

Mayflower Primary School



EYFS

Early Years Foundation Stage Policy

Approved by: Governing Body

Date: February 2022

Last Review: February 2020

Next Review Date by: February 2024

1. Aims

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
- A close working partnership between staff and parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

2. 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.

3. Structure of the EYFS

The Nursery can offer up to 50 places (dependent on parental eligibility – see website for details). Places for both part time and full time are allocated according to the guidance from Tower Hamlets and where appropriate Tower Hamlets SEND department. The admissions timetable is organised by Tower Hamlets and synchronised with other schools.

The Reception class has one annual intake in September and offers 52 places. Admissions are conducted by Tower Hamlets. Having a place in our Nursery class has no impact on the chance of gaining a place in Reception.

4. Curriculum

Our early years setting follows the curriculum as outlined in the latest version of the EYFS statutory framework in force from September 2021.

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:

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

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

- Literacy

- Mathematics
- Understanding the world
- Expressive arts and design

In each area there are Early Learning Goals (ELGs) that define the expectations for most children to reach by the end of the EYS.

4.1 Planning

As a team, the staff carefully observe the children in their play and also during focus activities. These observations may inform the planning of the following week's activities. However, the main structure of what is taught comes from a series of plans:

Topic Overviews

Mayflower is a Storytelling School. Each half term, every class in the school learns a new story or book, and this lasts half a term (six stories a year). There is a 2 year cycle with different stories for the two years. The effectiveness of the story is evaluated periodically to ensure that it is providing appropriate stimulation for children. The storytelling curriculum has been shown to really enthuse children and develop their spoken language which in turn impacts their reading and writing.

Medium Term Planning

Each half term, the staff plan what the children will learn in each of the 7 areas of learning. However, this is not static and is informed by ongoing formative assessment and observation of children, as well as from appreciating what children are enjoying and being stimulated by most. Teachers then plan weekly what they will be teaching and plan the provision accordingly.

The Learning Environment

The Reception classes are open plan so that both classes can socialise and learn together. However, each class has their own carpet area where they have their adult led carpet sessions as well as a table for focus activities. The setting has flexible doors that can be open or shut depending on the activities being run. Both classes have doors leading to the outside. A good proportion of the children's time is spent playing together in the provision, where children can choose to play inside or outside. The Nursery class is next door to the Reception classes and has access to the same outdoor space as the Reception classes. The children share the outside area and mixing with different aged children can be beneficial for children's development. Children are free to access most of the resources and combine them as they see fit.

The classrooms are organised in zones which generally relate to the 7 Areas of Learning. Clear labelling and photographs help children know where to go when they wish to get resources, and also helps them to return them afterwards.

Outside, the 7 Areas of Learning are planned and provided for, with permanent and temporary activities available for each area of learning. As well as this, the outside classroom provides a 'natural' environment, with an emphasis on helping the children to experience the natural world, with trees, logs, stone boulders and a water pump and a pebbly river. There is a mud kitchen. Protective and waterproof clothing is available. The outside environment provides an element of planned for, controlled risk.

4.2 Teaching

Phonics

In Nursery and Reception children learn phonics daily using the ALS phonics scheme. In Nursery this is a simple, short session where children develop their listening skills through a range of different activities. In Reception, children move swiftly on to learning the letter sounds and graphemes. There is a phonics meeting in the spring term so that parents can keep up to date with how their child is being taught. There are also regular phonics assessments to ensure all children are making the expected progress and additional provision for those who need extra support. The children are also taught 'sight' words (common words which should be read on sight rather than decoded) which go home in Reception weekly.

Reading

Shared reading (whole class reading) begins in Nursery in the Spring term and takes place in Reception several times a week in the Autumn term and weekly after that. Reception then take part in Guided Reading/DSR, where an adult hears them read in small groups. Both Nursery and Reception teachers hear the children read individually. Children take a book home to share with their families daily. In the spring term Reception children also take a levelled reading book / DSR home reader / phonics book to practise reading independently.

Writing

In Nursery, writing is primarily focussed on name recognition and writing as well as ascribing meaning to their own mark making. In Reception, children take part in regular shared writing sessions linked to their topic. They also write in their daily phonics lessons and have opportunities to develop their independent writing in the continuous provision. There are also writing focus activities where children work intensively with an adult to develop their writing stamina and independence.

Storytelling

Children learn each story by heart by hearing it, stepping it out, using a story 'map', learning about the characters, writing the story, changing parts of the story, and writing their own stories. They also learn about different forms of non-fiction writing such as writing letters, invitations, lists and instructions. This forms the basis of many of the English lessons.

Maths

In Nursery, there is a weekly maths focus with daily counting and quick maths activities in small groups. There is also a weekly problem-solving activity that may be explored in or outdoors. In Reception, children do whole class maths sessions 4 times a week. There are also weekly maths focus activities where adults will work with children individually. There are always opportunities for children to explore mathematics in the continuous provision.

Adult Led Activities

Each week, adults will work with individual children or small groups on activities linked to the 7 areas of learning. As the year progresses there will be more of a focus on the ELGs and preparation for KS1.

Child Initiated Activities

Adults will also act as observers in the provision, enabling children to access the resources and activities and aiding children to resolve conflict. During this time, they may also work with children to develop their thinking and move their learning on. All adults use their professional judgement and knowledge of children to understand the next steps in their learning.

