



Early Years Foundation Stage Policy

Contents Page

1. Abberley Parochial V.C. Primary School vision and values
2. Intent
3. Implementation (including time allocation)
4. Impact (including monitoring of standards)
5. Curriculum content overview
6. Assessment/inclusion and challenge
7. Roles and expectations of staff
8. Staff development and expertise
9. Subject Development

1. Abberley Parochial V.C. Primary School vision and values

Our school vision is based on the writings of Paul to the Ephesians. This highlights three principles which form our decision making. We seek for all people in our school community to:

- Feel grounded and rooted in love
- To grow in breadth and depth of understanding
- To be filled with the fullness of life

Our school has adopted seven values and seven attributes which form the basis of the work we do, particularly in relation to our curriculum. Children in Reception follow the Early Years Foundation Stage curriculum. We seek to introduce the children in Reception to our school vision through incorporating the school values and learning attributes into the delivery of the EYFS curriculum.

Values: courage, compassion, thankfulness, forgiveness, wisdom, justice, truthfulness

Attributes: knowledge, perseverance, collaboration, curiosity, comprehension, reasoning, creativity.

2. Intent

The Early Years Foundation Stage (EYFS) is the statutory framework that applies to children from birth to 5 years old and includes Reception age children. It sets the standards that school and early years providers must meet to ensure that children are taught and develop well and are kept healthy and safe.

The EYFS is based upon four principles:

- A unique child – developing resilient, capable, and self-assured individuals.
- Positive relationships – supporting the children in becoming strong and independent.
- Enabling environments – where opportunities and experience respond to the individual needs of the child by developing a strong partnership between practitioners, parents/carers and the child.
- Learning and developing – an acknowledgement that children learn in different ways and at different rates.

Sections 1 and 2 of the EYFS framework set out the learning and development and the assessment requirements across the 7 areas of learning.

- Personal, social, and emotional development
- Physical development
- Communication and Language
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

There are 3 prime areas of learning (Personal, social, and emotional development, physical development and communication and language) and 4 specific areas of learning (literacy, mathematics, understanding of the world and expressive arts and design).

At the end of Reception year all children are assessed against the Early Learning Goals (ELGs) which are the 17 goals distributed across the seven areas of learning.

At Abberley it is our aim to provide an enriched and stimulating curriculum which covers the seven areas of learning and is appropriate for the age and needs of the children. This is delivered through a combination of child-initiated play and adult led planned learning activities. Our focus is to support the children's

learning and development through their time in Reception by promoting the Characteristics of Effective Learning.

- Playing and exploring
- Active learning
- Thinking critically

Section 3 of the EYFS framework sets out the safeguarding and welfare requirements that must be followed to ensure children are kept safe and well cared for.

3. Implementation (including timetable allocation)

At Abberley the EYFS curriculum is taught using a variety of different techniques dependent on the age, stage of development and needs of the children. This includes the interactions adults have with the children during planned and child-initiated play and activities: communicating and modelling language; showing, explaining, demonstrating, exploring ideas; encouraging, questioning, recalling; providing a narrative for what they are doing; facilitating and setting challenges.

Our Reception classroom has indoor and outdoor areas which provide the children with a varied and stimulating environment for the delivery of the EYFS curriculum. In addition to this the children make full use of the wider school grounds through weekly outdoor learning sessions. Continuous provision activities covering the 7 areas of learning are always available allowing the children to access and take ownership of their own learning. This provides the children with opportunities to pursue areas of interest and develop their characteristics of effective learning.

Adult led focus activities covering each of the 7 areas of learning are an integral feature of our EYFS teaching and ensure full curriculum coverage. These include daily English and mathematics activities and structured RE, PE, PSHE and music lessons in line with the school policies for these subjects.

Weekly allocation of the adult planned activities encompassing the 7 areas of learning in addition to continuous provision:

Personal, social, and emotional	1 hour each week
Communication and Language	1 hour each week
Physical Development	4 hours each week
Literacy	5 hours each week
Mathematics	5 hours each week
Understanding of the World	3 hours each week
Expressive Arts and Design	4 hours each week

It should be noted that there is significant overlap between the different areas of learning within the EYFS. In addition, the weekly allocation of the areas of learning of the curriculum may be adapted depending on the differing needs of the children. Each term there is an overall theme and then a topic is chosen in line with this theme dependent on each cohort's level of development and areas of interest.

Children's learning is assessed through observations and these may take the form of written notes, photographs, videos, transcripts of conversations with the child, dialogue with parents/carers and work the child has completed either independently or during adult led focus activities. Each child has an individual learning journey in which any written observations and work produced in focus activities are stored. Parents are invited to regularly view and contribute to their child's learning journey. In addition, a class floor book is produced detailing the learning that has been undertaken in the class each week. This book is produced in collaboration with the children and includes photographs, example pieces of work and

recorded comments (children's voice). The floor book is readily available for the children to view and recall their learning in the classroom and is made available for parents to view regularly. Regular news articles are also published on the school website detailing the learning and activities that take place within Reception.

