

Policy Statements and Procedures

EARLY YEARS FOUNDATION STAGE POLICY

Rosedale Primary School, Hewens Primary School and Brookside Primary School

At the Trust, and at each of our Primary Schools, we believe that, every child deserves the best possible start in life and the effective 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; DfE Early Years Foundation Stage Statutory Framework, 2021 (referred to in this policy as The EYFS Framework 2021).

We follow The EYFS Framework 2021 closely which states: ***"The Early Years Foundation Stage (EYFS) sets the standards that all early years' providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life"***.

The Early Years Foundation Stage sets the standards that all early years' providers must meet to ensure that children learn and develop well and are kept healthy and safe. The EYFS extends from children's birth to the end of the Reception year, and children can enter our school nursery from 3 years old. Entry into our primary schools are at the beginning of the school year in which the children are five years old. The EYFS promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

Alongside the EYFS Framework, our Primary Schools seek to provide:

- **Quality and consistency** so that every child makes good progress and no child gets left behind;
- **A secure foundation** through learning and development opportunities which we will plan around the needs and interests of each individual child and are assessed and reviewed regularly;
- **Partnership working** between practitioners and with parents and/or carers;
- **Equality of opportunity** and anti-discriminatory practice, ensuring that every child is included and supported.

The EYFS Framework 2021 specifies requirements for learning and development and for safeguarding children and promoting their welfare. The learning and development requirements cover:

- The **areas of learning and development** which must shape activities and experiences (educational programmes) for children in all early years' settings;
- The **early learning goals** that providers must help children work towards (the knowledge, skills and understanding children should have at the end of the academic year in which they turn five); and

- **Assessment arrangements** for measuring progress (and requirements for reporting to parents and/or carers).

The **Safeguarding and Welfare Requirements** cover the relevant and important steps that providers must take to keep children safe and promote their individual well-being and welfare.

1. Overarching Principles:

Four guiding principles within the EYFS Framework 2021 help to shape practice in our early years settings. These are:

- **A Unique Child:** every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured;
- **Positive Relationships:** children learn to be strong and independent through positive relationships;
- **Enabling Environments:** children learn and develop well in enabling environments with teaching and learning support from adults, who respond to their individual interests and needs and help them build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers; and
- **Learning and Development:** children develop and learn in different ways and at different rates. The framework covers the education and care of all children in early year's provision, including children with special educational needs and disabilities (SEND).

2. Our Ethos and Aims within the EYFS

As children commence their journey at Rosedale Primary School, Hewens Primary School or Brookside Primary School, we begin to develop and nurture strong positive attitudes where children can become self-confident, autonomous, independent, fulfilled and respectful of themselves, others and their environments. The EYFS is important in its own right, and also in supporting and preparing children for later schooling. Children joining each of our Primary Schools, have already learnt and experienced a great deal. Many children have been learning in one of the various educational early years' settings that exist in our local and wider community. The Early Years provision we offer our children is based on the overarching principles of the EYFS, building on what a child 'knows' and 'can do' and ensures that no child is excluded or disadvantaged.

We will provide children with a wide range of planned activities and experiences, as well as opportunities to plan and choose their own, which will enable them to engage and participate at their own level, age and stage of development. Adult-child interaction will consistently foster and nurture the individual needs of all children, to be supported in pursuing activities that meet their own needs and interests. We will offer children rich experiences in a variety of situations, in learning environments that stimulate and invite them to engage holistically and emotionally both indoors and outdoors:

We aim to achieve this by:

- Creating an exciting and challenging environment which children will want to engage in.
- Offering a space where children can feel secure enough to explore, experiment and take risks.
- Ensuring staff are warm and encouraging with each child, and maintain consistent expectations across the Early Years Foundation Stage.
- Planning activities with starting points that enable children to engage at their own level, satisfy their own curiosity, develop their own ideas and thinking, make informed choices and build upon previous experiences.

