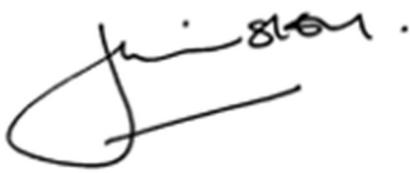




Doing all the good we can

Early Years Foundation Stage (EYFS) policy

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1. Aims

This policy aims to ensure:

- That our EYFS curriculum and provision is **'for all'** and is **broad and balanced**, exciting and engaging so children develop a life-long love of learning.
- That **all** children achieve excellent progress and fulfil their individual potentials by learning to **'do all the good they can'**, building their confidence and resilience for now and for the future.
- Our EYFS provides **quality and consistency** in teaching, learning and assessment so that every child's learning and development is sequentially and systematically planned for.
- That we provide an **equality of opportunity** and anti-discriminatory practice, ensuring that everyone is included, supported, welcome and valued.
- **Positive relationships** and partnerships are nurtured between practitioners, children, parents and carers.
- That **child protection** and **safeguarding** is at the heart of everything we do.

2. Legislation

This policy is based on requirements set out in the:

<https://www.gov.uk/government/publications/early-years-foundation-stage-profile-handbook> (updated Sept. 2021)

And those outlined in the Early Adopter handbook previously:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/919681/Early_adopter_schools_EYFS_profile_handbook.pdf

And the guidance within:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1007446/6.7534_DfE_Development_Matters_Report_and_illustrations_web_2_.pdf

<https://www.birthto5matters.org.uk/>

3. Structure of the EYFS

The Early Years Foundation Stage applies to children from birth until the age of five years old. At Richmond Methodist Primary School, children are able to join our EYFS from their second birthday and move into Year 1 in the September after their fifth birthday.

Our four guiding principles which shape our practice are:

- every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured.
- children learn to be strong and independent through **positive relationships**.
- children learn and develop well in **safe** and **enabling environments** with teaching and support from safely recruited, qualified practitioners, who respond to all children's individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
- the importance of **learning and development**. Children develop and learn at different rates.

4. Curriculum

We work in partnership with parents, carers and outside agencies where appropriate, to promote the sequential learning and development of all children in our care, and to ensure at the end of their Early year's journey, they are ready for Year 1. The learning and development requirements are informed by the best available evidence on how children learn and reflect the broad range of skills and knowledge children need as foundations for good future progress.

We guide the development of children's knowledge base so that at every stage, they know more, remember more and are able to do more as a result. This prepares them for a smooth transition into The National Curriculum at Year 1.

Our EYFS learning and development comprises of:

The Characteristics of Effective Teaching and Learning

Playing and exploring – engagement

'Finding out and exploring' is concerned with the child's open-ended hands-on experiences, which result from innate curiosity. These experiences provide raw sensory material from which the child builds concepts, tests ideas and finds out.

'Using what they know in their play' describes how children use play to bring together their current understandings, combining, refining and exploring their ideas in imaginative ways. Representing experiences through imaginative play supports the development of narrative thought, the ability to see from other perspectives, and symbolic thinking.

'Being willing to have a go' refers to the child:

- finding an interest
- initiating activities
- seeking challenge
- having a 'can do' attitude
- being willing to take a risk in new experiences
- developing the view that failures are opportunities to learn

Active learning - motivation

'Being involved and concentrating' describes the intensity of attention that arises from children engaged in following a line of interest in their activities.

'Keeping on trying' refers to:

- the importance of persistence even in the face of challenge or difficulties
- an element of purposeful control which supports resilience

'Enjoying achieving what they set out to do' builds on the intrinsic motivation that supports long-term success. It refers to the reward of meeting one's own goals, rather than relying on the approval of others.

Creating and thinking critically

'Having their own ideas' covers the critical area of creativity – generating new ideas and approaches in all areas of endeavour. Being inventive allows children to find new problems as they seek challenge, and to explore ways of solving these.

