

Pottery Primary School Early Years Policy

EYFS Intent, Implementation and Impact Statement September 2021

The Statutory framework for the Early Years Foundation Stage sets the standards for learning, development and care for children from birth to 5 years.

Intent

Our curriculum is designed to recognise children's prior learning, both from previous settings and their experiences at home. We work in partnership with parents, carers and other settings to provide the best possible start at Pottery Primary School, ensuring each individual reaches their full potential from their various starting points. Our curriculum has been designed to enable children to succeed through cooperative and collaborative learning principles. As such, there is a strong emphasis on the Prime Areas of learning; Personal, Social and Emotional Development and Communication and Language, including Oracy. At Pottery Primary School, we recognise that oracy not only improves academic outcomes, but is a life skill to ensure success beyond school, in life and future employment. Oracy develops children's thinking and understanding, which in turn promotes self-confidence, resilience and empathy which support the child's well-being. Our enabling environments and warm, skilful adult interactions support the children as they begin to link learning to their play and exploration right from the start. We believe that high level engagement ensures high level attainment. We therefore provide an engaging curriculum that maximises opportunities for meaningful cross-curricular links and learning experiences, as well as promoting the unique child by offering extended periods of play and sustained thinking. We follow the children's interests and ideas to foster a lifelong love of learning both in and outside of school. By the end of the Reception year, our intent is to ensure that all children make at least good progress from their starting points are equipped with the skills and knowledge to have a smooth transition into Year 1.

Implementation

Each half term, EYFS staff introduce a new theme to provide inspiration for learning, whilst providing the flexibility for children to follow their own interests and ideas. Children learn through a balance of child-initiated and adult-directed activities. The timetable is carefully structured so that children have directed teaching during the day. The timetable changes throughout the year to take into consideration the changing needs of the children. These sessions are followed by small focused group work. This means the teacher can systematically check for understanding, identify and respond to misconceptions quickly and provide real-time verbal feedback which results in a strong

impact on the acquisition of new learning. Children are provided with plenty of time to engage in 'exploration' throughout the variety of experiences carefully planned to engage and challenge them in the provision. The curriculum is planned for the inside and outside classrooms and equal importance is given to learning in both areas.

Impact

A baseline is taken on entry to school alongside pre-school records that have been shared, so we can ensure good progress is made from their starting point. This is done by observing children in base through play and through the National Baseline Assessment.

As each child enters the Foundation Stage we use our professional judgement to assess the age band children are working 'within' across the EYFS 7 areas of learning. Within 4 - 6 weeks of the child starting school a 'baseline' assessment is completed.

Expected Standards for Baseline:

- 40-60 months = In line with 'Age Related Expectations'
- 30-50 months = Below 'Age Related Expectations'
- Any other lower age band below = significantly below 'Age Related Expectations'

Formative Assessment

As the year progresses development and progress in all areas of development is continually assessed. Examples of children's learning, showing their individual level and stage of development are built up throughout the year for all areas of the profile. Provision is made for these observations and assessments through experience and play. Progress is recorded by observing and assessing children either using hand written observations, photographs, staff notes or by use of tablet, using the recording programme, Tapestry.

Expected Standards for End of Year:

- ELG = In line with 'Age Related Expectations'
- Reception Level= Below 'Age Related Expectations'
- Good Progress = Child achieves ALL 12 ELGs from all 3 prime areas and literacy and mathematics.

Summative Assessment

Phonic assessments are carried out using phonics every half term to quickly identify pupils that are not making expected progress. Our aim is for children to 'keep up' rather than 'catch up' where possible. Assessments are completed three times per year. In Summer Term 2, the EYFSP is completed where teacher judge whether the child has met each of the 17 ELG's. They will be assessed as either 'emerging' or 'expected.' Whilst there is no judgement to state if a child is exceeding beyond an ELG, teachers, have a duty to provide a narrative for both parents and the Year 1 teacher.

Impact is also evident through our successful transitions into Year 1. EYFS staff have a good understanding of how ELG's link to the National Curriculum, and through our robust planning and delivery across the spectrum of subjects - both core and foundation - children leave the EYFS stage with the skills, knowledge and confidence to continue their journey as scientists, historians, artists and geographers.

