

Emersons Green Primary School



Early Years Foundation Stage Policy

Signed (Chair):	Name: Mike Beard	Date: Sept 2020
Signed (Head):	Name: Karl Hemmings	Date: Sept 2020
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Ratified: by Full Governing Body – November 2020		Next Review: September 2021

Equality Statement


At Emersons Green Primary School we are committed to ensuring equality and opportunity to all members of our school community. In regard to safeguarding, the school always aims to ensure that no one is treated less favourably than anyone else. The Equality Act 2010 defines these responsibilities. In regard to this, this Policy, including all of its procedures and systems will have due regard to:

- Eliminating discrimination and other conduct prohibited by the Equality Act
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Be aware of this duty to have due regard when making decisions or taking action in order to assess whether that action will have implications for people with protected characteristics
- Consider equality implications before and at the time that this policy is developed and reviewed and keep these implications under review on a regular basis

It is unlawful to discriminate in the following areas, termed protective characteristics. (all Safeguarding policies, procedures, systems and actions must take this into account):

- Age
- Disability
- Gender
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or Belief
- Sexual orientation

Emersons Green’s Approach to EYFS

<p>Our pupils will develop a love of learning through a curriculum that places inclusivity & diversity at its core.</p> <p>Our aims are to ...</p> <ul style="list-style-type: none"> - Foster an understanding and enjoyment of learning - Enable children to develop their personalities, talents and abilities - Give children the opportunities to observe, investigate, respond to and record experiences from the world around them - Provide skills based, open ended, collaborative opportunities that engage, provoke and facilitate learning. 	<p>Big Ideas:</p> <ul style="list-style-type: none"> • Our young learners will have access to a varied range of high quality experiences from which to stimulate their creativity, curiosity and love of learning including from different cultures & places, periods in time, and most importantly their individual starting points and interests. • Early reading is a key priority, staff understand that this underpins all future learning • Assessment – staff observe and monitor throughout the day, they respond and adapt provision and interactions as necessary to ensure appropriate challenge is provided for all pupils. 	<p>Our Curriculum:</p> 	
<p>Communication:</p> <p>In our school children communicate in many different ways and we want to ensure we communicate the curriculum using a variety of approaches and also that children can communicate their views and understanding. Children are given a voice and the adults take time to listen to them. We value the development of vocabulary as a vital way to unlock learning – vocabulary is a key aspect which underpins our understanding of what we learn. Essential vocabulary is explored</p>	<p>Accessibility:</p> <p>Everyone has a right to access learning in a way that is meaningful to them. We make adaptations to our provision to ensure it is accessible to all. We identify barriers and think creatively to overcome them. We believe learning is relevant, purposeful and matched to the learners’ needs and abilities.</p>	<p>Diversity:</p> <p>Our curriculum and values represent and celebrate the diversity in Emersons Green, Bristol and the world. This is reflected in the books we read for pleasure, the texts we chose to study, the images we show to inspire/explain and the people/cultures we study. We are committed to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people.</p>	<p>Cultural capital & personal development:</p> <p>In Early Years we recognise that we are laying the foundations for a child’s lifelong journey with learning. We aim to develop a set of skills and experiences to inform and prepare pupils for their future lives. We provide as many opportunities as possible for children to extend their learning and develop life skills. Some of these include:</p> <ul style="list-style-type: none"> • Learning Makaton • Go on school trips and having visitors into class • Being a buddy

Our Curriculum Intent

At Emersons Green we are committed to providing opportunities for all children to engage with the Early Years Foundation Stage Curriculum and secure solid foundations from which to build upon throughout their education. Our children will develop physically, verbally, cognitively and emotionally whilst embedding a positive attitude to school and lifelong learning.

Our young learners will have access to a varied range of high quality experiences from which to stimulate their creativity, curiosity and love of learning including from different cultures & places, periods in time, and most importantly their individual starting points and interests.

Our aims are to ...

