



Arden Forest Infant School

Early Years Foundation Stage (EYFS) policy

Approved by: Head teacher *R Gunn*

Chair of Governors *G Cave*

Last reviewed on: 30.01.20

Next review due by: January 2021

Aims

This policy aims to ensure:

- That children access a balanced curriculum that gives them the broad range of knowledge and skills needed in their Reception Year, throughout school and for lifelong learning.
- 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 carers
- An inclusive environment where children are supported through equality of opportunity and anti-discriminatory practice

Legislation

This policy is based on requirements set out in the 2017 statutory framework for the Early Years Foundation Stage (EYFS).

***This policy will need to be reviewed ready for September 2021 in light of the revised EYFS**

Structure of the EYFS

The EYFS applies to children from birth to the end of the Reception Year. At Arden Forest, children are admitted into Reception in the September following their fourth birthday. We have two classes which are organised as a Reception Unit. We greatly value the importance that the EYFS plays in laying secure foundations in order to maximise future learning and development in their next stage of education and for life.

In Reception, we:

- Provide a happy, safe, stimulating and challenging learning environment and opportunities and for the children to experience as they begin their journey in our school.
- Provide a broad, balanced, relevant and creative curriculum that will set in place firm foundations for further learning and development in Key Stage 1 and beyond.
- Enable children to be positive, independent and collaborative learners with a joy for learning.
- Value what each child can do, assessing their individual needs and helping each child to progress.
- Develop excellent relationships with parents and carers to build a strong partnership in supporting their children.
- Provide a caring and inclusive learning environment which is sensitive to the needs of the individual child.

EYFS Themes

The Early Years Foundation Stage is based on four themes of which underpin our provision at Arden Forest.

A Unique Child

We recognise that every child is a competent learner who can be resilient, capable, confident and self-assured.

We recognise that children develop in individual ways and at varying rates. We support children to have a positive growth mindset, use meaningful praise, encouragement and celebration to enable children to develop a positive attitude and love of learning.

We value the diversity of individuals within our school. All children and families are treated fairly regardless of race, gender, religion or abilities. We give our children every opportunity to achieve their personal best and planning is adapted to meet the needs of all groups and abilities.

Positive Relationships

We recognise that children learn to be strong, confident and independent from being in secure relationships. We develop warm, caring and respectful relationships with and between the children, their families, the staff team and visitors to school.

We understand that attachments are the emotional bonds that are made between young children, their parents and carers and their Key Person in school. Children's well-being and sense of belonging is essential for them to thrive socially and emotionally and to maximise learning.

Through positive relationships children are also supported with their communication skills.

Enabling Environments

We recognise that the environment and the adults within in, plays a key role in supporting and extending children's development, where the children feel confident, secure and challenged. Our safe and challenging learning environment, both indoors and outdoors, encourages a positive attitude to learning and reflects the individual's interests, passions and abilities. Our indoor and outdoor environment are set up in discrete areas of learning with planned continuous provision and enhancements in response to children's needs and interests.

We provide a calm, neutral environment that allows children to regulate their feelings, emotions and have a sense of learning more readily. Daily reflection on feelings, 'meet and greet', mindfulness activities and access to calm spaces within the environment to support wellbeing.

Children access a weekly Nature Club in our designated Nature Garden and Woodland Area. Access to a larger play space with a trim trail and climbing wall to support gross motor skills every lunchtime and on 'Fitness Fridays' as part of our provision.

***children have not been able to access the Nature Garden or trim trail or climbing wall this year due to COVID restrictions. Nature Club has continued on a weekly basis within the Reception Outdoor Environment. School has invested in additional fitness sessions for Reception children on a weekly basis.**

Our Curriculum

Intent

The curriculum at Arden Forest and within the EYFS, is designed to provide a broad and balanced education that meets the needs of all children. It recognises children's prior learning and provides first hand learning experiences for children to develop as independent, confident and successful learners, with high aspirations. We follow the EYFS curriculum guidance to identify key skills and knowledge which children will encounter across all areas of learning and development. We use termly broad themes and enrichment opportunities that are based on children's interests and add cultural capital. We recognise the changing needs and interests of our pupils and we are responsive to this, regularly developing existing topics.

