



## 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 in group and school based early years provision in England. 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. It promotes teaching and learning to ensure children's 'school readiness' and gives children the right foundation for good future progress through school and life. The EYFS is about what children learn, as well as how they learn.

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.

At Abberley these four principles form the foundation of our Early Years provision and are met through our school ethos, staff, environment and planned curriculum.

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) which are particularly important for learning and forming relationships. They build a foundation for children to thrive and provide the basis for learning in all areas. The 4 specific areas (literacy, mathematics, understanding of the world and expressive arts and design) help strengthen

and develop the three prime areas, and ignite children's curiosity and enthusiasm. All areas of learning are interconnected.

At the end of the Reception year, the Early Years Foundation Stage Profile is completed for all children. The children are assessed whether they have met the expected level of development against the 17 early learning goals.

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. The curriculum is adapted to the needs and interests of the children allowing them to develop through positive interactions with staff in a secure environment. A mix of different approaches is used to deliver the curriculum including learning through play, modelling by adults, collaborative learning through children working together and observing each other and adult-guided learning. 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 (children investigate and experience things and "have a go")
- Active learning (children concentrate and keep on trying if they encounter difficulties and enjoy achievements)
- Thinking critically (children have the develop their own ideas, make links between ideas and develop strategies for doing things)

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. Weekly "Rainbow Challenges" covering the 7 areas of learning enhance our continuous provision. These provide the children with the opportunity to consolidate, extend and make connections in their learning. They encourage the children to become more independent in their learning and develop the resilience and problem-solving skills to complete a challenge.

Adult-led teaching activities covering each of the 7 areas of learning are also an integral feature of our EYFS curriculum. Phonics is taught on a daily basis through the Little Wandle phonics programme. Structured RE, PE, music and PSHE lessons are taught in line with the school policy for these subjects.

Assessment is an integral part of the learning and development process and takes place on an ongoing basis. Through assessment staff are able to understand the children's interests and what they know and can do, enabling them to shape teaching and learning experiences reflecting that knowledge. In their daily interactions with children, staff will assess the children's learning, progress and development through

observations, conversations with the child, dialogue with parents/carers and work the child has completed either independently or with the support of an adult. Any learning and development concerns will be addressed in partnership with parents/carers and where appropriate relevant professionals.

Learning is recorded on working walls, class floor books, individual learning journeys and individual phonics books.

#### **4. Impact (including monitoring of standards.**

It is our intention at Abberley that by the end of Reception our pupils will develop into resilient, capable and self-assured individuals (unique children). Our children will be developing the skills to become independent learners in a supportive environment adapted for the child's individual needs (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 at 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.

Pupil progress in the EYFS is monitored through teacher assessments drawing on their knowledge of the child and their own professional judgement. This assessment will form the basis for intervention strategies being adopted to support those pupils who find specific areas of the curriculum challenging.

#### **5. Curriculum content overview.**

Our curriculum has been designed with support from the government curriculum guidance document "Development matters". Our curriculum is based on termly themes which ensure that there is full coverage of the curriculum over the academic year.

Autumn                      Being me in my world and Celebrations.

Spring                        Explorers.

Summer                      Growing and changing.

The specific topic selected under each theme will vary dependent on the level of development and specific interests of each cohort.

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. Throughout the school year joint events are held with the local preschool and school staff regularly visit in order to build up familiarity with the children. Transition visits are made for each child who will be starting Reception during the summer term.

The Reception Baseline Assessment (RBA) is a short statutory assessment which is undertaken in the first six weeks in which a child starts reception. This assessment in conjunction with information provided by the child's preschool setting and observations across the 7 areas of learning by school staff will form the school's baseline assessment for each child. This enables staff to 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 curriculum is monitored on an ongoing basis throughout the school year. Activities will be constantly adapted to ensure there is sufficient support and challenge so that each child can make progress. Formal assessments are made each half term and recorded on the EYFS tracking system. These are discussed during termly pupil progress meetings.

At the end of the school year, it is a statutory requirement to complete the Early Years Foundation Stage Profile for each child. 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 the expected level of development in Personal, Social and Emotional Development, Physical Development, Communication and Language, Literacy and Mathematics. This information is reported to the Local Authority. The Profile provides parents and carers, practitioners and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their attainment against expected levels, and their readiness for Year 1. This profile along with a short commentary on each child's skills and abilities in relation to the three key Characteristics of Effective Learning will inform a discussion between Reception and Year 1 teachers about each child's stage of development and learning needs and assist with the planning of activities in Year 1. The results of the Profile is shared with parents/carers in the child's annual report and parents have the opportunity to discuss the outcomes with school staff.

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 or progress in their learning. Teaching and learning is adapted to best match the needs of the class and the individuals within it to ensure all children make progress whatever their stage of development. When completing the Early Years Foundation Stage Profile for children with additional needs reasonable adjustments will be made to the assessment process.

Regular learning walks, lesson observations and book reviews by the Head Teacher and Early Years Governor 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. Staff are members of the Local EYFS Cluster group and National Reception Teacher Network Group which allows them to access training and share best practice.

## **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: Claire Shelley

