



# **Poulton Lancelyn Primary School**

## **EYFS Policy 2022 - 2023**

### **Introduction:**

This policy has been written to underpin our school and MAT care values: - respect, inspiration and collaboration. It also makes reference to our Rights Respecting School ethos. As a Rights Respecting school, we not only teach about children's their rights, but also model respectful relationships between adults, between pupils and between adults and pupils.

### **Rights and Responsibilities linked to articles from United Nation Convention on the Rights of the child: -**

#### **Article 28**

Every child has the right to an education

#### **Article 29 (Goals of Education)**

You have the right to education which tries to develop your personality and abilities as much as possible and encourage you to respect other people's rights and values and to respect the environment.

#### **Article 31**

You have the right to play and relax by doing things like sports, music and drama.

In order for our children to be confident and independent and to have achieved '**school readiness**' for Key Stage 1, we strive to give the 'best start' by setting high standards for learning, development and care within our foundation stage setting.

***'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 2021

### **Our EYFS Curriculum Intent**

At Poulton Lancelyn we intend all children to reach their full potential and become active independent learners for life. The EYFS curriculum develops their natural curiosity and creativity, interpersonal skills, resilience and thinking skills, providing them with the foundations for their future learning experiences beyond EYFS.

The children experience the 7 areas of learning (3 Prime and 4 Specific) through a balance of whole class, group and individual teaching as well as play-based learning through continuous provision.

Pedagogical strategies such as questioning and retrieval practice are used to ensure high standards of teaching and learning.

| Prime Areas  | Specific Areas  |
|--|---|
| Personal, Social and Emotional Development<br>Communication and Language<br>Physical Development | Literacy<br>Mathematics<br>Understanding of the World<br>Expressive Arts and Design |

### **Implementation**

Learning will take place through practical activities based on the needs and interests of our children, and through purposeful cross-curricular learning. In F1, children mainly experience the seven areas of learning through Continuous Provision and small group/1:1 activities supported by an adult. In F2, we teach children as a whole cohort, in small groups and individually. The teaching is a combination of

direct teaching and continuous provision opportunities, which are planned to encourage independent learning, exploration and challenge. Embedded throughout the EYFS curriculum are the **'characteristics of effective learning'** which capture how children learn and engage, through their **engagement - playing and exploration, active learning - how motivated they are in their learning** and how they **think creatively and critically**.

The **four key principles** in the statutory framework guide the teaching and learning in EYFS – 1. A Unique Child, 2. Positive Relationships, 3. Enabling Environments, 4. Learning and Development.

**To achieve these four principles, we will:**

- Provide a balanced curriculum, based on the EYFS, across the seven areas of learning, using play as the vehicle for learning
- Promote a safe, challenging, rich and varied indoor and outdoor learning environment.
- Plan challenging learning experiences, based on the individual child, informed by observation and assessment
- Provide opportunities for children to engage in activities that are **adult-initiated** and **child-initiated**, supported by the adult
- Provide children with the opportunities to play, to engage in active learning and to think creatively and critically
- Promote equality of opportunity, providing early intervention for those children who require additional support
- Work in partnership with parents and within the wider context
- Help children to feel secure and develop relationships with a 'Key Person'

## **1. A Unique Child**

We recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways, at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as celebration assemblies, to encourage children to develop a positive attitude to learning.

## **Inclusion/SEND**

All children and their families are valued at Poulton Lancelyn Primary School. Children are treated as individuals and have equal access to all provisions available. All children are encouraged to achieve their personal best and planning is adapted to meet the needs of all groups and abilities. Assessments take into account contributions from a range of perspectives to ensure that any child with potential special educational need is identified at the earliest possible opportunity. Early identification of special needs is crucial to enable staff to support the development of each child. Concerns are always discussed with parent/carers at an early stage and the schools' SENDCo is called upon for further information and advice. Appropriate steps are taken in accordance with the school's policy for SEND. 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 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.

