

EYFS Policy

Policy Monitoring, Evaluation and Review

This policy is effective for North Mead Primary Academy

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Revision History:

Version	Date	Author	Summary of Changes:
0.1	Feb 2015	VR	
0.2	Sep 2016	VR	To reflect change to Academy Status
0.3	Nov 2017	VR	Addition of Point 10. Safeguarding
0.4	Nov 2018	VR	Updated to reflect Trust name change
0.5	Nov 2019	VR	Updated to reflect school name change
0.6	Nov 2020	VR	Policy review due – no changes needed
0.7	Oct 2021	RP	Policy review due – Covid and curriculum changes
0.8	Jan 2023	RP	Policy Reviewed and all sections updated
0.9	September 2023	RP	Phonics updated to reflect the updated scheme of work
1.0	December 2024	RP	Maths updated to reflect scheme of work. Introduction - mixed classes Added four themes of EYFS Observations Learning environment.

North Mead Primary Academy

Early Years Foundation Stage Policy

'Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. 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 - Department for Education 2021

1 Introduction

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the reception year. At North Mead Primary Academy, we offer part-time Early Years place (morning only), for children who turned three prior to 31st August before starting school in September. We also offer full time places for children following their fourth birthday. There are 3 mixed classes in EYFS which include children between 3-4 years old and 4-5 years old.

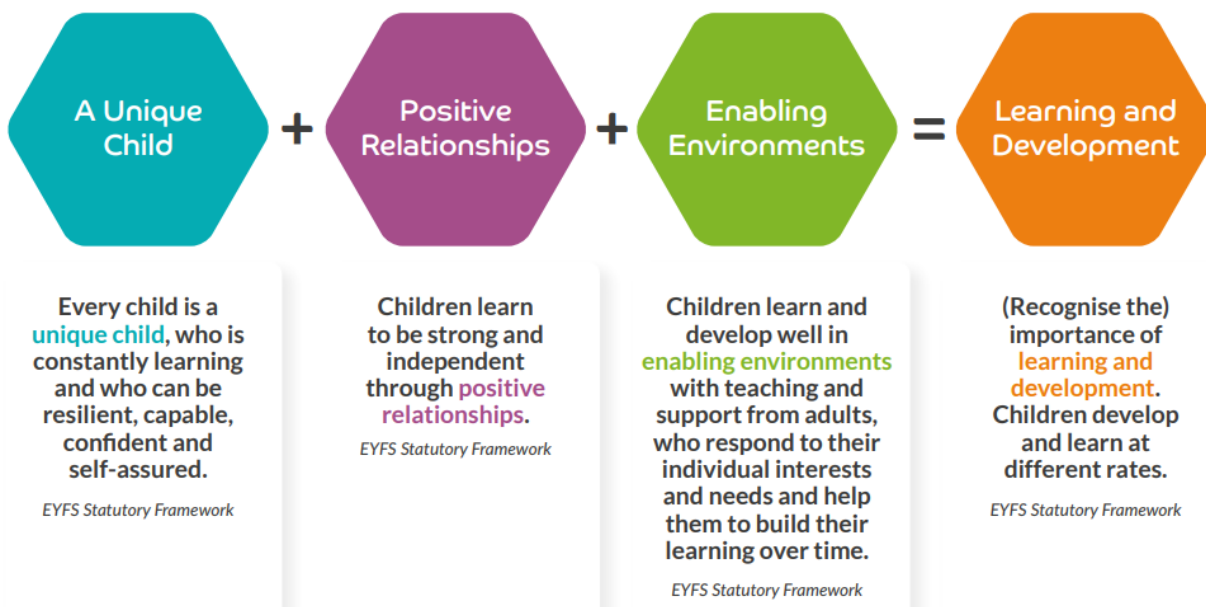
2 Intent

We will provide all of our children with a *broad, relevant and enriched* curriculum so that they have the *character* to make a *positive* contribution to our society and are *knowledgeable, skilled and ready* for the next phase of their education.

