

Ben Jonson Primary School



Early years Founation Stage Policy

Date reviewed: March 2022

Date due for review: February 2023

Early Years Foundation Stage (EYFS) Policy

Ben Jonson Primary School is a welcoming, caring, stimulating, happy and inclusive school which nurtures and inspires. Ben Jonson Primary School's core purpose is to ensure all children, groups and individuals, make good progress. In particular, our aim is to ensure that those we deem disadvantaged are able to make progress alongside their peers and any gap in attainment is diminished.

Our whole school priorities

Strengthening relationships and independence

Building reading power

Implementing a responsive curriculum

Our EYFS makes a significant contribution to these priorities as it is the bedrock on which all children's later education rests and provides the best possible start to a child's school life. Ben Jonson EYFS is a safe and stimulating environment where children encounter positive, challenging and creative learning experiences. We continually seek to improve in all areas of our work and to learn together. Every member of our school is motivated to be **brave, kind and curious** and to take pride in their achievements.

Our vision

Every child is appreciated as an individual **unique learner**, accesses the range of provision, and achieves their full potential. We aim for our children to develop a range of qualities including resilience, care for others, curiosity, confidence and self-assurance.

All practitioners do the best for all children and are responsive and consistent. **Strong positive relationships** are at the heart of our teaching and learning and support children through changes and transitions.

Our curriculum is a top-level ambitious plan of everything we want children to learn. It is creative, rich and inspirational and fosters high quality **learning and development**. Crucially, it ensures our children become confident effective communicators.

Our children are powerful learners and every child makes progress. Learning through play is at the heart of our practice alongside guided learning and direct teaching. We have carefully organised **enabling environments** for high-quality play.

Our values

<p>The best for each child</p> <p>All children deserve an equal chance of success and to reach their full potential.</p> <p>We know all children as individual learners.</p> <p>We have high expectations for every child and ensure they take pride in their achievements.</p>	<p>High-quality care and positive relationships</p> <p>Children thrive when they feel safe and their emotional needs are met.</p> <p>We follow restorative principles where relationships matter and responsibility can flourish.</p>	<p>The curriculum</p> <p>Young children’s learning is often driven by their interests and plans must be flexible.</p> <p>Depth in early learning is vital.</p> <p>The prime areas provide vital foundations.</p> <p>The specific areas provide knowledge and skills</p>	<p>Pedagogy</p> <p>Learning through play is central to our practice.</p> <p>Children have a right to play and imaginative play is particularly powerful.</p> <p>The guidance of another individual working alongside a child is a critical part of pedagogy.</p> <p>Effective pedagogy is a mix of different approaches.</p>	<p>Assessment</p> <p>Assessment is about noticing what children can do and what they know.</p> <p>It enables us to identify strengths and needs – social, emotional and intellectual.</p> <p>It rests on a deep understanding of child development.</p>	<p>Self-regulation and executive function</p> <p>These abilities are at the heart of the characteristics of effective learning.</p> <p>We know that language development plays an important part in developing these abilities.</p>	<p>Partnership with parents</p> <p>Parents are a child's first educator.</p> <p>We encourage all parents to talk, play and read with their children.</p> <p>We know strong partnerships with parents and the community make the greatest difference to children’s achievement and equip our children as global citizens.</p>
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What is the Early Years Foundation Stage (EYFS)?

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. The EYFS is based upon four themes:

- A unique learner
- Positive relationships
- Enabling environments
- Learning and developing

A Unique learner

At Ben Jonson, we recognise that every child is a competent learner from birth who can be resilient, capable, confident and self-assured.

Inclusion

All children and their families are valued at Ben Jonson. Children are treated as individuals and have equal access to all provisions available. All children are encouraged to achieve their personal best and planning is adapted to meet the needs of all groups and abilities. Early identification of special needs is crucial to enable staff to support the development of each child. Concerns are always discussed with parents/carers at an early stage and the schools SENCO is called upon for further information and advice.

Strong, positive relationships

Each class has a range of staff who work closely together to provide a curriculum matched to their needs and an environment designed to enhance and develop their learning.

Typically this team will include:

- Class teacher
- Nursery Nurse (A specialist early years trained member of staff)
- Teaching assistants, some of which may have specific responsibility for children with additional needs

All children are allocated a key person during their time in nursery and reception to make all children feel safe, and have their emotional needs supported. These key workers will have an overview of the child's learning and will be instrumental in planning an appropriate set of experiences to support development across the full range of the early years curriculum.

We recognise parents are the child's first and foremost educators and we work strongly to develop strong links with them we do this by:

- Inviting parents to an Induction session where they have the opportunity to meet the staff that will be teaching their child
- Invite parents to 'drop in sessions' before the child starts
- Hold 3 parent evenings a year to discuss each child's progress
- Encourage them to settle their child during the first half term
- Encourage them to come in for celebrations such as Eid and Christmas
- Encourage them to attend Parent Workshops for Phonics, High Frequency Words and Early Reading strategies. We also invite parents to share their knowledge of their child in the child's 'special books' where their special achievements are kept.

