



FENISCOWLES PRIMARY SCHOOL
'STRIVING FOR EXCELLENCE'



EYFS POLICY

SEPTEMBER 2021

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Revisions

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Revision 1:

Context

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."

Statutory Framework for the Early Years Foundation Stage", Department for Education, September 2021.

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
- That the school complies with national statutory requirements

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.

The Structure of the Early Years Foundation Stage at Feniscowles

Feniscowles Primary School offers sixty places to children in the reception year. We are a two-form entry school with 30 places allocated in each of our two classrooms. Each class has its own separate room with access to an internal shared space between them for: snack time; access to a SEND sensory room and focussed group work. There is also an enclosed outdoor provision area for children the in EYFS.

Statement of Intent

Feniscowles Primary School has created a curriculum intent statement. This intent has been written to provide an overarching context for our school curriculum to allow *'A Feniscowles Child' to 'Live Life in its fullest'*. ***This document can be found on our website and should be read in conjunction with our EYFS specific intent statements.***

It is our intent to ensure that every child has access to a broad, balanced EYFS curriculum which prepares them for now and for the future in terms of opportunities and experiences. Following personal interests and individual needs in the EYFS at Feniscowles, allows us to plan and provide opportunities throughout our EYFS curriculum to support learning and development and achieve their next steps.

Our EYFS curriculum aims to enable our children to be:

- Competent and creative learners; who are curious about the world around them
- Secure and confident; who enjoy coming to school and learning new skills and knowledge building on their existing learning
- Skilful communicators; who connect with others through language and play, ensuring that they play in a vocab rich environment.

It is our intent to ensure that all children receive high-quality teaching of early reading through systematic, synthetic phonics to learn to read words and simple sentences accurately by the end of Reception.

The Early Years at Feniscowles is based strongly around the needs of our community, whilst following the principles of the EYFS. Our curriculum is designed around a language rich environment and aims to develop the foundations for excellent communication skills. Our curriculum intent is to provide the children with both a range of familiar topics, linked to their experiences, as well as unfamiliar topics, to spark their interest and exploration of the wider world. In doing this we provide a curriculum and environment where the children feel safe and secure when developing their knowledge and skills, yet are challenged and are exposed to new learning. We also have a particular emphasis on relationships and development of the characteristics of effective learning.

At Feniscowles Primary School, we create a learning environment which fosters supportive relationships to enhance and invite a child's curiosity, confidence and individual competency; allowing them to flourish as individuals regardless of background, circumstance or need. We aim to work collaboratively with parents and carers to encourage independent, enthusiastic learners who thrive and reach their full potential. It is our intent that children who enter our EYFS begin their lifelong learning journey by developing physically, verbally, cognitively and emotionally whilst also embedding a positive attitude to school and a lifelong love of learning.

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 interconnected. 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

Implementation

Transition into Reception

The children begin their educational journey at Feniscowles Primary School through a smooth transition between Nursery and Reception. Our transition schedule, includes:

- A visit to the child's home, nursery or previous child-care setting
- Liaising with parents and practitioners to gather information about the child prior to them starting
- A "stay and play" for parents/carers and their child prior to starting school
- A "stay and play" on the first morning
- A phased-start to school
- One-to-one parent consultation meetings (face-to-face or via Teams)
- A parent induction meeting during the first 2 weeks of school starting
- Setting up online communication methods in the summer term prior to the child starting (Eg. The class Teams page to facilitate parents sharing information before September).

Parent Partnerships

We recognise that children learn and develop well when there is a strong partnership between staff and parents and/or carers that goes beyond the initial transition period.

Parents and/or carers are kept up to date with their child's progress and development. The EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

Each child is assigned a key person who helps to ensure that their learning and care is tailored to meet their needs. The key person supports parents and/or carers in guiding their child’s development at home. The key person also helps families to engage with more specialist support, if appropriate.

Planning

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

EYFS Staff also take into account the individual needs, interests, and stage of development of each child in their care, and they 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. Staff make regular use of assessment opportunities using the *Development Matters* Guidance to inform the children’s next steps in their planning.

In planning and guiding children’s activities, staff reflect on the different ways that children learn and include these in their practice.

At Feniscowles we follow the Early Years Foundation Stage framework. This is made up of four overriding principles which our early year’s education is based upon:

Unique Child – Every child is unique child who is constantly learning and can be resilient, capable, confident and self-assured.

Positive Relationships – Children learn to be strong and independent through positive relationships.

Enabling Environments – 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 carers.

Learning and Development – Children develop and learn in different ways. The framework covers the education and care of all children in early year’s provision, including children with special educational needs and disabilities.

The curriculum provides a play-based and experiential learning environment, combined with focussed teaching and basic skills, to ensure children make rapid progress before moving onto Year 1. The children in Reception are provided with ample opportunities accessible in our indoor and outdoor provision. They engage in planned, focussed activities as well as self-initiated and free flow activities. The learning experiences within our Early Years are linked to the seven areas of learning and development within the EYFS. These areas are split into three prime areas and four specific areas.

