

Early Years Foundation Stage (EYFS) Policy

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The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. At Burston and Tivetshall, our primary aim for our Reception aged children is to nurture their personal, social and emotional development, by providing a safe, happy and stimulating environment. We want all our children to feel like a valued and important part of our school community. We encourage our children in the EYFS to be curious and have a thirst for learning. We intend to support children in their learning by providing a rich range of teaching experiences and exposure to a variety of provocation stations and resources in the learning environments. These give children the broad range of skills that provide the right foundation for school life and beyond.

There are four overarching principles of the EYFS (EYFS Framework 2021) which we fully encompass at B&TPS:

- A Unique Child – developing resilient, capable, confident and self-assured individuals
- Positive Relationships – supporting the children in becoming strong and independent
- Enabling Environments – where opportunities and experiences respond to the individual needs of the child by developing a strong partnership between practitioners, parents/carers and the child
- Learning and Developing – acknowledging that children learn in different ways and at different rates

The EYFS curriculum comprises of seven areas of learning, which promote the knowledge and skills needed to successfully move onto the Key Stage 1 National Curriculum in Year 1.

Prime Areas

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

These areas are ‘particularly important for building a foundation for igniting children’s curiosity and enthusiasm for learning, forming relationships and thriving learners’ (EYFS Framework 2021)

Specific Areas

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

We understand that children learn in different ways and have a strong awareness of the characteristics of effective learning, which are:

By playing and exploring children are able to:

- Find out and show curiosity
- Use what they know in their play
- Be willing to have a go

Through active learning children are able to:

- Be involved and concentrate
- Keep on trying
- Enjoy achieving what they set out to do

By creating and thinking critically children are able to:

- Have their own ideas
- Use what they already know to do new things
- Choose ways to do things and find ways to solve problems.

Planning, Teaching and Learning

The carefully planned EYFS curriculum at B&TPS was written by the EYFS teaching team and is in accordance with the Statutory Framework for the EYFS (2021). It aims to provide the children with the knowledge and skills needed to achieve the Early Learning Goals (ELG) across all the areas of learning by the end of the Reception year. It is evidenced in long term, half termly and weekly plans which are delivered through carefully thought-out contexts for learning, experiences and trips.

- Planning for direct teaching, adult led and initiated activities, contain clear 'Can I...' or 'Do I know...' objectives so that all adults understand the expectations. Planning will also be flexible depending on the children's needs/interests.
- Wherever possible, visits and trips to the local community and surrounding areas are planned for and visitors are welcomed into the school to share their skills and knowledge. This gives the children first hand, real experiences to enhance their learning.
- Our Reception children are taught and supported by their full-time Class Teachers, who are the children's nominated Key Person. The children are supported by Teaching Assistants.

The EYFS curriculum is taught through:

- Whole class direct teaching sessions, which include phonics (Little Wandle, a systematic, synthetic phonics programme), maths (Maths Mastery approach) and English (The Write Stuff). The children also have PE, PSHE and foundation subjects.
- Small group and 1:1 activities, including interventions where necessary.
- Independent Learning Time in the indoor and outdoor learning environments. Our continuous provision includes a range of open-ended resources for child-led learning. There are carefully planned out activities which have a primary learning objective and also provocation stations that invite the children approach with curiosity. Play based learning forms a very important part of the Reception year and is key for children to explore, investigate and apply skills that they are taught, with enjoyment and challenge.
- Children receive regular verbal feedback and work recorded in books (English and Maths) is marked against the success criteria according to the learning objective.
- We understand that children's attitudes and dispositions towards learning are influenced by feedback from others. We use praise and encouragement, as well as whole class awards, individual house points, PPP cards (promoting positive pupils) and personal growth celebrations, to encourage children to develop a growth mindset and positive attitude towards learning.
- All children are encouraged to participate in activities with a high level of involvement and to become active, independent learners, who ask questions and are inspired by the world around us.

We aim to meet the needs of all our children by:

- Using a wide range of teaching strategies and resources based on children's learning needs and guide their development through warm, positive interaction from the start, before they start school.
- Providing a wide range of opportunities to motivate, scaffold and support children to learn effectively.
- Stretching and challenging children through questioning to deepen their understanding and reasoning skills.
- Challenge based activities and particular resources are used when necessary.