## **Welfare**

It is important to us that all children in the school are **'safe'**. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards. We aim to protect physical and psychological well-being of all children. (See Whole School Safeguarding Policy)

At Poulton Lancelyn Primary, we comply with welfare requirements as stated in the statutory Framework for Early Years Foundation Stage 2021. We ensure that we:

- Are alert to any issues of concern in the child's life at home or elsewhere
- Follow policies and procedures to safeguard children
- Have regard to 'Working Together to Safeguard Children', 'Keeping Children Safe in Education' and to the 'Prevent Duty Guidance'
- Ensure all adults who look after the children or who have unsupervised access to them are suitable to do so
- Assign a key person to each child
- Promote good health, including oral health
- Prevent the spread of infection and taking appropriate action when children are ill
- Provide healthy, balanced and nutritious meals, snacks and drinks
- Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs.
- Ensure that the premises, furniture and equipment is safe and suitable for purpose
- Ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs
- Have arrangements in place to support children with SEN or disabilities
- Maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.

## **2. Positive Relationships**

*Children learn to build positive relationships in the EYFS through adults modelling respect and appropriate behaviours, whether it is between the child and the adult, between the children or between adults through our RRS ethos and the PSED elements of the EYFS curriculum.*

### **Partnership with Parents and Carers**

At Poulton Lancelyn we value a strong partnership with parents and carers to support their child's development.

All parents have an important role to play in the education of their child. We actively encourage partnership with parents and carers and develop their involvement by:

- Inviting parents to a welcome evening prior to their child starting F1/F2
- The children have the opportunity to spend time with their teacher/key worker before starting school/nursery during transfer sessions
- EYFS lead makes visits to the pre-school settings to meet the children and talk to the staff about the learning and the needs of each child before they start F2
- Having an open-door policy where we can discuss concerns or important information that may be relevant to children's learning and development
- Providing access to information about the curriculum and routines the school website, school newsletters, week ahead emails, Seesaw and Twitter
- Parents informed about their child's progress and achievements through settling in phone calls, parents' evenings and end of year reports
- Arrange activities and visits throughout the school year that encourage a positive collaboration between children, school and parents.
- Parents of children in F2 are invited to curriculum workshops to help them support their child at home.

## **3. Enabling Environments**

*Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents/carers.*

### **The Environment**

The EYFS environment is organised, tidy and clearly thought out to encourage independence, promote interests and facilitate the skills the children will be learning. The continuous provision areas are arranged into areas with carefully selected, attractive and accessible resources. Our outdoor environments develop imagination along with investigative and physical play. The activities in continuous provision are planned to connect with and respond to the interests that the children explore in their play and through the interactions that take place between children and children and children and adults. The environment embeds the 'characteristics of effective learning', which capture how children learn and engage, through their play and exploration, how motivated they are in their learning and how they think creatively and critically.

### **Promoting language in EYFS**

The environment is visually stimulating and language rich, reflecting the resources in the environment promoting independent learning through investigation, imaginative and creative play. Using a combination of pictures and words, allows the children to make constant connections with written language and the things they represent.

“In order to capitalize on the power of language to influence both thought and action, classroom experiences must encourage talk as a key process through which young children learn.” Julie Fisher - Starting from the Child

Adults encourage conversation with others and demonstrate appropriate conventions: turn-taking, waiting until someone else has finished, listening to others and using expressions such as “please”, “thank you” and “can I...?”. Adults will facilitate exploration of language through back-and-forth interactions and providing activities such as role-play and collaborative tasks. Adults will model new vocabulary and will support children with using it during back-and-forth interactions.

### **Continuous Provision**

Continuous provision is planned to connect with and respond to the interests that children explore in their play and is at the heart of the EYFS environment. It develops opportunities for children to think, make connections and communicate through their interactions with peers and adults.

