



Seamer and Irton CP School

Early Years Foundation Stage Policy



Policy Name	EYFS Policy
Frequency of review	Annual
Governor lead	Mrs S. Coy
Lead member of staff	Mrs J. Stewart
Reviewed on	September 2024
Reviewed by	Governing board
Next review	September 2025

At Seamer and Irton CP School we take great pride in creating a happy, stimulating learning space where all pupils feel valued, safe, listened to and encouraged to achieve their best by a caring team who always have pupils' best interests at heart. We work in close partnership with parents, carers and previous settings to provide the best start for each child, acknowledging that all pupils are unique and have different starting points.

When children enter school they immediately become part of our school family and we begin to embed the values of our school's mission statement, which states that we will 'provide all pupils with every opportunity to achieve their full potential' in a 'supportive, friendly, safe environment in which everyone is valued and respected'.

Our Aims:

- To provide a curriculum that offers children a wide range of opportunities, both new and familiar, and promotes collaborative play and learning and the freedom to follow their interests and share their ideas freely.
- To provide enabling environments and warm, skilful adult interactions that help children achieve their potential.
- To provide key workers who closely follow the emotional and academic progress of a group of pupils through their Reception year.
- To maintain close dialogue with parents, keeping them fully informed of their child's development and nurturing strong home-school links.
- To maintain high expectations of engagement and behaviour, encouraging pupils to develop perseverance and self-belief so that they can problem solve and take measured risks.
- To provide children with opportunities to develop their sense of wellbeing and ability to regulate their feelings so that they feel confident in our school community and beyond.
- To provide additional or alternative support for children who need help in order to maximise their chances of achieving the Early Learning Goals.

Statutory Requirements:

This policy is written in line with the current Early years foundation stage statutory framework.

Our Curriculum:

We shape our educational programme around the **prime** (Communication and Language, Physical Development and Personal, Social and Emotional Development) and **specific** areas of learning (Literacy, Mathematics, Understanding the World and Expressive Arts and Design).

Our teaching, interactions and provision centre on developing the characteristics of effective learning; playing and exploring, active learning and creating and thinking critically.

Our curriculum meets the requirements set out in the Early years foundation stage statutory framework. It is well planned and rigorous and is designed to continue pupils' learning journey from whatever point they have reached in their pre-school experience. We use Development Matters as guidance for pupils' development. Our topics are based around a launch, boost and destination approach and are designed to create interest and stimulate enquiry, embed new knowledge and engage parents. Our curriculum is text led and stories are at the heart of all we do. Continuous provision allows for the children to follow and develop their learning through their own interests and curiosity. We provide enhancements and the opportunities for new experiences in all areas of provision on an on-going basis.

Pupils love the opportunities provided by Forest School sessions, which link with current topics and the curriculum area of Understanding the World. Pupils enjoy yoga sessions during the year. The EYFS outdoor area is very popular and effective in developing pupils' physical skills and knowledge of the natural world around them. Our indoor and outdoor classrooms have equal value and pupils are able to spend time in all areas of their choosing each day. Children make their own decisions about where they learn best. Staff rotate within the areas of learning, indoors and outdoors, in order to spend time getting to know all pupils and supporting their development.

Activities in the setting are carefully chosen to develop the characteristics of effective learning. Staff are taught when to question and become involved in guiding pupils' play and when to observe. There are opportunities to allow mark making and counting across all learning spaces. Pupils have weekly visits to our school library to hear stories read by our librarian and to choose books. Children also have access to online books, to help develop a life-long love of reading.

Daily phonics and maths lessons are taught discreetly. We use the Little Wandle Letters and Sounds Revised systematic synthetic phonics scheme to teach reading and the NCETM Mastering Number programme in our maths teaching. Pupils take part in three guided and two shared reading sessions each week. Children learn through a balance of child-initiated and adult-directed activities, with an emphasis on independent play and learning opportunities that stimulate and challenge.

On entry to school, we place strong emphasis on the prime areas of Communication and Language and Personal, Social and Emotional Development. Staff act as role models for using quality talk and show children how to build polite and respectful relationships through our own actions and relationships. We teach children that they are part of a class, year group and school community. Good behaviours are expected and we celebrate the fact that it is 'Good to be Green'.

Inclusion and SEND

Staff also take into account the individual needs, interests, and stage of development of each child in their care, and use this information to plan a challenging and enjoyable experience. Where a child may have a special educational need or disability, the school SENDCo provides support and guidance and works with staff and parents to consider whether specialist support is required, linking with relevant services from other agencies, where appropriate. In planning and guiding children's activities, practitioners reflect on the different ways that children learn and include these in their practice. If needed, extra interventions in a small group or 1:1 are delivered by members of the EYFS team during the day.

Assessment:

We assess pupils daily through our observations, interactions, focused activities and discussions with parents. At our weekly team meetings, early years staff share their observations of pupils' development and we plan next steps together.

We carry out the Reception Baseline Assessment when pupils enter school and use these outcomes, alongside data from pre-school settings and our initial assessments, observations and conversations with each child to provide us with an understanding of their unique starting point.

The Nuffield Early Language Intervention assessment, carried out in the Autumn term, identifies pupils who have a weakness in their oral language skills. The assessment informs us if the child is understanding at the expected level for their age or requires intervention. Pupils who show difficulties with the production of speech sounds are assessed by a speech and language therapist who then identifies a programme of support to be delivered in school and at home.

Phonics progress is assessed on a six weekly basis using the Little Wandle for Letters and Sounds Revised assessment materials. We also carry out in-house half-termly maths assessments.

We track and analyse progress at the end of each term. Progress data is shared at pupil progress meetings and provision maps are set which identify pupils who need interventions in order to secure their progress. ILPs specify the small steps pupils will be supported in, to make good progress. We complete the EYFS profile at the end of the academic year.

Parent and carer partnerships:

Parent relationships are strong and begin with a carefully planned induction programme. Our transition strategy covers an intake across a large number of early years settings. The strategy includes visits to settings, family appointments in school, 'All about me' documents provided by parents and a graduated start to school. Regular communication with parents is achieved through parents evenings, classroom play sessions, Twitter, home activity books and through sharing significant moments in the child's learning journey digitally (Class Dojo) and in their 'busy book'. We are available to talk to family members at the start and end of the school day. Parents are encouraged to support their child's learning, especially in the key areas of reading and phonics.

Transition:

By the end of the year, we prepare children with the knowledge, skills and learning attitudes, which will equip them for their move to Year One. The pedagogy in Year One reflects the independent learning skills children have gained in Reception. Transition to KS1 is carefully planned across the summer term, including visits by pupils to their new staff and classrooms, visits by the next teachers to the EYFS classrooms and moderation and progress meetings between Reception and Year One teachers. Pupils who would benefit from extra visits are provided with that opportunity. We continue to liaise with Year One colleagues once children have begun their Key Stage One journey.

Safeguarding:

We follow the safeguarding and welfare requirements in Section 3 of the Early years foundation stage statutory framework. Safeguarding is a standing item in our team meetings. Concerns are reported, via CPOMS, to the DSL and the deputy DSLs.