



## EYFS Policy

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**Review Date:** September 2021

**This policy should be read in conjunction with the following policies:**

- Statutory Framework for the Early Years Foundation Stage. *Setting the standards for learning, development and care for children from birth to five* (March 2017)
- Development Matters in the Early Years Foundation Stage (2012)
- Safeguarding Policy
- Supervision Policy
- Toileting Policy

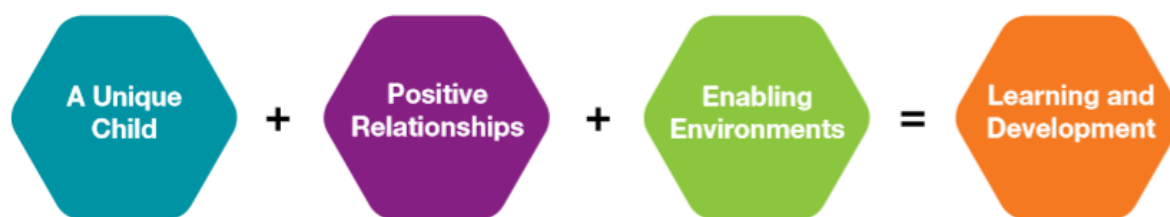
## Our Curriculum

### *Pedagogical Approach (Intent)*

We consider children's well-being and levels of involvement to be a significant aspect on how children learn. We provide the children with a rich, stimulating and enabling environment that allows children the time to freely explore through play.

We want children to be engaged in the learning process and for their learning to be relevant and purposeful. We believe that children learn best by doing. We believe that play, both indoors and outdoors, is an ideal environment for young children's learning. It helps children to explore, investigate and make sense of the world around them. Play allows children to be challenged in their thinking and helps them to practise and rehearse skills and to be motivated in their learning. Through play they practise and build up ideas, learn about boundaries and understand the need for rules. They have the opportunity to think creatively alongside other children and communicate with others as they investigate and solve problems collaboratively. In addition, children are encouraged to explore and are provided with the fundamental opportunity to interact and create positive relationships. Children are inquisitive as well as curious and we build upon this in a positive and enjoyable manner.

We strongly believe that every child is unique and should be provided with the learning experiences which ensure all children are continuously learning, challenged and applying new skills.



(Development Matters in the Early Years Foundation Stage, 2012)

At Joydens Wood, our curriculum is dynamically planned; every element is carefully considered enabling a shared vision of high quality teaching and learning to permeate through the EYFS stage and onwards. Our philosophy of teaching through play and focussed teaching approach ensures:

- Learning is planned through an investigative approach encompassing children's current interests; all children are able to invest in their own development and outcomes.
- Learning is based on meaningful experiences relevant to the children, supported by carefully considered and progressively planned skills.
- Children access a broad and balanced curriculum, ensuring the prime areas and specific areas are promoted through carefully planned areas of the environment.
- Children are inquisitive, curious and creative when they learn. They acquire all the skills detailed in the characteristics of effective learning required to become a lifelong learner.
- Progress is measured and evidenced in learning journals, which detail observations of the children during play and the next steps are identified for each unique child.
- Learning autonomy is defined by our team as 'being able to use and apply skills, independently and in a range of situations'. This autonomy enables us to strongly identify when skills transform into knowledge and have been committed to long term memory.
- Early intervention is in place for those children who may require it and is essential to us to promote equality and anti-discriminatory practice.

## Curriculum Design (Implementation)

### Curriculum Planning - Focused Teaching Time

Focused teaching time is used to introduce the children to new skills and knowledge. Children will be taught early reading and writing skills during daily Phonics and Guided Reading, early mathematics skills will be taught during daily Maths lessons and a daily Group Time' ensuring a range of skills are taught in a cross-curricular way. The Progressions of Skills (Appendix 1) should be used to ensure the skills across the curriculum are taught by the end of Autumn, Spring and Summer. Progression should be evident on Medium Term plans (Appendix 2), which are created (half-termly) to ensure there is a clear progression of skills and knowledge over time. The Medium Term plans are designed by the Teachers within EYFS and are shared with all members, including Support Staff, to ensure every team member is confident with supporting every child. Medium Term plans are then utilised to inform the weekly planning of all focussed teaching time, ensuring all children are challenged over time.

