

Gascoigne Primary School



EYFS Policy

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1.Rationale:

At Gascoigne Primary School we are dedicated and determined to provide the highest quality care and education for all our EYFS children, giving them a strong foundation for their future learning.

“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)

The Early years foundation stage (EYFS) applies to children from birth to the end of their Reception year. At Gascoigne, children join our Nursery in the term following their third birthday. In partnership with parents and carers, we enable children to begin the process of becoming active learners for life.

2.Early years Foundation stage Curriculum

Intent:

The EYFS curriculum is a fundamental part of the overall Gascoigne Curriculum. The content of the EYFS curriculum is similarly driven by our school’s four key principles: Ourselves, Our World, Our Education, Our Rights.

Gascoigne Primary School is a Rights Respecting School; Article 28 states ‘Every child has the right to an education’; Article 29 states ‘Education must develop every child’s personality, talents and abilities to the full. A rich and relevant EYFS curriculum is essential to fulfil these rights. Our curriculum is progressive and coherently planned to incorporate child choice and to build upon children’s current knowledge.

We develop a love for learning by:

- Carefully planning sequences of learning that provide meaningful moments and learning experiences, developing each of the child’s characteristics of learning.
- Planning opportunities that build upon and extend children’s knowledge, experience and interests, and develop their self-esteem and confidence.
- Using high quality questioning and interactions to check understanding and address misconceptions.
- Staff acting as role models to the children they teach in order for children to develop their own speaking and listening skills.
- 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 a safe and supportive learning environment in which the contributions of all children are valued.
 - Allowing children to be successful in their attempts at an activity and using effective feedback to help facilitate next steps in learning.
 - Suggesting home learning opportunities with information about what has been taught, allowing parents to build on their child’s school experiences, at home.

The EYFS is based upon four principles.

A Unique Child

We recognise that every child is unique and that they develop in their own way and at different rates. Our staff use observations and knowledge of early years pedagogy skilfully to support children in the next steps of their learning. The ‘Characteristics of learning’ are developed and embedded by

learning through play in continuous provision and through interactions with attentive and experienced adults which develop deep sustained shared thinking.

Positive Relationships

We believe it is vitally important to develop a partnership between all the adults involved with each child. By working together, we can provide knowledge of the 'whole child' to assist their future learning needs. Each child has an assigned 'Key worker' who works more closely with them to observe progress and is also central in providing consistency for children within their care and learning. Positive relationships are key to every child's education. We pride ourselves in developing excellent working relationships with parents; understanding their role as the first educators of their children.

Enabling Environments

In the Early Years Foundation Stage, we recognise that the environment plays a key role in supporting and extending the children's learning and development. We provide the children with a nurturing environment which allows them to explore and learn securely and safely where there are areas to be active or be quiet and reflective. Well organised and stimulating provision, both indoors and outdoors, encourage creativity, independence, self-belief and confidence. The provision in the learning environment provide children with opportunities to develop positive relationships and resilience.

Learning and Development:

Through play, our children have the opportunity to have a range of first-hand experiences, practise skills, develop ideas and think creatively alongside other children as well as individually. We encourage our children to communicate with others as they investigate and solve problems. We use praise, as well as celebration and rewards, to encourage children to develop a positive attitude to learning.

The ***Early years Statutory Framework*** specifies the requirement for learning and development in the Early Years and provides prime and specific areas of learning that we cover within our curriculum.

Prime Areas

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

Specific Areas

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

We incorporate the characteristics of effective learning (COEL) into all teaching and learning experiences.

Staff also consider 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, staff 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:

Playing & Exploring

Our children explore and develop learning experiences through play, which help them make sense of the world.

Active Learning

Active learning occurs when children are motivated and interested. Children need to have 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. We plan educational visits related to the children's learning in both Nursery and Reception in order to enhance their learning by providing real-life experiences and a wide range of different learning opportunities.

Creativity & thinking critically

Children are given the opportunity to be creative through all areas of learning. Adults can support children's thinking and help them to make connections by showing genuine interest, offering encouragement, clarifying ideas, and asking open-ended questions. Children can access resources freely and are allowed to move them around the classroom to extend their learning.

The children are taught the skills required in the EYFS through half-termly topics which are coherently planned to build upon the children's current knowledge and understanding by a cumulative sequence of lessons. The pupils are encouraged to wonder and ask questions about what they are learning, and this information is used to plan subsequent lessons. We recognise that the seven areas of learning cannot be delivered in isolation and seek opportunities to make links between them.