'Using what they already know to learn new things' refers to the way children use narrative and scientific modes of thought to:

- develop and link concepts
- find meaning in sequence, cause and effect
- find meaning in the intentions of others

'Choosing ways to do things and finding new ways' involves children in:

- approaching goal-directed activity in organised ways
- making choices and decisions about how to approach tasks
- planning and monitoring what to do and being able to change strategies

The Seven Areas of Learning and Development.

There are seven areas of learning and development that shape our educational programme in our early years. All areas of learning and development are important and inter-connected. Three areas are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving.

These are the prime areas:

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

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

The specific areas are:

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

- the 17 early learning goals (see below), which summarise the knowledge, skills and understanding that all young children should have gained by the end of the Reception year.

4.1 Planning

As a team, our highly experienced practitioners plan activities and experiences for children that enable children to develop and learn effectively. The content and timing of each stage of learning for our bespoke Early Years Curriculum is sequentially mapped out for each term and we identify half termly and termly clear indicators of expected age-related development for each year group.

Our umbrella themes correlate directly with the whole school termly themes and we follow the blocked foundation subject curriculum as the rest of the school do. Our EYFS curriculum is also chronologically linked to 'Celebrations and Seasons' as part of our ongoing Understanding of the World focus and daily we use the children's interests as drivers to engage learning. Our curriculum is planned sequentially and the statutory requirements of the seven areas of learning are revisited continually to ensure children's long term knowledge base is secure. We refer continually to what we know and can remember and use our Learning Journey displays to support our information retrieval.

Our provision particularly ensures the acquisition of a secure foundation of knowledge and understanding in language, early reading and mathematics, with a strong focus on early phonics, early reading and early writing. All opportunities to extend children's vocabulary are taken.

Our provision is also based on a curiosity and investigational model, where children are encouraged to seek their own lines of enquiry and our practitioners work alongside to enhance learning by 'planning in the moment' the children's next steps.

Practitioners are experienced and understand the development phases of young children, using the guidance to inform where necessary so they can accurately identify where a child is on that continuum and enhance learning by using this professional knowledge to facilitate each child's next steps. Our continuous provision resources reflect this approach and are accessible, open ended and comprised of 'loose parts' to be incorporated into play-based learning as each child feels appropriate. Our continuous provision also reflects the teaching sequences of the week to enable children to explore and challenge not only their existing knowledge but also that that has just been acquired.

In line with our Methodist ethos, our EYFS curriculum is 'for all'. We also celebrate and encourage the development of spiritual self and the ability to experience awe and wonder. All children can access our EYFS curriculum and progress. Where a child may have a special educational need, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

A review of each week's learning takes place as a team and individual children's next steps are identified through discussion. Staff engage with current research, continually reflecting and evaluating to refine our provision to better meet the needs of our children.

4.2 Teaching

Each area of learning and development is implemented through our engaging and exciting provision. Our children join the practitioners for an adult led skills input in Literacy, Phonics, Mathematics, Knowledge and Understanding, PSHE and end of day storytime. The content and timing of these sessions reflects the developmental stage of the children. In between these short carpet sessions, the children embark on their self-directed learning through play and social interaction. Our continuous provision is both planned and open ended with low threshold and high ceiling learning opportunities maximised. Our members of staff are key resources within this provision model. The adults then join the children's play or observe, as appropriate to maximize teaching opportunities and therefore learning. Our curriculum knowledge intents are evident in our provision.

Positive relationships underpin all interactions. All children are taught they are valued and respected. Children are taught to respect and value each other, their environment and the wider world, whilst keeping themselves and others safe. Children are taught to enjoy feeling awe and wonder, to develop their spiritual, moral and emotional understanding. Relationships and Health education are taught through a stimulus such as a story, song or a play situation with our practitioners constantly modelling and narrating language, attitude and care for others. Children are taught to keep themselves and others safe.

Safety online and digital literacy in general is interwoven throughout our curriculum, which enables technological knowledge but also facilitates blended or remote learning where necessary.

