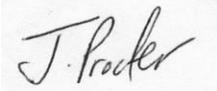




EYFS Policy

Review cycle	1 / 2 / 3 years	Date: September 2021
Approved by	Executive Headteacher	
Changes made in this review cycle	Adaptions made based on the new framework, assessment, ELG's and tracking.	
Linked policies	Teaching and learning Subject leadership	
Signed		Date: September 2021
Position	Executive Headteacher	
Date of next Review	September 2022	

Introduction

Early Years Education is the foundation upon which children build the rest of their lives, and is taught through a means of making connections, learning through play and adult interaction.

This policy outlines the purpose, nature and management of Early Years at across the Pioneer Federation.

The Nature of Early Years Education

In this policy, the Early Years education refers to children from the age of 2 to 5 in the Nursery and Reception classes. This is referred to in the Foundation Stage curriculum, which also covers pre-school settings 'Birth to Five'. Early Years education is concerned with the physical, social, emotional and intellectual development of the individual child, with no area standing in isolation from the others.

Weaving throughout the EYFS curriculum across our settings are three **Characteristics of Effective Learning**.

- **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

The EYFS has four guiding principles:

- Every child is a **Unique Child** who is constantly learning and can be resilient, capable, confident and self-assured
- Providing an environment that develops **Positive Relationships**, encouraging them to be strong and resilient.
- Children learn and develop well in **enabling environments with teaching and support from adults**, who respond to their individual interests and needs and help them to build their learning over time.
- Children benefit from a **strong partnership** between practitioners and parents and/or carers.
- Having an awareness and knowledge of importance of **learning and development**. Children develop and learn at different rates.

Entitlement

The Early Years Foundation Stage (EYFS) areas of learning and development have been updated and were published by the government in 2021. These areas of learning are used when observing, assessing and planning for a child's individual needs.

There are seven areas of learning, which have sub sections to focus learning. The seven areas are also split into two areas, **Prime Areas** and **Specific**

Areas.

1. The three prime areas- which are for all children and provide the solid foundations for accessing other areas of learning.
2. The four specific areas- which build use and build upon the three prime areas to facilitate and extend learning.

The three prime areas are:

- **Personal, Social and emotional development.**
Self- Regulation
Managing Self
Building Relationships
- **Physical development**
Gross Motor Skills
Fine Motor Skills
- **Communication and language.**
Listening, attention and Understanding.
Speaking.

The four specific areas are:

- **Literacy**
Comprehension
Word Reading
Writing
- **Mathematics**
Number
Numerical Patterns
- **Understanding the World**
Past and Present
People, Culture and Communities
The Natural World
- **Expressive Arts and Design**
Creating with Materials
Being Imaginative and Expressive.

Planning, Implementation and Play

Throughout the EYFS we plan activities to give children learning experiences and opportunities to work towards the Early Learning Goals and prepare them for the National Curriculum and lifelong learning. Teaching and learning will take place within the classroom, outside areas and in the local area. Within these areas children will participate in a variety of activities, both with an adult and independently. We believe that play, both indoors and outdoors, is the fundamental way in which young children learn. Play can be enjoyed and challenging. When playing, children behave in different ways. Sometimes, their play will be boisterous, sometimes they will describe and discuss what they are doing, and sometimes they will be quiet and reflective as they play. Through play, children will be developing skills across all the Prime and Specific areas of learning, working towards achieving the Early Learning Goals.

In a secure environment with effective adult support, guidance and directed teaching, children will be able to,

- Explore, develop and represent learning experiences that help them make sense of the world
- Practise and build up concepts, ideas and skills
- Learn how to control impulses and understand the need for rules
- Be alone, be alongside others or co-operate as they talk to rehearse their feelings
- Take risks and make mistakes
- Think creatively and imaginatively
- Communicate with others as they investigate and solve problems
- Express fears to relieve anxious experiences in controlled and safe situations

Adults in the setting will support play and learning by:

- Planning and resourcing a stimulating environment
- Supporting children's learning through planned play and directed teaching
- Extending and supporting children's spontaneous play
- Extending and developing children's language and communication in their play.
- Listening to all forms of children's communication and their ideas and taking these into account when developing play and planning.
- Narrating children's play.
- Exposing children to a wide range of stories, poems and genres of text.
- Encourage children to use a range of vocabulary.
- Asking questions about children's play.

