

Rhodes Avenue Primary School

EYFS
Autumn
2022

Context

The Early Years and Foundation Stage (EYFS) curriculum is based on the understanding that children develop rapidly during this stage of their learning – physically, intellectually, emotionally and socially. It is the basis on which children build the rest of their lives and it is not viewed as simply a preparation for the next stage of development.

Pupils in the Early Years Foundation Stage learn best through staff providing experiences that build on and extend children's interests and experiences. Pupils are influenced by everything in their environment, they use their senses to explore and make sense of the world around them. They learn best through imaginative and meaningful play and it is most productive when it is inspired by their own interests.

Early Years Education Pedagogy

The early years experience builds on what children already know and can do and planned, purposeful activities engage children in the learning process. The Early Years team:

- structures the curriculum to children's individual needs;
- creates a learning environment that is well-planned and organised;
- ensures that children feel secure, included and valued;
- provides rich and stimulating experiences;
- values parental cooperation;
- has a key person who provides a link between home and school;
- initiates planned activities;
- values child-initiated activities.

Teaching and learning

There are seven areas of learning; three 'Prime' and four 'Specific' areas, in addition to the three 'Characteristics of Effective Learning'. All staff support the development of pupils by ensuring there are challenging and playful opportunities across the 'prime' and 'specific' areas of learning and development. The prime areas begin to develop quickly in response to relationships and experiences, and run through and support learning in all other areas.

Prime Areas

The prime areas are fundamental to a child's development throughout the EYFS. The three areas are important for building a foundation for children's curiosity and enthusiasm for learning. They also enable children to form relationships and thrive. The three the prime areas are:

Communication and Language

- Listening, Attention and Understanding
- Speaking

Physical development

- Gross motor skills
- Fine motor skills

Personal, Social and Emotional Development

- Self-regulation
- Managing-Self
- Making relationships

Specific Areas

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

Literacy

- Comprehension
- Word reading
- Writing

Mathematics

- Number
- Numerical patterns

Understanding the World

- Past and present
- People and communities
- The natural world

Expressive Arts and Design

- Creating with materials
- Being imaginative and expressive

The Characteristics of Effective Learning are the factors which play a central role in children's development. They are vital elements which support the transition process from the Early Years Foundation Stage to Year One. They are:

Playing and exploring – engagement

- Finding out and exploring
- Playing with what they know
- Being willing to 'have a go'

Active learning – motivation

- Being involved and concentrating
- Continuing to try
- Enjoying achieving what they set out to do

Creating and thinking critically – thinking

- Having their own ideas
- Making links
- Choosing ways to do things

Play

It is through a stimulating environment and the process of play where children explore, investigate, recreate and understand the world in which they live. It is a vital component of children's lives and is the medium through which skills can be developed and practiced.

English as an Additional Language (EAL)

Children for whom English is not their first language will engage in activities and first hand experiences that do not depend solely on the English language. Their participation will reveal what they know and can do in the security of their home language. As soon as possible, staff will ascertain a child's prior language and any previous education experiences. There are three aspects to the assessment of EAL children:

- Development in their home language;
- Development across areas of learning that are not reliant on English language skills for assessment;
- Development in English*.

Staff will observe the EAL child over time in order to quantify assessments and raise questions with the parents (or a bilingual support assistant) to be confident about what the child knows and understands. Whenever opportune the Early Years environment will reflect and celebrate EAL children's cultural and linguistic heritage within its setting.

* Early Learning Goals for Communication and Language and Literacy are the only Early Learning Goals that are assessed in the English language.

Assessment

Assessment is carried out through observations - both informal and planned. The vast majority are made whilst the child is involved in child-initiated experiences. Assessment is based primarily on observation of daily activities and events. All staff will record the behaviours which demonstrate spontaneous, independent and consistent learning across a range of contexts. There is a statutory Reception Baseline Assessment (RBA), undertaken within the first six weeks in which a child starts Reception. Nursery and Reception use the Tapestry assessment tool to collect evidence and record children's experiences. Target Tracker is used termly to track children's progress in the 17 Early Learning Goals.

