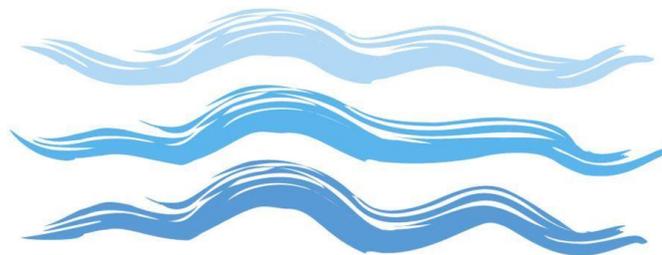


# Policy for Teaching and Learning in the Early Years Foundation Stage

Dee Point  
Primary School



**Delegate Function: Teaching & Learning Committee**  
**Approved by Governors:**  
**Updated: July 2020**  
**Review date: Summer 2021**

This policy/document was reviewed by

Signed: Leila Rennie

Date: 07.07.20

Position: EYFS Lead

Signed.....

Date:

Position.....

The next revision date is: Summer 2021

## **Contents Page**

|                         |   |
|-------------------------|---|
| Introduction            | 2 |
| A Unique Child          | 3 |
| Positive Relationships  | 4 |
| Enabling Environment    | 5 |
| Learning and Developing | 7 |

## **Appendices:**

Planning Formats

## Policy for Teaching and Learning in the Early Years Foundation Stage

In Dee Point Primary school we are committed to providing high quality care and education for all children. We will ensure that we provide an environment that is safe and healthy where children develop positive attitudes about themselves and others. As practitioners, it is vital that we inspire a joy for learning by providing engaging and interesting lessons and environmental enhancements that develop the whole child, thus providing every child with skills to be successful citizens and a desire for life-long learning.

We are fully committed to the themes and principles of the Early Years Foundation Stage Framework (EYFS). It clearly states that:

***‘Every child deserves the best possible start in life and the support that enables them to fulfill their potential. Children develop quickly in the early years and a child’s experiences between birth and 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.’***  
***(Foundation Stage, Statutory Guidance, 2012, p.2)***

The EYFS is based upon four overarching principles; these principles shape the practice in our Early Years Department.

These are:

- Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Developing



## A Unique Child

At Dee Point Primary School, we recognise that every child is unique. They develop in individual ways and at different rates. We aim for our children to become successful lifelong learners by developing a positive attitude to their education through planning lessons that excite and engage children. When observing children within their play we will ensure that we analyse their play to make appropriate 'next steps' to scaffold children's learning and development in order for them to make progress, no matter of their starting points.

### Inclusion

All children at Dee Point Primary School are treated fairly regardless of race, religion or abilities. All children and their families are valued within our school and we celebrate their uniqueness.

We give our children every opportunity to achieve their best. We set realistic and challenging expectations that meet the needs of all of our children.

Through effective assessments we plan for the needs of all boys and girls, children with special educational needs, children who are gifted and talented, children with disabilities and children from all social and cultural backgrounds.

Our children at Dee Point Primary School are taught in a 'safe' environment, where their physical, intellectual and mental wellbeing is cared for. We provide opportunities for children to take risks but are taught to be aware of their own and others safety. Children are taught with clear boundaries and adults talk with them about their choices and the consequences of their actions.

### Welfare

We take necessary steps to safeguard and promote the welfare of children, complying with the specific legal requirements

We understand and endeavor to follow the following requirements:

- Promote the welfare of children
- Promote good health, preventing the spread of infection and taking appropriate action when children are ill.
- Manage behaviour effectively
- Ensure all adults who look after the children or who have unsupervised access to them have been CRB checked.
- Ensure that furniture and equipment is safe and suitable for purpose.
- Maintain records, policies and procedures required for safe, efficient management of the setting and meet the needs of the children.

Statutory Framework for Early Years Foundation Stage, 2012.

## **Positive Relationships**

“Parents are children’s first and enduring educators. When parents and practitioners work together in early years settings, the results have a positive impact on children’s development and learning.” ‘Engaging Parents in Raising Achievement’ DCSF

At Dee Point Primary School, we endeavour to create a caring atmosphere that welcomes all children and their families. We create positive professional relationships to support the children’s learning and development.

