



**Egerton
Primary School**

Early Years Foundation Stage Policy 2022

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Revisions Log

Date	Pages/Whole Document	Description of Change	Origin of Change (e.g. Routine Update, request for Review)

Intent

At Egerton Primary School, we provide a high-quality EYFS education giving children a secure and confident start to their school life. We are committed to nurturing a lifelong love of learning alongside the aims of the EYFS statutory framework. We strive for high standards, consider the development of the whole child and seek to foster resilience and independence.

We aim to provide the essential knowledge that children need to prepare them for their future success and to give children the best possible start to their early education.

We provide inviting classroom environments indoors and outdoors to stimulate learners and engage them in developing the three 'Characteristics of Effective Learning' as set out within the EYFS.

We carefully plan our EYFS curriculum to meet the following aims:

- Foster a love of learning which inspires curiosity.
- Provide experiences of awe and wonder.
- Ensure all children have access to high quality learning opportunities.
- Provide parents/carers with the opportunity to develop their child's learning at home.
- Develop knowledge and understanding of the community and wider world.

Implementation

- Quality first teaching across all areas of the curriculum.
- Stimulating learning environments indoors and outdoors.
- Well planned and organised continuous provision which allows the children to learn through play.
- A carefully planned balance of adult-led and child-initiated learning opportunities.
- We promote a love of learning through real life experiences and opportunities to build on prior learning.

- Close links with local nurseries which support a smooth and settled transition into school.
- Strong parental partnerships which empower parents to support their child's learning at home.
- Systematic approaches to teaching reading to ensure all children learn to read. High quality phonics teaching is started as soon as children begin reception.
- Opportunities for children and families to develop a love of reading.
- Planned opportunities for outdoor learning through 'Forest Fun' sessions.

Impact

- ✓ High levels of engagement and motivation demonstrated from children which supports them to become lifelong learners.
- ✓ Confident and capable readers who demonstrate a love of reading.
- ✓ Evidence of strong links with parents.
- ✓ Children demonstrate the characteristics of effective learning and are well prepared for the next stage in their learning.
- ✓ Children feel happy and safe and enjoy coming to school.
- ✓ All children access a balanced and challenging curriculum regardless of their background, needs or abilities.
- ✓ Children make strong progress from their starting points and are offered a broad curriculum which meets each child's unique needs.
- ✓ Children are supported by adults that are well trained and passionate about providing the best education for every child.
- ✓ The percentage of children achieving the GLD within the EYFSP is in line with or above the national average.

The Early Years Foundation Stage is based on four themes:

- A Unique Child

- Positive Relationships
- Enabling Environments
- Learning and Development

Learning in the EYFS – Play, scaffolding, modelling, observation, guided learning and direct teaching

In our classroom, you may see children playing alone or with their peers, deciding on resources and choosing how to spend their time. You may see a child playing and listening to an adult, who is modelling how to achieve something or teaching a new skill that interests the child.

Adults may scaffold a child's play. This involves taking their play to higher levels of learning, entering the play as a co-creator and helping to provoke a framework for the children to go from "what they know" to "what else they could know". Scaffolding enables a child to solve a problem, carry out a task or achieve a goal which is just beyond his or her abilities. During play, where foundational social and emotional skills are developed, scaffolding is a bridge to new skill levels using three key ingredients; modelling the skill, giving clues and asking questions while the child is trying out a new skill, and then as the child approaches mastery, withdrawing the support.

The EYFS statutory framework does not prescribe a particular teaching approach.

"Play is essential for children's development, building their confidence as they learn to explore, relate to others, set their own goals and solve problems. Children learn by leading their own play, and by taking part in play which is guided by adults."

At Egerton Primary School the EYFS team carefully plans what the children learn in the classroom and through provision enables them to learn from their interests, alongside extending their knowledge and understanding through direct teaching.

Each day, we stimulate children's interests, respond to each child's emerging needs and guide their development through warm, positive interactions coupled with secure routines for play and learning.

We use direct teaching and modelling through planned specific sequences of lessons. These strategies help us to focus on teaching the essential skills and knowledge in the

specific areas of learning so that the children can develop the skills and confidence required for the end of their reception year.

Seven Key Features of Effective Practice

1. The Best for Every Child

At Egerton Primary School children will be given an equal chance of success.

We ensure that all children have access to high-quality early education. We pay particular attention to those children from disadvantaged backgrounds to ensure we can 'narrow the gap'.

We provide high-quality early education and care which is inclusive for all children. 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

Our practitioners ensure the children's experience is the central focus of thinking.

We ensure our young children are well cared for to enable them to thrive.

High-quality care is consistent. All practitioners enjoy spending time with young children and this is reflected in their interactions with children.