Learning and development

At Ben Jonson Primary School we recognise children develop and learn in different ways. Effective learning and teaching is supported through:

- The understanding that staff have the knowledge of how children develop and learn, and how this must be reflected in their teaching.
- The range of approaches that provide first hand experiences, give clear explanations, make appropriate interventions, and extend and develop the children's play, talk or other means of communication.

The carefully planned curriculum that helps children to achieve the Early Learning Goals (ELGs) at the end of the EYFS.

- The provision for children to take part in activities that build on and extend their interests and develop their intellect, physical, social and emotional abilities.
- The encouragement for children to communicate and talk about their learning and develop independence and self-management.
- To support for learning with appropriate accessible space, facilities and equipment both indoors and outdoors, including the effective use of ICT.
- The identification, through observations of children's progress, of future learning needs, which are regularly shared with parents.

Enabling environments

We aim to create an attractive and stimulating learning environment where children feel confident, secure and challenged. Each classroom has a number of resource-based areas which the children have equal access to throughout the day. These include areas for reading, writing, mathematical learning, creative learning, construction, role play and fine motor skills development. The children have daily access to the outdoor environment which promotes their physical development, imagination and natural curiosity.

Organising the areas in this way ensures that the environment enables all our children to become engaged with learning and develop motivation and critical thinking skills which are at the heart of all good learning. The children access the resources as independent learners and through carefully planned activities and appropriate resourcing, the environment encourages cross-curricular links to flourish. Children have responsibility for looking after each area and through this, children are encouraged to take responsibility for their learning. From continuous provision to enhanced provision and topic related resources, children have the opportunity to consolidate or challenge what they have been learning about.

Areas of Learning and Development

The EYFS is made up of seven areas of learning:

PRIME AREA: Personal, Social and Emotional Development (PSED)

PSED is broken into the following areas; Self-Regulation, Managing Self, Building Relationships. This area as a whole focuses on learning about emotions, developing confidence and resilience, developing a positive sense of self, forming positive relationships, developing respect for others and understanding appropriate behaviour. It also involves learning to understand the importance of physical activity to be healthy and to make healthy food choices.

Learning about **oral health** is now part of the early years foundation stage (EYFS). This has been included because good oral health habits need to be formed from the earliest age.

PRIME AREA: Communication and Language (C and L)

This area has the following three sub-areas; Listening, Attention and Understanding and Speaking. Through this we want the children to experience a rich language environment, develop expressive skills and to speak and listen attentively in a range of situations. We want them to demonstrate their increased vocabulary when offering explanations and sharing their own ideas. Adults will support by having high quality interactions with the children.

PRIME AREA: Physical Development (PD)

This covers both fine and gross motor development and keeping healthy. To do this we provide children with opportunities to be active and interactive, to develop core strength co-ordination, control and movement

SPECIFIC AREA: Literacy (L)

This area of learning has three subsections of Comprehension, Word Reading and Writing. We expect all our children to have the necessary tools to be able to comprehend, read and write, linking sounds and letters and to develop an interest in a wide range of literature.

Children in nursery learn to read by having the following experiences

- A well planned daily story time to build their interest in books and reading
- Enjoy learning a range of songs and rhymes
- Print concepts explored during story time
- Opportunities to engage with books throughout the day
- A phonic component to story time based on Letters and Sounds and using the Read, Write, Inc cards as a reference
- Books going home

Children in reception learn to read by a number of key, taught elements

- Read Write Inc. – This program aims to develop children’s phonic knowledge and helps them to apply his knowledge to reading simple early reading books
- High Frequency Words – each child has a set of 45 words that they should be able to read and write by the time they leave their reception year. These words are very helpful for children when reading simple books and are practised and learned throughout the year in a range of ways, including support from parents.
- Shared reading – using a ‘Big Book’, teachers model strategies that children employ when developing their emerging reading ability including using phonics, high frequency words and developing understanding of how books work.
- Guided reading – children have supported introductions to books at their level so that they get the opportunity to apply the skills they have been taught. The assessments made allow teachers to select books that support further development.
- Having a well planned story time to nurture a love of books and reading
- Being challenged to read the books in the Reading Cannon
- Books going home

SPECIFIC AREA: Mathematical Development (M)

- This is broken down into two subsections, which are Number and Numerical Patterns.
We aim to develop and improve counting and have a deeper understanding of numbers to 10, to subitise and have an understanding and using numbers, to calculate simple addition and subtraction problems. Through exploring numerical patterns, children will learn to count beyond 20, recognising the pattern of the counting system, compare quantities and explore number patterns to 10. Shape, Space and Measures will also continue to be explored.
- In Nursery the children will learn through structured and free flow play sessions. Teachable moments will enhance the learning. Adult led experiences will introduce some key concepts and language.
- In reception this is supported by daily taught sessions where mathematical skills are taught and practised within learning sessions.

SPECIFIC AREA: Understanding the World (U the W)

Understanding of the World includes so many aspects, from Past and Present, to People, Culture and Communities and The Natural World. Through this area of learning we work with the children to begin to talk about the lives of people around then, know similarities and differences between the past and now, make sense of their world, know and understand about different religions and cultural communities, to find out

about the natural world, including plants, animals, some important processes including the seasons and other changes in the environment.