Each session of focus teaching should be taught daily and for the following amount of time:

	Phonics	Group Time	Maths Meeting	Maths	Phonics Meeting	Guided Reading
Length of lesson:	20 mins	15 mins	10 mins	20 mins	5 mins	+ 20 mins

### Group Time

Teachers are encouraged to plan Group Time lessons in a creative and active way, ensuring that the progression of skills are used to ensure skills are explicitly taught. Teachers use the Development Matters in the Early Years Foundation Stage (2012) to ascertain children's current needs as a cohort and use this information to plan daily lessons to teach new skills. Group Times are essential to ensuring all prime and specific areas of learning are planned for. There is progression overtime throughout all areas of learning and should include:

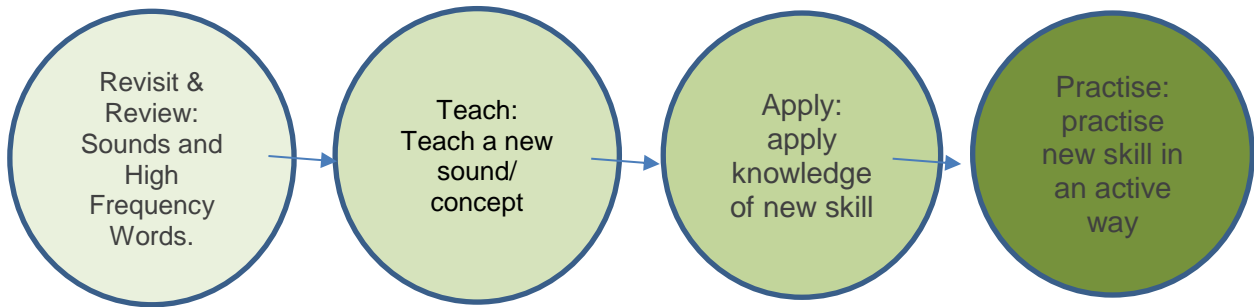
- Personal Social and Emotional Development
- Physical Development
- Communication and Language
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Key vocabulary linked to the area is be shared at the start of the lesson to ensure the children have a strong understanding of what they are learning. Teachers are expected to adapt and differentiate Group Time planning provided to ensure all children are appropriately challenged within the class.

Group time planning should be recorded on the Child-Initiated planning sheet (Appendix 3).

## Phonics

In Early Years, Phonic lessons are taught daily for 20 minutes. Additionally, a Phonics Meeting is taught for 5-10 minutes a day, this targets knowledge retrieval through repetitive exposure to taught sounds. We follow the Phonics Long Term Plan (Appendix 4 for Phonics Policy and Long Term Plan) as guidance to when each phase should be taught. Teachers are expected to adapt and differentiate plans provided by the Letters and Sounds programme of study as guidance to determine the sequence of sounds and to ensure full curriculum coverage. The teaching model for Phonics in EYFS is as follows:



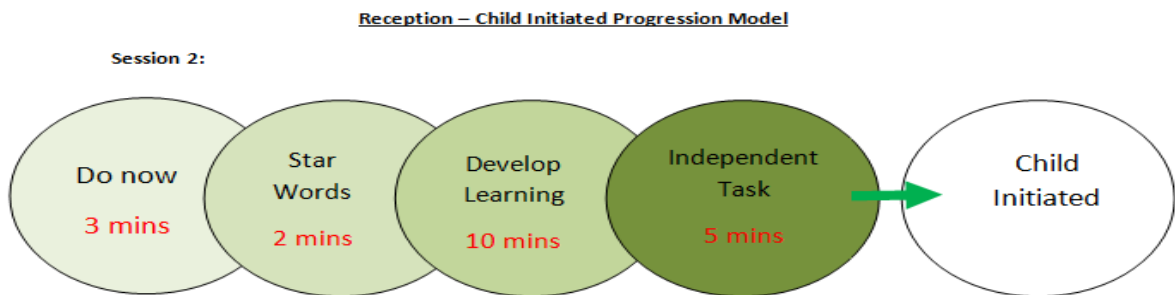
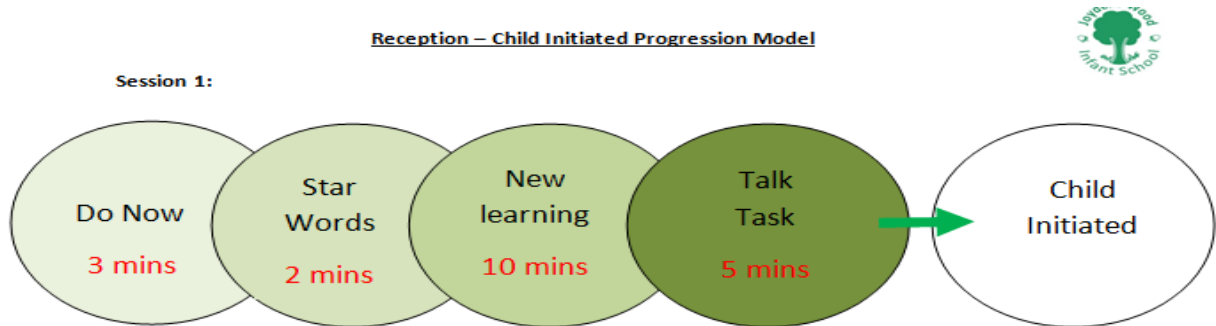
Phonics planning should be recorded on the weekly planning format (Appendix 5) and on the Medium Term Plan (Appendix 2). Children who are not accessing Phonics sounds at an age appropriate level will continue to follow the Long Term plan to ensure their new learning is not compromised. However, they will receive an additional 10-minute phonic intervention in the afternoon. This will be planned by Teachers according to the children's attainment and implemented by a member of the EYFS support team. The interventions should also be recorded on the weekly planning format (Appendix 5).

Following the Phonics lesson, the active teaching resources should be left out as a Phonics enhancement during child-initiated time is taught to children on how to use these resources independently.

Although Phonics is taught explicitly during a designated session, Phonics skills are embedded across all areas of focussed learning time. Teachers ensure that phonics skills are built upon and modelled throughout all focussed teaching to encourage the development of early writing and reading skills.

## Maths

Daily sessions of Maths are taught using the EYFS child-initiated model from Maths Mastery. The lessons are focused teaching sessions with direct teacher input which has high language expectations. Key vocabulary (star words) linked to the mathematical concept is to be shared at the start of the lesson ensuring the children have a strong understanding of what they are learning. The child-initiated model is detailed below:



All lesson plans are provided by Mathematics Mastery and Teachers are responsible for using, adapting and differentiating the plans provided by Mathematics Mastery to ensure all children are appropriately challenged within the class. The Maths planning should be recorded on the weekly planning format (Appendix 6) and on the Medium Term Plan (Appendix 2).

The Maths Mastery planning provided should be adapted to ensure the engagement of all children which can be evidenced during each session. The independent and talk tasks should give children the opportunity to practise the new skill independently. Children should be provided with necessary resources to practise and apply their early mathematical skills.

### *Guided Reading*

**Whole class** - Guided Reading in EYFS is taught daily for 15 minutes, the lessons are focused teaching sessions with direct teacher input. During these sessions we ensure every child has access to quality experiences of literacy and that they have the knowledge and resources to become confident, happy and enthusiastic readers and writers. All lesson plans are provided by CLPE and Teachers are responsible for using, adapting and differentiating the plans provided to ensure all children are appropriately challenged within the class. The Guided Reading planning should be recorded on the weekly planning format (Appendix 7) and on the Medium Term Plan (Appendix 2).

**Weekly reading** - Children in EYFS read with an adult once a week during Guided Reading sessions, a learning objective is set for each week. These objectives are planned and recorded on Medium Term Plan (Appendix 2) and in the children's reading record books. Children are provided with a reading book which reflects the current phonic phase they are working within. Children's books should be changed weekly and professional discussion between all adults should be conducted to ensure children are provided with suitable challenge.