- Foster an understanding and enjoyment of learning
- Enable children to develop their personalities, talents and abilities
- Give children the opportunities to observe, investigate, respond to and record experiences from the world around them
- Provide skills based, open ended, collaborative opportunities that engage, provoke and facilitate learning.

EYFS and Our Core Values

Communication, Accessibility and Diversity underpin all we do at Emersons Green and this is no exception in Early Years

Communication – In our school children communicate in many different ways and we want to ensure we communicate the curriculum using a variety of approaches and also ensure that children can communicate their views and understanding. Makaton and Braille is used to support this and communication aids are programmed with the relevant vocabulary. This vocabulary has been built into each unit of work to ensure a consistency of language across the school and EYFS is no different. However, how we develop the language and technical vocabulary in early years is different; through daily use in both play and direct teaching, clearly displaying it in the learning environments with adults referring to it as they ‘slide’ into children’s learning, encouraging the children to use the correct vocabulary in their discussions, idea sharing / exploring and their evaluations.

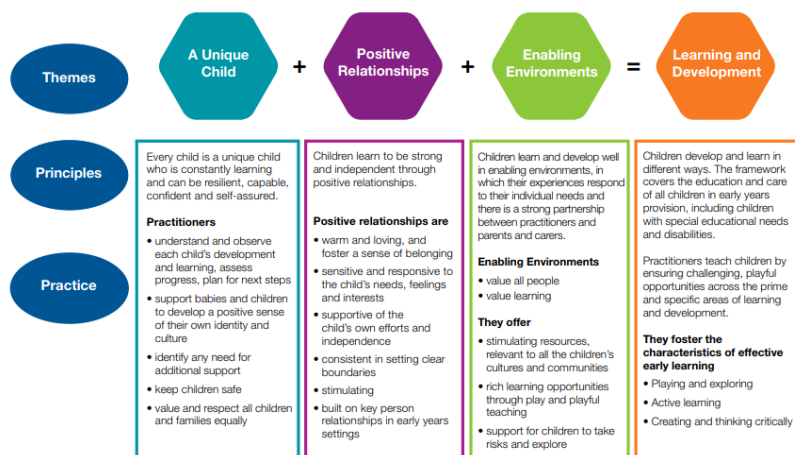
Accessibility – our curriculum is fully inclusive and our highly skilled staff support all children in accessing the Early Years Foundation Stage Curriculum; this involves adapting it and the pace it is taught to meet the needs of individuals through;

Structured questions; pre-teaching of technical vocabulary; adaptations of equipment; adaptations of resources; considering scale; use of real life objects.

Diversity – for us it is simple: every child has a right to provision that enables them to develop their personality, abilities and talents irrespective of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities or gender. Any images, names and examples used will reflect and draw on the diversity of the local and world community.

Our EYFS Curriculum

We are guided by the four principles of early years education:



- Every child is unique, they are constantly learning and are resilient, capable, confident and self-assured
- Children learn to be strong and independent through positive relationships
- Children learn and develop well in enabling environment, in which their experiences are in response to their needs and there is a strong partnership between school staff and families
- Children develop and learn in different ways and at different rates

How we teach in Early Years

At EGPS we use the Early Years Foundation Stage Curriculum which has seven main areas of learning:

The Prime Areas

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

The Specific Areas

- Literacy
- Mathematics
- Understanding the world
- Expressive arts

Area of Learning and Development	Aspect
Prime Areas	
Personal, Social and Emotional Development	Making relationships
	Self-confidence and self-awareness
	Managing feelings and behaviour
Physical Development	Moving and handling
Communication and Language	Health and self-care
	Listening and attention
	Understanding
	Speaking
Specific areas	
Literacy	Reading
	Writing
Mathematics	Numbers
Understanding the World	Shape, space and measure
	People and communities
	The world
Expressive Arts and Design	Technology
	Exploring and using media and materials
	Being imaginative

The teaching of these areas of learning is practical, playful and inclusive with support and challenge from adults who 'slide' into children's play, deliver direct teaching to the whole class/groups/individuals, facilitate independent learning opportunities through their continuous provision. Our staff scaffold learning through skilful interactions and personalise questioning based on detailed and continuous assessment.