As children grow older, and as their development allows, the balance very gradually shifts towards increased adult-led activities to help children prepare for more formal learning, ready for Year 1.

5. Assessment

At EYFS@ Richmond Methodist Primary School, assessment of where a child is on their learning journey and where they need to go next is immersed within all play and interactions. It is formative, non-intrusive, yet an integral part of the learning and development processes. We form positive relationships with our children, understanding them as individuals. We observe pupils to identify their development stage, interests and learning styles. We celebrate learning and progress with the children so they understand not only what learning looks like but how to challenge themselves further.

These observations and developments are shared with parents, via the Tapestry App, and responses are encouraged so a dialogue around each child's learning pathway evolves. We measure progress against the non-statutory 'Development Matters 2021' stages of learning development, using this curriculum to inform next steps and then as children move towards five, against the standards within the Early Years Foundation Stage Profile.

On a daily and weekly basis, the observations are used to shape future planning of progressive and systematic learning sequences. Practitioners also take into account observations shared by parents and/or carers to gain a holistic view of each child.

Check points are rigorously incorporated at every stage to review if each child is meeting their age related expected standards of learning. No child is left behind and keeping up interventions are planned everyday based on identification of gaps in learning.

In the final term of the year in which the child reaches age five, and no later than the 30th June in that term, the EYFS Profile is completed for each child. The Profile provides parents and carers, practitioners and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their attainment against expected levels, and their readiness for year 1. The Profile reflects practitioners' own knowledge and professional judgement of a child to inform discussions with parents and carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution. Each child's level of development is assessed against the early learning goals.

The Early Learning Goals(ELG) are as follows:

Prime areas of learning and their associated ELGs:

Communication and language development

This involves giving children opportunities to speak and listen in a range of situations and to develop their confidence and skills in expressing themselves.

ELG 01 Listening and attention:

- Children listen attentively in a range of situations
- They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions
- They give their attention to what others say and respond appropriately, while engaged in another activity

ELG 02 Understanding:

- Children follow instructions involving several ideas or actions
- They answer 'how' and 'why' questions about their experiences and in response to stories or events

ELG 03 Speaking:

- Children express themselves effectively, showing awareness of listeners' needs
- They use past, present and future forms accurately when talking about events that have happened or are to happen in the future
- They develop their own narratives and explanations by connecting ideas or events

Physical development

This involves providing opportunities for children to be active and interactive, and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.

ELG 04 Moving and handling:

- Children show good control and co-ordination in large and small movements
- They move confidently in a range of ways, safely negotiating space
- They handle equipment and tools effectively, including pencils for writing

ELG 05 Health and self-care:

- Children know the importance for good health of physical exercise and a healthy diet, and talk about ways to keep healthy and safe
 - They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently
- Personal, social and emotional development This involves helping children to:
- develop a positive sense of themselves and others
 - form positive relationships and develop respect for others
 - develop social skills and learn how to manage their feelings
 - understand appropriate behaviour in groups
 - have confidence in their own abilities

ELG 06 Self-confidence and self-awareness:

- Children are confident about trying new activities, and say why they like some activities more than others
- They are confident speaking in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities
- They say when they do or do not need help

ELG 07 Managing feelings and behaviour:

- Children talk about how they and others show feelings, talk about their own and others' behaviour and its consequences, and know that some behaviour is unacceptable
- They work as part of a group or class, and understand and follow the rules
- They adjust their behaviour to different situations, and take changes of routine in their stride

ELG 08 Making relationships:

- Children play co-operatively, taking turns with others
- They take account of one another's ideas about how to organise their activity

- They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children

Specific areas of learning and their associated ELGs

Literacy

This involves encouraging children to read and write, both through listening to others reading, and being encouraged to begin to read and write themselves. Children must be given access to a wide range of reading materials such as books, poems, and other written materials to ignite their interest.