### **Curriculum Planning - Child Initiated Time**

#### *Weekly planning overview*

In EYFS we follow the children's interests to plan the provision enhancements, group times and early morning activities for the week. We discuss as a team (including Support Staff members) the children's areas of needs, areas that require further development and the new skills to be taught following observations that week. Teachers use the interests of the children and ensure sufficient challenge is provided and it meets the areas of the Development Matters (2012) and this is recorded on the weekly planning overview (Appendix 13). During child-initiated time the children lead their own learning and choose how to use the enhancements provided. Therefore, all adults are constantly reflecting on the needs and interests of the children and will 'teach in the moment' as required.

### *Areas of Learning*

We offer provision, which takes account of the differing starting points of the children in the Early Years across the seven areas of learning:

- **Communication and Language** - These outcomes cover important aspects of language development and provide the foundation for literacy. The Early Years Policy places a strong emphasis on children's developing confidence and skills in expressing themselves in a range of situations and their competence in talking and listening and in becoming readers and writers.
- **Physical Development** - Physical development is implicit in all areas of the Early Years Programme. Teaching concentrates on developing the children's physical control, mobility, awareness of space and manipulative skills in indoor and outdoor environments. Positive attitudes are encouraged towards a healthy and active way of life and towards healthy choices in food.
- **Personal, Social and Emotional Development** - These outcomes focus on children learning how to work, play, co-operate with others and function in a group beyond the family. They cover important aspects of personal, social, moral and spiritual development including the development of personal values and an understanding of themselves and of others.
- **Literacy** - Children are encouraged to link sounds and letters and to begin to read and write. Children are encouraged to access a wide range of stories and non-fiction texts, which are frequently used to inspire storytelling, role play and activities across all areas of learning.
- **Mathematics** - These outcomes cover important aspects of mathematical understanding and provide the foundation for numeracy. They focus on achievement through practical activities and are using and understanding language in the development of simple mathematical ideas.

- **Understanding the World** - This area of learning and enquiry focuses on developing the children's knowledge and understanding of their environment, other people and features of the natural and man-made world. It provides a foundation for historical, geographical, scientific and technological learning.
- **Expressive Arts and Design** - This area focuses on the development of children's imagination and their ability to communicate and to express ideas and feelings in creative ways.

None of these areas can be delivered in isolation from the others. They are equally important and depend on each other. All areas are delivered through a balance of focussed teaching and child-initiated play.

### *Adult Interactions*

During play children are encouraged to follow their own interests in the stimulating environment, they learn through their own explorations and play, follow their own ideas and motivations. Our role as adults during play is a crucial in stimulating and supporting children to reach beyond their current limits, inspiring their learning and supporting their development. It is through the interactions, guidance and support of an adult that children make extend their learning during play. Our approach to adult interactions acknowledges the broad range of teaching interactions that occur, including modelling, questioning, researching, recalling and setting challenges. It means being a partner with children, enjoying with them the power of their curiosity and the thrill of finding out what they can do with support and guidance where needed.

### *Enabling Environments*

The EYFS classrooms are organised to allow children to explore and learn securely, safely and independently. There are spaces where the children can be active and areas where they can be quiet. The classrooms are set up to enable children to independently find and locate equipment and resources to aid their learning in whichever way possible. We have each of the three classrooms set up as a specialist area which include:

- **The Art Studio:** The children are provided with access to media and materials which encourage creativity. The areas in this room include a designated cooking area, snack and reading table, creative station for paint, charcoal, oil pastels, pencils and many other forms. A construction station for clay and junk modelling creations. The children are taught how to use each area and group times are planned to ensure progression of skills in these areas are evidenced.
- **The Explorers Room:** The room is designed to inspire and engage children through number exploration using loose parts and open-ended maths resources. A writing area provides pens, paper, rulers and phonic resources for children to apply their early literacy skills. The science investigation station provides opportunities for children to observe and research minibeasts and animals and record their findings. A playdough area encourages fine motor skill development and children are encouraged to make their own at the play dough making station. Finally, a water area which encourages mathematical language surrounding shape, space and measure.
- **The Imaginary Room:** This space encourages children to build and construct using a variety of shapes, blocks and natural resources. The children have access to a sewing area, puppet station and a reading 'nook'. In addition, there is an inviting home area where photographs of their families are displayed, and role play is strongly encouraged through dressing up and real resources and appliances they would find at home!

