



Early Years Foundation Stage (EYFS)

Policy number 40

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| Key Manager | Director of Primary Education |
| Ratified by CEO | Summer 2020 |
| Review Dates: | 2 years |
| Location of Policy: | Staff shared area and NET website |
| Access to Policy: | Open |
| Policy Context: | This Policy applies to all staff and students of the Academy and to those others offered access to such Academy resources. |

Revision History

| Revision Date | Description | Sections Affected | Revised By | Approved By |
|----------------------|------------------------------|--------------------------|-------------------|--------------------|
| Summer 2020 | New Policy | | | CEO |
| June 2021 | Transition paragraph updated | | MC | CEO |

1. Policy Overview and Key Aims

The Importance of the Early Years Foundation Stage.

“Children learn as they play. Most importantly in play, children learn how to learn.”
Fred Donaldson.

The Early Years Foundation Stage sets the foundation for lifelong learning for our young people. The experiences that children have in early childhood shapes the brain and the child's capacity to learn, to get along with others and to respond to daily stresses and challenges. Here in The Nene Education Trust, we all have a passionate commitment to get it right - we owe it to every child.

Our children come from a varied community that has traditionally been embedded in footwear and farming. Over several generations, opportunities within these industries have declined as they have become increasingly mechanised or diversified and that has led to a change in the local employment structure. In turn, for some this can result in a feeling of lack of opportunity and struggles for high aspirations.

Our Vision for EYFS

Our core learning is through the three prime areas of:

1. personal, social and emotional development;
2. communication and language;
3. physical development.

Along with four specific areas of learning:

1. literacy;
2. mathematics;
3. expressive arts and design;
4. understanding the world.

Our children will leave the Early Years with **confidence, resilience, compassion** and a **thirst for learning** as they continue their school journey.

As outlined in the Statutory Framework, *'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.'*

2. Principles into Practice

In the Early Years we will:

- Give the children security and confidence within an atmosphere of mutual respect;
- Support and extend knowledge, skills and understanding of the children, helping them to overcome any barriers to learning;
- Develop a strong sense of self and high levels of confidence for each child;
- Ensure that all children feel included, secure and valued;
- Work in partnership with parents/carers to support the children's rapid development physically, intellectually, emotionally and socially;
- Work in partnership with multi-agencies, including the Early Years settings that children have transferred from;
- Build upon what the children already know and can do and extend their interests to encourage a positive attitude towards learning;
- Deliver the curriculum using varied approaches and teaching methods, with relevant and appropriate content that matches the different needs of young children;
- Encourage the children to learn for themselves by providing opportunities for them to engage in activities planned by the teacher, alongside those that they plan or initiate for themselves;
- Allow time for the children to become engrossed, work in depth and complete activities;
- Develop basic skills through well-structured play experiences.

Our practice puts **well-being** and **nurturing relationships** firmly at the heart of all we do. Relationships are an important aspect of anyone's life, and they are built up with those around us whom we care about and trust. All of these relationships enable children to learn social and emotional skills and benefit from a positive mental state in the present, and in the future.

EYFS Teaching Opportunities

“Development can only take place when children are actively involved, when they are occupied with a high, non-stop degree of concentration, when they are interested, when they give themselves completely, when they use all their abilities to invent and make new things and when this gives them a high degree of satisfaction and pleasure. “

Ferre Laevers.

We believe in the intrinsic relationship between playing and learning. Children build their social skills, language skills and self-control. Cognitive skills develop as children learn to think more completely, make decisions, and solve problems. As young children explore, ask questions and create, this in turn improves their thinking skills.

The opportunities to learn outdoors are essential for the development of all children in our school. The outdoors offers experiences and provokes thought that cannot be replicated anywhere else. All strands of learning can be developed through both planned and child-initiated play. Children need a sustained time outdoors to play and develop their learning. Outdoor learning contributes to and promotes a positive response to personal health, safety and well-being. It helps children gain an awareness of the need for sustainable relationships between people and the environment and encourages the growth of self-esteem, as well as cooperation with others.

3. Foundation Stage Curriculum

Our curriculum across the Nene Education Trust ensures that each child is challenged, supported and developed, as a unique individual, to achieve their full potential.

