



EYFS Policy

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Aims/Intent

- To work in partnership with parents and carers to encourage independent, happy learners who thrive in school and reach their full potential from their various starting points.
- To carefully consider the sequence of knowledge and skills necessary for children to make progress towards the early learning goals in our curriculum design.
- To understand and follow children's interests and provide opportunities throughout our EYFS curriculum to support learning, consolidate and deepen knowledge and ensure children meet their next steps sequentially.
- To create an indoor and outdoor environment which supports learning.
- To support transition into KS1.

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](#).

Structure of the EYFS

Our Early Years Foundation Stage (EYFS) encompasses both our Nurseries and the Reception classes. The EYFS works as a team to provide our children with the best possible start in their education. The School believes in a high ratio of staff to pupils to ensure that each child's needs are supported to enable our children to make progress.

Our Nursery has an N1 and N2 which accommodates children from ages two-four years old. Most children attend fifteen hours per week over morning or afternoon sessions. We also have opportunities in our 'N2' provision for children to attend thirty hours. This is dependent on eligibility criteria available from within school.

Curriculum

Following the statutory changes to the EYFS in September 2021, our curriculum has been built and designed to incorporate a love of learning whilst building a strong foundation for their future education. This gives our children the best start they all deserve. In depth information can be found in our school's EYFS intent, implementation and impact policy and curriculum planning.

The children will learn new skills, acquire new knowledge and demonstrate understanding through the seven areas of the EYFS curriculum.

- Personal, Social and Emotional Development
- Physical Development,
- Communication and Language,
- Literacy,
- Mathematics,
- Understanding the World,
- Expressive Arts and Design

These 7 areas are used to plan children's learning and activities.

Characteristics of Effective Learning

Children in EYFS learn by playing and exploring, being active, and through creative and critical thinking which takes place both indoors and outside.

We ensure activities support the Characteristics of Effective Learning to ensure learning takes place. These 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.

Teaching Strategies

Daily guided activities are also planned to cover different areas of the EYFS curriculum and allow children to develop their next steps in learning. Through **interaction and observation, areas of need and next steps are identified** for all children to ensure progress is made.

There are also a range of stimulating and engaging activities which the children can access independently and a variety of opportunities for child-initiated play. In planning and guiding children's activities we reflect on the different ways that children learn and reflect these in our practise. Staff in the EYFS make regular interactions with the children's learning to ensure their next steps are met. These are collected in each child's journey. We assess where the children are, aided by 'Development Matters and OPAL objectives' and then ensure our planning, **adult interaction** and learning environment; including continuous provision, support children to reach their next steps. We will include interventions for groups or individuals if and when necessary.

Direct teaching – In EYFS we have opportunities throughout the sessions in which each child participates in an activity led by the teacher or Key person. Reception children participate in a daily Read Write Inc session. In Nursery, children focus on pre phonics skills in order to prepare them for their RWI sessions when in Reception. Nursery children assessed as being ready will have opportunity to take part in phonics learning in the Summer. Children are encouraged in line with the school math's scheme to learn about whole number concepts and master what they have learned before acquiring new skills. They also have daily counting and number facts experience, allowing the children to experience number each and everyday. All direct taught sessions are carefully planned and tailored for each class using previous assessments of the children's knowledge, skills and ability. Planning is changed and tailored regularly and in response to the result of adult interactions, ensuring all teaching and learning is relevant and challenging for each child.

Visits and Visitors

The part of visits and visitors plays a very important role in the EYFS at Pallister Park Primary, as these are seen as an opportunity to promote awe and wonder in learning and further develop our children's view of their world or community. Each term the children are given the opportunity to widen their experience through either visits to specific areas or have visitors invited into the school who are seen as experts in their field. Each of these visits and visitors are carefully planned and tailored to the project the children are actively learning.

Assessments, Observations and Learning Journeys

Assessment is an essential and important part of the Early Years for children's learning and development. This involves practitioners interacting with children in a variety of opportunities to gain an understanding of each child's level of development. This happens live throughout any taught session as well as during Child Initiated Play (CIP) when children are embedding and extending any previous learning. These interactions and assessments will then be used to inform any future learning.

Observations are sometimes recorded using the Tapestry profile app, which allows us to observe, take photos and engage with what the children are doing or saying. This allows us to build up a picture in a variety of opportunities and plan on what we feel are the next steps for the children. This also gives us the opportunity to showcase learning and celebrate successes with parents or carers.