### **Parents as Partners**

We recognise that children’s learning starts before they start school and we value the contributions that parents make when sharing information about their child’s learning and development. We respect our parents, since we know that they will continue to play a major role in the child’s past, present and future learning. We do this through:

- Meeting with parents before their child starts school.
- Offering a home visit to all children before their child starts Nursery.
- Preparing transition sessions into school to share with their parents/carers.
- Offering parents opportunities to talk about their child’s progress and allowing unlimited access to their child’s learning journey and books.
- Allowing parents opportunities to talk about their child’s progress during daily Morning Challenge Time.
- Enabling parents to access their child’s online learning journey at home using their own ‘Learning Book’.
- Supporting parents to upload their own observations of their child at home to contribute to their children’s learning journey.
- Through our termly family engagement sessions (for example; parents’ Meetings, reading events)
- Organising a range of activities throughout the year that encourage collaboration between child, school and parents: Special assemblies, performances, sports day, reading events.
- Provide a range of methods to engage our families into their child’s learning. For example; communication via twitter, online learning journeys, reading books, home reading challenges.
- Parents to be welcomed by teaching staff and support staff each morning to enable them to speak comfortably and confidently to a familiar member of staff.



## Enabling Environments

At Dee Point Primary School, we recognise that the environment plays a pivotal role in supporting and extending the children's development. Staff observe the children and assess their interests, development and learning, before planning the next steps for the children offering challenging but achievable activities and experiences.

### Observation, Assessment and Planning

“Assessment plays an important part in helping parents, carers and practitioners to recognise children's progress, understand their needs, and to plan activities and support.”

EYFS Statutory Guidance, p.11, 2013



At Dee Point Primary School, the Nursery and Reception classes observe, plan and assess the children and use identical recording systems, these being

#### Observations:

- Focused observations sheets
- Videos
- Photographs
- Samples of work

#### Planning:

- Objective led planning sheets
- Focused teaching time planning sheets

#### Assessment:

- Tracking attainment
- Learning journeys
- Using Learning Book to assess children's current development and plan to meet children's next steps in learning.

We have adopted a team approach to our planning and this is completed frequently within the week to support the changing needs and interests of the children.

#### Teacher's planning includes:

- A reflection of the children's interests

- Long Term Plan - a continuous provision plan for the enhancements, which are changed throughout the year to reflect the children's development.
- Short term plans: including teacher focused teaching time, objective led planning, environmental enhancements and child initiated planning.

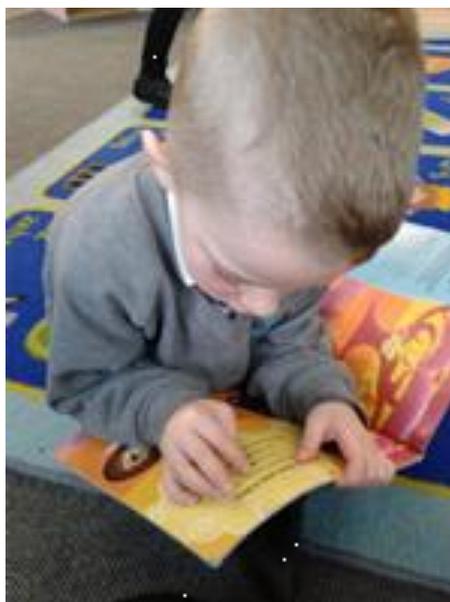
All staff have their own Learning Book tablets to enable them to make regular assessments of the children's learning, these support planning for children's next steps. All observations and assessments of the children are recorded in the children's individual learning journeys and online learning journeys.

At Dee Point Primary school, we use the Development Matters to record judgments against the EYFS Profile. This is monitored termly by the EYFS Manager. At the end of the summer term, we provide a written summary to parents, reporting their progress against the Early Learning Goals.