Our curriculum has 3 core intent strands:

WORK.

Many of the careers our children may aspire to do are not even in existence. We need to ensure our children have access to a fully-enriched curriculum with appropriate subject knowledge, skills and understanding. Our settings incorporate and take advantage of any opportunities to raise the children's aspirations. Including various first hand experiences, visitors, vocabulary, and always looking to develop mind set.

WORLD.

Through our curriculum, and the experiences and opportunities we provide for our pupils, we will ensure that individual differences are recognised and celebrated by all. All schools in the Trust have a set of values or learning characteristics that they expect their pupils to demonstrate. These are relevant to each school's individual context to ensure the children are pro-active, positive members of their local, regional and global communities. In Early Years settings, the 'Characteristics of Effective Learning' (COEL) are integral part of provision and teaching. When a child is displaying the characteristics, it means the learning is taking place. The 'Characteristics of Effective Learning' are what the child brings to that interplay between people and the world.

WELLNESS.

For the purposes of our curriculum, we will define wellness as: an active process of becoming aware of and making positive choices towards a healthy, happy and fulfilling life. Mental wellbeing and health provision are an explicit, positive focus of our work as part of our wellness curriculum. Our curriculum will teach the importance of positive mental wellbeing and a healthy active lifestyle, by providing significant opportunities both within and beyond the curriculum. Healthy active lifestyle is an integral part of the EYFs through several Areas of Learning, as well as the natural link between young children learning and movement. Practitioners tune in to children's wellbeing and it becomes an integral part of the observations that are key to our teaching and assessment.

Assessment

Children in the EYFS should be assessed through an approach primarily based on observations and pedagogically in line with EYFS practice. Children in Reception will be assessed on entry as a baseline assessment. This will be completed within the first four weeks in school. This information is then used to identify strengths and gaps and to inform future teaching and learning. Children are then assessed three times a year against development matters statements (cohort tracking), and again this information is used to support completion of the cohort analysis document.

Transition

Transition into all new year groups needs to be given careful consideration, particularly in EYFS. Children and families joining the school will be given opportunities to spend some time in the classroom before they start in Reception. They will all be offered an appointment in school or a home visit, where the child's teacher will find out more information about the child. Children joining the EYFS will have a part-time timetable for a period of no more than 2 weeks; this may vary between schools in the Trust. When children transition to a new year group, they will be given opportunities to meet their new class teacher and spend time in their new classroom through transition activities. Assessment information will be shared with the new class teacher so that a suitable curriculum can be planned based on assessment data.

Parental relationships and involvement

Parental relationships are a crucial part of the EYFS framework. Starting school and these early years in school must be a positive experience for children and parents and this is built on positive relationships. Practitioners must value the parent as the child's first educator, and seek varied opportunities to involve parents in their child's education. This will include gathering information before the child starts school and then finding ways of sharing achievements at home and school. This will be achieved in part through use of online learning journals. Practitioners should ensure parents and carers are encouraged and supported to contribute to these.

Appendix 1 EYFS Policy

Non- Negotiables in Early Years

The enabling environment provides stimulating resources which are accessible and open-ended so that they can be used, moved and combined in a variety of ways. The list below is a guide of the resource examples for areas which are **purposeful**, **readable** and **enable** our children to be independent in their learning.