Language-rich curriculum

At Gascoigne Primary school we promote a language-rich curriculum in our Early years and know that this is essential to the successful acquisition across the curriculum. The development of speech and language is identified as one of the most important parts of our schools' early years' curriculum. Our school's inclusion team and a Speech and Language Therapist works closely with the Nursery and Reception staff to screen the pupil's level of understanding and vocabulary on entry and plan support where necessary. Timely interventions are delivered to support this, through programmes such as, NELI and Speechlink

Literacy is taught with a key focus to develop children's communication and language, reading and writing. A range of quality texts, role-play and drama are used to develop an understanding of stories and teach about characters and settings. Children transfer the ideas by creating (drawing, imitating) story maps which helps to retell a story and draw upon language.

Reading is at the heart of our curriculum

We believe that reading is the key to all other learning and are committed to giving children the best opportunities to become confident readers. We do this by ensuring that high quality phonic sessions are taught daily using the whole school approach of Read, Write, Inc. Children's individual reading books (home reading) are closely matched to their phonic ability and staff listen to children read their book once a week. We encourage parents to listen to their child read their reading book at least four times a week and to recognise the importance of reading to their child on a daily basis to promote an enjoyment and love of reading.

Children also take part in a shared story session each day. During this session, staff read a range of books including fiction, non-fiction and poetry.

We understand that children need a vast range of vocabulary in order to succeed in life. Therefore, we place huge importance on the development of children's vocabulary. We ensure that staff are skilled in assessing early speech and language development and have the expertise to support

children in being able to communicate their thoughts and ideas and explore the meaning of new words. New vocabulary is taught explicitly through reading and writing sessions and chatter topics.

We follow the Maths Mastery approach (NCETM)

Pupils learn through games and tasks using concrete manipulatives which are then rehearsed and applied to their own learning during exploration and in adult lead activities. These collaborative and practical mathematical experiences are carefully designed to help pupils remember the content they have been taught and to support them with integrating their new knowledge across the breadth of their experiences and into larger concepts. Teaching Mathematics in such a kinaesthetic and practical way, supports our children to become logical problem solvers that can demonstrate resilience and justification when learning.

Pupils learn through a balance of child-initiated and adult-directed activities and challenges.

Each area of learning and development is implemented through well-planned, purposeful play, and a mix of adult-led and child-initiated activities. Our staff follow the 'teach-model-practise-apply' model in order for children to consolidate skills and then apply them independently through self-initiated activities. Staff respond to each child's emerging needs and interests and guide their learning and development through warm, positive and focussed interactions.

As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities. When taking part in more adult-led activities, children are provided with verbal feedback at the point of learning to address misconceptions and to provide further challenge

Inclusion

We value all our children as individuals, irrespective of their ethnicity, culture, religion, home language, background, ability or gender. We plan a curriculum that meet the needs of the individual child and support them at their own pace so that most of our children achieve and even exceed the Early Learning Goals.

We work closely with the parents/carers of our high achieving children to ensure that their individual needs are met, and their talents fostered. We ensure that these children are challenged appropriately to reach their full potential.

We strongly believe that early identification of children with additional needs is crucial in enabling us to give the child the support that they need and in doing so, work closely with parents/carers and outside agencies. We have an Inclusion team in school who supports us with any additional needs a child may have.

Self-regulation:

(see Behaviour and self-regulation policy)

In the EYFS, we provide the foundation on which self-regulation develops. This includes attuned communication right from the start, truly listening and responding to needs and feelings being communicated and co-regulating children's emotional state. Co-regulation is a necessary precursor to self-regulation.

"For young children, co-regulation also has both emotional and cognitive aspects. It includes the adult modelling calming strategies and naming and talking about feelings and ways to manage. This helps children learn to recognise their feelings and builds their cognitive awareness of strategies to reduce or manage extremes of emotion. At the same time, adults scaffold cognitive self-regulation by talking with children about thinking and learning". (Birth to 5 matters)

Through the delivery of a well-planned, child-led, and challenging curriculum pupils leave the Early Years Foundation Stage as independent learners, with transferrable skills that will stand them in good stead as they enter Key Stage One.

3. Monitoring teaching and learning in the EYFS

We are committed to providing the best possible experiences for our children. The EYFS Lead, Nursery Year group leader and Reception Year group leader are responsible for monitoring provision, teaching and

learning and children's progress. Information is shared with the Headteacher, Senior Leaders and EYFS team as appropriate and any necessary actions are taken.