5. Assessment

Within the first 6 weeks that a child **starts reception**, staff will administer the Reception Baseline Assessment (RBA).

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. The results of the profile are shared with parents and/or carers for their child.

The profile is moderated internally (referring to the Development Matters [guidance](#)) and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

Responsive Teaching

All adults in EYFS contribute to their class intelligence gathering folder. During carpet sessions, adults will be observing children and making notes to guide subsequent activities. The teaching teams have time each day to feedback any important information relating to children in the class.

Special Books

Pieces of work the children have created as well as photographs are collected in Special Books. Beside the work / photograph, adults record what the child has to say at the time so that they can talk in detail about the activity in an extended way. Special books contain important evidence of the children's learning journey across the year in the 7 areas of learning.

Assessment during adult-led/self-initiated activities:

During adult led activities, adults will record important information that help to assess the children's understanding in that particular area and identify next steps. This is usually done using checklists which are stored in the intelligence gathering folder.

In reception, children's formal, more adult directed writing is recorded in their writing books. From this, the children's progress is checked and analysed. At the end of the year, staff moderate with Year 1 to make decisions about the child's achievements.

Transition to Year 1:

A variety of strategies are used to support the transition to Year 1 from Reception. These include:

- Working with their new teacher in the Reception and later in the Y1 classroom
- Going to whole school assemblies
- Cross moderation with Year One, looking at the children's work and the ELGs
- Playing in the big playground with all of the Reception staff to support them
- Beginning to practise year 1 routines in the classroom environment.

6. Working with parents

Parents are the children's first educators and continue to educate and influence their child all their lives. We understand how important it is to work alongside parents.

How we do this:

- EYFS team meet all children prior to their starting school. This may be a meeting at the school or at their home / previous educational setting.
- We give all children and their parents an opportunity to tell us all about their child. In Nursery this is usually in the form of an 'All About Me' booklet. In Reception, we meet with families new to the school to discuss their child prior to starting in September.
- All parents are invited to have a one-to-one interview with the Head Teacher with the chance to ask questions in depth.
- Inviting all parents to a welcome meeting or sending out a welcome booklet after their child starts in Nursery / Reception.
- Offering parents regular opportunities to talk about their child's progress in our Nursery and Reception class, especially between 8.45 and 9am (or between 12:30 – 12:45 for part time children in nursery).
- As well as 'open door', informal opportunities to speak to the staff with any concerns, ask questions or share achievements, there are regular formal opportunities such as termly formal parents' meetings and a yearly report detailing their achievements
- Offering parent workshops to support learning at home, based on the needs of the children and families.
- In Nursery, Parents and carers can contribute to Special Books, sharing information, for example, on the child's favourite books. Also, parents are encouraged to contribute photographs of special times with descriptions of what they have enjoyed as a family.

When children arrive in Nursery, they will be assigned a key worker. That person will take extra care to develop a positive relationship with the child and their family.

Reporting to parents / carers:

Parents are informed about their child's progress in the 7 areas of learning in a formal report at the end of the year. Parents also meet with teachers in the Autumn and Spring term to discuss their child's progress and achievements.

7. Safeguarding and welfare procedures

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

In addition, we:

- promote the welfare of children.
- promote good health, preventing the spread of infection and taking appropriate action when children are ill.
- promote good oral health, by talking to the children about the effects of eating too many sweet things and the importance of brushing teeth.
- manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs.
- ensure all adults who look after the children or who have unsupervised access to them are suitable to do so.
- ensure that the premises, furniture and equipment is safe and suitable for purpose
- ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.
- maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.

Refreshments:

Fruit, wholemeal snacks (wholemeal bagels) and water are available for children throughout the day. Milk is also available for children in the nursery. Children are encouraged to be responsible for helping themselves to refreshments. There is also a Breakfast Club available for all children before school. We ask parents for details of any allergies the children have and make known to them what is being provided.

Sickness and injury:

If children are too unwell or badly injured to stay at school their parents, carers or emergency contact are phoned and asked to take them home. If children sustain injuries during the day parents or carers must be informed of this at home time or earlier if appropriate. Accidents are recorded on Accident Slips and given to the parents if needed. Ice packs may be given to children for appropriate injuries. Medicine can be administered at school (for more details, see the relevant policy). We encourage excellent attendance.

Changing children's clothes:

We encourage independence in EYFS, but staff are always on hand to support children if they need help getting changed. We will change a child's clothes in school if they have an accident. We always ensure that children are treated with dignity whilst safeguarding pupils' welfare and well-being. Parents are asked to start toilet training their child in preparation for starting Nursery. The EYFS team will always advise and support parents with this.

Safety:

We deeply value the children's safety and we provide a safe and secure environment at all times. We also aim to educate children about risks as well as the need for boundaries and rules. We talk to the children about any risks connected to the activities they are doing. In the outside area, there is a written Risk Assessment which is shared with all staff. It balances the need for safety with the need to provide some challenges. We believe in educating children about the need for themselves to evaluate the risk involved in what they are doing, as this is a life- long skill.

8. Monitoring arrangements

This policy will be reviewed and approved by the governing body every 2 years.

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