



EARLY YEARS FOUNDATION STAGE (EYFS) POLICY

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The EYFS applies to children from birth to the end of YR.

It is a stage of development in its own right,
supported by a unique curriculum and assessment procedure.

This policy recognises the four themes
on which good EYFS provision is based:

A Unique Child
Positive Relationships
Enabling Environments
Learning and Development

‘Every child deserves the best possible start in life and the support that enables them to fulfil their potential.’

Development is not an automatic process it depends upon each child having opportunities to interact in positive relationships and learning environments.

‘Good parenting and high quality learning together provide the foundation children need to make the most of their abilities and talents as they grow up.’

1. A UNIQUE CHILD

At Barncroft Primary School (BPS) we recognise that every child develops in individual ways and that everyone is, or will become, a competent learner.

A child's attitude and disposition towards learning is influenced by all of the significant people in their life. We work closely with parents to encourage all children to develop a positive attitude towards learning and to become confident, capable and resilient people.

Inclusion

We value the diversity of individuals within our school community. All are treated fairly regardless of race, religion or ability. At BPS we give all children every opportunity to achieve their best and we take full account of the range of life experiences that individual children may have.

We set realistic and challenging expectations for our pupils in the EYFS. All children are expected to make good progress. This is achieved by planning to meet the needs of boys and girls, children with special educational needs, higher attaining children, children with disabilities, children of different ethnic groups and children from a variety of social and cultural backgrounds.

We meet the needs of these children through:

- Planning challenging learning experiences that build upon and extend children's knowledge and interests and that motivate and support them in making good progress
- Using a wide range of teaching strategies
- Providing a safe and supportive learning environment in which the contribution of all children is valued
- Using resources that reflect diversity and are free from discrimination and stereotyping
- Monitoring children's progress and taking action to support their learning, including initiating intervention programs, as necessary

Welfare

'Children learn best when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them'.

It is of paramount importance to us that all children are kept safe. We aim to protect the physical and psychological wellbeing of all children.

Children are taught about physical safety and about the rules and expectations we have in order to ensure that everyone is kept safe. We recognise the importance of children being allowed to take risks and they are taught how to recognise and avoid hazards.

We recognise our legal obligations to promote the positive welfare of all children.

We:

- 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
- Ensure that all adults who work with the children or who have unsupervised access to them are suitable
- 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
- Maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children
- Our Teaching Assistants are trained in First Aid.

2. POSITIVE RELATIONSHIPS

At BPS we recognise that secure positive relationships are vital for children's learning development.

We develop a caring, respectful, professional relationship with all children and their families.

At our school both Teachers and Teaching Assistants take on the role of Key Person and work together to build a complete picture of the child. This picture is shared with parents at formal meetings and on request.

Good practice is shared through termly meetings with our main feeder pre-schools and attendance of Early Years network meetings with other local schools.

Parents as Partners

We respect that parents are children's first and most enduring educators and we value the contribution they make.

We:

- Organise and plan a comprehensive induction program so that children and parents have the opportunity to become familiar with the setting and begin to form relationships with us before their child starts school
- Ensure that all staff are available on a daily basis so that parents can speak to us regarding any concerns or issues
- Offer opportunities throughout the year for parents and carers attend workshops and to play and work alongside their child in school
- Offer regular planned more formal meetings for parents to come and discuss their child's attainment and progress
- Send a formal report to parents at the end of the Foundation Stage with parents given the opportunity to come into school and discuss the contents.

3. ENABLING ENVIRONMENTS

We understand that the environment plays a key role in supporting and extending the children's development.

The indoor and outdoor learning spaces are organised to allow children to maximise their learning. There are areas where children may be active, quiet or restful. Good quality resources are located in learning areas and stored in a way that is accessible to all children. Areas are kept free of clutter in order to maintain a safe and attractive environment for the children.

We plan activities and experiences to take place inside and outside to motivate the children, meet their needs and promote good learning.

4. LEARNING AND DEVELOPMENT

At BPS we recognise that children learn and develop in different ways and have their own learning styles. We value all areas of learning and development equally.

