



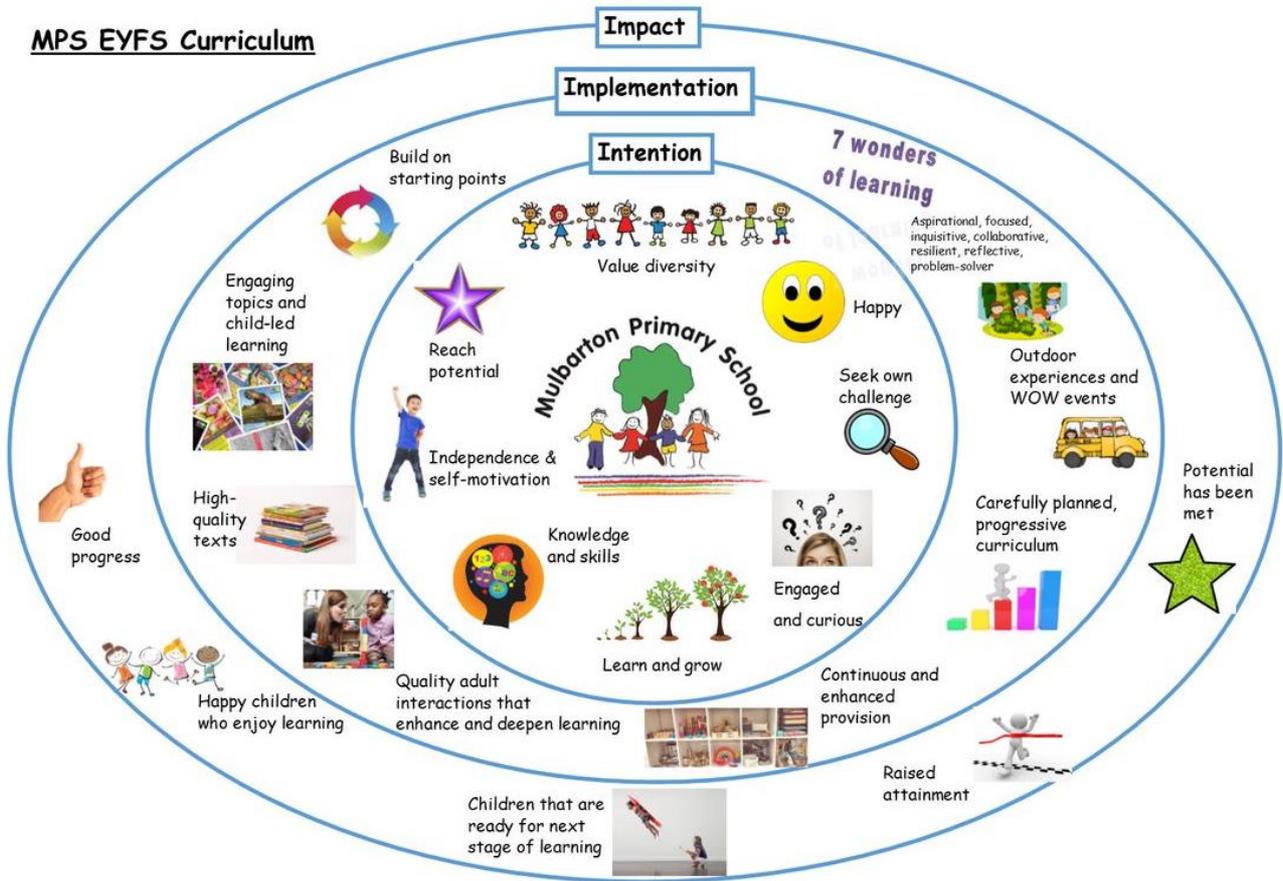
Early Years Foundation Stage (EYFS) policy

Approved by:	Bev Theobald	Date: 7 th September 2021
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MPS EYFS Curriculum



1. Vision / Aims (3 I's)

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
- Close partnership working between practitioners and with parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

Our curriculum is based on the Early Years Foundation Stage Framework in Reception.