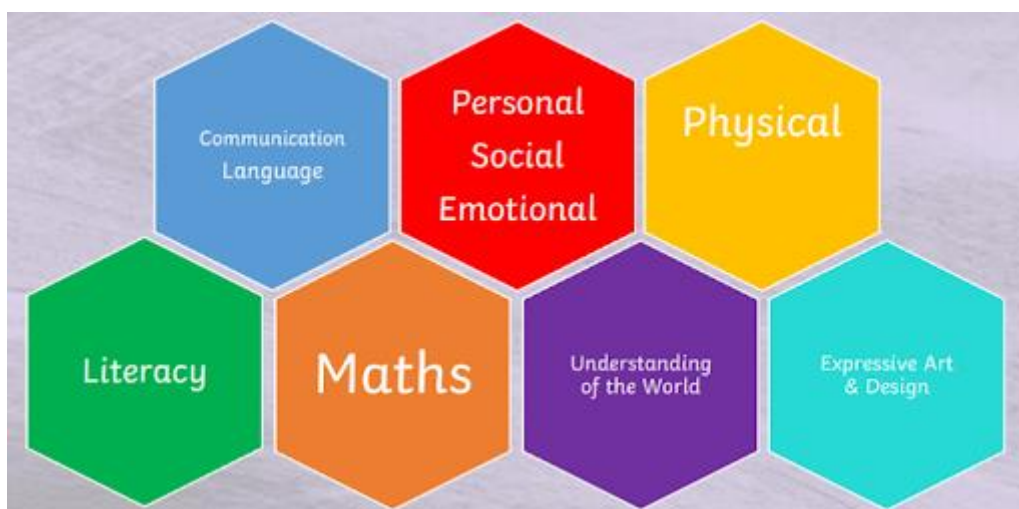
Through the seven areas of learning we provide topics that excite and engage pupils, building on own interests and developing their experiences of the world around them. We recognise that all children come into our setting with varied experiences and all staff work hard to ensure that the learning opportunities provided widen their knowledge and understanding of the world, setting ambitious expectations for all pupils. The curriculum celebrates diversity and supports the pupils' spiritual, moral, social and cultural development. Those children with particular needs, including SEND and EAL are supported appropriately allowing them to be successful.

3 The Early Years Foundation Stage

The Early Years Foundation Stage is based on four themes.



There are seven areas of learning and development that must shape educational provision in early years settings. All areas of learning and development are important and interconnected. Our children's learning experiences enable them to develop competency and skill across several learning areas. They require a balance of adult led and child initiated activities in order for most children to reach the levels required at the end of EYFS. These areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.



The three Prime areas are:

- **Personal, Social and Emotional Development**
- **Communication and Language**
- **Physical Development**

Staff will also support children in four specific areas, through which the three prime areas are strengthened and applied.

Specific Areas:

- **Literacy**
- **Mathematics**
- **Understanding the world**
- **Expressive arts and design**

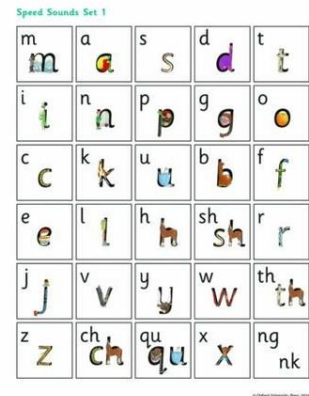
At North Mead, we offer a curriculum which builds on the knowledge, understanding and skills of all children, whatever their starting points. We use 'Development Matters' as a guided alongside carefully selected topics and enrichment opportunities. The children's interests are also used to help shape our curriculum. The aim of our curriculum is to develop a thirst and love for learning by:

