

# Putnoe Primary School

## Early Years Foundation Stage (EYFS) policy

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### 1. Aims

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life
- Immersion in consistently high quality and consistent teaching and learning, in an enriched environment, so that every child makes good progress and no child gets left behind
- A close working partnership between staff and parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice
- Our philosophy is to nurture every child's curiosity and enthusiasm for learning, developing both skills and confidence as they take their first steps on their own unique journey of lifelong learning.

### Intent

At Putnoe Primary School, we offer a curriculum rich in real life and practical experiences. We work hard to provide a stimulating environment that provides exciting opportunities, promotes challenge, exploration, adventure and a real love of learning.

It is our intent that all children develop physically, verbally, cognitively and emotionally in an environment which values all cultures, communities and people. We aim for our children to be confident and independent, to believe in themselves and interact positively with others.

We understand that play is an integral part of learning and this is at the heart of our early years curriculum. We believe that the correct mix of adult directed and uninterrupted child initiated play ensures the best outcomes for our children, providing them with a true sense of belonging.

We know that warm and positive relationships between staff and children, consistent routines and strong relationships with parents are paramount to success. We recognise the crucial role that early year's education has to play in providing firm foundations upon which the rest of a child's education is successfully based.

## 2. Legislation

This policy is based on requirements set out in the [2021 statutory framework for the Early Years Foundation Stage \(EYFS\)](#).

This document also complies with our funding agreement and articles of association.

## 3. Structure of the EYFS

At Putnoe Primary School we welcome three classes of Reception pupils every September. Each class has up to 30 pupils per class. Pupils in Reception will integrate across the three classrooms to access different areas of the curriculum during Discovery Learning, and also in the outside area. Pupils begin full time hours from the beginning. The morning session is 8.45am to 11.30am and the afternoon, 12.30pm to 3.15pm. Each Reception class has one class teacher who is the key worker and two teaching assistants.

In January we welcome children to our 4+ (Nursery Class.) We have two intakes during the Spring and Summer term. The maximum number of places is 30 in total. Each pupil will be allocated a key worker on entry to the Nursery Class. There are three to four members of staff to correlate with the correct staff/pupil ratio for this age group. Pupils come to school full time with the hours being the same as in the Reception classes.

## 4. Curriculum

Our early years setting follows the curriculum as outlined in the 2021 EYFS statutory framework.

The EYFS framework includes 7 areas of learning and development that are equally important and interconnected. However, 3 areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The prime areas are:

- Communication and language
- Physical development
- Personal, social and emotional development

The prime areas are strengthened and applied through 4 specific areas:

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

### 4.1 Planning

The timetable is carefully structured so that children have rigorous directed teaching in English, maths, and phonics every day. These sessions are followed by group work where children work with a member of staff to develop their individual targets.

This focused group time means the teacher can systematically check for understanding, identify and respond to misconceptions quickly and provide real-time verbal feedback which results in a strong impact on the acquisition of new learning.

Staff plan activities and experiences for children that enable children to develop and learn effectively. In order to do this, staff working with the youngest children are expected to focus strongly on the 3 prime areas.

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, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

In planning and guiding children's activities, staff reflect on the different ways that children learn and include these in their practice.

## **4.2 Teaching**

Children are provided with plenty of time to engage in 'discovery learning' throughout the variety of experiences carefully planned to engage and challenge them in the provision. The curriculum is planned for the inside and outside classrooms and equal importance is given to learning in both areas. This provides time for quality interactions between adults and between peers in self-selected activities and allows staff to follow children's interests and use targeted next steps to pinpoint learning opportunities in play. Staff ensure that interactions are positive and progressive, allowing children to flourish and gather words at pace in order to become confident communicators.

Children are encouraged to become early readers through enjoyment of books and the systematic teaching of phonics, using Monster Phonic, in line with the rest of the school. The curriculum is taught through topics which are enriched with classroom enhancements, trips and visitors. Topics are supported by quality key texts and children are encouraged to learn nursery rhymes and develop their mathematical thinking through direct teaching and exploration. We follow White Rose Maths to ensure that children learn via a mastery approach that will enable them to become confident mathematicians who can apply what they have learnt to real life experiences.

We have built our school environment to enable our children to strengthen their core muscles through physical play, children spend time outdoors in their natural environment in all weathers. They develop through wonderful, exploratory, sensory experiences in our squiggle sessions (Nursery) and environmental area. Our learning environment is adaptable in order to reflect children's interests and progression.

The children are supported to learn to work together, manage their feelings and ask questions through skilled adult facilitated play. In early years our environment and all our interactions and routines are intentional and purposeful to support children with their next steps.

We have weekly focused teaching in Music, Computing and PE to develop pupil gross and fine motor skills which are embedded into their daily routine. Our Nursery children are prepared for Reception by taking an active role in Dough Disco and Squiggle Whilst You Wiggle to support their early writing skills

We understand the importance of parental engagement and believe that our parents have a crucial role to play in their children's education. We work hard to create strong partnerships between home and school. Parents receive half termly curriculum overviews to inform them of what their child is learning and have the opportunity to be use 'Seesaw', an online portal used for communications and an opportunity for parents to share in the learning at school.

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for year 1.

## **5. Assessment**

At Putnoe Primary School, ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Staff also take into account observations shared by parents and/or carers.

Within the first 6 weeks that a child **starts reception**, staff will administer the Reception Baseline Assessment (RBA).

At the **end of the EYFS**, staff complete the EYFS profile for each child. 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, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

## EYFS Assessment Strategy



## 6. Working with parents

At Putnoe Primary School we recognise that children learn and develop well when there is a strong partnership between staff and parents/carers.

At Putnoe Primary we communicate with parents and share the pupil's work and photos/videos of them involved in school activities through 'Seesaw.' Parents are able to respond and send messages to their child's teacher or key worker. Members of staff speak to parents daily at 'drop off' and 'pick up' times. Any parent is welcome to make an appointment to speak to pupil's class teacher or key worker about any concerns.

At key points during the term parents are invited into their child's classroom to share in an activity or celebration with their child. Pupils in Reception perform a Nativity Production to parents at Christmas.

Parents and/or carers are kept up to date with their child's progress and development. The EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities. Parents have the opportunity to discuss how their child has settled into Reception at an October parent consultation meeting. Written reports are sent home twice during the year (at February half term and at the end of the Summer term).

Each child is assigned a key person who helps to ensure that their learning and care is tailored to meet their needs. This will be the child's class teacher in Reception. 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.

## **7. Safeguarding and welfare procedures**

We promote good oral health, as well as good health in general, in the early years through curriculum input and talking to children about:

- The effects of eating too many sweet things
- The importance of brushing your teeth
- The importance of eating healthy foods
- The importance of exercise

The rest of our safeguarding and welfare procedures are outlined in our safeguarding policy.

## **8. Monitoring arrangements**

This policy will be reviewed and approved by senior leadership team every two years.

At every review, the policy will be shared with the governing board.

## Appendix 1. List of statutory policies and procedures for the EYFS

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See child protection and safeguarding policy
Procedure for responding to illness	See health and safety policy
Administering medicines policy	See supporting pupils with medical conditions policy
Emergency evacuation procedure	See health and safety policy
Procedure for checking the identity of visitors	See child protection and safeguarding policy
Procedures for a parent failing to collect a child and for missing children	See child protection and safeguarding policy
Procedure for dealing with concerns and complaints	See complaints procedure policy