



Early Years Foundation Stage Procedure

Date Agreed by Governors: Autumn 2024

Review Date: Autumn 2027

Implementation Statement

Our Early Years provision values each child as a unique individual. Through positive relationships between staff, pupils and parents and a carefully planned environment all our children are enabled to succeed and flourish as independent learners.

Our curriculum is delivered through planned purposeful play with a balance of adult led and child initiated activities covering all 7 areas of learning:

- communication and language
- personal, social and emotional development
- physical development
- literacy
- mathematics
- understanding the world
- expressive arts and design

Knowledge, skills and processes are taught directly and then time is provided for the children to consolidate their learning through our continuous and enhanced provision.

Opportunities to develop children's characteristics of learning are embedded throughout Reception and Pre-school as the children develop and learn in different ways.

Assessments play an important part in helping both parents and practitioners recognise children's progress and identify their next steps in learning, hence giving our children a strong start to their educational journey.

Aims

- To give each child a happy, positive and fun start to their school life in which they can establish solid foundations on which to expand and foster a deep love of learning.
- To offer each child a wide range of new and exciting experiences and give them the opportunity to consolidate, explore and test them out along with their own, individual experiences within their play.
- To enable each child, through encouragement, open ended questioning and high expectations, to develop, to the full, both socially, physically, intellectually and emotionally.
- To offer a structure for learning that has a range of starting points and unlimited opportunity for development through the use of continuous provision that is thought provoking and challenging.
- To encourage children to develop independence within a loving, secure and friendly atmosphere.
- To support children in building relationships through the development of social skills such as cooperation and sharing.
- To help each child to recognise their own strengths and achievements through experiencing success and developing the confidence to work towards personal goals.
- To develop strong links with home working closely with parents and carers.

The Curriculum

The Pre-school and Reception follow the curriculum as outlined in the Early Years Foundation Stage (EYFS) Statutory Framework , to download at:

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This clearly defines what we teach. We use the use the Non-statutory Guidance document Development Matters to plan our Curriculum; downloadable at

https://assets.publishing.service.gov.uk/media/64e6002a20ae890014f26cbc/DfE_Development_Matters_Report_Sept2023.pdf

The EYFS framework includes three prime areas which underpin four specific areas.

The prime areas are:

- **Communication and Language** – Listening and Attention, Understanding and Speaking
- **Physical Development** – Moving and Handling and Health and Self care
- **Personal, Social and Emotional Development** – Making relationships, Managing feelings and behaviour and Self-confidence and Self-awareness

The specific areas are:

- **Literacy** – Reading and Writing
- **Mathematics** – Numbers and Space, Shape and Measures
- **Understanding the World** – People and communities, The world and Technology
- **Expressive Arts and Design** – Exploring and using media and materials and Being Imaginative

Characteristics of Effective Learning

The EYFS also includes the characteristics of effective teaching and learning. The Pre-school and Reception teachers plan activities within the Pre-school and Reception classrooms with these in mind and use them as part of the assessment process.

The three characteristics 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

We ensure there is a balance of adult led and child initiated activities across the day. The adult’s role is to model, demonstrate, observe and question what the child is doing during self-initiated play in order to move their learning forward. Adult directed tasks are differentiated and planned weekly based on ongoing assessments.

Behaviour for learning

Our whole school behaviour policy from Reception – Y6 uses the system Trackit Lights to promote positive behaviour. In Pre-School, children follow a tailored behaviour system to suit their age and to help them settle into a school environment successfully. The stages are as follows if a Pre-School child is in need of support with their behaviour:

- The child may be redirected to regulate their behaviour
- The child will receive a warning
- If the behaviour continues, the child is taken to a quiet area with a member of staff using a sand timer. They will chat to the child about their behaviour and give them time to regulate before re-entering the learning environment

- In more challenging cases, a member of the middle or senior leadership team may be contacted for behaviour support
- Parents are always informed at the end of the day

Continuous and Enhanced Provision Play

Learning through play is an important part of our Early Years curriculum. In both Pre-school and Reception the classrooms and outdoor provision have specific designated areas where resources are clearly labelled. Each area takes into account the unique child, enabling environments, positive relationships and learning and development. Through the planning for Progression of Skills within each area the children are able to practise, build upon experiences and revisit prior learning at their own level and pace. This play gives our children the opportunity to pursue their own interests, select resources independently and inspire those around them. The children learn to adapt, negotiate, communicate, discuss, investigate and ask questions. We believe it is important that adults take an active role in child initiated play through observing, modelling, facilitating and extending their play from emergent through to high level play behaviours. This is developed further in Reception through the planning of weekly challenges. This also informs future planning and adult focused tasks.

Direct Teaching

We include direct, carefully planned, adult led experiences for the children in the form of whole class teaching and adult led group activities that are differentiated to meet the individual needs. These are particularly important in helping children to learn specific skills and knowledge that can then be transferred and developed within their play.

Each day we follow a timetable with set routines in place. This looks quite different in the Pre-school and Reception classes. However both have a weekly allocated PE slot in the hall.

Pre-school

Within a three hour session we have three short whole class carpet times focusing on; Little Wandle Letters and Sounds Revised Foundations for Phonics; White Rose Maths for Nurseries; stories including our Key Texts, songs and PSED activities.