On entry, a baseline assessment is carried out for each child, using assessment from taught sessions and CIP observations alongside knowledge from a child's key person and class teacher. These assessments are inputted at the end of each term throughout EYFS in line with whole school assessment arrangements. On entry to Reception the **statutory Reception Baseline** is conducted within the first six weeks. At the end of Reception each child is assessed against each of the 17 Early Learning Goals (ELG). They are assessed as either emerging or expected for each of the 17 areas of learning and a report is given to parents. This report summarizes attainment in all areas of learning, comments on general progress and includes the characteristics of effective learning. Reports are specific to each pupil, concise and helps to identify appropriate next steps. This report is also shared with Year One teachers in order to prepare for effective transition into Key Stage One.

Each term the assessments made are collated and these provide a basis for discussion during Pupil Review meetings with Senior Leaders. These meetings focus on what is being put in place to support and extend learning.

Children's written work is collated in a learning journey, which continues with them throughout their time in EYFS. This forms a reflective portfolio of their work and successes. Each term children choose their favourite piece of work to showcase on display – giving them an opportunity to review and celebrate their recent learning.

Role of Staff and Key People

The Class Teacher has the overall responsibility for their class in the EYFS setting. Our Teachers are there to ensure that each child's care and development is carefully catered for through play and other experiences. Our additional staff are allocated as Key Workers to a specific group of children. They, under the guidance of the Class Teacher, complete tasks/activities with the children in their group and they have responsibility for assessments and record keeping for that group. This approach enables the Key person to have in depth knowledge of the 'whole child' across all areas of the Early Years Foundation Stage (EYFS).



Relationship with Parents and Carers

We believe that parents and carers are a child's first educator and so we aim to work very closely with parents. Initial meetings are essential for school to explain what we offer and how our school works. Parents are given opportunities to share any concerns and welcomed into a collaborative relationship.

Information sharing with parents is vital and we hold two Consultation Evenings each year as well as an end of year report. We use the Tapestry online application to keep parents and carers updated with how their child is doing in class. Reception also use Tapestry to directly inform and engage children's reading progress with their parents or carers.

We are always available for advice and support so please speak to us at the start and end of sessions or please contact the school office and we can arrange a meeting.

Transitions

We have several transitions throughout the Early Years Foundation Stage that we manage with care.

The first transition is when your child starts Nursery. Once you have registered your child with us, we will contact you with a start date and an initial meeting to meet our Nursery Staff. We aim to make a child's start into Nursery as easy as possible and have some flexibility if an individual child needs additional reassurance.

The second transition is moving from N1 to N2 Nursery. Staff begin this transition gradually between sites to ensure our children are familiar with both the new staff and environment. The third transition is the transition from Nursery to Reception, this jump from part time schooling to full time can be very daunting for both parents and their children and we aim as a school to ensure that any transition is as smooth and comfortable as possible. We again invite parents in to meet our Reception Staff and have an opportunity to talk about other general information such as school dinners, and reading books.

The final transition is that between Reception and Year 1. Throughout their Reception year our children will have met the Year 1 Staff and be more aware of routine in school. Classes will also have sessions with their new Teachers at the end of the year to make the move up something which the children look forward to.

Safeguarding

Children learn best when they are happy, safe and feel secure. We aim to ensure that all children feel ready, respectful and safe through the continuous development of positive relationships between children and staff as well as relationships with their peers. We follow the safeguarding and welfare requirements detailed in the Early Years Foundation Stage Guidance (2021) and outlined in our Safeguarding policy.

It is important to note that staff are given a school registered iPad in which they use to take photos for our assessment app Tapestry. All data taken for these assessments are stored in the cloud and do not remain in these devices. Any data stored within the Tapestry system is password protected and encrypted. Further information can be found in the schools DPIA.



We promote good oral health, as well as good health in general, in the early years by facilitating daily tooth brushing sessions and teaching:

- The effects of eating too many sweet things
- The importance of oral hygiene

We follow [statutory guidance](#) for safety around supervised tooth brushing and staff training is completed annually, this training is provided by Tees Community Dental Service.

Further safeguarding and welfare procedures are outlined in our school safeguarding policy.

Health and Safety

Within the school we follow a set of guidelines regarding different aspects of Health and Safety.