SPECIFIC AREA: Expressive Arts and Design (EAD) Creating with Materials and Being Imaginative and Expressive

This area enables children to explore a range of media, materials and techniques, to share thoughts and ideas in art, music, movement, dance, role play and stories, poems and rhymes. There is a great emphasis on children using their imagination, which we work on through visualisation and a range other media.

All areas are delivered through a balance of adult led and child-initiated activities. In each area there are Early Learning Goals (ELG's) that define the expectations for most children to reach by the end of the EYFS.

Supporting Every Child.

One of the key themes of The Early Years Foundation Stage focuses upon the understanding that each child is unique and that each child develops at their own pace. All children will be provided with a curriculum and wealth of experiences that encourages them to grow and develop in their own way. All children from whatever social background, faith community, physical or academic ability, gender or race will be warmly welcomed into Reception and the wider school community.

Any children whom the Foundation Stage practitioners feel are underachieving will be immediately referred to the school's assistant headteacher/Special Educational Needs lead. The practitioners will be supported in providing relevant resources and strategies to encourage that child to further develop their current skills and abilities. Children whom the practitioners consider to have particular gifts and talents will be planned for specifically so that their needs are fully met and their learning progresses at a rapid pace.

Parents as Partners

'Parents are children's first and most enduring educators. When parents and practitioners work together in early years settings, the results have a positive impact on children's development and learning.'

(Statutory framework for the early years foundation stage, DfE 2014)

Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.

(Statutory framework for the early years foundation stage, page 5 DfE 2021)

We work with parents to ensure that their child continues to develop and extend their skills both at school and at home. We operate an open-door policy and parents are always welcome to book meetings after school with the class teacher or to come into the classroom to view their child's work on display. All parents receive a Newsletter each term which allows parents to see which the learning we will be covering so that parents can support the children's learning at home.

Observation, Assessment and Planning.

Observation and assessment are vital within the Foundation Stage setting; not only to correctly collect information in order to complete the Early Years Profile but most importantly to ensure that the practitioner plans activities that link to the children's interests, learning and development.

On entry data is vital to ensure that the children's needs are identified early on. Staff within the Foundation Stage will use home visits, 'drop in' sessions, the induction session and meetings with staff from previous settings to put together a picture of each individual child.

On entering Reception, the children are assessed through observation and practical activities. This provides evidence for a 'baseline assessment'. This will take place within the first two weeks of a child starting Reception and will take into account information from home visits and information passed on from the child's previous setting. Within five weeks of a child starting Reception, this baseline assessment is confirmed as some children may need longer to settle. This ensures that the evidence collected accurately reflects where our children come in.

Throughout their time in Reception, evidence for the Profile will be collected through focused activities and observations/photographs/video clips of children in child initiated activities.

Planning is differentiated according to these assessments and activities aim to flow with the children's needs. Long Term planning will be carefully linked to the four principal themes of the Early Years Foundation Stage Framework.

Transition

Home to Nursery transition

The induction process includes:

- Home visits
- Visits to the nursery
- A booklet about the nursery
- Admission's interview
- Parent's meetings
- Access to our website?

Nursery into Reception Induction

The induction process is a highly important time of transition for a child from their Nursery or home setting into the reception class and school life. Children from our nursery will also be part of this induction and reception practitioners will take the opportunity to get to know them, during their time in the nursery, particularly in the summer term. Children new to our school will be welcomed into the setting over the course of a number of sessions. This is an invaluable time for the children to begin to become familiar with their new classroom, their new peers and the adults who will be taking care of them. Parents will also be invited to an induction session with the Foundation Stage practitioners.

The induction process includes:

- Home Visits
- 'Drop in' Sessions
- Induction Session
- Liaison with Nursery Settings
- Main Feeder Nurseries to visit with Nursery Teacher and children
- Staff to visit children in main feeder Nurseries
- A pack to work with their children before the children start Reception

Reception into Year 1

At Ben Jonson Primary School, we understand the importance of children feeling confident and able to access the very best learning opportunities within their classroom. For this reason, at the end of Reception, we use

the final assessment of the year to create an accurate picture of what an individual child's successes are and what areas they need to develop.

This assessment helps teachers in year 1 make the best match between what has been learned in the EYFS and what needs to be learned in the National Curriculum. Plans are made that allow children to establish themselves as learners in KS1.

Where children need more time to adjust to the demands of the national curriculum, a transition half-term enables children to work and learn in similar ways to those they experienced in reception. The classroom initially reflects a reception classroom and children have access to similar resources as they have in their reception class. Throughout this first half-term, all children are introduced to more 'shared', whole class learning. This helps them to build up stamina for the differing expectations they encounter in KS1.

References:

- Statutory framework for the Early Years Foundation Stage
Setting the standards for learning, development and care for children from birth to five
- Development Matters – www.gov.uk
- <https://help-for-early-years-providers.education.gov.uk/>
- www.gov.uk/guidance/early-years-foundation-stage-exemplification-materials
- Birth to Five Matters www.birthto5matters.org.uk
- EEF Early Years Toolkit
- www.dentalhealth.org/early-years-foundation-stage