Our three Key Curriculum drivers shape our curriculum and helps bring about the aims of our school as well as responding to the particular needs of the school community: Spirituality, Inclusivity and Diversity. These are underpinned by our school values of respect of self and others, responsibility, kindness, positivity, resilience and tolerance. This includes British values and the development of SMSC.

Parental and community partnerships are an essential part of our curriculum as we celebrate local traditions and enable the pupils to take an active role in key events throughout the year. Collectively, this contributes to enabling children to develop into citizens who are well prepared for life in modern Britain and who can contribute positively to their own unique home community, our village and beyond.

***due to COVID restrictions, families have not been able to come into school. Parents have shared home experiences and experiences in school through enhanced use of Tapestry this year.**

The curriculum ensures that appropriate experiences, creativity, problem solving and academic success, as well as physical development, well-being and mental health are the key elements which support the development of the whole child. With the incorporation of our Growth Mindset Learning Powers, we encourage a positive attitude to learning that will result in the pupils being able to persevere, make connections and become lifelong learners with a sense of belonging to a tightly knit community.

Curriculum Implementation

Throughout Reception, we follow the Statutory Framework and Guidance or the Early Years Foundation Stage which specifies the requirement for learning and development in the Early Years. The EYFS Curriculum has 17 areas of learning with Characteristics of Effective Learning which shape our educational provision in Reception. There is a balance of adult led and child-initiated activities which support children to reach the levels required at the end of EYFS and have a good level of development. (GLD).

The three **prime areas of learning** are fundamental to a broad and balanced base of learning for children. The Prime Areas are crucial for igniting children’s curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. The prime areas are:

Personal, Social and Emotional Development	<ul style="list-style-type: none"> ▪ Making Relationships ▪ Self-confidence and Self-awareness ▪ Managing feelings and behaviour
Physical Development	<ul style="list-style-type: none"> ▪ Moving and Handling ▪ Health and Self-care
Communication and Language	<ul style="list-style-type: none"> ▪ Listening and attention ▪ Understanding ▪ Speaking

The prime areas of learning are strengthened and applied through the EYFS **specific areas of learning**.

Literacy	<ul style="list-style-type: none"> ▪ Reading ▪ Writing
Mathematics	<ul style="list-style-type: none"> ▪ Number ▪ Shape, space and measures
Understanding the World	<ul style="list-style-type: none"> ▪ People and communities ▪ The World ▪ Technology
Expressive Arts and Design	<ul style="list-style-type: none"> ▪ Exploring and using media and materials ▪ Being imaginative

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. We respond to each child’s emerging needs and interests, guiding their development through warm, positive interaction. Effective Communication and vocabulary acquisition is the heart of what we do.

We plan activities and experiences for children that enable them to develop and learn effectively. We have a flexible approach to curriculum delivery based on the needs and interests of our children whilst maintaining high expectations and coverage and progression within areas of learning. This flexible planning, enables a child’s unique interests to be supported. Our children learn new skills, acquire new knowledge and demonstrate understanding across all areas of the EYFS curriculum. We encourage active learning to ensure the children are motivated and interested. We take time to get to know children’s interests and their likes to support learning. We take into account the individual needs, interests, and stage of development of each child and use this information to plan a challenging and enjoyable experience.

Adults enable high quality teaching sessions, guided tasks and support as play partners within the environment where we challenge and extend children’s learning. Each week, children work with an adult to complete guided reading, writing and maths tasks. They are able to explore a range of child-initiated experiences and are expected to complete a series of challenge tasks in both the indoor and outdoor

provision. Throughout the year, the balance gradually shifts towards more adult-led activities and independent challenges to help children prepare for their next stage of learning.

