



# **North Molton Primary School**

## **Early Years Foundation Stage (EYFS) Policy**

**Date Adopted: May 2023**

**Author/owner: School Community Board**

**Anticipated Review: Spring 2025**

## Introduction

Early Years education is the foundation upon which young children build the rest of their schooling. It is a holistic education that encompasses all learning and development.

This policy outlines the purpose, nature and management of the Early Years Foundation Stage (EYFS) at North Molton Primary School.

The implementation of this policy is the responsibility of practitioners working in the EYFS setting, including both teaching and non-teaching adults.

In the policy the term 'setting' refers to the Early Years educational provision at North Molton Primary School. This is available to children who enter school in the term they turn 2 into our Nursery through to Reception. In the policy the term 'practitioner' refers to the members of staff working with children within the setting.

## Aims

In the EYFS setting at North Molton Primary School we believe that all children are entitled to the best possible start in their school life, both intellectually and emotionally, to enable them to develop their full potential. We aim to support each child's welfare, learning and developmental needs by:

- Recognising that all children are unique and special.
- Understanding that children develop in individual ways and at varying rates - physically, cognitively, linguistically, socially and emotionally.
- Providing a safe, secure and caring environment where children feel happy and know that they are valued by the practitioners looking after them.
- Fostering and nurturing children's self-confidence and self-esteem through their developing awareness of their own identity and role within the community.
- Teaching them to express and communicate their needs and feelings in appropriate ways.
- Encouraging children's independence and decision-making, supporting them to learn through their mistakes.
- Developing children's understanding of social skills and the values and codes of behaviour required for people to work together harmoniously.
- Supporting children to develop care, respect and appreciation for others, including those with beliefs, cultures and opinions differ to their own.
- Understanding the importance of play in children's learning and development.
- Providing learning experiences in play which reflect children's personal interests and areas of curiosity in order to encourage and develop their natural desire, interest, excitement and motivation to learn.
- Providing experiences which build on children's existing knowledge and understanding in order to challenge, stimulate and extend their learning and development.
- Providing effective learning opportunities in a range of environments, inside and outside.
- Providing opportunities and experiences for children to become responsible and active members of the school community.

## Legislation

This policy is based on the learning and development requirements as stated in the Statutory Framework for the Early Years Foundation Stage (EYFS) 2021.

## Curriculum

At NMPS we provide a carefully structured language-led curriculum based on the 'Early Years Foundation Stage' we offer a provision which takes account of the differing starting points of the children in the Early Years across the seven areas of learning alongside the acquisition of speech and language skills. The Development Matters Statements provide a progression from Nursery through to the end of Reception.

The core aim of the EYFS is to provide a strong and solid platform. To aid the early development of our children, we focus on the development of the prime areas when they first start with us. This begins with our youngest children at the tender ages of 2 and 3 who access our nursery provision. As children grow and progress, the prime areas will support them to develop skills in the four specific areas. The Characteristics of Effective Learning are threaded through, and central, to all learning in the EYFS curriculum. Emphasis is placed upon playing and learning, active learning and thinking critically which takes place both indoors and outside. Whilst the children's interests are at the heart of our curriculum, we ensure that we provide all pupils with a broad range of experiences and opportunities providing them with the cultural capital they need for future success.

Our Nursery curriculum is language led and driven by the importance for children to acquire the foundational language needed to be successful talkers and learners. Our Reception themes have been built from essential foundational knowledge based on providing our pupils with experiences and learning which motivate the children, and are deeply rooted in the love of stories and reading as well as ensuring children access a range of educational experiences which bring 'learning to life'.

The seven areas of learning support, foster, promote and develop children's well-being and development. All areas of learning and development are important and inter-connected.

Three areas are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving.

The prime areas:

- communication and language
- physical development
- personal, social and emotional development

We also support children in the four specific areas, through which the three prime areas are strengthened and applied.

The specific areas:

- literacy
- mathematics
- understanding the world
- expressive arts and design

## Personal, Social and Emotional Development

This is crucial for all aspects of life which will give the children the best opportunity for success in all other areas of learning. Each child needs a positive sense of him/herself and respect for others.

## Communication and Language Development

The key skills will develop confidence in communication, teaching speaking, listening and understanding in a variety of settings and purposes.