ELG 09 Reading:

- Children read and understand simple sentences
- They use phonic knowledge to decode regular words and read them aloud accurately
- They also read some common irregular words
- They demonstrate understanding when talking with others about what they have read

ELG 10 Writing:

- Children use their phonic knowledge to write words in ways which match their spoken sounds
- They also write some irregular common words
- They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible

Mathematics

This involves providing children with opportunities to:

- practise and improve their skills in counting numbers, calculating simple addition and subtraction problems
- describe shapes, spaces, and measures

ELG 11 Numbers:

- Children count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number
- Using quantities and objects, they add and subtract 2 single-digit numbers and count on or back to find the answer
- They solve problems, including doubling, halving and sharing

ELG 12 Shape, space and measures:

- Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems

- They recognise, create and describe patterns
- They explore characteristics of everyday objects and shapes and use mathematical language to describe them

Understanding of the world

This involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

ELG 13 People and communities:

- Children talk about past and present events in their own lives and in the lives of family members
- They know that other children do not always enjoy the same things, and are sensitive to this
- They know about similarities and differences between themselves and others, and among families, communities and traditions

ELG 14 The world:

- Children know about similarities and differences in relation to places, objects, materials and living things
 - They talk about the features of their own immediate environment and how environments might vary from one another
 - They make observations of animals and plants and explain why some things occur, and talk about changes
 - Children recognise that a range of technology is used in places such as homes and schools
 - They select and use technology for particular purposes
- 31 Expressive arts and design This involves supporting children to explore and play with a wide range of media and materials. It involves providing children with opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

ELG 16 Exploring and using media and materials:

- Children sing songs, make music and dance, and experiment with ways of changing them
- They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function

ELG 17 Being imaginative:

- Children use what they have learnt about media and materials in original ways, thinking about uses and purposes
- They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.

We as practitioners indicate whether children are meeting expected levels of development, or if they are not yet reaching expected levels ('emerging'). This is the EYFS Profile. Year 1 teachers are given a copy of the Profile report and reception teachers provide a short commentary on each child's skills and abilities in relation to the three key characteristics of effective teaching and learning). These help inform a dialogue between reception and Year 1 teachers about each child's stage of development and learning needs and assist with the planning of activities in Year 1.

The profile reflects ongoing observations and discussions with parents and/or carers. The results of the profile are then shared with parents and/or carers.

6. Working with parents

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

Parents and/or carers are kept up to date with their child's progress and development via daily communication, both verbal and via the Tapestry App.

Each child is assigned a key person who helps to ensure that their learning and care is tailored to meet their needs. The key person supports parents and/or carers in guiding their child's development at home. The key person also helps families to engage with more specialist support, if appropriate.

All children and their parents/carers have a Key Worker Adult. In Nursery, the N1 children are assigned one key worker and the N2 children, another. In Reception, the Reception Teacher and full time Teaching Assistant act as key workers for all children within the class.

7. Safeguarding and welfare procedures

Our safeguarding and welfare procedures are outlined in our safeguarding policy.

8. Monitoring arrangements

This policy will be reviewed and approved by the EYFS Lead every two years or at such time new guidance requires a change in policy.

At every review, the policy will be shared with the governing board.

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

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



Our Early Years Foundation Stage (EYFS) Curriculum

Intent:

We have the highest expectations of ourselves as the practitioners within our setting and seek to cultivate the best possible education for the children in our care. We aim **'for all'** children to be given an ambitious, rich and sequential curriculum which ignites their imagination and curiosity, enhances all children's life experiences and provides a firm foundation for assured future success, where children continue to **'do all the good they can'**.

Our aims, as detailed in the Statutory framework for the early years foundation stage, are as follows:

- quality and consistency, so that every child makes good progress, or better and no child gets left behind .
- a secure foundation through sequential planning for the learning and development of each individual child, and assessing and reviewing what they have learned 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.
 - All children healthy, happy and safe.

Four guiding principles will shape our practice in early years.

These are:

- every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured
- children learn to be strong and independent through **positive relationships**.