A vital aspect in the development of essential knowledge and skills is the use of our high quality continuous provision. This means that children are using and developing taught skills throughout the year on a daily basis. The principles of continuous provision in Reception support children to develop key life skills such as independence, innovation, creativity, enquiry, analysis and problem solving. During the school day, children will have an opportunity to work independently, work collaboratively with their friends and with members of staff. Our outdoor areas are used all year round and in most weather conditions. We use materials and equipment that reflect both the community that the children come from and the wider world.

In planning and guiding children's activities we reflect on the different ways that children learn and reflect these in our practise. We make regular ongoing observations of the children's learning to ensure their next steps are met. Significant observations are recorded in each child's Tapestry online learning journey. We routinely assess where the children are, using 'Development Matters' and then ensure our planning, adult Interaction and learning environment; including continuous provision, support children to reach their next steps. We use evidence based interventions for groups or individuals if and when necessary.

***We have continued to use evidence based interventions for children in school during lockdown and have given strategies and advice from the interventions to individual families learning at home. Some children are having small group or one to one to phonic interventions delivered on TEAMS with Reception teaching assistants.**

We ensure activities and interactions support the Characteristics of Effective Learning which are:

- Playing and Exploring where children investigate and experience things, and have a go;
- Active Learning where children concentrate and keep on trying if they encounter difficulties, and enjoy their achievements;
- Creating and Thinking Critically where children have and develop their own ideas, make links between ideas and develop strategies for doing things.

We have a daily dedicated time focusing on health and self-care where we explore mindfulness and relaxation techniques. We share a range of healthy snacks and learn about the importance of a healthy balanced lifestyle to maintain our own wellbeing. We understand how our kindness responsibility impacts on the health and emotional wellbeing of ourselves and others and we support charity events in school.

To support our wider curriculum, all of our children perform in a Nativity and participate in trips to the theatre and the local area. We routinely invite visitors into school as a starting point for learning or to support understanding of a particular theme. All children in Reception have the opportunity to be voted onto

the School Council and take on a class responsibility. ***Our Nativity was filmed without an audience due to COVID restrictions. We have not yet been able to participate in trips or invite visitors to school.**

We teach letter sound acquisition through a synthetic phonics approach to develop key skills for children to apply in their reading and writing. We follow 'Letters and Sounds' and use 'Jolly Phonics' to enhance phoneme acquisition which has a multisensory approach. Children have weekly guided reading and writing sessions planned around their needs to enable next steps in their learning. In guided reading sessions, children are supported to decode words using their phonics and learn basic common words that are read on sight. Children are also taught book skills and comprehension skills. We use the systematic 'Phonics Bug' reading scheme to enable children to apply, practice and consolidate their phonic skills. Children also have letter sounds to practice and common sight words to practice.

A love of reading is fostered through:

- The provision of a high quality reading area in the Reception.
- The provision of related texts within areas of the learning environment.
- A library system where children can change their books on a daily basis.
***children currently change their books on a twice weekly basis to allow for books to be quarantined.**
***during lockdown, families have been signposted to differentiated free ebooks on Oxford Owl and pages from our reading scheme are posted on Tapestry.**
- Daily story sessions.
- The use of key texts as a basis to extend learning opportunities.
- Opportunities to retell and create stories through role play and small world.
- The use of puppets and visual resources.
- Singing Nursery Rhymes.
- Playing reading games.
- Reading with their peers, Reception staff, volunteers and children from Year 2.
***We are currently not able to welcome volunteers or children from Year 2.**
- Opportunities to visit the school library. ***We are not currently able to access the library**
- Sharing stories from home.
- Learning about the works of a specific author as part of a whole school approach.

We support children's writing development and a joy of writing, through guided writing sessions and within their independent writing. We promote a love of writing through real reasons to write and the modelling of writing opportunities. Children are able to write at our message centre and within areas of the environment. Children understand that their writing will be read by others. Handwriting is taught on a weekly basis.