## Physical Development

Children will develop the skills of coordination, control, manipulation and movement both in fine motor and gross motor movement. It helps children to gain confidence and feel positive about being healthy and active. This promotes a positive feeling of well being.

## Literacy

Learners will have a wide range of books read to them and will read simple texts for themselves. Familiar books will help learners rehearse phrases and interesting vocabulary that will become part of their own speech and ultimately writing. They will also be provided with a range of opportunities for writing and mark making for a variety of purposes. The school uses the Letters and Sounds document and jolly phonics to support our teaching of phonics.

## Mathematics

We will develop confidence and competence in learning and using key skills. This includes counting, sorting, matching, seeking patterns, making connections, recognising relationships and working with numbers, shapes, space and measures.

## Understanding of the World

Crucial skills of problem solving, exploring and understanding will help them to make sense of the world. Foundations are developed for the later teaching of Science, Design and Technology, History and Geography.

## Expressive Arts and Design

Creativity is fundamental to successful learning. It enables children to make connections and extend their thoughts, feelings and understanding. It will include art, music, dance, role-play and imaginative activities.

## Language Led Learning

We follow a Language Led Learning approach. We recognise how important it is to develop a child's vocabulary as early as possible. Research shows that those children with larger vocabularies by the age of five show greater academic success throughout their time in school and in later life.

Our aim within a child's Nursery years is to ensure that our children develop a wide vocabulary whilst with us and to provide the children with a vocabulary-rich learning environment, and one of the ways we provide this is via weekly concepts. We have identified a list of key concepts and have created a list of age-appropriate vocabulary for each concept. Each week our planning is based around the language for one of these key concepts. The texts, provision and learning provocations are planned to enable frequent modelling and use of the concept language through high quality

interactions and planned teaching opportunities. Concepts are revisited each term to support children's language development by building upon the prior understanding and experience of the concept language covered previously.

In Reception, the children access the language led learning through their continuous provision. Providing children with the opportunity to consolidate and build upon previous language learning. For children who have not previously attended our nursery, this enables us to continue to provide the vital base for the Reception curriculum to build upon. The Reception curriculum has clearly defined progression of knowledge, skills and vocabulary in each of 7 areas of learning. It also provides the building blocks for Year 1 and beyond. Planning provides evidence of the above but also provides flexibility within the curriculum to adapt according to the needs of individuals and the class. Planning is adapted based on each child's ongoing formative assessment.

### Reading

- Each Reception child has a reading achievement record, which is taken home each day and serves as a record of books read by the child, to an adult, both at home and school. We expect all children to read five times a week at home with an adult.
- Levelled reading books are used to support the development of reading.

### Inclusion

We value all our children as individuals, irrespective of their ethnicity, culture, religion, home language, background, ability or gender. We plan a curriculum that meets the needs of the individual child and supports them at their own pace so that most of our children achieve the Early Learning Goals. We strongly believe that early identification of children with additional needs is crucial in enabling us to give the child the support that they need. In doing so, we work closely with parents/carers and outside agencies to support children's development. Where appropriate we involve health and social care professionals, Nursery Plus, the Communication and Interaction team, speech and language, family support workers and other members of the professional community. See our separate school policies on accessibility, safeguarding and inclusion.

### Partnership with parents/carers

At NMPS we recognise the importance of establishing positive relationships with parents, as highlighted by the EYFS framework. We understand that an effective partnership between school and home will have a positive impact on children's learning and development. So, practitioners endeavour to encourage the regular sharing of information about the children with parents/carers. We value the role of parents/carers as children's primary educators. Practitioners encourage parents/carers to share their unique knowledge of their child, providing further insight into the child as an individual (e.g. characteristics, interests, experiences, likes, dislikes). This supports practitioners in establishing interesting and stimulating learning experiences, responding to children's needs and interests.

Each child is assigned a Key Person who will seek to engage and support parents/carers in guiding their child's development at home. The Key Person will foster relationships with their key children and form close attachments to ensure that every child's learning and care is tailored to meet their individual needs.