EYFS Policy 2020

At the heart of our provision are the ‘Characteristics of Effective Learning’, we strive to develop these characteristics in all our children, equipping them with the skills needed to become successful learners and the opportunity to develop throughout their individual learning journey.

Characteristics of Effective Learning		
A Unique Child: observing how a child is learning	Positive Relationships: what adults could do	Enabling Environments: what adults could provide
<p>Playing and Exploring engagement</p> <p>Finding out and exploring</p> <ul style="list-style-type: none"> Showing curiosity about objects, events and people Using senses to explore the world around them Engaging in open-ended activity Showing particular interests <p>Playing with what they know</p> <ul style="list-style-type: none"> Relating objects to things from their experience Representing their experiences in play Taking on a role in their play Acting out experiences with other people <p>Being willing to ‘have a go’</p> <ul style="list-style-type: none"> Initiating activities Seeking challenge Showing a ‘can do’ attitude Taking a risk, engaging in new experiences, and learning by trial and error 	<ul style="list-style-type: none"> Play with children. Encourage them to explore, and show your own interest in discovering new things. Help children as needed to do what they are trying to do, without taking over or directing. Join in play sensitively, listening to children’s ideas. Model pretending an object is something else, and help develop roles and stories. Encourage children to try new activities and to judge risk for themselves. Be sure to support children’s confidence with words and body language. Pay attention to how children engage in activities – the challenges faced, the effort, thought, learning and enjoyment. Talk more about the process than products. Talk about how you and the children get better at things through effort and practice, and what we all can learn when things go wrong. 	<ul style="list-style-type: none"> Provide stimulating resources which are accessible and open-ended so they can be used, moved and combined in a variety of ways. Make sure resources are relevant to children’s interests. Arrange flexible indoor and outdoor space and resources where children can explore, build, move and role play. Help children concentrate by limiting noise, and making spaces visually calm and orderly. Plan first-hand experiences and challenges appropriate to the development of the children. Ensure children have uninterrupted time to play and explore.
A Unique Child: observing how a child is learning	Positive Relationships: what adults could do	Enabling Environments: what adults could provide
<p>Active Learning motivation</p> <p>Being involved and concentrating</p> <ul style="list-style-type: none"> Maintaining focus on their activity for a period of time Showing high levels of energy, fascination Not easily distracted Showing attention to details <p>Keeping on trying</p> <ul style="list-style-type: none"> Persisting with activity when challenges occur Showing a belief that more effort or a different approach will pay off Bouncing back after difficulties <p>Enjoying achieving what they set out to do</p> <ul style="list-style-type: none"> Showing satisfaction in meeting their own goals Being proud of how they accomplished something – not just the end result Enjoying meeting challenges for their own sake rather than external rewards or praise 	<ul style="list-style-type: none"> Support children to choose their activities – what they want to do and how they will do it. Stimulate children’s interest through shared attention, and calm over-stimulated children. Help children to become aware of their own goals, make plans, and to review their own progress and successes. Describe what you see them trying to do, and encourage children to talk about their own processes and successes. Be specific when you praise, especially noting effort such as how the child concentrates, tries different approaches, persists, solves problems, and has new ideas. Encourage children to learn together and from each other. Children develop their own motivations when you give reasons and talk about learning, rather than just directing. 	<ul style="list-style-type: none"> Children will become more deeply involved when you provide something that is new and unusual for them to explore, especially when it is linked to their interests. Notice what arouses children’s curiosity, looking for signs of deep involvement to identify learning that is intrinsically motivated. Ensure children have time and freedom to become deeply involved in activities. Children can maintain focus on things that interest them over a period of time. Help them to keep ideas in mind by talking over photographs of their previous activities. Keep significant activities out instead of routinely tidying them away. Make space and time for all children to contribute.