Over recent years, we have developed our curriculum to ensure that we not only meet, but exceed, the requirements of the EYFS Framework by providing children with **exciting, engaging** learning opportunities, that hook the children in, and give them extra **experiences** through enhanced provision, WOW days, visits and visitors. We ensure progression of **knowledge and skills** in preparation for future learning.

Our curriculum is designed with our **children at the heart**. We want our children to be **autonomous, independent learners** who are **self-motivated** to learn through play. We encourage our children to: seek out and enjoy **challenge**, work **collaboratively** with others and be **reflective** about their learning and progress.

At MPS we set **high expectations and** give **equal opportunities** to allow all children to reach their full potential. We teach through a range of teaching methods including **child-initiated** learning, whole class teaching and through adult interactions within the provision. We encourage children to **seek their own challenge** by enhancing the provision areas with opportunities to apply, consolidate and extend the knowledge and skills taught during whole class inputs.

We have '**7 Wonders of Learning**' that are at the core of everything we do in our school, these are: focused, collaborative, resilient, reflective, aspirational, inquisitive and problem solving. Our children are asked to consider which of these wonders they use during the school day.

MPS has wonderful school grounds including a forest area, reflective area and large field / playground spaces. Children in Reception have access to a large outdoor area and their own woodland area. We promote **active** and **outdoor learning** opportunities as much as possible.

2. Legislation

This policy is based on requirements set out in the 2021 [Statutory framework for the early years foundation stage \(publishing.service.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/92422/2021-01-27-Statutory_framework_for_the_early_years_foundation_stage.pdf)

3. Structure of the EYFS

The children in our EYFS start at the beginning of the academic year after their 4th birthday. They spend 3 terms in one of our reception classes. The children are offered a full-time place after 1 week of part-time to enable a smooth start to school. Parents can choose to keep their children part-time/mornings only. All children need to attend school full-time by the term after their 5th birthday.

4. Curriculum

Our early years setting follows the curriculum as outlined in the 2021 statutory framework of the EYFS.

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. 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:

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

The prime areas are strengthened and applied through 4 specific areas:

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

Personal, social and emotional development

We strive to enable children to be safe, happy and independent. We also encourage self-regulation as much as possible and introduce rules and boundaries through modelling good behavior. We teach the children about our '7 Wonders of Learning' and the use the PATHs scheme of work. As part of the PATH scheme, we have a 'child of the day' who sits in a special chair, completes special jobs and receives compliments from their teachers and friends. Emotions and feelings are often explored using a story-based approach.

Physical Development

Our stunning outdoor environment and woodland area enables us to make the most of the outdoors and we encourage children to play outside as much as possible. Our intention is that children will develop their gross motor skills and learn how to take measured risks when using the large construction, woodwork bench and loose parts in the woodland. They also have a weekly session using the bikes and the adventure playground. There is a well-established and comprehensive PE curriculum, which includes dance & movement, stretching & flexibility, and fundamental PE skills. Fine motor skills are developed through daily 'dough disco' sessions and 'funky finger' activities.

Communication and Language

Children are encouraged to listen and communicate appropriately. We enhance the provision areas to reflect the focus topic. Enhancements include role-play, small-world and story-making opportunities. This helps children to learn and use new vocabulary introduced through the topics. Children are encouraged to ask

questions and contribute to whole-class and group discussions whenever possible. The intervention NELI is used to identify and target specific needs with communication and language.

Reading

We aim to teach children to read and develop a love of books as soon as they arrive at school, and books are used to teach topics and to enhance our whole curriculum.

We follow a systematic approach to teaching phonics through a scheme called *Rocket Phonics* which is based on Letters & Sounds. Phonics lessons are taught daily for 25 minutes. Same day intervention is used to support children who need extra phonics catch-up. In addition to daily phonics, children are heard reading by an adult at least once a week. They read a high quality; decodable book based on the phonics phase being taught. Children are encouraged to take home an age-appropriate book from our school library once a fortnight. Teachers read stories from high quality age-appropriate texts at every opportunity. These books are then used to enhance the learning environment.