Practitioners are responsive to children and ensure they form effective and positive relationships with all children.

Practitioners support children to develop their independence.

3. The Curriculum

The curriculum is well planned to ensure we identify 'what we want' the children at Egerton Primary School to learn.

We ensure planning helps every child to develop their language skills.

The curriculum is ambitious. Careful sequencing will help children to build their learning over time.

Planning is flexible to ensure children's interests are used to drive the children's learning and development.

We ensure that depth in early learning is achieved through spending time embedding the children's learning.

4. Pedagogy

Every child is enabled to make progress in their learning, with the right support.

Successful teaching and learning in EYFS is underpinned by three vital components; continuous provision, enhanced provision and directed activities.

Continuous provision provides the basis for a rich and meaningful curriculum. At Egerton it consists of a well-planned and carefully organised indoor and outdoor learning environment which supports children's predictable interest, development schemas and innate curiosity. It allows children to revisit and consolidate skills. At Egerton we offer children a constant environment that is safe for them to explore whilst challenging their learning.

Alongside the development of Continuous Provision, we promote the use of enhancements as a way of extending and further enriching children's learning. Enhanced provision includes making new resources, books, equipment or artefacts available for a fixed period of time. We carefully select enhancements based on Children's emerging interests, seasonal themes or topics, local events and stories.

Directed activities are where the adult plans, organises and shows, or tells, the children what they need to do.

Benefits of adult directed activities

- **Allows higher-risk activities.** Adult directed activities allow children to carry out activities that otherwise they would not be able to manage by themselves. A good example of this would be cooking or some types of art and crafts where equipment would not be safe for children to use alone. In these types of activities adults also will teach children how to use the equipment.
- **Enables children to learn new skills and concepts.** Adult directed activities is also used so that children can learn specific skills and concepts. A good example of this is playing a board game. By playing a board game with an adult, a child can

develop counting skills and turn taking. Adults can support children in applying knowledge learnt in whole class sessions in phonics to reading and writing activities.

- **Helps language development.** Adult directed activities also help children's language development. Adults can model speaking in full sentences, listening when other people talk and using connectives to link ideas. Adults are able to explore vocabulary with children during these activities. Topic specific vocabulary is often introduced in whole class teaching sessions and can be revisited in small groups or 1;1 sessions.

5. Assessment

On entry all children complete the statutory Reception Baseline Assessment (RBA). This short task-based assessment will identify children's starting points in language, communication and literacy and mathematics. It will be used at the end of year 6 to form the school-level progress measure. Practitioners use information from the RBA along with observational evidence collected in the first 6 weeks of school to identify a baseline assessment across all areas of learning.

Assessment is based upon a secure knowledge of child development. Practitioners have a clear expectation about what children need to know and how best to support them in developing their learning. Knowledge of each child, our curriculum and child development allow us to respond in the moment to move learning forward. Our assessments inform our curriculum. We use formative and summative assessments to inform our planning.

Tapestry is used to record an electronic learning journey for each child. Wow moments are recorded and flags used to link to the different areas of learning. Evidence from tapestry observations, floor books, exercise books as well practitioner knowledge of the child, is used at key assessment points throughout the year to identify whether a child is 'on track' to reach the ELGs or 'not on track'. Children who are deemed to be 'not on track' are discussed in pupil progress meetings where individualised provision and support can be planned.

6. Self-regulation and executive function

As part of our 'Personal, Social and Emotional Development' teaching provision we support each child's ability to:

- hold information in mind
- focus their attention
- think flexibly
- inhibit impulsive behaviour.

These abilities contribute to the child's growing ability to self-regulate:

- concentrate their thinking
- plan what to do next
- monitor what they are doing and adapt
- regulate strong feelings
- be patient for what they want
- bounce back when things get difficult.

7. Partnership with Parents

We ensure that parents/carers have a strong and respectful partnership in the early years which enables children to thrive.

We listen regularly to parents and give parents clear information about their children's progress through face to face opportunities and electronically via Tapestry.

Parents are encouraged to support their child's learning and development at home as this has a significant impact on their child's learning.

We take the time to 'get to know' and understand the children and their families enabling us to offer support as needed.

Parents/carers are invited into school for a 'Stay and Play' session with their child prior to starting school. This provides parents/carers with the opportunity to familiarise themselves with the classroom environment and meet other parents.

Parents/carers are given the opportunity throughout the year to engage in the wider school community.

Parents/carers are fully involved in their child's learning and development through the use of Tapestry, which is regularly updated.

Parents are invited into school for regular parents evenings to provide an update about their child's learning and progress.

Children with SEND or additional needs have in-depth 'shared conversations' to ensure targets and progress are shared.