All adults in the EYFS team have a key role in children's learning and development. Therefore, they are required to be knowledgeable and skilled in the EYFS curriculum. Any training needs for existing or new members of staff are identified and addressed as part of performance management targets.

The EYFS team is also committed to frequently moderating outcomes across the year group so that every member of our team feels confident in making accurate judgements about where individual pupils are and their next steps for learning. This is also supported by external, small group moderations with other Early Years teachers within the PACE group.

4.Observations, assessment and recordkeeping

Assessment and Observations:

Ongoing assessment is an integral part of our teaching and learning processes. EYFS practitioners build a full picture of children's interests, abilities and needs through observational assessment. This involves developing an understanding of children's learning by watching, listening and interacting as children engage in everyday activities, events and experiences, and demonstrate their specific knowledge, skills and understanding in their play.

These observations then lead the direction of the planning and provision. Relevant and significant observations are recorded in children's Learning Journeys.

Staff also take into account observations and feedback shared by parents and/or carers.

Statutory assessments/requirements:

- **Reception Baseline assessment (RBA)** -Within the first 6 weeks of a pupil's start in Reception, staff will administer the Reception Baseline Assessment
- At the end of the Reception year/EYFS, staff complete the EYFS profile for each child.
- **EYFS profile:** 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, and discussions with parents and/or carers. 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 and our PACE schools, to ensure consistent assessment judgements. The profile will be shared with parents/carers and Year 1 teachers along with a summary of the child's skills in relation to the three key characteristics of learning

Data analysis and pupil progress:

After each round of summative assessment, the data is analysed, and action points created to meet the needs of all children. EYFS leaders regularly meet with practitioners to discuss the progress of the children.

Recordkeeping:

Class Floor books are used in the EYFS to:

- celebrate learning and to show case the new skills and knowledge children acquired through a topic.
- demonstrate pupil voice and key vocabulary learnt during a topic.

- act as a platform for children to share their ideas for learning experiences. These ideas are then used to inform our short-term weekly planning, alongside our observations which identify areas to focus on. We always remain flexible to allow for unplanned circumstances and children's responses.

Reception pupils' progress in Maths and Writing are recorded in an individual **Writing and Maths book**.

5.Parent/Carer partnerships:

We recognise the importance of parents/carers as children's first educators. We believe that it is important that all Early years practitioners work in close partnership with parents and other stakeholders. When parents and practitioners work together the results have a positive impact on a child's development and learning.

Parents and/or carers are kept up to date with their child's progress and development on a regular basis through regular, informal discussions with a Key person, the "Seesaw"-app and parents are also invited to attend termly parents' consultations.

We offer parents workshops through the year to support parents' understanding of child development and teaching and learning in the EYFS.

Currently, we provide the following workshops to support:

1. Developing Independence
2. Early Reading
3. Learning through play
4. Mathematics and games
5. Health and Hygiene related to young children.

Each child is assigned a key person who helps to ensure that their learning and care is tailored to meet their needs. The key person supports parents and/or carers in guiding their child's development at home. The key person also helps families to engage with more specialist support, if appropriate.

We welcome and actively encourage parents to participate in their child's education and care in numerous ways.

- Always being welcoming and approachable and having an open-door approach for parents to voice concerns/ask questions.
- Holding information evenings before children start school.
- Talking about their child's interests and needs during our introductory sessions in school and at our home visits carried out each July.
- Inviting parents into school weekly for our 'Come and Play sessions' and termly for our 'Come and Learn With Us' afternoons;
- Attending class assemblies and "Beautiful outcomes"- events in school where learning is celebrated
- Welcoming parents as volunteers into our school.

6.Transitions

(see EYFS transition policy; EYFS admission policy)

Transitions are carefully planned for, and significant time is given to ensure continuity of learning and care. At times of transition, we acknowledge the child's needs and establish effective partnerships with those involved with the child and other settings.

Children transitioning to Nursery and Reception:

Children attend several introductory sessions with their parents/carers to develop familiarity with our setting and practitioners. Our EYFS staff also visit the local nurseries and preschools in return and meet with professionals to ensure a smooth transition into school.

Children transitioning into Year 1:

At the end of the EYFS, our Reception teachers meet with the Year 1-team to discuss the individual children and their specific needs. The children's Learning journeys are passed onto the Year 1-teachers to ensure continuity into year 1. Children spend a few sessions towards the end of the school year in their new Year 1 classroom, playground and links are set up for Year 1-pupil "buddies".