Reception

We teach Synthetic Phonics through the Little Wandle Letters and Sounds Revised programme. There is a daily whole class lesson, with additional keep up sessions for some children. Daily Reading Practice Sessions ensure that the phonics skills are applied to books. Maths is also taught daily as a class using the NCETM (The National Centre for Excellence in the Teaching of Mathematics) mastery of number programme, with Shape, Space and Measure elements taught using White Rose Maths. Alongside this we also have two whole class carpet sessions. One is a story time, focussing on the development of language using high quality books, including our Key Texts. The final carpet session of the day relates to either topic work, Jigsaw PSED, Charanga Music or story time.

Planning

We believe many children need to be given a starting point to learn new things and find stories are a great way to fire the imagination. We have 2 or 3 Key Text Stories per term, as well as 2 Non-Fiction picture books. Detailed long term plans can be found on our school website, along with the book plans including a variety of home/school tasks.

Staff plan in more detail on a weekly basis using daily notes, observations and interactions with both the children and staff to inform future learning opportunities. Although class teachers are responsible for writing plans, the EYFS plan as a team, with Teachers and LSAs all being involved.

Visits and visitors

Throughout the year external visits and walks using our local community are planned as part of the child's learning experience. Parental support is paramount as our ratio is one adult to two children in Pre-school and one adult to five children in Reception. Risk assessments are completed prior to the trip (Refer to the Health and Safety Policy).

Also visitors are welcome from within school or the wider community. As part of our partnership with parents Family Learning weeks are held every term. This enables the parents to visit our setting and work with their child on a range of activities, from Letters and Sounds, to creative activities.

Assessment, observations and portfolios

Assessment is an essential part of the learning and development of children in the EYFS. It involves practitioners observing children to understand their level of achievement, interests and learning styles, and to then shape learning experiences for each child reflecting those observations.

The Statutory Reception Baseline Assessment is completed at the start of the Autumn Term as well as our own assessments of starting points,

Evidence of individual children's learning is available via workbooks and profiles. *Day-to-day observations* inform next steps *of learning, with staff; these are recorded when significant progress is seen with staff encouraged to "Remark on the remarkable"* Breadth of learning is demonstrated through Floor Books covering Maths and Understanding the World. Parents have access to the portfolios which are stored in the classroom. Parents are encouraged to contribute through the use of our Home School tasks which are sent out fortnightly. The portfolio is given to parents when their child enters Year 1 or leaves our setting.

On entry to Pre-school, we carry out baseline assessments for each child; the 3- and 4-year checkpoints are completed as necessary for individuals. Throughout the Early Years the Class Teacher completes end of term data on Insight showing each child's development across the seven areas of learning. Half term moderation meetings with all EYFS staff discuss specific children's attainment and progress with a particular focus child who are below Age Related Expectations.

Parents' Evenings are held both in Reception and the Pre-school at the same time as the rest of the school. Parents are provided with the opportunity to look at their child's profile and discuss any issues with the class teachers. Prior to these meetings parents are provided with their child's data which forms the basis for the discussion during the meeting and their child's next steps will be provided in order for the parents to support them with their learning at home. Attendance and completion of hometasks is also recorded.

An annual written report will be sent home near the end of the Summer Term. At the end of Reception the class teacher assesses each child against the 17 Early Learning Goals (ELG) and comments on whether their development within each ELG is either 'emerging' or 'expected'. This information is also communicated to parents and carers in the Reception child's end of year report and can be discussed further in the final Parents' Evening in Reception at the parent's request.

Role of staff and key worker

The class teacher is the named key worker for each child in the setting. Their role is to help ensure that the child becomes familiar with the setting and build up a positive relationship with both the child and their parents/carers. The LSAs are assigned to a specific class within either Pre-school or Reception and form strong relationships with each pupil and their parents/carers. All the relevant staff are present during induction meetings, school and home visits.

Partnership with parents and carers

We believe that parents and carers are a child's first educator and therefore work very closely to ensure they are involved in what we do with their child at school. We want parents to feel they can speak to us about their child at any time and feel comfortable in our setting.

We have many different processes as part of the child's induction into either Pre-school or Reception. These are as follows:

Pre-school

- A home visit made by the Pre-school staff.
- An induction meeting for all parents to get to meet the staff.
- Stay and play hour sessions in Pre-school.

Reception

- An induction meeting for all parents to get to meet the staff.
- A Pre-school/Nursery visit by the Reception staff.
- Stay and play hour sessions in Reception.
- A staggered intake starting with three half days and then increasing the length of the day over the first week.
- Phonics and Mathematics workshops.

In both Pre-school and Reception the children are provided with an 'I am going to Sherdley booklets' which they share with their parents. Booklets on 'All About Me' are given out for both parents and the children to complete which are then shared with the rest of the staff and children. Information outlining the curriculum and school procedures are sent via the school app.

Health & safety and safeguarding

We operate in accordance with the safeguarding and welfare requirements detailed in the Early Years Foundation Stage Statutory Guidance (2014)

https://assets.publishing.service.gov.uk/media/65aa5e42ed27ca001327b2c7/EYFS_statutory_framework_for_group_and_school_based_providers.pdf

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Daily risk assessments are completed both internally and externally by a staff member. Toilets in Pre-school are checked between the two sessions and during lunchtime by the midday supervisors in Reception. (Please refer to the school Safeguarding Policy for more information.)

We follow whole school procedures for child protection (see separate policy).

The Designated Child Protection Officer and deputies can be found on the school website and are highlighted in posters around school. All concerns are recorded on CPOMS by the relevant staff member.

We have separate policies for medicine in school and off-site visits.