Through working in partnership with parents/carers, we will:

- Promote independence, confident, perseverance and enthusiasm for learning

- Support the development of social skills, friendships and teamwork
- Provide a safe, secure and nurturing environment for children to develop, learn and explore

### Assessment and Record Keeping

Ongoing assessment is an essential aspect of the effective running of the EYFS setting at NMPS. The main EYFS assessment method is through practitioners' observations of children in different teaching and learning contexts, including both adult focused activities and child initiated play. Observations take place on a daily basis (both formally and informally) and some are recorded on Tapestry online journal for parents/carers to see. All practitioners are involved in observing children. Practitioners use observations to support their developing knowledge of individual children. It informs them of children's abilities, needs, interests, play schemas and learning styles. Observations are evaluated, children's learning priorities are identified and relevant learning opportunities are planned to support children to make the next steps and progress.

Parents/carers are given the opportunity to record observations on Tapestry to inform the school of 'new learning' that has happened in the home.

### Nursery

We use the non statutory Development Matters as guidance to track children's progress. Children will either be working in the Birth- 3 or 3-4 year old bands. Children's verbal skills are monitored throughout their time within the nursery which helps ensure that practitioners pitch their interactions at an appropriate level to each individual child.

At the end of each academic year, parents/carers will be provided with a report of their child's progress towards the three prime areas of development (unless they have just received a 2 year old progress check).

### Reception

The statutory assessments in Reception are the Reception Baseline Assessment (RBA - First 6 weeks of the Reception Year) and the Early Years Foundation Stage Profile (End of June). Further details of these two statutory assessments are described below. We also use the RBA in a formative way to target individual gaps in the initial term of Reception. Formative assessment is embedded in the everyday culture of Reception. It takes the form of observation, whole class, small group and individual interactions. Children are also assessed on a half termly basis against the taught content.

At the end of the Reception year, each child will be assessed against the national standard of the 17 Early Learning Goals (ELGs) forming the Early Years Foundation Stage Profile. Each one linked to one of the seven areas of learning highlighted in the EYFS curriculum below.

The EYFS teacher will record each child's level of development against the 17 ELGs as either emerging or expected. We provide a written summary of these judgements for parents/carers. We also give parents an opportunity to discuss these judgements with their child's class teacher.

### Progress Check Age 2

When a child is **aged between 2 and 3**, we will review their progress and provide parents/carers with a written summary of the child's development in the three prime areas. This 'progress check'

will highlight the areas in which a child is progressing well and the areas in which additional support is needed.

### **Admissions to the Nursery**

Children may gain a place in our Nursery from the age of 2. Parents/carers are offered the opportunity to make an appointment to view the school. Home visits are made to meet children in their home environment and find out about their interests. This aids a smooth transition into school.

### **Admissions to Reception (please see admissions policy): Starting School in the Reception**

At NMPS we have a seamless transition from Nursery to Reception as part of our mixed EYFS provision. Parents/carers are invited to an induction evening and children are then invited for an 'move up' morning. Please note that all pupils will enter the reception classes together regardless of birthday unless parents opt for deferred, delayed or part-time entry. Home visits will be undertaken at this stage for parents whose child has not been in our Nursery or had a previous Nursery home visit.

### **Links and Transition to Y1**

The transition into Y1 from EYFS is carried out smoothly by the development of strong links with KS1. The children's attainment is shared with the new teacher(s) and the curriculum is designed to support the varying needs of the children through a continuation of EYFS provision where needed. Children have the opportunity to have a 'move up' morning where they will meet their new class teacher(s).

### **Safeguarding and welfare requirements**

Children's safety and welfare is paramount. We create a safe and secure environment and provide a curriculum that teaches children how to be safe, make choices and assess risks.

We have stringent policies, procedures and documents in place to ensure children's safety. We promote the good health of the children in our care in numerous ways, including the provision of nutritious food and the following set procedures when children become ill or have an accident.

There is always a practitioner in the nursery and the Reception who is paediatric first aid trained.

Staff are able to administer medication when required once parents/carers have completed the required paperwork and in rare cases, when necessary training has been provided.

The remainder of our safeguarding and welfare requirements are outlined in our whole school safeguarding policy.

### **Monitoring arrangements**

This policy will be reviewed by the Headteacher and EYFS Lead every two years.

This policy will be shared with the School Community Board following each review.