Prime Areas	
Communication and Language	Listening, Attention & Understanding Speaking
Physical Development	Gross Motor Skills Fine Motor Skills
Personal, Social and Emotional Development	Self-Regulation Managing Self

	Building Relationships
Specific Areas	
Literacy	Comprehension Word Reading Writing
Mathematics	Number Numerical Patterns
Understanding the World	Past & Present People, Culture & Communities The Natural World
Expressive Arts and Design	Creating with Materials Being Imaginative & Expressive

Children benefit from meaningful learning across the curriculum and staff plan resourcefully for opportunities for communication, sustained shared thinking and physical challenge to build on existing skills taking into account the Characteristics of Effective Learning.

Our curriculum will promote and support children’s emotional security and development of their character enabling children to take risks in a safe and secure environment. Supporting children to be active and to develop physically including giving clear messages to children why it is important to eat, drink and exercise as wellbeing kind and respecting others.

The Learning Environment

At Feniscowles Primary School we aim to create an attractive, enabling and stimulating learning environment which encourages children to explore, investigate and learn through first hand experiences. We also aim to make it a place where children feel secure and confident, and are challenged to develop their independence. In Reception, children are encouraged to become independent learners and to take some responsibility for initiating their own lines of enquiry and investigation through play.

Recording of work

In EYFS we take a balanced approach to how learners demonstrate their understanding. As well as recording work in class floor books or in individual books, we also look to promote oracy throughout the curriculum. This may include learners verbally presenting work. Adult scribing - where appropriate- also supports children to articulate their knowledge whilst removing a barrier of writing.

SEND and Greater Depth

We are committed to narrowing the gap in progress and attainment of *all learners*, ensuring that no child underachieves, especially those from identified underperforming or underrepresented groups and those living in poverty. We believe that every child has the right to a well-planned and meaningful curriculum that will

provide them with the tools needed to succeed throughout their lives, regardless of culture, social class, gender, physical and cognitive capabilities and beliefs.

We respond to the development and learning of each child by planning a range of personalised experiences which include the Prime and Specific areas of learning and the Characteristics of Effective Learning. Diversity and inclusion are our priority and therefore we differentiate our planning and provision to ensure every child can access the learning experiences at their stage of development.

Safeguarding

“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.”

(EYFS Framework 2021)

This policy should be read in conjunction with our other key safeguarding policies:

- Safeguarding Policy
- Supervision Policy
- Intimate Care Policy

It is paramount that all children in the school are ‘safe’. We educate children on boundaries, rules and limits and to help them understand why such rules exist, this also includes online safety. We provide children with choices to help them develop this important life skill. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all children.

At Feniscowles Primary School, we understand that we are legally required to comply with the safeguarding and welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2021.

We understand that we are required to:

- Safeguard children.
- Promote the safety and welfare of children.
- Promote good health, preventing the spread of infection and taking appropriate action when children are ill.
- Manage behaviour effectively in a manner appropriate for the children’s stage of development and individual needs.
- Ensure all adults who look after the children or who have unsupervised access to them are suitable to do so.
- Ensure all staff have access to regular CPD (Continuous Professional Development) and supervision 4 For Learning, Smiling and Remembering.
- Ensure that the premises, furniture and equipment is safe and suitable for purpose
- Ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.
- Maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.

At Feniscowles, our EYFS staff have access to the CPOMs safeguarding system to log any concerns regarding any aspects of safeguarding and behaviour. Training enables staff to identify signs of possible abuse and neglect at the earliest opportunity, and to respond in a timely and appropriate way. Teachers will discuss issues openly with parents/carers at the earliest opportunity and offer appropriate support, either from school or external services

Examples of instances which are recorded on CPOMS may include but are not limited to:

- Significant changes in children's behaviour;
- Deterioration in children's general well-being;
- Unexplained bruising, marks or signs of possible abuse or neglect;
- Children's comments which give cause for concern;
- Any reasons to suspect neglect or abuse outside the setting, for example in the child's home;
- Inappropriate behaviour displayed by other members of staff, or any other person working with the children
- Any signs of neglect record or concerns regarding presentation/hygiene issues/uniform/lack of PE kit etc...

Supervision

Working in-line with statutory guidance, Feniscowles EYFS staff take part in planned, regular opportunities to meet for group and individual supervision. The purpose of the supervision meetings is to discuss the development and well-being of individuals; to review current practice and, to plan and to discuss any need arising as a result of any assessments. Staff are aware if there are any concerns regarding children they can speak directly with the designated safeguarding lead. In addition to this, both support staff and class teachers receive an annual appraisal or professional development meeting which identifies any professional development opportunities or training needs.