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| Learning Environment |
| Teaching input area- Visually clear with large interactive screen, alphabet frieze, number line. Space for whole class to be together |
| Fine Motor skills – Tweezers, pipettes, threading, malleable materials, scissors, pegs and pegboards |
| Block play/construction play – wooden blocks, a range of developmentally appropriate resources. Large wooden blocks e.g. community playthings, Small wooden bricks. Purchased construction kits e.g. Lego, Duplo Small selection of play people, vehicles and animals Selection of natural / reclaimed materials Space to display finished models and those in progress |
| Maths- Numicon, balance scales, number lines, dominos, dice, money, sequencing cards, 2D and 3D shapes, measuring apparatus, measuring jugs of different sizes, clocks, calculators, timers, Jigsaws, Multilink/Unifix, Sorting equipment, Number tracks and squares, Plastic/magnetic numbers, Number rhymes and songs (CD/tape), Peg boards, Abacus, Clocks, Number and information books, counting objects, Measuring containers, maths games |
| Writing- Range of writing tools, clipboards, alphabet frieze, Hole puncher, staplers, scissors glue, sellotape, stencils, rulers, paper clips Assorted paper, card, envelopes, postcards, gift tags, parcel labels, writing books/pads – lists, gummed labels/Post-it-pads Phonic resources to help with linking letters to sounds and recalling tricky words etc. Opportunities for writing must be available in all other areas of the environment |
| Reading- Book corner, a range of fiction and non-fiction texts, Wide range of books - picture, fiction and rhyme, sound books, lift the flap books, non-fiction, multicultural/different needs, sensory, comics and catalogues, big books, homemade/photo books, books linked to themes or topics of interest, dual language books, instruction leaflets, recipe cards/books, Atlas, road/street maps. Rhyme and story CDs and resources. |
| Creative- Painting easels, Selection of collage materials (recycled, natural and bought) e.g. corks, plastic lids, feathers, bottle tops, straws, , string, wool, ribbon, tissue, coloured matchsticks, etc. Variety of different paper types and sizes - card, wrapping paper, greeting cards, crepe paper. Range of junk modelling materials - yoghurt pots, foil containers, variety of boxes, cardboard tubes, trays, egg boxes etc. Painting and printing materials - finger paints, sponges, powder / ready mix paint, different size and shape brushes, combs. Mark making resources - pencils, crayons, felt tips. Joining equipment - sellotape, glue, paper clips, paper fasteners, stapler, scissors, hole punch, string. |
| Imaginative- Role play, small world, Train track and train, farm, animals, people, zoo, dinosaurs and dinoworld, cars, other vehicles and garage, castle/knights, puppet theatre, pirates, space exploration, polar animals, play mats, doll's house, Books, Photographs of real life situations, Different surfaces e.g. Sand pit/builders, tray/grassed area/digging area, Natural materials e.g. stones, pebbles, twigs, grass, |
| Investigation - Magnets, magnifying glasses, torches , cameras, colour resources, mirrors, simple non-fiction books, bug viewers , selection of different materials such as shiny and dull, hard and soft, A range of living things e.g. mini-beasts, plants, twigs, buds, pets, plants |
| Snack- bowls, plates, cups, cutlery |
| Learning walls references - code of conduct, tidying up routines, key words |
| ICT – Programmable toys, cameras, tablets, pc's, walkie talkies, |

Music/Sound-Xylophone, Variety of bells, Variety of drums and beaters (also hands), Jingle sticks, Tambourines, Triangles, Variety of shakers, Maracas – choice, Cd player, Headphones, Story cd's – with matching books, Rhymes and songs, Songs and music from other cultures, Wide range of music i.e. jazz, classical

Ribbons, Materials, Recycling materials for making instruments/sounds/music

Water- Water aprons, towels, Containers of differing sizes for pouring, Graded containers. Jugs, Plastic bottles, Watering cans, water wheels, siphon/ sponges

Containers with holes/sieves, Floating and sinking objects

Hosepipe, Transparent plastic tubing of different thicknesses and lengths.

Animal sets/ Boats and play people, Kitchen utensils – whisks, spoons, scoops, pipettes, sieves, tea strainers, Plumbing equipment – guttering, water pipes, tubes, u-bends, Fishing nets, Plastic water carrier or water barrel with tap.

Sand- Dust pan and brush; Sand wheels; Funnels, variety of sizes; Sieves and colanders; Various graded plastic bottles and plastic/metal bowls; Small world – cars, trucks, people, dinosaurs, animals by colour;

Platforms with holes to hold funnels whilst pouring; Spoons/scoops Natural objects Measuring spoons; Measuring jugs; Funnels , variety of sizes different levelled.

Physical development, climbing and balancing apparatus, large wooden blocks, open-ended resources including guttering, large tubes, ropes, tarpaulins and sheets, sports equipment, moveable and adaptable apparatus, nook for reading, clipboards, easels ,mud kitchen.

Personal storage space for children