### The Learning Environment

At Dee Point Primary School, we provide a stimulating and safe environment both indoors and outdoors. Classrooms are set up into clear areas of learning, where the children are able to find and locate equipment and resources independently. Children have free access to the outdoor area, which is also set up into learning areas.

- Children are encouraged to play, explore and learn in the outdoor environment. The space outside both classrooms is split into key areas of learning that promote different skills than the indoor environment. Adults will enhance the space and provide direct teaching opportunities to support children's learning.



## Learning and Development

When planning for children's learning, all practitioners reflect on the different learning styles of the individual children. In doing so, they ensure that consideration is made towards the three characteristics of effective teaching and learning.

### **Playing and Exploring...**

The environment and resources will be accessible and appropriate for the children to allow them to be able to explore, discover and consolidate their new learning. Adults will support and scaffold the children's learning thus allowing them to experiment and extend their thought processes. Skilful questioning will be used to challenge the children's thoughts and opinions. Children will play in a familiar and safe environment to build their confidence and encouraged them to have a go at new challenges and experiences.

### **Active Learning...**

Adult led activities will be planned around the interests of the children in order for their involvement and concentration to be maximised. Children will be intrinsically motivated to learn and therefore sustain high levels of involvement to successfully complete their chosen task. Through adult engagement children will feel a sense of pride in their accomplishments.

### **Creating and Thinking Critically...**

Through appropriately challenged adult questioning children will be encouraged to extend their ideas creatively and critically. They will be encouraged to make links between their practical experiences and new knowledge gained. The adults will make observations on the children and plan individual next steps in order for children to broaden their wealth of knowledge.

As of September 2012 there are now seven areas of learning and development. These have been divided into two areas Prime and Specific. The Prime Areas of learning are vital in order to build children's capacity to learn, form positive relationships and succeed. The Specific areas of learning strengthen the Prime areas and therefore provide children with a secure foundation of learning.

The EYFS has three Prime Areas of learning

- Personal, Social and Emotional Development
- Physical Development
- Communication and Language

Specific Areas

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design



“Children learn through active, purposeful play – with people, objects, ideas and events that engage and involve them – sometimes for sustained periods. They benefit from a balance of adult-led and child-initiated activities and from adults who provide rich experience and interact in ways that encourage the development of language, thinking skills and creativity.” EYFS Statutory Guidance

### **Planning for Learning**

Children will be provided a balance of child initiated and adult directed/initiated activities. This balance will look different throughout the year depending on the needs and development of individual children. Through careful observations and discussions with the children and their parents the Early Years team will resource and enhance the environment to meet the children's needs and interests. The adults will support and scaffold the children's play in order for the children to be intrinsically motivated to confidently select

and use resources independently to further their learning. The adults will reflect on the environment and needs of the children to ensure that enhancements are appropriately challenging for all children. Adults will plan for child initiated learning through 'Plan, Do, Review'. This will be progressive throughout the Early Years department. Children will be able to plan their own learning and evaluate its effectiveness with the support of adults.

Activities that are planned by adults will reflect on the children's individual learning styles and interests. Through warm and positive interactions the Early Years team will respond to individual evolving needs. Through flexible planning, practitioners will be responsive to the children's needs and therefore increase learning potential.

### **Assessment**

All practitioners will make regular purposeful observations of the children's learning through short and focused observations. The practitioners will complete termly focused observations of the children's learning within child initiated time; this information will then guide the future adult directed planning, environmental enhancements and ongoing assessment.

Through formal and informal discussions the Early Years team will evaluate the evidence and build an individual picture of children's progression or areas that require additional support. This evidence will be accessible to the children, parents and other professionals on a daily basis. Parents will be actively encouraged to contribute to the learning journeys to create a holistic view of their child's learning and development.

The assessments will not entail prolonged breaks from interaction with children, nor require excessive paperwork. Paperwork should be limited to that of which is absolutely necessary to promote children's successful learning and development.

Evidence will be collected in a variety of forms these being post-it notes, focused observation formats, video footage, photographs, audio footage.