Writing

We introduce writing straight away and teach handwriting alongside the *Rocket Phonics* / letters and sounds curriculum. Each child has a *Rocket Phonics* pupil practice booklet where they are taught print letter formation, apply sounds by writing words and, later in the year, sentences. Guided writing activities are also taught including story scribing. Story scribing is when a child tells their own story and the adult scribes for them. Depending on a child's ability and the time of year, children may write some words and/or sentences themselves. Children are also encouraged to write in the provision. They are provided with writing baskets containing gel pens, note pads, cards and envelopes, a range of pencils and other stationary. Fine motor activities are provided daily, including Dough Disco.

Mathematics

Children are taught maths through whole-class teaching, songs and games. We also use maths enhancement activities in the different areas of the classrooms, including the outdoors. The aim of the maths curriculum is to teach children to subitise numbers to ten automatically as soon as possible. We want to ensure children have a better understanding of one-digit numbers before they move on to place value, calculation and arithmetic later in the year. At MPS, we use the White Rose scheme and a range of practical resources including Numicon. Children also learning shape, space and measure skills and knowledge through enhanced provision activities. Those children who need extra support with mathematics are targeted through additional intervention where necessary.

Knowledge and Understanding of the World

We strive to give children knowledge about the world around them at MPS and the rest of the wider world. We are fortunate to be able to explore the natural environment and to make observations of animals and plants within our extensive school grounds, Reception woodland area and by visiting the Mulbarton Common. All our topics have a science element and connect well to the changing seasons. Geography and History are both taught through topics/themes. For example, life cycles of animals and plants are investigated within the topic Sunshine and Sunflowers and an understanding of the past is explored through stories within the topic Once Upon a Time. RE is taught throughout the year. We pride ourselves on being investigation-led and giving children hands on experiences.

Expressive Arts and Design

At MPS, we want our children to sing songs, make music, dance and perform with confidence. We have regular music lessons using the scheme Charanga, a stage area with instruments and dress-up clothes, a home corner and role-play, and we often perform our stories to each other that were written as part of story scribing. In art and design, we explore different artists, complete regular craft activities, woodwork, and encourage child-initiated activities during continuous provision within our creative areas. Children are taught how to safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

4.1 Planning

Topics are chosen from the Cornsertones curriculum. Each topic planned is included in the curriculum for specific reasons and we want to ensure that all children leaving the Reception Year are ready to start the KS1 curriculum. These topics are not set in stone and contain a range of themes that could be explored as a result of children's interests. Staff gather information about the children's interests from their pre-school leaders, from the home visits and from the 'All about me' books which are given to the children before they start school. Children are invited to bring in their favourite book from home in the first few weeks of the Autumn term. Staff use all this information to ensure that topics and themes will interest the children.

Staff plan activities and experiences for children that enable children to develop and learn effectively. In order to do this, practitioners working with the youngest children are expected to focus strongly on the 3 prime areas. The children have the opportunity to share their 'All about me' book with the rest of their class which helps them to get to know each other and to start to recognise and respect similarities and differences between themselves and their peers.

Staff also take into account the individual needs and stage of development of each child in their care, and 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.

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

We begin the year with a Long Term Plan which is tweaked and adapted into medium term plans / curriculum maps as the year progresses. Individual lesson plans are written for whole class Phonics, Maths and Topic on a weekly basis.

Objective-led planning is used to reinforce taught skills from the whole class teaching input and to provide learning opportunities within play. Staff will have a list of ability-grouped children showing their current ability and next-step for a chosen area of learning. Across the week, staff will look to see if the next step can be taught via the children's chosen play activity. If it can't, the children will be left and 'caught' during a more appropriate play activity. We aim to 'catch' all children over the course of the week.

We use an enhanced provision plan to add extra learning opportunities into the different provision areas (phonics, investigation, maths, creative, woodwork, outdoors, funky fingers, water, sand, etc.).