- Having high expectations of all children, and understanding that individuals will need different levels of support to enable them to achieve their own full potential.
- Celebrating children’s achievements and being excited by what they can do.
- Building each child’s self-esteem and confidence, encouraging them to be self-motivated and independent.
- Providing a broad and balanced curriculum that is rich with a variety of experiences.
- Enabling children to make choices about their learning environments, and have a voice in the decision making process of their play, learning and development.

3. Learning and Development Requirements: Primary and Specific Areas of Learning

Learning and Development Requirements *“The learning and development requirements are informed by the best available evidence on how children learn and reflect the broad range of skills, knowledge and attitudes children need as foundations for good future progress. Early years providers must guide the development of children’s capabilities with a view to ensuring that children in their care complete the EYFS ready to benefit fully from the opportunities ahead of them”.* (The EYFS Framework, 2021).

The **Learning and Development requirements** cover:

- *The seven areas of Learning and Development and the Education Programmes;*
- *The early learning goals, which summarise the knowledge, skills and understanding that all young children should have gained by the end of the Reception year;*
- *The assessment requirements (when and how practitioners must assess children’s achievements, and when and how they should discuss children’s progress with parents and/or carers).*

Areas of Learning and Development

There are seven areas of Learning and Development that shape educational programmes in early years settings. All areas of Learning and Development are important and inter-connected. Three ‘**primary areas**’ are deemed to be particularly crucial for igniting children’s curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

The **prime** areas are:

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

We will also support children in **specific** areas, through which the three **prime** areas are strengthened and applied.

The four **specific** areas are:

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

Educational programmes

Educational programmes involve activities and experiences for children, as set out under each of the areas of learning. The expectations for children's development ensure that cognitive development proceeds hand-in-hand with their social and personal development.

Communication and Language

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Personal, Social and Emotional Development

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

Physical Development

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Literacy

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs

together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

Mathematics

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

Understanding the World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Expressive Arts and Design

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

None of these areas can be delivered in isolation from the others. They are equally important and depend on each other. All areas are delivered through a balance of adult led and child initiated activities. In each area there are Early Learning Goals (ELG's) that define the expectations for most children to reach by the end of the EYFS.

The Early Learning Goals

The level of development children should be expected to have attained by the end of the EYFS is defined by the early learning goals (ELGs) as set out below.

Communication and Language

ELG: Listening, Attention and Understanding

Children at the expected level of development will:

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;
- Make comments about what they have heard and ask questions to clarify their understanding;
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

ELG: Speaking

Children at the expected level of development will:

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Personal, Social and Emotional Development

ELG: Self-Regulation

Children at the expected level of development will:

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

ELG: Managing Self

Children at the expected level of development will:

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;
- Explain the reasons for rules, know right from wrong and try to behave accordingly;
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

ELG: Building Relationships

Children at the expected level of development will:

- Work and play cooperatively and take turns with others;
- Form positive attachments to adults and friendships with peers;
- Show sensitivity to their own and to others' needs.

Physical Development

ELG: Gross Motor Skills

Children at the expected level of development will:

- Negotiate space and obstacles safely, with consideration for themselves and others;
- Demonstrate strength, balance and coordination when playing;
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

ELG: Fine Motor Skills

Children at the expected level of development will:

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;
- Use a range of small tools, including scissors, paint brushes and cutlery;
- Begin to show accuracy and care when drawing.

Literacy

ELG: Comprehension

Children at the expected level of development will:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
- Anticipate – where appropriate – key events in stories;
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

ELG: Word Reading

Children at the expected level of development will:

- Say a sound for each letter in the alphabet and at least 10 digraphs;
- Read words consistent with their phonic knowledge by sound-blending;
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

ELG: Writing

Children at the expected level of development will:

- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others.

