

# Oakdene Primary School



## Early Years Foundation Stage Policy 2022 (EYFS)

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## *Growing and Learning Together'*

Responsibility Friendship Respect Honesty Determination Pride

### **Intent**

At Oakdene Primary school, we provide a quality EYFS education giving children a secure and confident start to their school life. We aim to nurture a lifelong love of learning alongside the aims of the EYFS Statutory Framework. We strive for high standards, consider the development of the whole child, and seek to foster resilience and independence. We are inclusive and welcoming to all and Oakdene's values are embedded in all that we do. Through our School Values we aim for our children to be inquisitive, enthusiastic, tolerant, respectful, and happy individuals with the ability to prosper in a diverse society. We aim to provide the essential knowledge that children need to prepare them for their future success and to give children the best possible start to their early education.

### **Implementation**

The new statutory framework does not prescribe a particular teaching approach. The DfE (2021) state in the framework that, "Play is essential for children's development, building their confidence as they learn to explore, relate to others, set their own goals and solve problems. Children learn by leading their own play, and by taking part in play which is guided by adults." In our school, the EYFS teams decide what we want our children to learn in our classroom, and the most effective ways to teach it. Reading is at the heart of what we do, and we carefully plan around quality texts and develop a wide range of vocabulary. We have secure routines and each day, we stimulate children's interests, respond to each child's emerging needs, and guide their development through positive interactions. As children grow older and develop their skills throughout the reception year, we use more direct teaching and modelling. These strategies help us to focus on teaching the essential skills and knowledge in specific areas of learning so that children develop the skills and confidence required for the end of their Reception year. We aim to ensure that at Oakdene we can 'Grow and Learn Together' for all our children to be healthy, well-educated, and happy individuals.

### **Impact**

Our curriculum must meet the needs of all our children, including our disadvantaged pupils and those with SEND, so we spend time observing and evaluating how children are learning. This is achieved through talking to children, observing their learning experiences, and analysing data and progress. All staff use ongoing observational assessments to identify children's starting points and plan experiences which ensure progress. This information is tracked using Insight which enables us to measure our starting points. We use this information on a weekly basis to plan learning experiences and next steps so that knowledge and skills are built cumulatively. During each assessment window, three times a year, teachers update the progress children have made onto Insight which allows us to assess the impact of teaching, and progress meetings are held with EYFS staff and senior leaders in school to ensure the children are being given the best possible support to make progress. Evidence of children's learning including observations, work samples, photographs and contributions from parents are recorded on Seesaw.

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### 1. Aims

This policy aims to ensure:

- That children have a happy, positive start to their school life where they establish a love of learning
- That each child develops socially, physically, intellectually, emotionally and becomes independent.
- That children are supported in building relationships through the development of social skills.
- That there is a close partnership working with parents and/or carers to ensure they reach their full potential.

Four overarching principles shape our practice:

- 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. (SEND).

### 2. Legislation

Oakdene Primary School

This policy is based on requirements set out in the [Statutory framework for the early years foundation stage \(publishing.service.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/672672/Statutory_framework_for_the_early_years_foundation_stage.pdf).

### **3. Curriculum**

Our early years setting follows the curriculum as outlined in the 2021 statutory framework of the EYFS.

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected.

The prime areas are:

- Communication and language
- Physical development
- Personal, social, and emotional development

The prime areas are strengthened and applied through 4 specific areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

In addition, the 'Characteristics of Effective Learning' underpin learning and development across all areas and support the child to remain an effective and motivated learner.

The Characteristics of Effective Learning are:

- Playing and exploring-engagement
- Active learning-motivation
- Creating and thinking critically-thinking

#### **3.1 Planning**

We deliver the curriculum through planned, purposeful play as well as adult directed learning to enable the children to build on what they already know. In class the children may be taught as a whole class, in small groups or individuals to ensure that all children are progressing from their own individual starting point. Staff plan activities and experiences for children that enable children to develop and learn effectively. Planning within the EYFS starts with the Long-Term Plan in conjunction with the non-statutory guidance 'Development Matters 2021'. Medium Term Plans are written half termly based on quality texts and are used as a guide. A weekly plan is written based on the learning objectives identified during the previous week. We plan firsthand experiences and provide opportunities for challenges appropriate to the development of the children.