We are flexible in our approach to communicating with parents/carers and adapt our communication methods to suit different preferences.

EYFS Statutory Framework

Characteristics of Effective Learning describe behaviours children use in order to learn. To learn well, children must approach opportunities with curiosity, energy and enthusiasm. Effective learning must be meaningful to a child, so that they are able to use what they have learned and apply it in new situations. These abilities and attitudes of strong learners will support them to learn well and make good progress in all the Areas of Learning and Development.

The three characteristics of effective teaching and learning are:

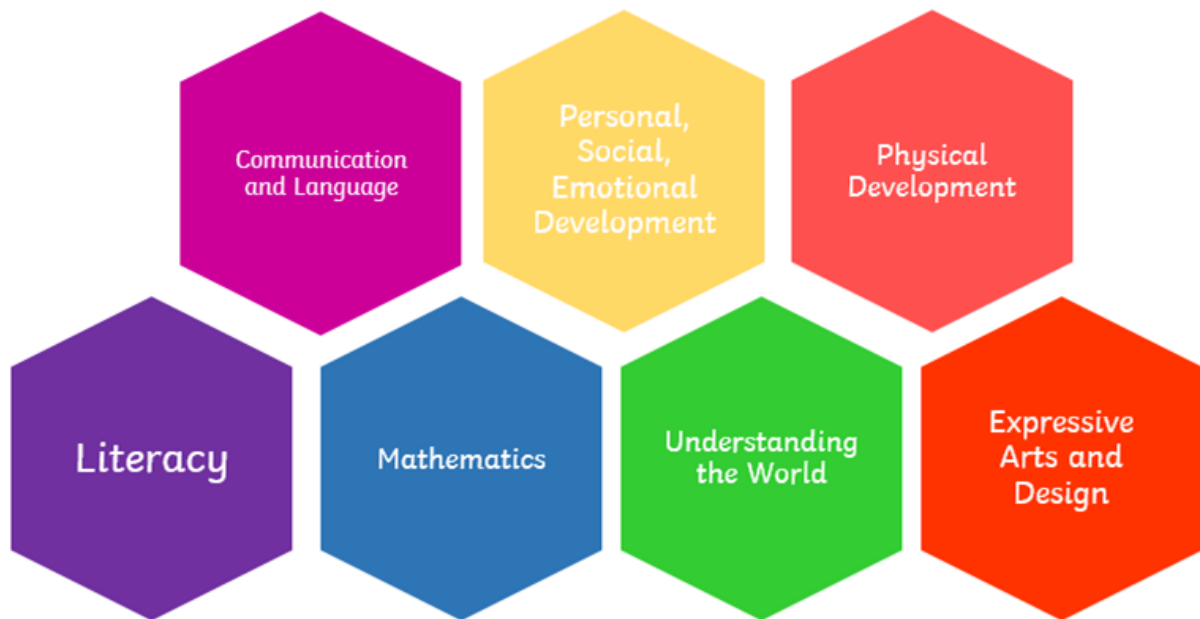
- Playing and exploring – children investigate and experience things, and 'have a go'.
- Active learning – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements.
- Creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Enabling Environments

We recognise that the environment plays a key role in supporting and extending the children's development, where the children feel confident, secure and challenged. The children have daily access to an indoor and outdoor environment, which is well resourced and organised, enabling them to be independent learners and providing opportunities to extend their own learning. We enhance the environment weekly to ensure development of skills and an explicit link to our weekly focus. To ensure high engagement with the enhancements, children progress through six 'Rainbow Challenges'

set each week. These are set to ensure children access a wide range of activities they may otherwise not have tried. We ensure that resources and spaces are safe to use and checked regularly.

Areas of Learning and Development



Our curriculum for the Foundation Stage reflects the areas of learning identified in the Early Learning Goals. There are seven areas of learning and development that must shape educational provision in early year's settings. All areas of learning and development are important and inter-connected. None of the areas of learning can be delivered in isolation from the others. Our children's learning experiences enable them to develop competency and skill across a number of learning areas. They require a balance of adult led and child initiated activities in order for most children to reach the levels required at the end of EYFS. The prime areas (listed below) underpin learning in the specific areas (also listed below).

The Three Prime areas are:

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

Specific Areas:

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

Children's development levels are assessed termly as the year progresses. If a child's progress in any of the prime areas gives cause for concern, staff will discuss this with the child's parents/carers and agree how to support the child. Reception pupils also participate in a daily phonics sessions, following the guidance in line with school policy. Our phonic program follows Little Wandle Letters and Sounds Revised.

When we give every child the best start in their early years, we give them what they need today. We also set them up with every chance of success tomorrow. Development Matters [DfE, 2021]