- Carefully planning sequences of lessons that provide meaningful learning experiences, developing each child's characteristics of learning and building on prior knowledge.
 - Providing high quality interactions with adults that demonstrate and impact on the progress of all children.
 - Using high quality questioning to check understanding and address misconceptions.
 - Staff acting as role models to the children for them to develop their own speaking and listening skills.
- Carefully assessing, through ongoing observations, that are used to inform the next steps in learning and meet individual needs.
- Developing an effective and engaging environment that is set up so that children can access all areas of learning both inside and outside at any one time.
- Providing child-initiated activities that enhance children's learning and allow them to apply their learning independently.
- Allowing children to be successful in their attempts at an activity and using effective feedback to help them overcome challenges.
- Suggesting home learning opportunities with information about what has been taught, allowing parents to build on their child's school experiences, at home.

We recognise the changing needs and interests of our pupils and we are responsive to this, regularly developing existing topics and focus texts.

3 Reading

At North Mead we follow the Ruth Miskin Literacy (Read Write Inc) programme which develops communication, language, and literacy skills in a systematic and structured way. We believe that teaching phonics is the best way for children to become confident readers and writers. In EYFS, children receive a phonics lesson every day where they learn which sound each letter makes and how to build these into words. Children are taught to write unknown words: stretch out the word (segmenting) so they can write a letter for each sound. To read unknown words, children learn to say each sound they can see and then blend them together (blending) to read to whole word.



To encourage a love of books in EYFS, we use a book rich curriculum. Children also access a wide range of high-quality books to take home and read.



4 Maths

Power Maths is a whole-class mastery programme designed to spark curiosity, excitement, and help children nurture confidence in maths. It is built around a child-centred lesson design that models and embeds a growth mindset approach to maths. The curriculum strands have been broken down into core concepts. These are taught in blocks of lessons so you can give sufficient time to developing a deep and sustainable understanding of core maths concepts. Each concept has also been broken down into small steps (lessons). Each lesson and concept builds on prior knowledge to help children build a robust and deep understanding of the concept before moving on.



Prior to Power Maths, some children access master curriculum. This is a guiding tool for planning the details of the education process, so that students can learn in an organized, orderly, and sequenced manner.



5 Characteristics of Effective Learning

We ensure that our environment and delivery of the curriculum incorporates the three characteristics of effective teaching and learning:

5.1 Playing and exploring - children will have opportunities to investigate and experience things, and 'have a go'.

'Children's play reflects their wide ranging and varied interests and preoccupations. In their play children learn at their highest level. Play with peers is important for children's development.'

Through play, our children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas, learn how to control themselves and understand the need for rules. They can think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems.

5.2 Active learning - children will have time and space to concentrate and keep on trying if they encounter difficulties and enjoy their achievements.

'Children learn best through physical and mental challenges. Active learning involves other people, objects, ideas and events that engage and involve children for sustained periods.'

Active learning occurs when children are motivated and interested. Children need some independence and control over their learning. As children develop their confidence, they learn to make decisions. It provides children with a sense of satisfaction as they take ownership of their learning.

5.3 Creating and thinking critically - we encourage and support children to have and develop their own ideas, make links between ideas, and develop strategies for doing things.

"When children have opportunities to play with ideas in different situations and with a variety of resources, they discover connections and come to new and better understandings and ways of doing things. Adult support in this process enhances their ability to think critically and ask questions."

Children should be given the opportunity to be creative through all areas of learning. Adults can support children's thinking and help them make connections by showing interest, offering encouragement, clarifying ideas and asking open ended questions.

Children can access resources and move around the classroom freely and purposefully to extend their learning.

6 Planning

The Early Learning Goals provide the basis for planning throughout the Foundation Stage. The planning objectives within the Foundation Stage are from the Development Matters Statements. The planning is based upon topic books with a focus on all seven areas of learning plus links to the Key Stage 1 subjects. Teachers use Read Write Inc, Power Maths and Master the Curriculum to plan their directed teaching.

7 Observation

Foundation Stage staff use observations as the basis for planning. Staff are skilled at observing children to identify their achievements, interests and next steps for learning. These observations then lead the direction of the planning. These observations can be recorded on Class Dojo for parents to see and comment, WOW books and Topic books.