Each child is viewed as an individual, with specific needs being met in appropriate ways, according to their stage of development. Individuality is encouraged, independence is fostered, and each child is encouraged to achieve their best.

Adults will be aware of the importance language and vocabulary has on children's development and keep this in the forefront of their minds.

The Role of Parents

Parents are encouraged to work in partnership with staff and become involved in their child's education. The Foundation Stage Profile is discussed at regular intervals and parents are kept fully informed of their child's achievements. Parents are encouraged to contribute formally through a range of strategies' for example using WOW slips which are used to record children's achievements outside of the school environment and celebrated with

their peers in the classroom and a termly questionnaire. Parents are also invited into school regularly to share the children's learning journeys with them.

A meeting is held with the parents of pre-school children in the term before admission. At this meeting the school's Early Years Policy and the way in which the Reception Class is structured will be explained. Parents of pre-school children will receive information folders, including the school prospectus, and starting school booklet. An individual meeting with parent and child is arranged during the first week of autumn term either in school or as a home visit (Term 1).

Admission

Children are admitted in September for school, on a full-time or part-time base, depending on a professional discussion between parent and teacher. A quickly staggered admission system is used in order to settle the children quickly and comfortably by enabling them to gain confidence and familiarity in routines and their new setting.

Children in Nursery are admitted throughout the year, following their second birthday or when parents choose to start nursery. This transition is developed and planned in partnership with parents around children's individual needs.

Inclusion

At Pioneer we promote equality of access to the whole curriculum for all learners. The EYFS team is aware of the physical, sensory, cognitive and emotional development and needs of learners. When planning learning objectives, a variety of activities and experiences are planned to meet the needs of different learners.

In accordance with the school policy of special educational needs, all children with a special need are identified as early as possible and an intervention strategy put in place to help the child deal with or overcome their particular special needs.

The EYFS team is well placed to liaise with parents and other early years settings to help identify any special needs specific children may have. The school has established relations with all special needs providers and a number of agencies are regularly in communication with our setting. On entry to school and nursery parents are asked to inform the staff of any medical conditions or other important information we may need to be aware of. We reinforce the importance of equality of access to education all children of all aptitudes and abilities.

Planning

Planning follows the Early Years Foundation Stage Framework, and the curriculum plans have been developed alongside the education programmes and practitioner knowledge of the cohort, child development, and wider learning opportunities. Long term, termly and weekly plans ensure activities and all areas of learning are covered in both the outside and inside classrooms. Termly topics and big questions are introduced through wow starters or stories and are drawn together and ended through celebration. In addition to formal planning, staff take account of pupil interests and passions and will adapt environment and learning to utilise these interests and engage pupils in play and learning.

Teaching and Nursery assistants are consulted, advised and kept informed of planning and work closely with teachers to assess, monitor and deliver learning objectives.

Assessment, Reporting and Recording

Class Teachers, teaching assistants and Nursery staff are continuously observing and assessing the reception children. Records of observations and assessments are kept in the Assessment folder and in each child's Learning Journey. These are used as an 'assessment for learning' tool to inform planning and future learning and development. The EYFS team uses an in-house tracking document to track children who are 'on track' to meet the end of age assessments in Nursery and the Early Learning Goals in Reception. Staff use assessment guides such as Development Matters and Birth to 5, to support discussions, assessments and next steps.

Moderation style discussions take place within the federation and with local schools and nurseries to check that all assessment judgements are secure.

The end of year report to parents/carers is a summary of the data collected throughout the year. It informs the parents/carers of whether the children have met or not met the end of year Early Learning Goals, the progress they have made and the next steps the children need to make in order to develop even further.

It will also include a summary of the children's Characteristics of Learning. Once these reports have been presented, parents have the opportunity to discuss them at the end of year reports meeting.

These reports and assessments also form the basis of transition discussions and support into Year 1.

When children are moving from Nursery onto School the child's Key Person completes a moving on assessment form to inform the child's new settings of their strengths and areas of development.

