



Allerton Bywater Primary School

Early Years Foundation Stage Policy

Intent of the Early Years Foundation Stage

Throughout a child's time with us in our EYFS we aim to provide children with the opportunities to learn and develop skills for lifelong learning. We see each child as an individual and as practitioners we have the ambition to unlock their true potential. Our aim is to prepare our children for the future, equip them with the ability to use and transfer their skills across the whole curriculum enabling children to be ready and fit for the next stage of their education.

We strive to establish an Early Years environment which provides for all its pupils, a happy and secure environment in which to learn and be cared for. It is a place where every child is recognised as an individual and is helped to understand that they have great value for being themselves. In our EYFS unit we consider 'Characteristics of Effective Learning' which promote positive attitudes to learning, an enthusiasm for knowledge and the confidence to become successful learners.

Early Years at Allerton Bywater is the foundation and first steps to our children becoming RESPECTFUL, ASPIRATIONAL, RESILIENT, HONEST and CONFIDENT citizens. In Early Years, children become respectful through learning about each other and how to communicate effectively.

- They are aspirational through the opportunities we provide and the adult support.
- They are resilient when they can face something new, tricky or challenging.
- Their confidence grows through their increasing awareness of what they can do.
- Their honesty is nurtured through warm, caring and understanding relationships.

This is underpinned by our whole-school curriculum drivers:

1) Appropriate experiences

Community

Our relationships with families and the community are built on strong and respectful communication. Through the carefully planned curriculum drivers adults plan experiences which shape and lead learning. Clear and consistent communication with parents and families support the development of robust relationships.

Child-Led

In our setting enhancements are responsive to the observed needs, strengths and interests of children. The child's voice is integral to our EYFS philosophy. Using child led observations allows us to focus on specific and unique learning opportunities and use these to lead lines of enquiry. We pride ourselves on being responsive and fluid to the children's interests.

Professional Innovation

Through creativity, challenge and connection, we unlock our true potential

Adults in our EYFS setting have the professional freedom to shape lessons based on their in-depth knowledge of the community and the children. Adults explore the children's interests and use this to influence learning opportunities. Provision in the areas of learning should reflect the children's interests and practitioners should be flexible in responding to the children's emerging needs.

2) Quality Texts

In the Early Years the topic driver allows for practitioners to plan high quality texts in to teaching and learning encouraging children to make connections across the breadth of the EYFS curriculum through the areas of learning. Carefully considered core books linked to high quality provision and resources allow for all children to experience a wide range of opportunities which enhance and build upon their knowledge, skills and understanding. Working as one EYFS unit we foster a holistic approach which allows for consistency and progression across the ages.

Implementation of the EYFS principles.

Community

- A parent notice board in each classroom that is current, relevant, well presented.
- That we value you as parents and the rich learning that happens at home.
- Parents are sent regular information about our exciting experiences.
- Regular communication about your child's learning and progress will be sent to you through Tapestry.
- Class dojo allows parents a window into the classroom through videos, photos and explanations.
- Carefully planned transition enabling your child to confidently move onto their next part of their learning journey.
- Settling in sessions planned giving time for positive relationships to develop between staff and children and staff and parents.
- Home visits for each child before they start at our nursery enabling those relationships to grow in an area parents and children feel secure.

Child led

- Children's emerging interests board
- Planning which reflects the emerging needs and interests of children
- Adults asking children enhancing provision in the moment
- Adults asking the children what they need to extend their learning
- Quality resources added to core provision to deepen learning and extend the play.

Professional Innovation

- Adults have to professional freedom to use children's interests to lead learning
- Adults adapt their teaching styles to meet the needs of the children
- Adults understand how young children learn and use this knowledge to support child development.

This policy is supported by, and should be read in conjunction with, our 'Craft of Teaching' and 'Curriculum' policies

A Cohesive Curriculum

High quality chosen texts drive our EYFS curriculum alongside knowledge of our children and formative assessment information. Staff work collaboratively to share their knowledge of each child allowing unique child led lines of enquiry to emerge and lead the direction of learning. This allows adults to continually respond to emerging needs. Planning is communicated through SMART slides and incorporates the schools fundamentals of teaching and learning and shared with all staff members ensuring all staff have an awareness of expectations and focus.

- Throughout the school day children will take part in whole class, small group and adult directed activities as well as having time to access the provision independently.
- The White Rose Hub is used to plan Maths ensuring there is a clear progression of KSU.
- High quality texts are the driver to the curriculum
- Adults are responsive to children's emerging needs
- Children are read with twice a week
- Word of the week
- Forest Learning approach gives children an opportunity to explore and engage with the curriculum and make link to the classroom learning.
- The Characteristics of Effective Learning are used to support observations and provision

Our Core provision

Core provision is always available, identifiable and accessible.

- Progression according to our core provision list.
- Agreed core provision (inventory/photo).
- High quality resources
- Shadow marked/match back
- Books- labelled to support learning in each area.
- Tidy up time where children are supported by the match back pictures enabling them to become independent.
- Familiar and stable environment that supports children's independence and confidence in the room.
- Snack time in F1 where children will be using pre-made labels to recognise their milk when the snack station is open (9-11). F2 children will write name labels for their milks and have their milk and snack together as planned on the timetables

The Role of the adult

In our setting we have strong, experienced adults who play alongside, move learning on, identify next steps and model accurate, subject specific and relevant vocabulary.