4.2 Teaching

At the start of reception, the children are taught how to access all the areas of our learning environment. The staff explain where the children can find all the resources and how to use them. This encourages the children to be independent learners and to be able to make their own choices about which resources and equipment they wish to use.

Each area of learning and development is implemented through planned, purposeful play and child-initiated activities. Practitioners respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. Staff will play alongside children and, where appropriate, teach a given next step through the play. Some skills and information are taught in whole class and small groups. The children work individually with their teachers to revise and apply early reading skills. Early story writing is encouraged through 'story scribing / helicopter stories' in which the child gradually takes over from the teacher to write their own creative stories as their skills develop.

As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities and independent challenges to help children prepare for year 1.

5. Assessment

At Mulbarton Primary School, ongoing assessment is an integral part of the learning and development processes. During the first 6 weeks, children will complete a statutory baseline assessment. This is a 20min assessment completed individually with the class teacher. It focuses on literacy, communication and language, and early maths skills.

Staff observe pupils to identify their level of achievement, interests and learning styles. Some of these observations (WOW moments) are recorded on 'Seesaw' which are sent to parents and /or carers and are used to shape future planning. Practitioners also take into account observations shared by parents and/or carers. Parents are encouraged to record significant achievements at home on 'Seesaw' which the children can share with their class, what they have been learning out of school.

As part of the 2021 EYFS Framework, staff are encouraged to keep formal observations and paperwork to a minimum and to spend more time in the provision with the children. This allows us to gain a greater understanding of individual needs and to implement next steps in the moment.

Each child has an individual display space where pieces of work are pegged-up and displayed. This allows us to see the children's progression throughout the year. These pieces of work will be filed and kept.

Each term teachers use Pupil Asset to track the children's attainment as 'on track' or 'not on track' and to identify their next steps. We also hold termly Pupil Progress meetings to highlight the interventions put in place for the children identified as 'not on track.'

At the end of the EYFS, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations and discussions with parents and/or carers. The results of the profile are then shared with parents and/or carers.

6. Working with parents

We recognise that children learn and develop well when there is a strong partnership between practitioners and parents and/or carers. Before the children start school, parents are invited into school to meet staff and to look around the Early Years base and to ask any questions that they may have. In addition to this meeting, 'Home visits' take place in the summer term in which the staff meet the child and their parents in their own environment. This gives the child and their family an opportunity to build a relationship with the staff before school starts. Parents and/or carers are encouraged to come and help in school and are welcomed to join us for 'Come and play' sessions and other activity mornings and events. Parents are encouraged to record the impact that school is having on their child's development by filling in a comment on Seesaw every half term. These comments are added to the children's 'Wow' book.

Parents and/or carers are invited to an information meeting early in the Autumn term in which staff explain how the children will be taught throughout their reception year and the critical role that parents can play in supporting their learning.

The key worker role is carried out by the class teachers who have the responsibility of reporting to parents and or/carers. However, all staff members in our Early Years base teach, interact and support the children.

Parents and/or carers are kept up to date with their child's progress and development. Staff upload observations via 'Seesaw' throughout the year and keep the parents and/or carers up to date with their child's reading progress in their child's reading record. Each term parents are invited to meet with their child's teacher to discuss their progress and to inform them of their child's next steps. In the Summer term staff complete the EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

7. Safeguarding and welfare procedures

Our safeguarding and welfare procedures are outlined in our safeguarding policy.

8. Monitoring arrangements

This policy will be reviewed and approved by Bev Theobald every 2 years.

At every review, the policy will be shared with the governing board.

Appendix 1. List of statutory policies and procedures for the EYFS

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See child protection and safeguarding policy
Procedure for responding to illness	See health and safety policy
Administering medicines policy	See supporting pupils with medical conditions policy
Emergency evacuation procedure	See health and safety policy
Procedure for checking the identity of visitors	See child protection and safeguarding policy
Procedures for a parent failing to collect a child and for missing children	See child protection and safeguarding policy
Procedure for dealing with concerns and complaints	See complaints policy