Mathematics

ELG: Number

Children at the expected level of development will:

- Have a deep understanding of number to 10, including the composition of each number;

- Subitise (recognise quantities without counting) up to 5;
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

ELG: Numerical Patterns

Children at the expected level of development will:

- Verbally count beyond 20, recognising the pattern of the counting system;
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Understanding the World

ELG: Past and Present

Children at the expected level of development will:

- Talk about the lives of the people around them and their roles in society;
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

ELG: People, Culture and Communities

Children at the expected level of development will:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

ELG: The Natural World

Children at the expected level of development will:

- Explore the natural world around them, making observations and drawing pictures of animals and plants;
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Expressive Arts and Design

ELG: Creating with Materials

Children at the expected level of development will:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;
- Share their creations, explaining the process they have used;
- Make use of props and materials when role playing characters in narratives and stories.

ELG: Being Imaginative and Expressive

Children at the expected level of development will:

- Invent, adapt and recount narratives and stories with peers and their teacher;
- Sing a range of well-known nursery rhymes and songs;
- Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

4. Characteristics of Effective Learning

The **Characteristics of Effective Learning** and the prime and specific Areas of Learning and Development are all interconnected, and the school will embrace these ‘characteristics’ in acknowledgement of the unique child. The ways in which the child engages with other people and their environment – playing and exploring, active learning, and creating and thinking critically – underpin learning and development across all areas and support the child to remain an effective and motivated learner. We ensure that our environments, planning and provision for both indoor and outdoor help support and foster the *Characteristics of Effective Learning*, which include:

- **Playing and Exploring**
- **Active Learning**
- **Creating and Thinking Critically**

At our Primary Schools, we recognise that children learn and develop in different ways and at different rates. We value all areas of learning and development equally and understand that they are interconnected.

The ‘Unique Child’ reaches out to relate to people and things through the **Characteristics of Effective Learning**, which move through all areas of learning;

Playing and Exploring – Engagement

Finding out and exploring:

- *Showing curiosity about objects, events and people*
- *Using senses to explore the world around them*
- *Engaging in open-ended activity*
- *Showing particular interests*

Playing with what they know:

- *Pretending objects are things from their experience*
- *Representing their experiences in play*
- *Taking on a role in their play*
- *Acting out experiences with other people*

Being willing to 'have a go':

- *Initiating activities*
- *Seeking challenge*
- *Showing a 'can do' attitude*
- *Taking a risk, engaging in new experiences, and learning by trial and error*

Active Learning – Motivation

Being involved and concentrating:

- *Maintaining focus on their activity for a period of time*
- *Showing high levels of energy, fascination*
- *Not easily distracted*
- *Paying attention to details*

Keeping on trying:

- *Persisting with activity when challenges occur*
- *Showing a belief that more effort or a different approach will pay off*
- *Bouncing back after difficulties*

Enjoying achieving what they set out to do:

- *Showing satisfaction in meeting their own goals*
- *Being proud of how they accomplished something – not just the end result*
- *Enjoying meeting challenges for their own sake rather than external rewards or praise*

Creating and Thinking Critically – Thinking

Having their own ideas:

- *Thinking of ideas*
- *Finding ways to solve problem*
- *Finding new ways to do things*

Making links:

- *Making links and noticing patterns in their experience*
- *Making predictions*
- *Testing their ideas*
- *Developing ideas of grouping, sequences, cause and effect*

Choosing ways to do things:

- *Planning, making decisions about how to approach a task, solve a problem and reach a goal*
- *Checking how well their activities are going*
- *Changing strategy as needed*
- *Reviewing how well the approach worked*

Children's play reflects their wide ranging and varied interests and preoccupations. In their play children learn at their highest level. Play with peers is important for children's development.

"The Role of the Adult' Teaching should not be taken to imply a 'top down' or formal way of working. It is a broad term which covers the many different ways in which adults help young children learn. It includes their interactions with children during planned and child-initiated play and activities:

communicating and modelling language, showing, explaining, demonstrating, exploring ideas, encouraging, questioning, recalling, providing a narrative for what they are doing, facilitating and setting challenges. It takes account of the equipment they provide and the attention to the physical environment as well as the structure and routines of the day that establish expectations. Integral to teaching is how practitioners assess what children know, understand and can do as well as take account of their interests and dispositions to learning (characteristics of effective learning), and use this information to plan children's next steps in learning and monitor their progress."