#### **3.2 Teaching**

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Practitioners respond to each child's emerging needs and interests, guiding their development through positive interaction.

The Reception area is carefully planned to ensure all areas both indoors and outdoors are used to enable learning for every child. The children have the choice of where they choose to learn. All activities are based upon current assessment, and all have a main learning intention that can be accessed with and without adult support. Our basic provision is linked to the age-related expectations of the cohort. We encourage child-initiated activities and adapt our continuous provision accordingly. We enhance our provision through objects, prompts, conversation and questioning. As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for year 1.

#### **4. Assessment**

In the EYFS, assessment of attainment and progress is based on observation, discussion, questioning and evidence of children's learning. During the first few weeks of the Autumn term the class teacher completes a government baseline assessment on each child. In addition to this the class teacher also completes an informal baseline assessment to decide whether they are on track or not using the preceding age band (3-4 years) of 'Development Matters'. We check and record any gaps that children may have and monitor who is not on track for these specific skills. This allows learning opportunities to be pitched appropriately and as well as providing a baseline of the children's attainment. This information is closely monitored to ensure that all children are making good progress. Towards the end of each half term, the class teacher and support staff discuss each child and look at Seesaw and teacher assessment to record how well the children are progressing in each area of the curriculum and which areas we need to work on next. Tracking progress half termly enables staff to monitor the progress the children are making in all areas and check the coverage of all areas of the curriculum. In the summer term, the class teacher reviews the ELGs in the EYFS Profile to decide whether each child is working below or at the expected levels.

#### **5. Working with parents**

We recognise that children learn and develop well when there is a strong partnership between practitioners and parents and/or carers. We do this by:

- talking to parents about their child before their child starts our school.
- inviting the children to spend time, two afternoons or mornings, with their teacher in the classroom before starting at school
- inviting all parents to an induction meeting during the term before their child starts school
- encouraging parents to attend an EYFS workshop in the first week of their child starting school to explain the curriculum
- encouraging parents to attend consultation meetings in the first and second terms to discuss their child's progress
- providing parents with a written report on their child's attainment and progress at the end of each school year
- informing parents of the end of year EYFS profile
- encouraging parents to contribute observations on seesaw

- sharing our approach to reading
- updating Seesaw and Facebook to share what the children have been doing

Parents and/or carers are kept up to date with their child's progress and development. The EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

At Oakdene, due to only having a class of 30 and two members of staff at all times, the child's key person is the class teacher supported by the learning assistants. The key person supports parents and/or carers in guiding their child's development at home. The key person also helps families to engage with more specialist support, if appropriate.

## **6. Transition to Oakdene Primary School**

Planning for a smooth and thorough transition starts as soon as possible and well in advance of the September start date. At Oakdene Primary School we have created good links with our main feeder nurseries and endeavour to build new relationships with pre-school establishments that are new to our school and for children in their care.

To ensure the best possible transition we: -

- Value the parent as the first educator of their child
- Make contact via phone with every feeder pre-school within our new intake to discuss essential information on every child
- Visit as many pre-schools as possible to meet children in a familiar setting
- Share important information about our school during our Intake meeting
- Use written information sent by pre-schools to inform early planning
- Hold 'stay and play' days for parents and children
- Hold new starter days children in July
- Share information in a transition meeting with key adults for children with additional needs
- Stagger entry of whole cohort in September to enable calm, quiet and more individualised start to school

## **7. Safeguarding and welfare procedures**

Our safeguarding and welfare procedures are outlined in Oakdene Child Protection and Safeguarding policy.

## Appendix 1. List of statutory policies and procedures for the EYFS

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See child protection and safeguarding policy
Procedure for responding to illness	See health and safety policy
Administering medicines policy	See supporting pupils with medical conditions policy
Emergency evacuation procedure	See Critical Incident Policy
Procedure for checking the identity of visitors	See child protection and safeguarding policy
Procedures for a parent failing to collect a child and for missing children	See child protection and safeguarding policy
Procedure for dealing with concerns and complaints	See complaints policy