8 Assessment

During the first six weeks of the Autumn term all pupils in Reception are assessed in Mathematics, Literacy, Communication and Language using the new Reception Baseline Assessment. The results are held by the Department for Education and will be used to measure progress at the end of Year 6. Staff also carry out an internal baseline assessment looking at all 7 areas of learning. These assessments allow us to identify patterns of attainment within the cohort, to adjust the teaching programme for individual children and groups of children.

Assessment in the Foundation Stage takes the form of both formal and informal observations, photographic/video evidence and through planned activities. Assessment is completed regularly and involves both the teacher and other adults, as appropriate.

Progress data is collected at three points in the school year - Autumn, Spring and Summer. Progress is recorded on Bromcom. Bromcom is used to track children's progress and is updated at the end of each term. This provides a summary sheet for each child which feeds into the whole-school assessment and tracking process. At the end of the year, we record each child's level of development against the 17 Early Learning Goals as Emerging or Expected. We send a summary of these assessments to the LA for analysis. The child's next teacher uses this information to make plans for the year ahead. We share this information too in the end-of-year report. Parents receive an annual written report that offers an overall comment on the child's progress and their end of year assessment level for each area of learning

9 The learning Environment

The Foundation Stage classrooms are organised to allow children to explore and learn securely and safely. There are specific areas where the children can be active, be quiet, creative etc. Children have access to both inside (all three classrooms) and outside area across the day; this has a positive effect on the children's development. The Foundation Stage has its own outdoor classroom area as well as its own playground and woodland area. Being outdoors offers opportunities for doing things in different ways and in different scales than when indoors. The children can explore, use their senses and be physically active and exuberant.

10 Transition

Starting school can be a difficult time for young children; we therefore plan this time carefully to support children with the transition and to ensure it is as smooth as possible for each child and that they settle into their new class quickly and happily.

When starting Early Years, children will receive a home or nursery visit and be invited to a stay and play in the summer term to meet their child's new teachers and other key staff and learn more about the curriculum. This is an opportunity for staff to personally explain the arrangements for the gradual induction into EYFS

Starting in Key Stage 1 (Year 1), each child's involvement in whole school life will have been built upon; many of the teaching and support staff will already be familiar people to them. They will have taken part in phase and whole school assemblies as well as sharing lunchtimes.

Children can meet their new class teacher and spend transition mornings in their new class during the summer term.

11 Safeguarding and Welfare

*Children learn best when they are healthy, safe and secure, when their individual needs are met, and when they have positive relationships with the adults caring for them.
(Statutory Framework for EYFS 2021)*

We ensure children learn in a safe, caring and enriching environment. Children are taught how to keep themselves safe, to develop positive and healthy relationships, and how to avoid situations where they may be at risk including being exploited.

12 Inclusion in the Early Years Foundation Stage

- In our school we believe that all our children matter. We give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when planning for their learning.
- At North Mead Primary Academy we set realistic and challenging expectations that meet the needs of our children, so that children can reach their full potential in achieving the expected levels within the Early Learning Goals by the end of the stage. Some children progress beyond this point. We achieve this by planning to meet the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.

We meet the needs of all our children through:

- Planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence
- Using a wide range of teaching strategies based on children's learning needs
- Providing a wide range of opportunities to motivate and support children and to help them to learn effectively
- Providing a safe and supportive learning environment in which the contribution of all children is valued
- Using resources which reflect diversity and are free from discrimination and stereotyping
- Planning challenging activities for children whose ability and understanding are in advance of their language and communication skills
- Monitoring children's progress and taking action to provide support as necessary

13 Resources

We plan a learning environment, both indoors and outdoors, that encourages a positive attitude to learning. We use materials and equipment that reflect both the community that the children come from and the wider world. We encourage the children to make their own selection of the activities on offer, as we believe that this encourages independent learning.