"Teaching and play in the early years – a balancing act?" (July 2015, Ofsted)

Through play our children explore and develop learning experiences, which help them make sense of the world. They practice and build up ideas, and learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems.

Children are given the opportunity to be creative through all areas of learning, not just through the arts. Adults can support children's thinking and help them to make connections by showing genuine interest, offering encouragement, clarifying ideas and asking open questions. Children can access resources freely and are actively encouraged to move them around the classroom to extend their learning.

5. Observation, Assessment and Planning;

Long term planning and medium term planning is based around the set topics, interests and needs of the children. These plans are then used by the EYFS staff as a guide for weekly planning. Continuous provision plans are in place to support children's individual learning needs and child initiated learning development.

Weekly planning in reception consists of phonics, numeracy and large group time planning, focusing on adult led activities. Nursery weekly planning consists of small and large group adult led activities which ensure a breadth of all seven areas of learning. Enhancements for the continuous provision are planned on a weekly basis, in both nursery and reception, to allow children to extend their learning and develop their own ideas and thinking.

We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs. We use the e-profile programme Early Essence to track and monitor children's learning throughout the EYFS and into KS1 where necessary. We assess formatively by using narrative and 'in the moment' observations, on a regular basis for every child, focusing on each aspect within the primary and specific areas. Staff will also produce anecdotal notes, photographs and samples of work to share with parents and carers.

We will also record regular observations and video segments onto iPads, and are able to contribute the progress children are making directly onto the children's individual electronic Early Essence (EYFS) profile. Early Essence instantaneously assesses children, while also gathering and generating high quality evidence in multi-media formats such as iPads. Parents and Carers can access their child's profile, in their own home language, and contribute to their own child's profile online, using a secure log-in.

This process involves the teacher and all other adults involved with the child i.e. teaching assistants, parents, learning support. These assessments make reference to areas of the profile a child has achieved/is working towards. This information is kept in children's individual Early Essence profiles. The observations made are recorded in children's individual Learning and Development Profiles.

We record judgements onto Early Essence against the EYFS Profile, with each child's level of development recorded as *emerging, expected or exceeded*, according to descriptors derived from the

EYFS. Within the final term of the foundation stage, we provide a written summary to parents, reporting their progress against the ELG's and assessment scales. We give a realistic opportunity for the parents to discuss these judgements with their early year's teachers.

Our planning breaks down all the 'Development Matters' and creates clear learning intentions which are used as a guide for Short term weekly planning in all of our classrooms. All planning follows children's needs, developmental stages and interests and there are also definitive themes and topics. We will respond to the needs, achievements and interests of the children, and this will be indicated on weekly 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. Ongoing assessment (also known as formative assessment) is an integral part of the learning and development process. It involves practitioners observing children to understand their level of achievement, interests and learning styles, and to then shape learning experiences for each child reflecting those observations. In their interactions with children, practitioners should respond to their own day-to-day observations about children's progress, and observations that parents and carers share." (The EYFS Framework, 2021)

On-going **formative assessment** is at the heart of effective early years practice.

Staff at Rosedale Primary School, Hewens Primary School and Brookside Primary School will:

- Observe children as they act and interact in their play, everyday activities and planned activities, and learn from parents about what the child does at home (**observation**).
- Consider the examples of development in the columns headed '**Unique Child**: observing what children can do' to help identify where the child may be in their own developmental pathway (**assessment**).
- Consider ways to support the child to strengthen and deepen their current learning and development, reflecting on guidance in columns headed 'Positive Relationships' and '**Enabling Environments**' (**planning**). Practitioners will develop many other approaches in response to the children with whom they work.
- Where appropriate, use the development statements to identify possible areas in which to challenge and extend the child's current learning and development (**planning**). This way of teaching is particularly appropriate to support learning in early year's settings.