Outside learning is as important as the learning that takes place indoors. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors, and we are lucky to have a large garden featuring both open space and a wooded area. Our garden offers the children opportunity to explore, use their senses and be physically



active and exuberant in our natural surroundings. We provide resources and opportunities for the children to access outdoors that help the children to develop in all seven areas of learning.

We provide opportunities for the children to question, investigate and explore, as well as to inspire them. The EYFS environment is organised to allow children to explore and learn securely, safely and independently. There are areas where the children can be active and areas where they can be quiet. The classrooms are set up to enable children to independently find and locate equipment and seek resources to aid their learning in whichever way possible.

### *Characteristics of Effective Learning*

Our ethos at Joydens Wood Infant School is to promote the Characteristics of Effective Learning across all areas of school life. We plan and frequently reflect upon the different ways that children learn and how we can ensure these areas are valued in all our practice. The three outlined characteristics of effective teaching and learning are:

- **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
- **Creating and thinking critically:** Children have and develop their own ideas, make links between ideas, and develop strategies for doing things.
- Where are these seen and what do we do to promote these?

### **Assessment**

We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs. Assessment in the EYFS takes the form of observation, and this involves the teacher and other adults as appropriate. These observations are recorded in the children's learning journeys and next steps are identified. Parents are provided with the learning journals throughout the year and they are encouraged to record their own assessments and comment upon their child's learning/next steps. At the end of each term EYFS Teachers use an area for learning grid (Appendix 8) to identify overall next steps for each unique child for the next term.

From September 2020 all children will complete a statutory Baseline Assessment (Maths and Literacy) on entry to School. In addition, EYFS teachers will assess the children across all 7 areas of learning at the following times and upload this data to SIMS:

- Autumn 1 (baseline assessment)
- Autumn 2 (end of term 1 assessment)
- Spring 2 (end of term 2 assessment)
- Summer 2 (end of term 3 assessment and GLD/ELG data to be submitted)

Additionally, at the end of each Phonics phase taught, adults are to assess the children's attainment (see Phonics policy for further information).

To ensure good practice in EYFS, teachers are to complete an internal moderation of children's learning journals with Year 1 teachers during the Summer term. Furthermore, the Early Years lead will organise at least one member of the EYFS team to attend external moderation during the Spring term.



## Vulnerable Learners

We value the diversity of individuals and believe every child is unique. All children are treated fairly and all children and their families are valued within our school. We believe that all our children matter, and we are committed to identifying and meeting the educational needs of all pupils.

We ensure all areas of focussed teaching time are differentiated to ensure the needs of all children are met and interactions are differentiated for every child during child-initiated time. Vulnerable learners are supported through greater differentiation of tasks and resources are made available. We strive to meet the needs of all pupils with special educational needs and of those learning English as an additional language, disabilities, disadvantaged pupils, in-year admissions, persistent absentees.

We frequently assess the needs of each child, using a variety of techniques, and we take action to enable the child to learn as effectively as possible. Intervention through Quality First Teaching will be put in place and extra differentiation is provided. We give our children every opportunity to achieve their best, we do this by taking account of our children's range of life experiences and backgrounds when planning for their learning. Children with special educational needs are identified and supported in liaison with the SENCO and/or appropriate outside agencies.

Every child has access to an education at Joydens Wood Infant School and it is the class teacher's responsibility to respond to all children's diverse learning needs and set suitable challenges which can be accessed by every child. Additionally, it is the class teacher's responsibility to seek professional support from the SENCO, Family Engagement Liaison, Early Years Lead, Headteacher and any other members of staff to ensure the needs of all pupils are met. As a result, the School strives to overcome potential barriers to learning and assessment for individuals and groups of children.

## Transition

### *Transition to school*

**Summer Term prior to starting school** - At the beginning of the journey of starting School all EYFS parents are invited to an evening workshop to provide them with the essential information about the School. This includes a 'meet and greet' with all members of staff, tasting school dinners and liaising with uniform providers. A and a welcome pack will be provided.