- **Healthy school meals** – our children when they enter Reception are entitled to a free school meal and are provided with this. The school meals are carefully catered and follow a healthy food model.
- **Healthy snack** – Fruit and milk are provided and are available throughout Nursery and Reception for children to eat. We also encourage children to try a variety of food types throughout the year. We also offer children bagels, first thing on a morning in line with the wider school.
- **Accidents and First aid** – There is a trained Paediatric First aider on site at all times. All first aid cupboards are clearly labelled and regularly updated. All accidents are recorded and parents are informed of any accidents. If a more serious accident occurs (e.g. significant bump, scrape or graze) parents will have a phone call home to inform them of anything that has happened before the end of the session.
- **Nappies** – We encourage parents to ensure their children are potty trained before they start Nursery, but in the event that this is not possible, we will follow our Continence policy and Continence Parental Agreement. We also work alongside the School Nursing and Health Visitors for additional support where necessary.
- **Fire alarms** – A fire alarm practice is organised at least once a term and all of these are timed and recorded. We have set fire doors throughout the setting and the caretaker carries out regular safety checks.



Appendices

- End of EYFS expectations
- Read Write Inc Expectations



End of EYFS Expectations

Communication and Language

Listening, Attention and Understanding ELG

Children at the expected level of development will:

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;
- Make comments about what they have heard and ask questions to clarify their understanding;
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Speaking ELG

Children at the expected level of development will:

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Personal, Social and Emotional Development

Self-Regulation ELG

Children at the expected level of development will:

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self ELG

Children at the expected level of development will:

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;
- Explain the reasons for rules, know right from wrong and try to behave accordingly;
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationships ELG

- Work and play cooperatively and take turns with others;

- Form positive attachments to adults and friendships with peers;
- Show sensitivity to their own and to others' needs.

Physical Development

Gross Motor Skills ELG

Children at the expected level of development will:

- Negotiate space and obstacles safely, with consideration for themselves and others;
- Demonstrate strength, balance and coordination when playing;
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor Skills ELG

Children at the expected level of development will:

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;
- Use a range of small tools, including scissors, paint brushes and cutlery;
- Begin to show accuracy and care when drawing.

Literacy

Comprehension ELG

Children at the expected level of development will:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
- Anticipate – where appropriate – key events in stories;
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

Word Reading ELG

Children at the expected level of development will:

- Say a sound for each letter in the alphabet and at least 10 digraphs;
- Read words consistent with their phonic knowledge by sound-blending;
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Writing ELG

Children at the expected level of development will:

- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others.

Mathematics

Number ELG

Children at the expected level of development will:

- Have a deep understanding of number to 10, including the composition of each number;
- Subitise (recognise quantities without counting) up to 5;

- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Numerical Patterns ELG

Children at the expected level of development will:

- Verbally count beyond 20, recognising the pattern of the counting system;
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Understanding the World

ELG: Past and Present

Children at the expected level of development will:

- Talk about the lives of the people around them and their roles in society;
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

ELG: People, Culture and Communities

Children at the expected level of development will:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

ELG: The Natural World

Children at the expected level of development will:

- Explore the natural world around them, making observations and drawing pictures of animals and plants;
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- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;
 - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Expressive Arts and Design

ELG: Creating with Materials

Children at the expected level of development will:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;
- Share their creations, explaining the process they have used;

- Make use of props and materials when role playing characters in narratives and stories.

ELG: Being Imaginative and Expressive

Children at the expected level of development will:

- Invent, adapt and recount narratives and stories with peers and their teacher;
 - Sing a range of well-known nursery rhymes and songs;
- Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

Read Write Inc Teaching Sets

Nursery	Phase 1 Letters & Sounds (N2 RWI Set 1)
Reception	Set 1 (and 2+)
Year 1	Set 1, 2 and 3
Year 2	Set 1, 2 and 3

Elements of Daily Speed Sounds Lesson

- Knowledge of alphabetic code
- Knowledge of phonemes (the smallest unit of sound in a word 44 in English)
- Skills of blending phonemes for reading (orally in early stages)
- Skills of segmenting phonemes for spelling (orally in early stages)
- Learning graphemes - the letter or letters used to represent a phoneme e.g. b; oo (digraph); igh (trigraph); a-e; i-e etc. (split digraph).
- Grapheme recognition and recall
- VC; CVC; CCVC; describe the order of graphemes in words

Elements of ditties and reading books following speed sounds

- Each Core Storybook is read three times in class to ensure sufficient practice of the focus sounds.
- Core Storybooks used follow the teaching sequence, ensuring children are able to decode the books they are given and that they experience success in reading.

Oral blending and segmentation are the reverse of each other. Both skills are important. The skill of blending (synthesising) phonemes, in order, all through the word to read it, tends to receive too little attention in phonics teaching.

It is very important to ensure that children secure blending skills.

These can be taught using fun games and activities such as 'Fred talk' – the term 'sound – talk' describes the process of saying the phonemes in words.

A multi-sensory approach with activities reinforced through practical activities is the recommended approach. Children must however understand that these are the means for learning to read and spell.