Characteristics of Effective Learning		
A Unique Child: observing how a child is learning	Positive Relationships: what adults could do	Enabling Environments: what adults could provide
<p>Creating and Thinking Critically thinking</p> <p>Having their own ideas</p> <ul style="list-style-type: none"> Thinking of class Finding ways to solve problems Finding new ways to do things <p>Making links</p> <ul style="list-style-type: none"> Making links and noticing patterns in their experience Making predictions Testing their ideas Developing ideas of grouping, sequences, cause and effect <p>Choosing ways to do things</p> <ul style="list-style-type: none"> Planning, making decisions about how to approach a task, solve a problem and reach a goal Checking how well their activities are going Changing strategy as needed Reviewing how well the approach worked 	<ul style="list-style-type: none"> Use the language of thinking and learning: think, know, remember, forget, class, makes sense, plan, find out, confused, figure out, trying to do. Model being a thinker, showing that you don’t always know, are curious and sometimes puzzled, and can think and find out. Encourage open-ended thinking by not setting on the first idea: What else is possible? Always respect children’s efforts and ideas, so they feel safe to take a risk with a new idea. Talking about helps children to think and control what they do. Model self-talk, describing your actions in play. Give children time to talk and think. Value questions, talk, and many possible responses, without rushing toward answers too quickly. Support children’s interests over time, reminding them of previous approaches and encouraging them to make connections between their experiences. Model the creative process, showing your thinking about some of the many possible ways forward. Sustained shared thinking helps children to explore ideas and make links. Follow children’s lead in conversation, and think about things together. Encourage children to describe problems they encounter, and to suggest ways to solve the problem. Show and talk about strategies – how to do things – including problem-solving, thinking and learning. Give feedback and help children to review their own progress and learning. Talk with children about what they are doing, how they plan to do it, what worked well and what they would change next time. Model the plan-do-review process yourself. 	<ul style="list-style-type: none"> In planning activities, ask yourself: Is this an opportunity for children to find their own ways to represent and develop their own ideas? Avoid children just replicating someone else’s ideas. Build in opportunities for children to play with materials before using them in planned tasks. Play is a key opportunity for children to think, creatively and flexibly, solve problems and link ideas. Establish the enabling conditions for rich play: space, time, flexible resources, choice, control, warm and supportive relationships. Recognisable and predictable routines help children to predict and make connections in their experiences. Routines can be flexible, while still basically orderly. Plan linked experiences that follow the ideas children are really thinking about. Use mind-maps to represent thinking together. Develop a learning community which focuses on how and not just what we are learning.

How we plan in EYFS

In our EYFS we follow the Alister Bryce Clegg principles of provision and as such our planning follows a similar model. We employ a balance of child-led and adult-led learning with staff using their assessments to inform the continuous provision as well as the more specific and targeted activities.

Objective led & whole class input planning – this planning initially outlines the daily whole class input. Alongside this the objective led section places the children into ‘virtual groups’ based on their attainment within the area of your teaching focus and allows the teacher to plan their next step in learning. Adults in the setting use this next step within the children’s play. The success of this style of planning is that adults go to the children, they slide into their play and challenge and extend their learning based on the identified next steps.

Continuous provision planning – this weekly planning uses the ‘What & Why’ method. Staff consider the learning zones within the environment and what they can add to those areas to enhance provision based on the skills observed/assessed, the ‘what’ is driven by assessment and the ‘why’ indicates to the adults the intended learning.

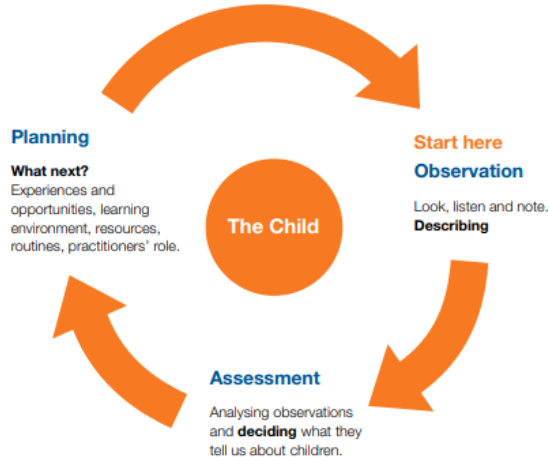
Phonics planning – a weekly phonics plan details the main teaching and related activities for each day.