Nursery

One of our settings has an onsite Nursery which also has its own range of specific policies linked to situations and roles suited to the needs of younger children, including nappy changing and the role of the key person, copies of these can be found on the website.

Nursery provision provides the starting foundation for pupils experiences, building relationships and developing children and active, curious learners. Our Nursery team work in partnership with the Reception teachers all year round and are continually adapting and reviewing provision around their unique cohorts of children.

Continued Professional Development (CPD) and Networking

All EYFS staff attend relevant training courses, related to curriculum developments and termly Foundation Stage meetings are held with the teachers across the federation. The EYFS Lead works closely with the early year's team across the federation to share and develop CPD. Within our Federation we lead the Early Years Hub of Excellence for the Lewes and Ringmer Area, providing training, networking and sessions for childminders, pre-schools and Reception staff. In addition to this we also have Early Years member of staff who works with the Local Authority to raise awareness and monitor accurate assessments.

The Role of the Head teacher and the Early Years Leader

The Early Years Leader will work alongside the Executive Head/ Head of School to inform all school and nursery staff of any new developments and changes in the Early Years Foundation Stage curriculum. Policies and framework will be reviewed as part of the school development plan.

Home Learning

Children and parents are encouraged to read regularly together at home, inline with the federation reading policy. There are also a range of opportunities for parents and children to build upon their learning in school, at home, through the use of termly challenges, phonics games and flash cards and some weekly ideas.

Curriculum Area Leaders

Across the pioneer federation our middle leaders work with teachers to develop their subject and pedagogical knowledge to enhance the teaching of the curriculum.

Within Early years we are passionate about developing other teachers and middle leader's knowledge of the EYFS curriculum. We actively encourage teachers to spend time within EYFS and review our provision as part of their subject leadership, sharing ideas and effective early years practice.

The table below shows how the Early Years curriculum areas, link with the national curriculum subjects and explain some suggested provision or focus ideas which will support development of pupil knowledge and skills.

Early Years Area of Learning		National Curriculum Subject Links	What could this look like in an EYFS Setting?
Personal, Social and Emotional Development	Self- Regulation	PSHE Curriculum	Roleplay Areas Playing games, turn taking Stories, Playing and working in pairs or groups Self-care needs - getting dressed, healthy eating
	Managing Self	PE, Science	
	Building Relationships	Drama Art and Design	
Communication and Language	Listening Attention and Understanding	All subject areas	Attending Assembly, focusing on instructions, listening games. Listening to music, songs stories, and friends. Exploring a range of genres of texts, word play, songs, rhymes, Acting out stories, roleplay
	Speaking	All subject areas	
Physical Development	Fine Motor Skills	PE Literacy	Threading, peg boards, write dancing, Writing letters and making marks with a variety of materials.
	Gross Motor Skills	PE PSHE	Yoga, trim trails, balance beams. Jumping on and off things, climbing, bikes, scooters. PE Sessions - Ball skills, throwing, catching, rolling, pushing, pulling.
Literacy	Comprehension	Literacy Drama All curriculum areas	Sharing stories as a class, 1-1, in groups Phonics Acting out stories, roleplaying our own stories, Small world play Drawing and making pictures/art models. Songs and phonic actions
	Word Reading		
	Writing		
Maths	Number	Maths Science	Number hunts, counting objects, numbers in provision, numicon, number blocks, practical addition and subtraction. Roleplay shops, buses and centres. Subatising amounts, use of dice, number songs and patterns

	Numerical Patterns	Maths Science History	
Understanding the World	The Natural World	Science, Geography	Experiments, walks, roleplay, animal small world areas, topic themes, trips, cars and toys, puzzles, stories.
	Past and Present	RE, History, Drama	Exploring jobs, celebrations events, difference, stories and videos. Puzzles, pictures, visitors and trips.
	People, Cultures and Communities	RE, Geography History, PSED	
Expressive Art and Design	Being Imaginative and expressive	Art and Design, Science Forest School	Role play, creation stations - lots of different materials Forest School
	Creating with Materials	Music Drama Literacy	Musical instruments, singing songs, Junk modelling Mud Kitchens, Sand and water play

Policy: EARLY YEARS POLICY

Date: September 2021

Review: September 2023

Co-ordinator: Sheridan Whythe