- children learn and develop well in safe **enabling environments** with teaching and support from highly qualified adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners, parents and carers.
- the importance of **learning and development**. Children develop and learn at different rates.

Implementation:

Our Foundation Stage provision, both inside and outside reflects the seven areas of learning taken from the Early Years Foundation Stage profile.

Three areas are particularly important for building a foundation for all learning so children can '**do all the good they can**' at all times.

Our Relationships and Health Curriculum underpins all aspects of learning.

These are the prime areas:

- communication and language
- physical development
- personal, social and emotional development

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

The specific areas are:

- literacy
- mathematics
- understanding the world
- expressive arts and design

We reflect on the different rates at which children are developing and adjust our practice appropriately. Our assessment is integral to learning. Each child is unique and therefore has their own starting point and next steps. We know where we expect each child to be in their learning each half term. We work hard to ensure no child is left behind.

We encourage and model the skills children need to be effective, life-long learners. The characteristics of effective teaching and learning we encourage and model are:

- playing and exploring - children investigate and experience things, and 'have a go'
- active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things

We use the Statutory framework for the early years foundation stage document and the non-statutory guidance within Development Matters and Birth to Five Matters documents. However, our curriculum is much richer and more personal to our children at our school. In a daily and weekly context, it is driven by the children's own lines of enquiry, context, culture, engagement level and needs. Our curriculum planning incorporates seasonal changes and also celebrations from across our wonderfully diverse global communities. We want to maximise our children's Understanding of the World and provide them with a rich vocabulary in which to describe what they remember, learn and can do going forward. Our curriculum is aligned with the whole school termly themes and the curriculum subject vertical progression knowledge strands have been mapped from our Nursery stage to Year 6. All of our rich EYFS curriculum content is underpinned by our practitioners continually reflecting on the different rates at which children develop and adjusting our practice appropriately.

Throughout school, we encourage children to be '**Ready, Mutually Respectful and Safe**' to maximise their learning opportunities and develop self-regulation, an understanding of how to keep themselves and others healthy and safe and the ability to develop positive relationships, both now and for the future. In EYFS, our philosophy means we complement our pre planned curriculum with 'planning in the moment' working with and inspiring children to seek new challenge opportunities through exploration of their environment, using open ended resources. This enables us to provide a bespoke learning experience. We subscribe to the 'loose parts' philosophy of open ended outcome provision resourcing. If a child expresses an interest in an aspect of provision we do not have available, it is immediately made available as soon as possible. We believe we are facilitators, interacting and scaffolding. We increase children's experiences of diversity, language, communication, reading and writing, culminating in optimum outcomes

'for all'. We ensure children's experiences over time are consistently and coherently arranged to build cumulatively sufficient knowledge and skills for their future learning.

Impact:

The impact of the curriculum on what children know, can remember and do is highly effective. Children demonstrate this through being deeply engaged in their work and play and sustaining high levels of concentration. **All** of our children, regardless of starting points, do well. Children with SEND achieve the best possible outcomes.

Our children are always ready to have a go and to persist, embracing challenge as part of active learning. The children have and understand the need for manners, honesty and respect. They are kind, caring and considerate towards others. They are **'Ready, Mutually Respectful and Safe'**. They listen and enjoy stories, rhymes and singing. They understand mathematical concepts and are secure in the mathematical foundation knowledge that they need to build future learning on. Children's experiences over time are developed sequentially to build sufficient and secure knowledge and skills for children's future learning. As they enter Year 1, they are ready and have encountered a broad and balanced set of experiences. All children leave our setting ready and equipped for the next stage of their learning journey. Children become confident communicators and fluent readers, consistently using new vocabulary. They can hold thoughtful conversations with adults and their friends. They can build meaningful relationships. They speak with increasing confidence and prosody. The children become fluent readers and develop a lifelong love of reading.

As they finish their Foundation Year in RMS, **'all'** children are inspired to continue to **'do all the good they can'**.