During the Summer term members of the Senior Leadership Team or Class Teachers visit the children at their current pre-school/nursery setting. They provide the 'What School Ready Means to us' document (Appendix 10). Information about the child's likes, interests and needs are discussed and passed to the Class Teacher.

Each child and their parent are invited to several 'stay and play' sessions and the time spent at these increase each time. Together they can spend some time in the environment, familiarising themselves with both the staff and the all areas of the environment. A social story about the School and the daily routine is provided by email/hard copy to all parents to read to their child during the summer holidays (Appendix 11).

**Autumn Term** – Prior to the children starting school a home visit is conducted by the Class Teacher and Support Staff member, they gather information about the child's interests, discuss concerns and explains the routine whilst completing a home visit form (Appendix 12).

When children join the school in the Autumn term the following procedures are put in place so the children can adjust to their new surroundings:

- Children will start at different times during the first few weeks of term
- When settling children into Joydens Wood Infant School parents will be invited to walk their child into the setting and leave when they feel their child is safe and secure
- Parents and Class Teachers work closely together by communicating 'settling in' strategies.
- Children are introduced to the life of the wider School gently as they are ready.
- On starting school, each child will have a Year 2 'Buddy' who will take special care of them during lunch time and play time.
- Children do not attend assemblies initially, building up to full participation of Friday celebration assembly by the end of the first term.

### *Transition to Key Stage One*

In preparation for Year 1, we provide opportunities in the summer term for the children to meet their new teacher and spend time in their new environment. The children have several transition sessions in their new class and as they are encouraged to play and explore in the free flow environment. EYFS and Year 1 teachers hold a transition meeting and discuss all children, children who may require a transition plan through liaising with the SENCO and parents are encouraged to come and meet the new teacher. Our Year 1 provision is play based and the first term reflects the structure of EYFS and focussed teaching time increases later in the year.

### *Parents as Partners*

Children learn to be strong and independent from secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families. We acknowledge that parents are children's first and most enduring educators and we value the contribution they make. We recognise the role that parents have played, and their future role, in educating their children.

- We offer a visit to all children in their home setting.
- The children have the opportunity to spend time with their teacher before starting school during 'stay and play' sessions.
- Whilst the child is transitioning into school, we invite parents/carers to come in for the last hour each day to play alongside their child, so that the end part continues to be positive despite them being tired.
- We invite all parents to an open induction meeting during the term before their child starts school.
- Class Dojo is used as an online platform to share with parents the week's phonic teaching, maths teaching and the children's interests. These posts demonstrate to parents how young children learn by demonstrating concepts.
- Each child has a learning journal; these include photos and observations made by adults in school to show their progress. We welcome contributions of examples of work completed at home in the form of photographs, paper copies, verbal or written observations.
- Parents receive a report on their child's attainment at the end of the school year.

## Safeguarding and Supervision

### *Toileting Policy*

One of the Early Learning Goals for children to achieve by the end of the Foundation Stage is to "manage their own basic hygiene and personal needs successfully, including dressing and undressing and going to the toilet independently". In EYFS we encourage children to become independent when toileting and provide support and strategies where needed. In addition, we support parents through discussion and by providing strategies to promote independence at home.

From September 2019, as part of the home visit paperwork into the school, parents/carers will be asked if their child currently requires toileting support/intimate care. Dependent on the level of care needed the parent will be directed to read/sign the school's toilet policy and intimate care plan (if required).

All our staff are trained annually in Safeguarding and Safe Practice in the workplace. Staff are aware that it is their responsibility to ensure they keep children safe, exercise safe practice and report any concerns following specific procedures/guidelines outlined in the school's Safeguarding Policy.

### *Health and Safety*

We educate children to be responsible for their own behaviour and to be respectful of boundaries. We encourage the children to promote the school's values which enables them to make appropriate choices and keep safe at all times during the school day. Children are allowed to take risks but are taught how to recognise and avoid hazards.

In EYFS we conduct two risk assessments, one for the indoor environment and one for the outdoor environment (Appendix 9). As a result of these risk assessments we ensure that we:

- Promote the welfare of children.
- Promote good health, preventing the spread of infection and taking appropriate action when children are ill.
- Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs and plan strategies as needed.
- Ensure all adults in the environment who have unsupervised access to them are suitable to do so.
- 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. It is important to us that all children in the Foundation Stage are safe.