Summative assessment

The EYFS requires early year's practitioners to review children's progress and share a summary with parents at two points:

- in the prime areas between the ages of 24 and 36 months and
- at the end of the EYFS in the EYFS Profile.

The staff will provide each child with their own unique 'Development Profile' which will capture, support and build upon their learning and development journey during their time at the nursery and in reception class. We also provide a progress report to parents at the end of the Nursery year, at school.

We shall use the e-profiles alongside the EYFS as a guide to making best-fit judgements about whether

a child is showing typical development for their age, or may be at risk of delay or is ahead for their age. Summative assessment will support information sharing with parents, colleagues and other settings and identify where children are in their learning and development.

The EYFS is broken down into phases of development, called Development Matters bands: i.e. 16-26 months, 22-36 months, 30-50 months and 40-60 months. For each age band, and each area of learning, there is a series of statements relating to a child's development: for example, '*notices simple shapes and patterns in pictures*'.

Assessment is ongoing throughout the EYFS, but the official EYFS Early Essence Profile for each child is completed in the final term of Reception. The assessment takes place through teacher observation of children's learning and development as they take part in everyday activities, and planned observations, where teachers spend time on a specific task with an individual child or small group. There are three separate achievement levels within each Development Matters age band:

- **Expected:** your child is working at the level expected for his age
- **Emerging:** your child is working below the expected level
- **Exceeding:** your child is working above the expected level

Every child's teacher will award one of these levels for each of the seven EYFS areas of learning. On leaving the Foundation Stage at the end of Reception, a child is considered to have a 'good level of development' if they have achieved at least the expected level in the Early Learning Goals in all aspects of PSE, Physical development, Communication and language, Literacy and Mathematics.

During the first six weeks of a child entering a reception class, staff will focus on best practice of settling children into their new routines and getting to know each child through their observations of and interactions with self-initiated play, small group activities and adult directed tasks.

Staff will also use the Leuven Well-being and Involvement Scales, to support and enhance observation processes and to ensure that children's individual needs and well-being are embraced alongside their learning and development.

When completing the recording format, practitioners are able to:

- Use their own knowledge of the child built through their observation and interactions.
- Refer to records from previous settings and information from parents.
- Use the knowledge of the nursery staff, as they are part of the same school.

6. Monitoring, Moderation and Self-Evaluation

To ensure that EYFS levels are consistent within schools and nationally, the EYFS Profile is subject to close monitoring and moderation. This happens both internally, for example through the Early Years Collaborative Group, with other teachers and the Headteacher, and externally, with the Local Authority taking a sample of a school's Profiles to moderate.

Staff at Rosedale Primary School, Hewens Primary School and Brookside Primary School have also been working with the Local Authority in developing their own individual SEF (Self Evaluation Form), in partnership with the Early Years Advisory Teacher Team. This consists of capturing evidence of key activities and improvements within ADP's (Action and Development Plans), for representation for the London Borough of Hillingdon SEF; alongside the Early Years Strategy developed at the Trust.

7. The Learning Environment: Indoor/Outdoor Learning and Play

We recognise that the environment plays a key role in supporting and extending the children's development. This begins by observing the children and assessing their interests, development and learning, before planning challenging but achievable activities and experiences to extend the children's learning. The Nursery and Reception classrooms are organised to enable children to explore and learn securely and safely. Equipment is clearly labeled and accessible to children. There are areas where the children can be active, be quiet and rest. The classroom is set up in learning areas, where children are able to find and locate equipment and resources independently. There is an outdoor area which nursery and reception children can access, thus having a very positive impact on children's physical and emotional development.

The learning environments created in the classrooms are organised to enable children to explore and learn securely and safely. There are areas where the children can be active, be quiet and rest. The rooms are set up in learning areas, where children are able to find and locate equipment and resources independently. We value indoor and outdoor play as an intrinsic part of the curriculum. By ensuring outdoor play is an integral part of the child's routine we consciously seek to transmit a positive attitude to the outdoors and enrich the child's understanding of the world around him/her.

Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. It offers the children the opportunity to explore, use their senses and be physically active, autonomous and exuberant. We plan activities and resources for the children to access outdoors that help the children to develop in all 7 areas of learning. Active learning experiences outdoors, are essential for young children. They give children opportunities to practise their developing skills, make them feel good and to explore their world. It is also important for children's physical and emotional development. We believe that children should begin to take risks and face challenges outdoors. The Early Years Foundation Stage (EYFS) fully supports playing outdoors.

To enable children to use the outdoor area as a context for learning throughout the year we aim to provide a safe, stimulating outdoor environment where space is used effectively to enable children to explore a broad and balanced curriculum using a range of interesting resources suitable to their individual needs:

- The outdoor area will be resourced and available for the children to access on a daily basis.
- Children will be able to choose to use the outdoor area freely during free-play, and focus activities may be planned for outdoors in the later part of the morning.
- Children will need to have appropriate outdoor clothing for the weather in order to enable them to fully access the activities outside.
- We believe that access to the outdoor area is beneficial to the health and wellbeing of young children. As a consequence, we do not want to restrict a child's choice to play and learn outdoors.
- Whenever children are using the outdoor area we will ensure it is appropriately staffed using the same ratios of adults to children as apply indoors.
- Staff will make observations to inform future planning when working with children in the outdoor area.

8. Inclusion and Early Intervention

We value the diversity of individuals within the school and do not discriminate against children because of 'differences'. All children are treated fairly regardless of race, religion or abilities. All children and their families are valued within our school. We give children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when planning for their individual learning, and enabling intervention through a range of supportive

programmes including;

- **Attention Hillingdon**; specialised small group times, using highly stimulating activities and learning experiences to support development of attention and listening skills and promotes the development of social communication skills.
- **PALS (Playing and Learning to Socialise)**; a set programme of consistent activities to promote social development. Activities include; enhancing social interaction, listening, sharing, taking turns, dealing with feelings of fear, sadness, anger and solving problems.
- **Speech and Language Link**; A screen for developmental speech and language difficulties. The programme gives appropriate support strategies for each child. Speech and language delays are identified and priority is given to children who need referral for more specialist support.

The programmes we provide support the implementation of the SEND code of Practice 0 – 25; 5.1;

'All children are entitled to an education that enables them to':

- *Achieve the best possible outcomes, and*
- *Become confident young children with a growing ability to communicate their own views and ready to make a transition into compulsory education.*

In the EYFS we set realistic and challenging expectations that meet the needs of our children. We achieve this by planning to meet the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.

We meet the needs of all our children through:

- Planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence;
- Using a wide range of teaching strategies based on children's learning needs; providing a wide range of opportunities to motivate and support children and to help them to learn effectively;
- Working in small groups to ensure all children can access learning.
- Providing a safe and supportive learning environment in which the contribution of all children is valued;
- Using resources which reflect diversity and are free from discrimination and stereotyping;
- Planning challenging activities for children whose ability and understanding are in advance of their language and communication skills;
- Monitoring children's progress and taking action to provide support as necessary.
- Providing opportunities to explore different cultures, customs and lifestyles.

9. The Safeguarding and Welfare Requirements (The EYFS Framework, 2021):

At the Trust and in each of our Primary Schools; Rosedale, Hewens and Brookside, we believe that children learn best when they are healthy, safe and secure, when their individual needs are met, and when they have positive relationships with the adults caring for them. The Safeguarding and Welfare Requirements, specified in the Statutory Framework guide us to create high quality provision, which is welcoming, safe and stimulating, and where children are able to enjoy learning and grow in confidence.

It is important to us that all children in the school are 'safe'. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards. We aim to protect the physical and

psychological well-being of all children.

Through this policy, and the Safeguarding and Child Protection Policy, we will aim to cover all EYFS, Safeguarding and Welfare Requirements.

We understand that we are legally required to comply with the Safeguarding and Welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage, 2021.