Teaching and Learning Styles

Our school policy on teaching and learning defines the features of effective teaching and learning throughout all year groups. Features that relate to EYFS are:

- The partnership between teachers and parents, so that our children feel secure at school and develop a sense of wellbeing and achievement
- The understanding that teachers have of how children develop and learn and how this affects teaching
- The range of approaches used that provide first-hand experiences, give clear explanations, make appropriate interventions and extend and develop play and talk
- The carefully planned curriculum that helps children work towards the Early Learning Goals throughout the EYFS

- The provision for children to take part in activities that build on and extend their interests and develop their intellectual , physical, social and emotional capabilities
- The encouragement for children to communicate and talk about their learning, and to develop independence
- The support for learning with appropriate and accessible indoor and outdoor space, facilities and equipment
- The identification of the progress and future learning needs of children through observation
- The good relationships between our school and the settings that our children experience prior to joining our school.

Play

'Play is essential for children's development, building their confidence as they learn to explore, to think about problems and relate to others'

We acknowledge that children learn and make sense of the world through purposeful play and that it is an invaluable activity for:

- Challenging and extending learning
- Enriching language development and communication skills
- Developing independence
- Developing social skills
- Encouraging concentration and perseverance
- Developing enquiring minds

Active Learning

We believe that active learning occurs when children are motivated and interested. Active learning leads to sustained and extended periods of concentration. Children in our setting have some independence and control over their learning. As children develop their confidence they learn to make decisions. This gives children a sense of satisfaction as they take ownership of their learning.

Creativity and Critical Thinking

Adults in our setting endeavour to support children's thinking and help them to make connections by showing genuine interest, offering encouragement, clarifying ideas and asking open questions. Children can access resources freely and are allowed to move them around the learning environment to extend their learning.

Areas of Learning

There are seven areas of learning in the EYFS:

3 Prime Areas:

1. Communication and Language (Listening and Attention, Understanding, Speaking)
2. Physical Development (Moving and Handling, Health and Self-Care)
3. Personal, Social and Emotional Development (Making Relationships, Self Confidence and Awareness, Managing Feelings and Behaviour)

4 Specific Areas

1. Literacy (Reading, Writing)
2. Mathematics (Numbers, Shape, Space and Measure)
3. Understanding the World (People and Communities, The World, Technology)
4. Expressive Arts and Design (Exploring and Using Media and Materials, Being Imaginative)

All areas of learning are equally important in building strong foundations for further learning, and are delivered through a balance of adult led and child initiated activities. In each area there are Early Learning Goals (ELG's) that define what most children are expected to achieve by the end of their time within the EYFS.

Assessment

Children's progress is tracked and monitored throughout the year, with regard to the seven areas of learning. Knowledge of the child is gained predominantly from observation and interaction in a range of daily activities and events as this is the most accurate way of building a picture of children's learning and development.

Near the end of their time in YR, children's attainment in relation to the ELGs (17 in total), is assessed, recorded and reported to the local authority in accordance with our Statutory obligation. Completed EYFS profiles, including a description of the child's learning characteristics (Playing and Learning; Active Learning; Creating and Thinking Critically) are reported to parents and shared with Year 1 colleagues.

Monitoring and Review

It is the responsibility of all adults who work within the EYFS at BPS to follow the principles stated within this policy. Senior staff report to governors regularly, providing feedback on practice and outcomes.

The Head Teacher and representatives of the local authority carry out monitoring of the EYFS at our school.

Appendix 1– Phonics teaching at Barncroft Primary School

At Barncroft, as part of our vision, we ensure that all children make good progress by providing a curriculum which meets the needs of each individual child, enabling them to develop the skills needed to prepare them for the next stage in their education.

The teaching of phonics, for younger children in particular, is extremely important in providing children with skills which enable them to access reading and writing and to tackle unfamiliar words. It is therefore imperative that we provide effective phonics teaching from the earliest opportunity, which meets the needs of our children at Barncroft.

In order to achieve this, the school has developed the way that phonics is taught at Barncroft to ensure that best practice in phonics is consistently used to promote progression consistently across the school.

Our vision for phonics at Barncroft

- 1) That all children achieve mastery depth in oral blending and segmenting so that they are able to immediately apply phonic knowledge in reading and writing.
- 2) That all phonics lessons include a wide range of opportunities to use and apply oral blending and segmenting, particularly in reading and writing.
- 3) That all phonics lessons include a wide range of opportunities for children to develop their communication skills and to extend their vocabulary.
- 4) A consistent approach to the structure of phonics and spelling teaching which is followed by all classes daily.