## Supervision

Joydens Wood Infant School ensures that members of staff who are working within the Early Years Foundation Stage are provided with appropriate supervision in accordance with the statutory requirements of Early Years Foundation Stage (2017). Supervision ensures that:

- All staff have the opportunity to discuss any issues, particularly concerning children's development or well-being.
- All staff can confidently identify solutions to address issues as they arise (including 'safeguarding' as a routine item for discussion)
- All staff are able to create an environment where all members of staff feel able to raise concerns and feel supported in their safeguarding role
- All staff have regular reviews of their own practice to ensure they improve over time and they can receive coaching and mentoring as needed
- A culture of mutual support, teamwork and continuous improvement, encourages the confidential discussion of sensitive issues.

For further information on supervision and safeguarding, this policy should be read in conjunction with the school's Safeguarding and Supervision policy.

## External Advisors

As a school we value professional collaboration and seek advisors and other schools to visit and observe our practice. Through this discussion and collaborative reflection, we are able to share, evaluate and improve our practice on a frequent basis. These professional relationships are crucial to our practice by ensuring we provide the children with the a rich, stimulating and enabling environment that allows children the time to freely explore through play.

## Governance

It is the responsibility of the EYFS Teachers to follow the principles stated in this policy. There is a named Governor for the EYFS and this Governor has opportunities to observe EYFS practice and provide feedback to the Governing Body, raising any issues that require discussion. The Headteacher and Senior Leadership Team carry out monitoring on EYFS as part of the whole school monitoring schedule.

### Annual Strategic Planning

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Teaching, Learning and Assessment (planning, resources, assessment)</b>	<p>Baseline Assessments &amp; SIMS</p> <p>Analyse Gaps in Baseline and plan priorities for Academic Year</p> <p>Medium Term Plan</p>	<p>Phase 2 Phonic assessment to be completed.</p> <p>Analyse Gaps and send to parents.</p> <p>Data to be input to SIMS</p> <p>Medium Term Plan</p>	<p>Medium Term Plan</p>	<p>External moderation- Organise for at least one staff member to attend</p> <p>Complete book looks and gather evidence for GLD/ELGs</p> <p>Phase 3a Phonic assessment to be completed</p> <p>Analyse Gaps and send to parents</p> <p>Data to be input to SIMS</p> <p>Medium Term Plan</p>	<p>Internal moderation meeting with Year 1 team</p> <p>Complete book looks and gather evidence for GLD/ELGs</p> <p>Phase 3b Phonic assessment to be completed</p> <p>Analyse Gaps and send to parents</p> <p>Medium Term Plan</p>	<p>Submit profile data</p> <p>Handover documents to be completed and discussed with Year 1</p> <p>Data to be input to SIMS</p> <p>Medium Term Plan</p>
<b>Leadership Priorities (Governance and working with other leaders)</b>						Create Leadership priorities for next year
<b>Organisation</b>	<p>Complete home visits (Provide school social story)</p> <p>Prospective tours</p>	<p>Complete a transition survey for parents</p>			<p>Organise home visits and packs for parents.</p> <p>Organise start times and transition timetable for new EYFS children</p>	<p>Stay and Play sessions with new intakes</p> <p>Visit Preschools (Provide school social story and 'What School Ready Means' document)</p> <p>Meet SENCO and discuss any transition plans that might be required.</p>

<b>Events/Marketing</b>		Preschools to visit children to see how they have settled	Preschools to visit children to see how they have settled		Preschools networking evening and discuss what school ready means to us  Parents networking meeting.	
<b>CPD</b>	Annual Safeguarding training to be completed.					
<b>Safeguarding &amp; Supervision</b>						
<b>Risk Assessments</b>	Complete a Risk Assessment for indoors and outdoors and organise a dedicated person to complete this daily	Review and update indoor and outdoor risk assessments		Review and update indoor and outdoor risk assessments		Review and update indoor and outdoor risk assessments  Complete risk assessments for and individual children who may need them.
<b>Review of Policies</b>	Review EYFS policy					