7.Community Links and the Wider World

Through our curriculum experiences children explore the "awe and wonder" of the world we live in. For example, we develop children's knowledge and understanding further by encouraging children to explore every season to its fullest. Our children thrive in the outdoors by playing out in all weathers and embracing weather-related play and seasonal changes.

We actively promote and develop strong links with the local community through regular visits to the Abbey, park, theatre, etc. Members of the local community and parents are invited into school to enrich children's learning experiences further.

8.Health and Wellbeing

At Gascoigne we provide an EYFS setting that is welcoming, safe, and stimulating where children can grow in confidence.

Health and Hygiene

Through our EYFS curriculum, children are taught about and encouraged to develop good habits related to their:

- Oral health care
- Personal hygiene, e.g. the importance of hand washing
- Healthy eating
- Physical and mental wellbeing

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.' 3.1 *Statutory Framework for the Early Years Foundation Stage (2021)*

9.Supervision (see *Supervision policy*)

The daily experience of children in Early Years' settings and the overall quality of provision depends on all practitioners having appropriate qualifications, training, skills and knowledge and a clear understanding of their roles and responsibilities

At Gascoigne primary school we ensure that all staff receive induction training to help them understand their roles and responsibilities.

The supervision process is in addition to regular staff appraisals and other opportunities for staff training. Supervision is a formal and recorded process through which the professional actions of staff are examined and regularly reviewed. It provides a recorded system of decision-making that is regularly audited to improve practice and to improve outcomes for those with whom we are working. Supervision also enhances and supports individual practice, acting as a means for ensuring that members of staff have access to the support, training and procedures they require for professional growth and development. Supervision enables the EYFS leadership team and practitioners to examine and reflect on the quality of practice. Effective supervision promotes good practice that promotes safeguarding, placing the child at the centre

10.Safeguarding

(see whole school Safeguarding policy)

The safety and welfare of our children is paramount at Gascoigne Primary School. We have robust policies and procedures in place to ensure their safety.

We provide a safe and secure environment and provide a curriculum which teaches children how to take risks, follow rules and stay safe. We comply with the welfare requirements set out in the Statutory Framework for Early Years Foundation Stage and understand that we must:

- Promote the welfare of all children.
- Promote good health.
- Manage behaviour effectively and appropriately.
- Ensure all adults working with children are suitable to do so,
- Ensure that the environment is safe, and all equipment and furniture is fit for purpose.
- Ensure all children have a challenging and enjoyable learning experience.

Robust safeguarding systems are in place to ensure that all practitioners who have regular contact with children are suitable for their role.

Staff and visitors are prohibited from using their mobile phones in our classrooms, only the class iPads are used to photograph children and children must be appropriately dressed in photographs.

All Nursery Nurses hold a Paediatric First aid qualification

The Child Protection Policy is in place to ensure the safety of all stakeholders at Gascoigne Primary School. Staff are trained to use the "CPOMS"- safeguarding system to log any concerns regarding any aspects of safeguarding and behaviour. All staff are vigilant in reporting concerns.

Intimate Care

(see Intimate care policy)

Intimate care is any care which involves washing, touching or carrying out an invasive procedure (e.g supporting a child whilst they are toilet training).

Every child has the right to privacy, dignity and a professional approach from all staff when meeting their needs and it is important that staff work in partnership with parents to give the right support to an individual child.

11.Links with other policies:

Whole school:

- Safeguarding policy
- Gascoigne curriculum policy
- Behaviour and self-regulation policy
- Equalities Policy
- Food and Healthy Eating Policy
- Health and Safety Policy
- Physical development policy
- SEND/inclusion policy

EYFS specific policies:

- Nursery admissions policy
- Transition/Induction plan policy
- EYFS admissions policy
- Phonics policy
- Intimate Care Policy
- Supervision policy

12.Review

This policy will be reviewed annually. At every review, the policy will be shared with the governing body. All staff are expected to read and follow this policy.

Next Review: September 2023

13.Appendices:

Appendix 1: Nursery Curriculum map

Appendix 2: Reception Curriculum map

- [Statutory Framework for Early Years Foundation Stage 2021](#)
- [Development Matters 2021:](#)
- [Reception baseline assessment information](#)
- [Early Years Foundation Stage Profile 2022:](#)
- [What to expect in the Early years foundation stage: A Guide for parents](#)