The balance between child-initiated play and focused learning is the key to effective teaching and learning opportunities in EYFS.

| Unstructured               | Child Initiated Play  | Focused Learning                              | Highly Structured                 |
|----------------------------|---|---|-----------------------------------|
| Play without adult support | Adult support for an enabling environment and sensitive interaction | Adult-guided, playful experiential activities | Adult-directed, little or no play |

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### **Role of the adults**

- To scaffold, support or challenge learning while children are engaged in play.
- To listen, give instructions, demonstrate, model, record and know when to stand back. (Interacting not interfering – Julie Fisher)
- To model language and develop vocabulary.
- To ask questions to gather formative assessments and deepen learning
- To implement retrieval strategies to develop links in learning
- To enable children to ask questions, work things out, think and reflect on their ideas.
- To engage in continuous provision learning, promoting high quality play, learning and behaviour.

### **Observation, Assessment and Recording**

In F1, keyworkers make ongoing assessments about the progress of their key children. Key workers note areas of development and plan how to support children to make further progress in areas they are finding more challenging. Key workers feed this back to room leaders as the needs of the children form the activities planned to move learning forward. If staff have any concerns about their key children, they inform the EYFS lead and action points are decided. Children aged between 2 and 3 years old will also have a 2-year progress check. This information will be shared with parents and other relevant agencies.

Children entering school are observed during their first weeks, to provide baseline information, which is used to inform planning and the learning environment. Staff continuously assess the children to determine what they are capable of doing and what their next steps are to help them develop further. This is reflected in the environment through the enhancement of each area in the foundation stage and evidence such as children's independent work. This evidence is used to support the judgements being made when assessing the children's progress. Assessments are recorded on Insight. The evidence that is recorded in floor books, along with each child's writing and maths books, phonics books and learning journeys, are regularly shared with children and parents.

At the end of the foundation stage a child's level of development is assessed against the 17 Early Learning Goals (ELGs). The children are assessed to see if they are meeting the **expected** level (i.e. the Early Learning Goal), or **emerging** i.e. not yet reaching the expected levels. This information will be shown on your child's end of year report.

| 7 Areas of Learning                               | Early Learning Goals (ELGs)            |                                  |                        |
|---|--|----------------------------------|------------------------|
| <b>Communication and Language</b>                 | Listening, Attention and Understanding | Speaking                         |                        |
| <b>Personal, social and emotional development</b> | Self-regulation                        | Managing self                    | Building relationships |
| <b>Physical Development</b>                       | Gross motor skills                     | Fine motor skills                |                        |
| <b>Literacy</b>                                   | Comprehension                          | Word reading                     | Writing                |
| <b>Mathematics</b>                                | Number                                 | Numerical patterns               |                        |
| <b>Understanding of the world</b>                 | Past and present                       | People, culture and communities  | The natural world      |
| <b>Expressive Arts and Design</b>                 | Creating with materials                | Being imaginative and expressive |                        |

#### 4. Learning and Development

*Children develop and learn in different ways and at different rates and all areas of learning and development are equally important and inter-connected.*

At Poulton Lancelyn, we plan an exciting and challenging curriculum based on our observation of children's needs, interests, and stages of development across the **seven areas** of learning to enable the children to achieve and exceed the early learning goals.

|  |   |
|--|---|
| Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. | Children are also supported through the four <b>specific</b> areas, through which the three prime areas are strengthened and applied. |
| <b>PRIME AREAS</b>   | <b>SPECIFIC AREAS</b>   |
| <b>Communication and Language</b><br><b>Personal, Social &amp; Emotional Development</b><br><b>Physical Development</b>  | <b>Literacy</b><br><b>Mathematics</b><br><b>Understanding the World</b><br><b>Expressive Arts and Design</b>                          |

Religious Education is also taught in F2 in accordance with the Wirral Agreed Syllabus.

We plan a balance between children having time and space to engage in their own child-initiated activities and those that are planned by the adults. During continuous provision, key workers, teachers and TAs interact with the children to stretch and challenge children further through objective led planning and assessments.

In F2, the children participate in whole-class and small-group direct teaching sessions. The length of these sessions increases as the children progress through F2. Our curriculum includes a daily RWI phonics lessons, Maths and English lessons. We also have a daily story-time.