How we assess in EYFS

Our learning environments are developed to promote independence allowing our children to access the curriculum independently and confidently with the necessary level of support and challenge.

Children are assessed continuously through accurate and specific observations. These provide us with information for immediate and future planning, not only for the class but also for individual children’s next steps in learning. Observations enable our staff to embed learning through well planned play and provision, supporting all children to make outstanding progress.

Learning Journey Journals are used to build a body of evidence that demonstrates a child’s learning and progress over time. This evidence body is then used to inform end of year assessment judgements and shared as part of internal and external moderation processes.



Leaders monitor the quality and impact of the EYFS provision through the whole school monitoring schedule – pupil voice, book looks, learning walks.

Cultural Capital & Personal Development in EYFS

The EYFS curriculum has the principals of Cultural Capital & Personal Development at its core, throughout their time in Reception our children are encouraged to:

- Discuss ideas; listen to others; compare and self-reflect; acquire a wider range of vocabulary.
- Understand and know about the world around them.
- Appreciate a sense of time and place.
- Develop an awareness of the ideas, attitudes and beliefs of others.

Further to this we widen the children's experience through visits to museums/art galleries/zoos/farms, welcoming professionals/artists/religious leaders into school, including family members of our children; taking part in competitions and commissions. These wider experiences change year on year depending on where the children's interests lie and the direction they take their learning.

Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging learning for all groups, including:

- More-able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers will plan learning and provision so that pupils with SEN and/or disabilities and ensure that there are no barriers to every pupil achieving. Teachers will also take account of the needs of pupils whose first language is not English. Learning and provision will be planned so that opportunities help pupils to develop their English, and to support pupils to take part in all areas.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

Health and safety

Health and safety is important, particularly when working with tools, equipment and resources. Children need to be taught how to:

- use tools and equipment correctly
- recognise hazards and risk control

Risk assessments are carried out by the class teacher for activities where a risk assessment is deemed appropriate. The risk assessment is completed using the school's proformas, which requires the signature of the Headteacher or Health and Safety Representative. Completed Risk Assessment Forms are completed for some activities. (See Risk Assessment Folder)

The role of leaders

Our EYFS teacher works alongside all other subject leaders to ensure all subjects continue to develop and that standards are maintained and improved. The class teacher works with leaders to provide an EYFS voice to National Curriculum subjects and subject leaders are expected to have an understanding of their subjects representation in EYFS.

Each year subject leader are required to write, monitor and evaluate an action plan which details the focus of the subject for the coming year. This document supports the SDP and indicates how the school's development targets will be met within that subject.

Subject leader have the responsibility to advise and support in planning teaching and learning. They monitor teaching and learning in their subject. This involves a termly scrutiny of planning to monitor the teaching and consistency of expectations and of children's books to monitor the standards.

Subject leader will advise and support staff is expected to keep up-to-date with current developments within their subject (locally and nationally) and to ensure that any relevant training is disseminated to colleagues. They audit, identify, purchase and organise all resources, ensuring they are readily available and well maintained.

What is the role of other stakeholders?

Headteacher

The Headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching & learning the required elements of the curriculum is adequate and is reviewed by the governing board
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the Early Years Framework
- They manage requests to withdraw children from aspects of the curriculum, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEND

Governors

The governing board will monitor the effectiveness of this policy and hold the Headteacher to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching/learning time is provided for pupils to cover the statutory requirements
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- It fulfils its role in processes to dis-apply pupils from all or part of the Early Years Framework, where appropriate, and in any subsequent appeals