- Adults sometimes leading play and sometimes following children's interests.
- Adults who will be interacting with the children to move learning forward. Every opportunity will be used to role model grammatically correct language and explain words. Adults who will be heard using the Language of Learning.
- Adults who will be playing with the children in the provision in order to develop children's understanding of the potential learning the provision offers.

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- A balance of adult led and child initiated
- Adults using their Ipads to record significant learning only.
- Adults with a knowledge of child development
- Adults who understand how young children learn about the world they have only just entered.
- Adults using the concrete resources helps them work in an abstract way.
- Adults who model how we use resources and promote high expectations.

Learning Environments

Our EYFS learning environments have well defined and thoughtfully positioned areas of provision which enable children to make links in their learning and offer a range of learning opportunities. We aim to create awe and wonder in the early years through the environment and its provocations. We want to create spaces that evoke a sense of calm, gone are the bright primary colours and are replaced by a neutral palate and soft tones. The walls are used to celebrate the unique child and support and scaffold learning.

A Language Rich Environment

Communication and language approaches emphasise the importance of spoken language and verbal interaction for young children. They are based on the idea that children's language development benefits from approaches that explicitly support communication through talking, verbal expression, modelling language and reasoning. Communication and language approaches used in the early years include reading aloud to children and discussing books, explicitly extending children's spoken vocabulary by introducing them to new words in context, and drawing attention to letters and sounds. They also include approaches more directly aimed at developing thinking and understanding through language, such as 'sustained shared thinking' or 'guided interaction'. We promote a language rich environment through the presence of books, modelling and developing the use of vocabulary in meaningful contexts, high quality adult interactions, speaking and listening activities, sustained shared thinking, supporting development of words in context (word aware) and the carefully planning of specific words (tier 1,2,3 words) linked to our core texts.

Assessment

We effectively use assessment for and of learning so that we can identify next steps for pupils on their journey to true mastery and depth.

- We use assessment to inform our weekly planning following the observation cycle.
- Pupil Progress meetings are held termly and summative assessments are submitted on to O'track termly.
- Tapestry is used to document daily observations with notes, photos and / or videos.
- Shared conversations amongst the time allow for assessment information to be used effectively and efficiently to move learning forward.
- Parents are advised to contribute to their child's assessment information through adding photos, notes and videos to Tapestry.
- Parents evening takes place twice a year.
- Stay and play sessions over the year are centred around the half termly curriculum focus.

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- Parents invited in to share the end of theme celebrations of learning.

Mastery

Mastery learning which is well supported, deep, sustained and offers opportunities for challenge and consolidation.

- Timetabling that allows for sustained periods of learning where children can become engrossed without interruption.
- Opportunities where adults supporting the learning through the questions identified through the whole school “language of learning”
- Adults who understand that in order for the children to demonstrate Mastery their focus must be on promoting the CofEL eg in order to be Masters children must be able to concentrate, make links, keep trying and have their own ideas.

Role of the EYFS Leader

- To create and update the EYFS policy
- To monitor, support and lead the EYFS team to deliver their vision
- To support colleagues in their planning, delivery and assessment of the subject
- To take responsibility for the auditing, organisation, purchase and deployment of central resources
- To keep self and other staff up-to-date with developments in xxx education by relevant reading, INSET and policy reviews/development
- To monitor and evaluate pupil attainment and progress in xxx skills across school
- To monitor and evaluate the quality of teaching and learning in xxx across school
- To liaise with appropriate bodies e.g. other subject leaders/schools, governors, the local authority etc. about matters relating to xxx
- To report to the head teacher and/or governing body

Monitoring of EYFS

Subject monitoring takes place regularly through a range of:

- sampling of planning at all levels
- learning walks
- lesson observations
- scrutiny of children’s work
- examination of topic books and classroom environments
- analysis of assessment and tracking data
- pupil voice

Inclusion/SEND

We believe that all children, irrespective of background, race, gender and capability should have equal access to the curriculum. We recognise the fact that we have children of differing ability in all our classes, and so we provide suitable learning opportunities for all children by matching the

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challenge of the task to the ability of the child. We achieve this through a range of strategies which are differentiated by task, expected outcome and/or support from peers or adults.

Health & Safety

Our school policy for visits and excursions will be adhered to for all trips, a copy of which can be found on our website. This is supplemented by Leeds City Council guidance concerning Educational Visits.

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EYFS Appendix 1: The EYFS Curriculum Early Learning Goals 2020 (ELGs)

Characteristics of Effective Learning
<p>Playing and exploring – engagement</p> <ul style="list-style-type: none"> Finding out and exploring Playing with what they know Being willing to 'have a go'
<p>Active learning – motivation</p> <ul style="list-style-type: none"> Being involved and concentrating Keeping trying Enjoying achieving what they set out to do
<p>Creating and thinking critically – thinking</p> <ul style="list-style-type: none"> Having their own ideas Making links Choosing ways to do things

Area of Learning	Aspect
Communication and Language	Listening, Attention and Understanding
	Speaking
Personal, Social and Emotional Development	Managing Self
	Self-regulation
	Building Relationships
Physical Development	Gross Motor Skills
	Fine Motor Skills
Literacy	Comprehension
	Word Reading
	Writing
Mathematics	Number
	Numerical Patterns
Understanding of the World	Past and Present
	People, Culture and Communities
	The Natural World
Expressive Arts and Design	Creating with Materials
	Being Imaginative and Expressive

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