How is phonics taught at Barncroft?

In order for children to be successful at applying phonics in their reading and writing, it is vitally important that they are able to move from oral blending and segmentation to blending and segmenting with letters. If this does not happen early on then children can develop gaps in their ability to make this link and as a result do not apply the skill in reading and writing. It is for this reason that **Barncroft has decided to place a greater emphasis within each lesson on this process of moving from oral blending and segmenting to blending and segmenting with letters.** We also endeavour to specifically meet the needs of our children at Barncroft by using every opportunity **to expose the children to rich vocabulary and language from literature.**

In order to achieve the above we:

- Teach new letters and phonemes using Ruth Miskin Phonics cards (which have pictures on one side and a letter on the other).
- Use the letter and picture cards in the lesson as part of a contextualised story with actions (which embed the new phoneme and link it to key vocabulary).
- Take best practice from aspects of Ruth Miskin, Jolly Phonics and Letterland to support high quality teaching of Letters and Sounds which meets the needs of the children of Barncroft based on our current position.

How does this approach benefit children?

- Children hear the phoneme (the sound that the letter makes), see the image, reinforce the sound with an action and hear the sound in key words within a story all within the same lesson. This means that they are more likely to make the link into application in reading and writing.

How is phonics assessed?

- Children are assessed within each lesson so that teachers can address misconceptions straight away.
- Flexible grouping is used within lessons so that children can be taught the specific next steps that they individually need at the time that they need it.
- Children are assessed against Letters and Sounds Phases every half term. This is monitored by the teachers and the English Leader and is used to plan from so that no child is left behind.

What does the school do to promote spelling and phonics in addition to the daily lessons?

- When children become confident in phonics, they move onto 'No Nonsense Spelling'. This is taught from Y3-6 in order to ensure consistency of spelling teaching.
- Spelling bookmarks ensure that parents and children are aware of the high expectations of the national curriculum and are able to keep up with these expectations by parental support (taking bookmarks home and aspiring to be on the next one), using and applying spellings in work (bookmarks available in writing books), teachers being able to track progress and attainment in spelling and to tackle any progress or attainment that is less than good.
- Investment in high quality and high range of books and other reading materials, including the development of the library and the role of the librarian.
- Investment in the online reading resource 'Bug Club' to enable children to practice reading at home, to increase home reading, to develop comprehension through interactive questions online and to encourage boys in particular to engage in reading.
- Development of the breadth and depth of the English curriculum through enrichment days to promote literacy (book week breakfasts with parents, parent reading, everybody writes day, author days, professionals in to discuss literacy in their jobs, volunteers reading with children, reading buddies).
- Daily shared reading/class novels
- PM benchmark system in KS1 and KS2 in order to improve accuracy of reading assessments and to improve formative assessment, particularly in comprehension and inference.
- Cursive handwriting system, to improve fluency of writing and raise expectations in writing across KS1.

How can parents support their children's progress in phonics at home?

- Show a letter card to your child and say the sound. Ask your child to say it as well. This will help to build a link between a letter and its associated sound.
- Say a word and ask your child to break into its individual sounds. For example: pig, p i g. This technique is known as oral segmenting.
- Using the sounds to read (blending). You can teach your child to 'push' (or blend) the sounds together to make words by saying each of the sounds in the word when you are reading with your child at home and then pushing them together to say the whole word.
- Using the sounds to write (segmenting). Encourage your child to use their new-found knowledge of sounds to begin to spell, by working out the individual sounds in a word and matching these sounds to the letters. When your child is ready to write the word down, encourage them to tap out each sound before they write it. This helps children to maintain the correct sequence of letters.
- When your child is reading, encourage them to point to each letter and say the sounds out loud. Encourage your child to read these words by blending the separate sounds together.
- Encourage your child to read the 'tricky words'. Tricky words contain letters that don't represent their normal sounds and these are taught separately. Children can use their phonics to help them read part of the words, but tricky parts will need to be learned by sight.
- Check understanding. Ask your child questions about the story you've been reading together to check that they have understood the words.

Where can I find out more about Phonics?

- Please ask your class teacher to find out more about your child's next steps in phonics and how you can help at home.
- Attend the parent workshop on phonics
- Attend your child's Assertive Mentoring meeting and discuss phonics with the teacher alongside your child and the resources.