

# Emersons Green Primary School



## Early Years Foundation Stage Policy

Delegated to EYFS Governor: Jo Bishop March 2023
Next Review: March 2024

## **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 Early Years, 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

<b>EMERSONS GREEN PRIMARY SCHOOL</b>	
<b>EYFS Curriculum</b>	
	
<b>CLL:</b> Ask a relevant question and make a relevant comment. Converse with friends and familiar adults. Use an increasingly wide vocabulary. Use Makaton to greet others and make simple requests.	
<b>PSED:</b> Consider and respond to the feelings of others in order to work collaboratively. Show determination to complete a goal. Show resilience in the face of challenge. Show curiosity about the world around them.	
<b>PD:</b> Use tools effectively (e.g. pencil, scissors, paintbrush, cutlery). Show co-ordination and core strength needed to take part in physical activity. Manage own self-care and hygiene. Safely explore and use indoor and outdoor spaces to play and learn.	
<b>Lit:</b> Orally retell a familiar story, using key vocabulary. Respond to questions relating to non-fiction texts. Read simple sentences and books using phase 2, 3 and 4 phonic knowledge. Write a simple text (e.g. story, fact-book).	
<b>Mat:</b> Show a deep understanding when using numbers to 10. Compare and describe quantities and measures using mathematical vocabulary. Recognise the pattern of the counting system to use numbers beyond 10. Recognise, name and describe some 2D and 3D shapes using mathematical vocabulary.	
<b>UW:</b> Understand and describe the place they hold as part of their family and communities. Talk about some things that were different in the past. Appreciate and talk about different religious and cultural communities in their home town and around the world. Celebrate, care for and wonder at their immediate natural world.	
<b>EAD:</b> Perform for an audience. Build a repertoire of songs and provide instrumental accompaniment. Use their imagination and experience of art to create personal masterpieces. Share their art and design creations with a group, explaining the features and processes.	

### Our Curriculum Intent

At Emersons Green we are committed to providing opportunities for all children to engage with our Early Years Foundation Stage Framework 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.

### Learning and Development

In partnership with parents, we promote the learning and development of children to ensure they are ready for the next stage of education.

The EYFS provision and practice at Emersons Green Primary is based on an observation of children's needs, interests and stages of development. Learning and development in our school are planned to reflect these interests and individual circumstances in order to provide each child with a challenging and enjoyable experience. Our curriculum reflects our school and pupil needs, key knowledge from Development Matters has been mapped into the six terms to ensure progression and coverage.

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.

There are seven areas of learning and development that must shape education programmes in EYFS settings. These are split into two important and interconnected sections – prime and specific:

The **‘prime’** areas of learning and development are:

- Communication and language:
  - Listening, attention and understanding
  - Speaking
- Physical development:
  - Gross motor skills
  - Fine motor skills
- Personal, social and emotional development:
  - Self-regulation
  - Managing self
  - Building relationships

The **‘specific’** areas of learning and development are:

- Literacy:
  - Comprehension
  - Word reading
  - Writing
- Mathematics:
  - Numbers
  - Numerical patterns
- Understanding the world:
  - Past and present
  - People, culture and communities
  - The natural world
- Expressive arts and design:
  - Creating with materials
  - Being imaginative and expressive
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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, and facilitate independent learning opportunities through their continuous provision. Our staff scaffold learning through skilful interactions and personalise questioning based on detailed and continuous assessment.

We ensure that a broad range of activities and experiences are planned, having regard to three characteristics of effective teaching and learning in the EYFS:

- 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.

### **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.

**Whole class input planning** – this planning outlines the daily whole class input and any adult-led focused activities, often based around literacy and mathematics with links to other areas where appropriate.

**Objective-led planning** – children are placed into ‘groups’ based on their attainment within the area of the teaching foci for literacy and mathematics, which in turn creates next steps for each child. 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, ‘sliding’ into their playing and challenging and extending their learning based on personalised next steps.

**Continuous provision planning** – within this planning, 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.

**Phonics planning** – the whole-school phonics progression document is broken down into week-by-week teaching, accompanied by flipcharts.

### **How we assess in EYFS**

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.

Floor books, writing books and pieces of learning are used to build a body of evidence that demonstrates children’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.

When assessing whether an individual child is at the expected level of development, practitioners draw on their knowledge of the child and their own expert professional judgement.

Leaders monitor the quality and impact of the EYFS provision through the whole school monitoring schedule – pupil voice, book looks (including the electronic logs and floor books) and learning walks.

### **Cultural Capital & Personal Development in EYFS**

Our 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 wider opportunities, which may include:

- 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 for pupils with SEND 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 this is deemed appropriate. The risk assessment is completed using the school's proforma.

### **The role of leaders**

Our EYFS teacher works alongside 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 subject's 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 leaders have the responsibility to advise and support the planning of 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/floor books/electronic logs to monitor the standards.

Subject leaders are 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?**

#### **Head of School**

The Head of School 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 Head of School 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