We understand that we are required to:

- promote the safeguarding and welfare of children;
- promote good health, good hygiene and taking appropriate action when children are ill; manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs;
- ensure staffing arrangements are organised to ensure safety and to meet the needs of the children;
- ensure visitors and parent helpers wear appropriate ID badges;
- ensure outdoor and indoor spaces, furniture, equipment and toys, are safe and suitable for purpose;
- ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their need;
- maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.

We endeavour to meet all these requirements through:

- using the Trust's Safeguarding and Child Protection Policy;
- providing parents and carers with updated early years information;
- having secure premises;
- requesting parents/carers complete a written permission form stating who is allowed to collect their child;
- using the Trust's SEND and Inclusion Policy;
- having at least one paediatric first aider;
- providing children with fresh drinking water and a healthy snack;
- ensuring our premises are smoke free;
- using the Behaviour and Relationships Policy;
- having any one who works directly with children DBS checked;
- following the staff to child ratios set out in the statutory framework;
- carrying out a risk assessment each term;
- planning to meet children's needs;
- keeping up to date records of children in our setting
- following the school's Educational Visits Policy.

At each of our Primary Schools, we take all necessary steps to keep children safe and well, by following safeguarding procedures; ensuring the suitability of adults who have contact with children; promoting good health; managing behaviour; and maintaining records, policies and procedures.

Staff understand safeguarding policy and procedures, and ensure that all staff have up to date knowledge of safeguarding issues. Training enables staff to identify signs of possible abuse and neglect at the earliest opportunity, and to respond in a timely and appropriate way.

These may include:

- Significant changes in children's behaviour;
- Deterioration in children's general well-being;

- Unexplained bruising, marks or signs of possible abuse or neglect;
- Children's comments which give cause for concern;
- Any reasons to suspect neglect or abuse outside the setting, for example in the child's home or that a girl may have been subjected to (or is at risk of) female genital mutilation; and/or
- Inappropriate behaviour displayed by other members of staff, or any other person working with the children. For example: *inappropriate sexual comments; excessive one-to-one attention beyond the requirements of their usual role and responsibilities; or inappropriate sharing of images.*

10. Partnership with Parents, Guardians and Carers – Positive Relationships

We recognise that children learn to be strong and independent from secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

We recognise that parents, guardians or carers are children's first and most enduring educators and we value the contribution they make. We recognise the role that parents/carers have played, and their future role, in educating the children.

We do this through:

- providing sessions for parents/carers before beginning reception class;
- providing a 'Starting School' booklet, specifically aimed at the child, to support the transition into the Reception class;
- offering parents/carers regular opportunities to talk about their child's progress;
- offering parental consultations each term at which the teacher and the parent/carer discuss the child's progress;
- providing parents/carers with a report on their child's attainment and progress at the end of each school year;
- facilitating a range of activities throughout the year that encourage collaboration between child, school and parents/carers: celebration assemblies, class assemblies, sports day and workshops to support parents when helping their child at home;
- sending half termly curriculum information to parents/carers;
- books for parents to share information about their child's attainment at home.
- Sign posting parents to family support where necessary

All staff involved with the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them. At our school the class teacher acts as 'Key Person' to all children in their class, supported by their Teaching Partners.

11. Partnerships with Professionals

At each of our Primary Schools, we recognise the importance of working closely alongside other professionals in order to fully support our children and their families from the time they enter the Nursery. As professionals working in the foundation years, all staff will play their part, by taking on the responsibility of partnership working with our colleagues in health, social care and early year's services to support better outcomes for children and families.

For partnership working to be successful, professionals will be active in working alongside, sharing expertise and knowledge with colleagues. Partnership working is everyone's responsibility, therefore all our early years' colleagues will consider how to initiate working together in support of this.

We do this through:

- Encouraging parents to attend courses, events and activities provided at the school and local children's centres.
- Working with outside agencies and professionals as necessary to support the families of children with specific educational needs.
- Hosting and attending meetings with staff from other Early Years settings - sharing relevant information regarding work around the EYFS.

Created: July 2021

Last reviewed: July 2022

Will be Reviewed: August 2023