Learning Environments

Our Reception learning environments are organised to allow children to explore and learn securely and safely. The enabling environments are language rich and have defined learning areas. There is a range of equipment and resources that the children can access independently. The enclosed outdoor area allows children to free flow between the indoor and outdoor learning environments during Independent Learning Time. Open ended resources as well as planned activities and provocation stations all give children the opportunity to develop and apply skills learnt in all seven areas of learning. Provocation stations aim to instill a sense of awe and wonder, to capture a child's interest and provide resources which will support and inspire them to learn. This helps to embed their developing knowledge and give extra challenge for those who are ready.

Assessment and record keeping

- Children in Reception will take part in the statutory baseline assessments within the first six weeks of joining in September. The EYFS team also carry out a B&TPS baseline in all areas of learning. Findings from these

assessments enable the EYFS team to get a well-rounded picture of each child's knowledge, understanding and abilities early on. This is then used to inform planning and whether any early intervention is needed.

- Assessment in Reception is on-going through discussions with the EYFS team and parents/carers. Observations from these adults are recorded on an online platform, *Tapestry*, showing adult initiated/directed tasks and more formal assessments.
- *Tapestry* is used to capture learning across the curriculum and show the breadth of experiences and provocations pupils receive through the planned curriculum.
- Verbal feedback is given to the children while completing the adult directed task.
- Phonics assessments (from Little Wandle) are carried out each half term. The children complete frequent independent writing tasks and are assessed in a summative capacity on their key skills in maths, at least every term.
- We understand the importance of responding to a child's emerging needs. If a child is not 'on track' to achieve an ELG or not making the expected progress in any of the areas of the learning, the class teacher as the child's key person will respond accordingly. This may include inclusion in a relevant intervention programme(s), discussions with the child's parents/SENCO on how to support the child. This takes place from the start of the Reception year, as we believe early intervention is key in supporting a child to make good progress.
- Moderation of assessments takes place internally with the EYFS team and in partnership with other schools in the Trust and also as part of the NCC EYFS Assessment Networks. Moderation is carried out to ensure consistency in assessment judgements.
- At the end of Reception, children are assessed against the seventeen Early Learning Goals as to whether they are 'working towards the expected level' (1) or 'working at the expected' (2) level. EYFS profile data is submitted to the local authority.

Partnership with Parents/Carers:

We intend to foster positive relationships with each child and their families, with staff developing a warm yet professional relationship. We promote an active partnership between home and school as we believe this has a positive impact on children's learning and development.

- In the summer term prior to the children starting school, we hold an introductory meeting for new Reception parents/carers. They are given information on what to expect when their child starts school and what a typical day in Reception looks like. Parents/carers are also given an opportunity to meet and get to know the EYFS team.
- Parents/carers are encouraged to have a *Tapestry* account to see the children's learning and experiences during their time in Reception. They can also upload their child's learning and experiences from home.
- Parents/carers are invited to come into school to see their child's learning.
- Parents/carers have opportunities to talk to staff before the start of the school day and at the end of the school day where appropriate. Appointments needing longer periods of discussion can be arranged.
- Parents/carers are invited to attend consultations with staff regarding their child's achievements and possible concerns at set times over the year. This takes place with the child's class teacher, which is their allocated key person.
- Support and advice from the SENDCO is available when required.
- Parent/carer workshops in phonics, reading and maths take place regularly throughout the school year. These give parents/carers an opportunity to see how these areas are taught in school and ways in which they can support their child at home.

Transition

Our priority is that the children have a smooth, happy and successful transition into full-time education and we believe this can be achieved by working in partnership with parents/carers to ensure the children have the best start possible to school life. Our carefully planned out a transition process includes:

Summer term before the children start at school

- Information afternoon for parents/carers
- Wherever possible nursery/pre-school setting are visited by member of the EYFS team
- 'Getting to Know You' sessions with class teacher, the child and their family
- Parents/carers are encouraged to complete an 'All About Me' booklet to get an insight into their child's home life and interests.
- Reception taster mornings for the children in small groups

From EYFS to KS1

During the final term in Reception, the EYFS report is completed for each child. This provides parents/carers and staff with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1. This data is also uploaded into our Management Information System. The beauty of small schools with mixed classes is that it allows for a seamless transition between EYFS and KS1.