record any special moments or achievements at home.
- Inviting parents/carers to help in the Early Years class or other classes in the school and to accompany children on school visits.
- In the Autumn term, there will be an evening meeting for parents to further explain the curriculum, with a particular focus on phonics and reading, and to share ideas on how parents can be involved.
- Discussing individual next steps and progress with parents/carers at parents' evening in Autumn and Spring terms.
- Providing an annual written report to parents/carers in July summarising the child's progress against the early learning goals and EYFS assessment scales.
- All parents will be invited to join the Parent Teacher Association (PTA), which exists to facilitate social occasions so that families can get to know one another and feel part of the school, to raise money to provide extras that enhance the education of all children in school and to contribute to the ethos of the school by providing support for staff e.g. on special occasions by organising refreshments and making new-comers feel welcome.
- Parents are represented on the School's Governing Body via a parent Governor who has been nominated and voted for through an election process.
- Any concerns over special needs will be discussed with parents and the Special Needs Co-ordinator (SENCO) for the school.



## **Language and Literacy Supporting the Reception Child**

- Early in the first half term at school, children will begin to be taught Phonics each day. **Every time there is a new sound or tricky word taught it will be shared through the school liaison book so that parents/carers can support their child with the sounds they have learnt at school.** This process will be explained in detail at the Autumn meeting for parents. Information and video clips to support and help explain the process of the phonics programme from the school's phonic provider 'Little Wandle' has been placed on the school website.
- The first books that children bring home to share with parents/carers will be picture books and then books with simple repetitive text and rhymes.
- During the year, each child will take home independent reading books that have been shared at school. These are recorded on the school's reading record system.

## **Assessment and Recording**

This is in line with the school Assessment Policy.

## **Monitoring and Evaluation**

This is in line with the school self-evaluation policy and associated documents.

## **Roles and Responsibilities beyond the Class Teacher**

### **Teaching Assistant**

A TA is assigned to work with the Early Years class for 5 mornings and 5 afternoons per week. This support is planned, monitored and budgeted for. It is the TA's role to assist and support the Early Years teacher as fully as possible in the delivery of the curriculum, supporting the monitoring and assessment process and the implementation of any initiatives or intervention programmes. The TA may work with individuals and groups of children under the direction of the Early Years teacher. The TA will be proactive in encouraging development in all areas of learning as well as aiding assessment, administration and enhancing the work space. Input and feedback to the Early Years teacher is seen as a vital element in the education of the children.

### **Head Teacher**

The Head teacher's role is to work in partnership with the class teachers in order to secure the highest quality education to the children. This will be achieved by identifying and implementing targets and training required in line with the School's Improvement Plan.

This policy will be reviewed Bi-annually