***during lockdown, families have had information about supporting early writing and the creation of a 'mini message centre' at home. Opportunities for writing have been embedded within teaching sessions and tasks.**

***children have had 'secret symbols', grapheme cards, surprise words and their name card with handwriting guides in their learning packs for home.**

We have a Mastery Approach to our maths curriculum which is taught through dedicated sessions. These sessions are carefully planned using concrete resources and build on prior learning and real life experiences across the theme and year. We want our children to become confident mathematicians who can apply what they have learnt to real life experiences. We use Hamilton, Numberblocks, White Rose and The National Centre for the Teaching of Mathematics resources to guide our planning and provision. Children encounter real life everyday objects and specific maths resources such as 'Numicon'.

Advice and inspiration for planning of experiences and the learning environment is routinely sought from subject leads in school, EYFS colleagues within our Consortium and Early Years Aspiration Networks, visits to other settings and on the internet. All staff have a strong drive to improve the environment and learning opportunities for children.

Impact

The impact of our curriculum and provision is that children are motivated and engaged in their learning and eager to find out more. We strive to ensure that our children's progress across the EYFS curriculum is at least good from their varied starting points. We monitor children closely and have high expectations to enable our learners to have a Good Level of Development at the end of their Reception Year. Evidence in children's learning journeys support all areas of the EYFS curriculum. We measure the percentage of pupils achieving age related expectations throughout the academic year and put supportive interventions in place if and when needed. We use observations to make formative assessments which inform future planning and ensure that all children build on their current knowledge and skills at a good pace.

We input children's level of development onto 'O' Track and analyse data to ensure rates of progress are at least good for all children, including vulnerable groups such as those with SEND, disadvantaged or summer born children. Our assessment judgements are moderated both in school and externally with local schools and others in our consortium. We also partake in local authority moderation which has validated our school judgements. ***current moderation has been across school**

The impact of our curriculum is also be measured by how effectively it helps our pupils develop into well rounded individuals who embody our values and carry with them the knowledge, skills and attitudes which will make them lifelong learners and valuable future citizens. We endeavour for pupils to be Key Stage 1 ready and have our school values embedded by the time they leave Reception.

Assessment

- We use ongoing observations as the basis for planning. Observations of children identify their achievements, interests and next steps for learning. These observations then lead the direction of the planning, provision or an immediate response to challenge misconceptions or support learning and development.
- Assessment in the Foundation Stage takes the form of both formal and informal observations, photographic evidence and through planned activities. Assessment is completed regularly and involves all adults in Reception.
- Relevant and significant observations are recorded within an online Tapestry Learning Journey for each child. These provide immediate information for parents. Learning journals are recorded collaboratively between home and school.
- Within the Reception Unit, we set challenging expectations for pupil progress across all areas of learning and development and strive for children to achieve a Good Level of Development by the end of the Reception Year. End of Year targets are set for all children between class teachers and senior leaders.
- We use 'O Track' as a tool for recording and monitoring progress and attainment of individuals and groups. Termly Pupil Progress meetings are embedded in our practice to celebrate success and identify where additional support or challenge is needed for a child or where changes in provision may need to be adapted.
- Termly data analysis is carried out by the Early Years Lead and Headteacher. This is used to monitor the quality of provision and plan any adjustments.
- We use targeted provision and interventions in response to need and barriers to learning with clear entry and exit points. Referrals to specialist support may also be made.
- The collection of assessment data in the Foundation Stage Profile is a statutory requirement. At the end of the EYFS, we record each child's level of development against the 17 early Learning goals as Emerging and not yet reaching the Early Learning Goal, Expected and achieving the Early Learning Goal or Exceeding expected levels. Children will have a Good Level of Development, GLD if they have reached expected levels in all aspects of the Prime Areas and in reading, writing and number. These judgements are reported to parents and are used to inform provision in Year One.
- Assessment judgements are moderated both in school and externally with local schools. Staff undertake moderator training through the Local Authority. ***EYFS end of year data will not be reported on in 2021 but will be collected internally.**

Working with parents

We recognise that parents and carers are children's first and most enduring educators and we value being partners with them in their child's education. We have positive relationships with parents and carers and know that children learn and develop well when there is a strong partnership between practitioners and parents and/or carers. We do this through:

- A positive welcoming ethos for all through friendly yet professional relationships.

