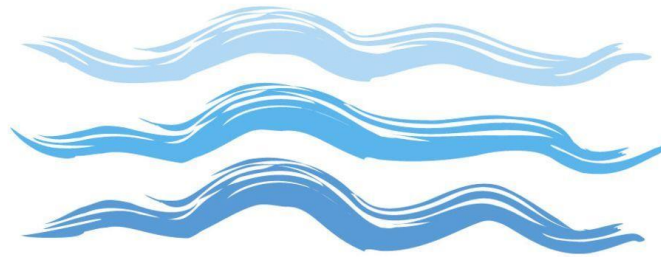


Early Years Foundation Stage Policy

Dee Point
Primary School



Delegate Function: Teaching & Learning Committee
Approved by Governors: November 2022
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This policy/document was reviewed by

Signed: Laura Jones

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Position: EYFS Lead

Link Governor: Daniel Crank

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Policy for Teaching and Learning in the Early Years Foundation Stage

'Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age 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.' EYFS statutory framework, March 2021

At Dee Point Primary School we provide high quality care and education for all children to ensure they have the necessary foundations for the rest of their schooling. As practitioners, we will create a learning environment which supports an ambitious, coherently planned and sequenced curriculum as well as a safe and healthy space where children develop. 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 overarching principles of the Early Years Foundation Stage Framework (EYFS).

These are:

- every child is **a unique child**, who is constantly learning and can be resilient, capable, confident and self-assured
- children learn to be strong and independent through **positive relationships**
- children learn and develop well in **enabling environments with teaching and support from adults**, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
- importance of **learning and development**. Children develop and learn at different rates.

A Unique Child

Children develop rapidly during their time in the early years especially physically, socially, emotionally and intellectually. At Dee Point Primary School, we recognise that every child is unique, and the children develop in individual ways. 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

Early Years staff take necessary steps to safeguard and promote the welfare of children, complying with the specific legal requirements. We understand and endeavor to 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 in line with our school behaviour policy.
- Ensure all adults who look after the children or who have unsupervised access to them have been CRB checked.
- Ensure the 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.

Positive Relationships

At Dee Point, we develop caring, respectful, professional relationships with parents and their families by creating a therapeutic atmosphere that welcomes all children and families. With this positive, professional relationship, we can support the children's learning and development at school and home to achieve the best possible outcome for each child.

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.

- Parents/carers 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.
- SLT will be available during before school and after school time for parents/carers to speak to an available member of staff.
- Each term parents will be invited to a parents evening to discuss their child's progress.
- Parents/carers will have access to Seesaw, and they are able to message their child's teacher if needed.

- Parents/carers will have a log on to their own child's Seesaw code, so they can see their daily progress and learning. They can comment on their child's Seesaw journal and upload learning from home too.
- Parents/carers will be invited to termly meetings/events to support learning at home. For example, Seesaw meeting, reading event, sports day etc.

Transition

At Dee Point, we thrive to give the children the the necessary foundations for the rest of their schooling despite their starting points. Children will come to school having experienced a wide range of pre-school provision that may include school nursery, nursery, playgroup, childminder and, of course, home. The transition process is paramount and essential for the children's readiness for school.

- Children will be visited by our nursery staff prior to them starting school.
- Children and parents/carers will be invited to 'stay and play' sessions to explore the classroom together.
- Children will attend a transition morning where parents can meet teachers, and the children will try a school dinner.
- Parents/carers are invited to attend an information session where they meet the Reception staff and receive relevant documentation.
- Nursery and Reception will open their doors on a Friday, so the children in Nursery and Reception can collaborate for learning and nursery children can become familiar with the learning environment and staff.
- Early years will collaborate when possible for events such as sports day, sponsored events etc.
- Early Years Leader will communicate with previous settings.
- Early Years teachers will visit children in their current setting to meet them before starting school.
- Children will have a welcome pack with learning resources and relevant documentation to ensure they are prepared for school.

Enabling Environments

The environment plays a pivotal role in supporting and extending the children's development. Staff observe and assess their interests, development and learning, before planning the next steps for the children offering challenging but achievable activities and experiences.

Outdoor play is a very important part of children's development. The outdoor space is securely fenced and provides a safe play space where children can develop their physical skills as well as reinforce their classroom learning.

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 and encourage curiosity.

'A large body of research suggests that too much colour can provide a sensory overload for our children, creating an environment where they are less likely to be highly involved and more likely to be distracted. In the worst cases, an overstimulating brightly coloured classroom can lead to unsettled children and issues around behaviour.' Early Excellence Inspirational Learning, February 2022

Across Early Years our environment spaces have taken a natural and neutral theme, where each display board is backed in brown paper and framed with a white and black splattered boarder. The classrooms rarely have the big class light on, and is lit up by a variety of lamps and fairy lights. The classroom always has relaxing music on in the background for the children.

Observation, Assessment and Reporting

During the first 6 weeks of school, children will access the statutory baseline assessment checks and Early Years teachers will input a baseline assessment for each of the 7 areas on insight. There will be a further 2 opportunities (February and June) to make judgements against the 7 areas to support the next steps of learning for parents and staff. To support judgements, phonics tracking will take place each half term as well as name assessments, pencil grip assessment and wellcomm 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. All staff have their own iPad 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 and uploaded onto their individual Seesaw journal Staff have a group of focus children each week, which rotates weekly, this ensures all the children are having formative assessment and all staff are clear on their next steps. 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.

Early Years Teachers will use the Development Matters document 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 EYFSP data will be submitted to the Local Authority also.

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. Skillful 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.

There are seven areas of learning, and 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

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.

When completing learning on sheets or in books, adults will use a pink and green highlighter to give feedback to the children, this is in line with the whole school marking policy.

Year 1 Transition

In the final term Reception staff and Year 1 staff will meet to discuss each child's development against the Early Learning Goals, and identify children in preparation for interventions in the Year 1 first term. In the Summer term, the Year 1 teachers will make themselves known to the children and a transition morning will take place for the children. During the Summer term, Early Years teachers will introduce whole class activities and introduce learning as a Year 1 classroom.