Systems for data analysis:

- Baseline must be completed within six weeks from the child's start date.
- Tracking the children's attainment must be completed by the end of half term to show progress.
- EYFS Manager must analyse the data to ensure that children are being given the best opportunities to learn, and that staff have the skills and knowledge they need to help all children progress.
- At the end of the summer term the EYFSP data will be submitted to the Local Authority.

*[Assessment tracking documents are on Staff Share]*

In partnership with Parents/Carers we will

- Regularly discuss with parents about their child's interests and progress made at home.
- Inform them of their child's strengths and any areas where progress is slower than expected including areas where additional support might be needed.
- Discuss with parents how the summary of development can be used to support learning at home.

### **Handwriting**

Children in Nursery will be taught to write in print. Children in Reception will also be taught to write in print. If and when children are deemed physically and developmentally ready following assessment of their pencil grip and control, they will begin to be taught to write in pre cursive throughout their Reception year. During the Reception year, all children will be exposed to pre-cursive writing alongside printed writing through displays. Sound cards and name cards will remain printed until a child is deemed ready for these to be in pre-cursive. Practitioners will model pre-cursive writing in Reception when the child is deemed physically ready to be taught to write in pre-cursive.

A child will be deemed ready for pre-cursive based on the following guidelines:

- a) They have a tripod grip.
- b) They demonstrate strength and control of a pencil.
- c) They accurately form printed letters most of the time

### **Feedback to children**

In the early years, the majority of the feedback will be verbal where adults will encourage children to talk about aspects of their child initiated that have worked well and what they could do next time to improve. Adults encourage the children to try to find their own solutions to their problems, without support, such as asking "What could you do to make ..... feel better?" "How could you fix this?".

## **Appendix**

### Planning Formats

EYFS Short Term Planning Virtual Based Focused Teaching Time  
 Term: Week: Beginning: Class: Foundation Two Session: .....am or pm...

Adult Directed Learning - Large Group Time

| Day of       | Adult Directed Learning - Large Group Time   |  |  |  |
|--------------|--|--|--|--|
|              | AA –   | A -  | BA –   | WBA –  |
| Date – am/pm | Links to EYFS:<br>Areas of Learning:<br>Prime -<br>Specific:<br>Resources:<br>AA<br>A<br>BA<br>WBA – | Learning Intention:<br>•<br><u>Main:</u><br>•<br><i>Area: Adult:</i> | Learning Intention:<br>•<br><u>Main:</u><br>•<br><i>Area: Adult:</i> | Learning Intention:<br>•<br><u>Main:</u><br>•<br><i>Area: Adult:</i> |
|              |  |  |  |  |

**Class:**

**Area of Focus: -**

Objective Led Planning

Term:            Week:            Wk Beginning:            Year Group:

| Who   |   |  |   |  |   |  |   | Next Steps | Possible Starting Activities<br><i>and links to other areas</i> |
|-------|---|--|---|--|---|--|---|------------|---|
|       | 1 |  | 1 |  | 1 |  | 1 | 1. .       | •   |
|       | 1 |  | 1 |  | 1 |  | 1 |            |   |
|       | 1 |  | 1 |  | 1 |  | 1 |            |   |
| Now – |   |  |   |  |   |  |   |            |   |
|       | 1 |  | 1 |  | 1 |  | 1 | 1.         | Evaluations of Learning   |
|       | 1 |  | 1 |  | 1 |  | 1 |            |   |
|       | 1 |  | 1 |  | 1 |  | 1 |            |   |
| Now – |   |  |   |  |   |  |   |            |   |
|       | 1 |  | 1 |  | 1 |  | 1 | 1.         |   |
|       | 1 |  | 1 |  | 1 |  | 1 |            |   |
|       | 1 |  | 1 |  | 1 |  | 1 |            |   |
| Now – |   |  |   |  |   |  |   |            |   |
|       | 1 |  | 1 |  | 1 |  | 1 | 1.         |   |
|       | 1 |  | 1 |  | 1 |  | 1 |            |   |
|       | 1 |  | 1 |  | 1 |  | 1 |            |   |
| Now – |   |  |   |  |   |  |   |            |   |