Staff will also take into account a collection of perspectives:

- those of the child
- parents/carers
- other adults who have significant interactions with the child.

The primary uses of the EYFS profile data are:

- to inform parents about their child's learning and development against the ELGs and the Characteristics of Effective Learning;
- to support a smooth transition to Key Stage 1 by establishing a professional dialogue between EYFS and KS1 teachers;
- to support Year 1 teachers to plan an effective, responsive and appropriate curriculum that will meet the needs of all children.

Moderation

Moderation of the EYFS profile is a collaborative process. The EYFS staff regularly (joined by year 1 staff in the summer term) meet to moderate and agree assessment judgments. Teachers discuss the children, observations, and use exemplification materials to enable them to make accurate and consistent judgements. During moderation meetings teachers build a shared understanding of the ELGs and the statutory framework. The meetings support quality assurance of teacher assessment. In the final term of Reception

in which a child reaches age five the EYFS Profile is completed for each child. Reception teachers report the assessment level, as 'Emerging' or 'Expected' for each of the 17 Early Learning Goals. These levels along with general statements about the child are shared with each family. This report summarises and describes children's attainment at the end of the EYFS.

Supervision

EYFS practitioners record supervision meetings each term. Supervision provides opportunities to:

- discuss issues – particularly concerning children's development or well being;
- identify solutions to address issues as they arise;
- receive coaching to improve their personal effectiveness.

Admissions and Settling-In

There is staggered entry into both Nursery and Reception; children start in small groups, and within a short time period all children are admitted full time. On the child's first day the parents are encouraged to stay for the whole session. All children are allocated a Key Worker. When moving from the school's nursery to Reception the children from the two Nursery classes are assigned to the three Reception classes based on different factors, e.g. term of birth, gender, SEND etc in order to create a broad and inclusive mix of pupils. A place in the school's Nursery does not automatically guarantee a place in the Reception.

Role of Parents

An effective partnership between the Early Years and Foundation Stage team and parents/carers is considered to be an important factor in child development. A home visit before their children begin school is part of the induction process in addition to staff visiting and making links with any previous settings the children may have come from. Furthermore, there are meetings each term to discuss children's progress and to set targets for future development. Nursery Nurses also attend these meetings so that they can contribute towards conversations regarding children in their 'key group'. Additionally, staff send home a question sheet to the parent/carer of the 'focus child'. This helps the EYFS team to find out about the child's interests at home. Parents/carers are also encouraged to come and take part in activities and share and add to their child's online Tapestry learning journal.

Transition

At the end of the Summer term two Staff Meetings are arranged for the Nursery, Early Years and Key Stage 1 teachers to discuss the transition of the pupils from Nursery to Reception and from Reception to Year One and to formally hand over all assessment data.

SEND

Developmental and health related difficulties/issues can sometimes be first noticed in Early Years. Any observations recorded by staff would always be discussed with parents/carers and any appropriate multidisciplinary referrals would be made only after consultation with parents/carers.

(Refer to the Special Educational Needs and Disabilities Policy)

Equal Opportunities

Equal access to the EYFS curriculum is given to all children regardless of ability, gender, culture, religious or ethnic origin. Rhodes Avenue complies with its duties under the Equality Act 2010 and all staff will have due regard to the need to eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the abovementioned Act. The school celebrates diversity and encourages inclusion.

Procedures for policy monitoring and dissemination

All members of staff and governors will receive a copy of this policy. Copies are available on the school's website and hard copies can be collected from the school office on request. This policy has been approved by the Governing Body. It will be reviewed in line with the school's policy schedule.

Staff responsible

Headteacher
Deputy Headteacher
EYFS Phase Leader
EYFS practitioners