4. Impact (including monitoring of standards)

It is our intention at Abberley that by the end of Reception our pupils will developed into resilient, capable and self-assured individuals (unique children). Our children will be developing the skills to become independent learners in a supportive environment which is adapted for the individual needs of the child (positive relationships and enabling environments). We work towards developing a love of learning in all children whilst acknowledging children have different interests and learn in different ways and different rates (learning and developing).

All children will have had the opportunity to develop the Characteristics of Effective Learning

- Playing and exploring
- Active learning
- Thinking critically

and will be beginning to embed our school values and attributes into their learning. Our children will have a strong foundation in literacy, mathematics, science, humanities, PE, RE and the arts which will have prepared them for the key stage 1 curriculum.

We aim for all children to feel happy and safe in school and encourage them to engage fully in all aspects of school life.

Regular lesson observations and learning walks ensure that our curriculum is being covered and that the standard of learning enables all pupils to develop skills, progress and be challenged.

Pupils progress in the EYFS is monitored through teacher assessments against our curriculum content and the analysis of this is included in our termly pupil progress meetings which may lead to intervention strategies being adopted to support those pupils who find specific areas of the curriculum challenging.

5. Curriculum content overview.

Please use the link to view the Early Years Foundation Stage curriculum.

[Early Years Foundation Stage Statutory Framework](#)

Regular monitoring by the Subject Coordinator, Head teacher and Governor responsible for the Early Years Foundation Stage along with our annual subject development planning and implementation ensure that our curriculum and teaching and learning are effective and constantly developing and improving in line with best practice.

6. Assessment/inclusion and challenge.

Strong links have been developed with local Preschool providers and transition is considered a key area in helping children settle into life at Abberley. Termly EYFS Cluster meetings are held with the local preschool to share best practice and transition visits are made for each child who will be starting Reception during the summer term.

The government statutory baseline assessment takes place within the first six weeks of the children joining Reception. This assessment in conjunction with information provided by the child's pre school setting and family will allow us to form a baseline assessment across the 7 areas of learning for each child. This shows the developmental stage of each child when they enter Reception and enables EYFS staff plan activities that will interest and stimulate each child to progress in their learning.

Children are continuously assessed through the use of observation, child initiated work and adult directed tasks. Each child's progress against the EYFS framework is monitored on an ongoing basis throughout the school year. Activities will be adapted on an ongoing basis to ensure there is sufficient support and challenge so that each child can make progress. Formal assessments are made each half term and entered into the school Insight tracking system. These are discussed during termly pupil progress meetings.

At the end of the school year a judgement is made whether each child has met the requirements of the Early Learning goals across the 7 areas of learning. In order to be assessed as having a good level of development (GLD) it is necessary for the child to have achieved Early Learning goals in Personal, Social and Emotional Development, Physical Development, Communication and Language, Literacy and Mathematics.

Inclusive practice under the EYFS enables all children (including those that are gifted and talented in specific areas of learning or those that have Special Educational Needs) to achieve their best possible standard; whatever their ability, and irrespective of gender, ethnic, social or cultural background, home language or any other aspect that could affect their participation in, or progress in their learning. Teaching and learning is therefore differentiated to best match the needs of the class and the individuals within it to ensure all children make progress whatever their stage of development.

Regular lesson observations, book reviews and learning walks by the Subject Leader and Head Teacher allow an overview of the how the EYFS is taught at Abberley and inform further subject development needs.

7. Roles and expectations of staff

- SLT
 - i. To lead the monitoring of teaching and learning through lesson observations, learning walks and conversations.
 - ii. To provide feedback to staff based on subject monitoring
 - iii. To oversee pupil progress
 - iv. To engage with governors and support their monitoring of the curriculum
- Subject coordinator
 - i. To coordinate the curriculum
 - ii. To implement strategies to monitor pupil progress
 - iii. To monitor the standards of teaching and learning through lesson observations, conversations and learning walks.
 - iv. To audit resources and ensure all equipment is safe and fit for purpose.
 - v. To request additional resources needed
- Class teachers
 - i. To plan assess and teach the curriculum effectively
 - ii. To model the school's values and attributes
 - iii. To provide feedback on learning
 - iv. To monitor the progress of pupils in their class
- Teaching Assistants
 - i. To follow the guidance of the teacher
 - ii. To support the learning of pupils, enabling them to be successful
 - iii. To model the school's values and attributes

- Other Assistants

8. Staff development and expertise

The Early Years Foundation Stage is taught by Caroline Lightfoot (Class Teacher). She is supported by Michelle Lench (Teaching Assistant).

Caroline Lightfoot is a specialist Early Years Teacher who has experience of teaching throughout the Key Stage 1 curriculum. Michelle Lench is a trained Early Years practitioner, qualified Forest School Leader and has experience of working in a range of Early Years settings.

Staff attend regular EYFS training provided by Worcester Children First.

9. Subject Development.

Subject development planning takes place on an annual basis and reviewed with evidence gathered through our monitoring schedule which includes learning walks, lesson observations, conversations and data analysis.

Development plans are created during the first half-term in Autumn and are reviewed throughout the year as areas of development are highlighted through monitoring, auditing or training.

EYFS coordinator: Caroline Lightfoot

Governor responsible for EYFS: Marine Mugnier

Headteacher: Joel Turvey