- A key person approach where each child is assigned a key person who helps to ensure that their learning and care is tailored to meet their needs. At Arden Forest, the key person role for each child is shared between their Class Teacher and Teaching Assistants across the Reception Unit.
- Outlining the school's expectations in the Home-School agreement.
- Enabling additional support for individual children and families at points of transition.
- Collaborative development of a child's learning journal through Tapestry to celebrate significant learning moments at school and at home.
- Written contact through Reception newsletters and learning guides.
- Developing SEN Support Plans, Behaviour Plans and One Page Profiles with families.
- Inviting parents to attend informal sessions about areas of the curriculum, such as phonics, reading and maths. ***these have been through TEAMS**
- Offering three parent teacher review meetings per year where their child's progress and achievement against age related expectations are discussed.
- Sending a written report on their child's attainment and progress at the end of their time in Reception.
- Inviting parents to a range of activities throughout the school year such as assemblies, workshops, Christmas productions and sports day etc. ***we have not been able to do this due to COVID restrictions**
- Welcoming parents and carers to children's learning on a volunteer basis within Reception. ***we have not been able to do this due to COVID restrictions**
- Providing individual support and signposting to Family Support agencies.
- Enabling 'Early Help'.

Parental voice is gained through both annual Reception and whole school questionnaires. Feedback is used to review and develop provision.

Transition

Experiences when joining our school are planned carefully to support effective transition for children and families. Our transition arrangements include:

- Open days for families prior to applying for a school place. ***Online videos of school are available on our website this year.**
- Welcome meetings for parents. ***Not able to be facilitated in May 2020**
- Stay and Play 'Getting to Know You' sessions where new children play alongside current Reception children. ***not enabled in 2020**
- Stay and Play induction day for children and families.
- Visits to pre-school settings from Reception staff. *** conducted through TEAMS**
- Photo books about Reception for all children
- Home Visits *** conducted through TEAMS**
- 'My Special Box' where children bring in photographs and items from home to provide a sense of security and stimulate talk.

- Transition meetings between parents, pre-school settings and SEN agencies where necessary.
***conducted on TEAMS**

Moving to Year 1

- Throughout the Reception year, each child's involvement in whole school life will have been built upon and many of the wider school staff will already be familiar people to them. They will have taken part in whole school assemblies and special events. ***This is currently difficult because year groups work in bubbles and due to 2020 and 2021 lockdown.**
- During the summer term, Year One Staff will work within Reception and children will spend time in their new class. *** This did not happen in 2020**
- We teach about and explore what is the same about Year One and what will be different. Electronic photograph books are sent to all children to support this understanding.
- Families are invited to a 'Meet the New Teacher' session. ***conducted through TEAMS**
- Class teacher's work closely to share significant information about children as they move into Year 1.
- Safeguarding information is shared by the Designated Safeguarding Lead.

Safeguarding and welfare procedures

Our safeguarding and welfare procedures are outlined in the school Child Protection and Safeguarding Policy. Our Early Years Lead is a Designated Safeguarding Lead in school.

Monitoring and Review

It is the responsibility of the whole Reception Team to follow the principles stated in this policy.

The Headteacher, EYFS lead and specific subject leads will carry out EYFS monitoring as part of the whole school monitoring

This policy will be reviewed in July 2021 in response to revised EYFS statutory guidance.

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

Statutory policy or procedure for the EYFS	Where can it be found?
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