The Safeguarding of vulnerable children

There are times when children (of any age) may not have developed spoken language. This means they are not able to articulately disclose or indicate using their voice if they are in any way unsafe or at risk of harm. For children who are at the non-verbal communication stage, our EYFS staff have been trained to identify behaviours, signs or symptoms which may indicate that a child is unsafe. There is also a communications plan in place for these children in case of an absence of their usual known and trusted adults. This communications plan would indicate particular behaviours to look out for which may indicate that "all is not well" for each individual child.

Safeguarding within the EYFS curriculum

We want to teach children to keep themselves safe, fit, healthy and well – both physically and mentally. In the EYFS, we do this thorough our PHSE curriculum using JIGSAW scheme of work.

Please read in conjunction with our PHSE policy and JIGSAW scheme of work.

Early Reading

At Feniscowles Primary School, children in EYFS are immersed in Phonics from the very beginning of their journey in order to develop the skills required for accurate word reading. We recognise the vital link between the development of communication and language skills and reading. This prime area of the EYFS curriculum underpins all of our early years learning and we believe that this is paramount for developing life-long readers. Working within small groups and individually, practitioners model quality vocabulary in order to enable children to access a variety of texts and the wider curriculum. A range of texts and genres have been carefully selected to ensure that our children are exposed to a rich variety of literature beyond the children's current reading ability and allowing us to make purposeful cross-curricular links. There is also the freedom for children to develop their own reading interests and practitioners have the flexibility to incorporate these interests within their lesson planning. High-quality stories, poetry, rhymes, songs and information is shared with the children daily and children are motivated to talk and re-enact their encounters with texts during child-initiated play. During group guided reading sessions, children are encouraged to develop positive early reading behaviours, Phonics teaching is reinforced and careful questioning is linked to the reading VIPERS.

Promoting a love of reading

Teachers prepare for story reading so that they can capture the children's attention and imagination. This involves dramatization with the children and repetition, helping children to develop expressive language skills. In EYFS we recognise that the environment plays a key role in supporting the children's reading development. We aim to create attractive, welcoming and stimulating learning areas, both inside and outside the classroom, which are rich with texts, encouraging children to explore and select books independently. Children feel safe, secure and confident to read for pleasure during independent learning time. From their earliest starting points, children are excited about reading and we feel this creates a strong foundation for a life-long love of reading.

Impact

The impact of our EYFS curriculum is measured through the monitoring cycle in school alongside our assessment procedures. This includes:

- Lesson observations
- Book monitoring
- Learning walks
- Discussions with class teachers
- Discussions with pupils

Monitoring and assessment information is used to measure whether:

- Learners enjoy and are enthusiastic about learning in our school

- There is a clear progression of learners' work
- Learners' work shows a range of topics and evidence of the EYFS curriculum coverage.
- Learners are becoming increasingly curious in their questioning and thinking. (ADD)
- Feedback from teachers has an impact on our pupils, often with next step questions to push learning on
- All learners are making progress, including EAL and SEND learners
- Learners can demonstrate that they know more and are remembering more
- Learners are being asked to 'do more' with their knowledge as they move through their EYFS year

Assessment, Reporting and Tracking Progress

Summative

Assessment in EYFS starts with careful observations and meaningful interactions which are then used to inform planning. Learning and teaching is thus effective when children feel a sense of belonging, curiosity and competence showing resilience and tenacity. As a team, we carry out regular internal moderation sessions and also ensure that staff attend external meetings and training to ensure that we moderate our judgements. By using monitoring assessment procedures regularly, we can effectively demonstrate what learning is taking place and how each child is progressing in all seven areas of the EYFS curriculum. Progress toward the ELGs will ensure a positive disposition to learn.

Formative

Due to the nature of EYFS, formative assessment is the most significant method which practitioners use. Using *The Development Matters* guidance, teachers make judgements about the learners' progress through target questioning and through discussions about learning. In addition, EYFS Staff make summative judgments on a termly basis and this information is tracked on our Arbor Management Information System (MIS). The data is analysed by the EYFS team, by Subject Leaders and by Senior Leaders. EYFS practitioners utilise the information to make strategic choices about Children's development and next steps in learning.

Regular monitoring and evaluation of children's progress enables us to continually adjust our provision in response to any areas of underachievement that may be identified, or if further challenge is needed. Assessment is a fundamental part of the planning process. To help us decide what to provide we observe children in their play in a range of situations. "On-going formative assessment is at the heart of effective early years practice." (Revised Development Matters in the EYFS 2021, p.3)

References and further reading:

Early Years Curriculum in England: Framework Document, DfE, September 2021

[Early years foundation stage \(EYFS\) statutory framework - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

Revised Development Matters in the EYFS 2021

[Development Matters - GOV.UK \(www.gov.uk\)](https://www.gov.uk)

Safeguarding Deaf and Disabled Children Guidance

[Safeguarding d/Deaf and disabled children | NSPCC Learning](#)