#### Play based learning and Continuous Provision in Foundation Stage

Each area of learning and development is implemented through planned, purposeful play and through a mix of adult led and child-initiated activities.

"Continuous Provision is not just the resources that you have out all of the time. I think a better definition of the term is:

**"To continue the provision for learning in the absence of an adult."**



**“Your space should respond to the needs identified by your assessments”**

**Alistair Bryce Clegg**

Extracts from <http://abcdoes.typepad.com>

Play, both indoors and outdoors, is a key way in which young children learn. Whether it is planned by a practitioner, or initiated by the child, staff work alongside children to develop and extend their learning and language and communication skills. ‘Play’ allows children to:



### **Quality of teaching in EYFS**

Staff in EYFS work as a team to plan and develop children’s learning through purposeful and clearly planned activities. Staff work directly with the children supporting their play and extending their learning through questioning and enhancement opportunities. Resources enhance learning and allow opportunities for children to access both the indoor and outdoor learning environments to embed the characteristics of learning through their exploration and play and through direct teaching activities.

### **Equal Opportunities: -**

All members of the school are treated as individuals. We meet the needs of all, taking account of gender, ability, ethnicity, culture, religion, language, sexual orientation, age, special educational needs, disability, and social circumstances. All staff are aware of the need for the curriculum to reflect cultural diversity and the need to prepare pupils for life in a diverse and multi-faith society.

### **Health and Safety: -**

There are clear procedures for assessing risk, which include procedures for keeping children safe during outings and for any aspects of the environment or provision that may require a further risk assessment. (See whole school policy)

### **Transition: -**

‘Transition’ is the process a child will make on their journey through school and in this context refers to the transfer from one-year group to another.

Transition at Poulton Lancelyn Primary refers to quality transfers from pre-school into F2 and from F2 into Year 1.

### **From pre-school settings: -**

During the summer-term prior to a child’s entry into Reception, the following procedures in place to ensure successful transition.

- Parents are invited to a welcome meeting to ensure they know about school procedures, allocation of classes and to ask questions
- Parents also receive a welcome pack with essential information to make transition as smooth as possible for children and parents.
- Parents are encouraged to complete an ‘All About Me’ booklet, which is used to support transition in the Autumn term.

- Staff visit pre-schools to meet the children in their own setting and talk to the settings via telephone conversations.
- F2 Lead and SENDCo attend transition meetings for children with specific needs.
- Children and parents are invited to a coffee morning, where the children have opportunities to visit their new classroom and meet the staff.
- Year 5 children are buddied up with the new children which forms part of our Big Friend, Little Friend programme which runs through the whole of their time in F2.
- Year 5 children make welcome booklets for their little friends which are passed over during the coffee mornings
- Children requiring extra support will have additional visits (as required) regardless of their setting. Often these children will have been identified as requiring additional support.

### **From Foundation Stage Class to Year 1: -**

We have a number of links with Year 1 throughout the year. The F2 children will access the Year 1 classrooms at regular times throughout Summer 2. Children are encouraged to visit the Year 1 classrooms with messages and to share their work achievements.

The children will spend a morning in their new classroom meeting their new teacher during the whole-school induction day.

F2 staff meet with Year 1 staff to hand over information about the classes during transition meetings. Year 1 staff arrange a welcome meeting in the summer-term, which provide opportunities for parents to understand the next stage in their child's learning, meet the Y1 staff and look at the Y1 classrooms.

During the final term in F2, the children have opportunities to visit the Year 1 classrooms for story sessions with the Year 1 staff.

Year 1 and F2 teachers moderate pieces of work together and agree on the starting points for Year 1. We also meet to discuss each individual child. Y1 staff are given a copy of the end of year reports which relate to the three characteristics of effective learning. This supports the teachers when planning for their first term in Year 1.

TAs take individual children who may need additional transition time into the classrooms and take photographs so they can prepare children for Year 1.

**Updated by A. Gould (EYFS Lead) Sept 2022**

**Review Date Sept 2023**