The Early Years Foundation Stage at Pottery Primary School

Our EYFS learning is based upon four principles:

- A Unique Child
- Enabling Environments
- Learning and Development
- Positive Relationships

A Unique Child

At Pottery School we know effective learning takes place where children learn through play-based activities and are given first hand experiences within which they can explore and experiment. Every child deserves the best possible start in life; we aim to achieve this by looking at what the children can do and supporting them to fulfil their potential. At Pottery School we provide a broad-based curriculum that ensures all our children reach their full potential in all areas of development and at their own pace. Each child is unique and is valued as an individual.

Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as "good to be green", and "dojo point" reward systems, to encourage children to develop a positive attitude to learning.

Enabling Environments

At Pottery School we recognise that the environment plays a key role in supporting and extending the children's development. We ensure all children feel safe, secure, valued and confident. Also, that learning is fun and rewarding and that they are making appropriate progress. Opportunities are given to ensure each child can practise, consolidate and extend previous learning and experiences. This is achieved through ensuring they are involved in practical activities, enquiry and purposeful play both in the classroom and through outdoor learning. They practise and build up ideas, and learn how to control themselves and understand the need for rules, through developing warm and secure relationships between children and adults. We encourage all children to become independent learners and take an increasing responsibility for their own learning, as well as adult - led experiences. 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.

Learning and Development

The Teaching Staff have high expectations based on each child's ability and plan effectively as a team to ensure activities are purposeful. We value all areas of learning and development equally with an understanding that they are inter connected. There is a balance of self-chosen, adult initiated and directed activities during the day. Staff work directly with the children both formally and in play-based activities. There is a good use of space, materials and equipment and all staff are flexible and will explore opportunities that occur spontaneously. Children have full access to and use of the inside and outside environments. We recognise and cater for the needs of the individual child to be self-motivated and independent learners so that they may reach their full potential. This is done through the use of challenges and self-initiated activities that allows the children to access tasks and to make choices about their own learning whilst ensuring they have a wide range of opportunities to meet the requirements of the EYFS profile.

Positive Relationships

At Pottery School we work together to form positive home school links. We continually aim to develop caring, respectful, professional relationships with the children and their families. We recognise that parents are the children's first and most enduring educators and we recognise the role the parents have played and their future role as part of a partnership in helping their child to learn and achieve their best.

Organisation and the Learning Environment

In Reception there is provision for up to 45 children, which are organized into two main registration groups. However, there is flexibility in the groupings to meet the numbers on role, which may require a mixed Year 1 / Reception class, depending on the intake numbers for a given year.

The Foundation Stage comprises of 2 Reception classes that work across a shared base with a high ratio of full-time staff. We also have many volunteers who work within our EYFS base.

Play

"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." Through play our children explore and develop learning experiences, which help them make sense of the world. They practise 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. They express fears or re-live anxious experiences in controlled and safe situations.

Active Learning

"Children learn best through physical and mental challenges. Active learning involves other people, objects, ideas and events that engage and involve children for sustained periods."

Active learning occurs when children are motivated and interested. Children need to have some independence and control over their learning. As children develop their confidence they learn to make decisions. It provides children with a sense of satisfactions as they take ownership of their learning.

Creativity and Critical Thinking

"When children have opportunities to play with ideas in different situations and with a variety of resources, they discover connections and come to new and better understandings and ways of doing things. Adult support in this process enhances their ability to think critically and ask questions." Children should be given 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 allowed to move them around the classroom to extend their learning.

Transition from Pre -school to full time Education

We support this through:

- Visits to partnership pre-school settings (where possible).
- Liaison with outside agencies and Preschool provision: to support all children including those with special needs or disabilities. This ensures a smooth transition and transfer of information.
- Visits to our class base are held at the school in the summer for all children prior to starting Reception class.
- A welcome New Parents/ Information Evening in the summer term prior to starting. Parents are asked to complete a starting school booklet, to share information about their child with the Reception Team.

The Foundation Stage / Early Years Curriculum

The latest Early Years Foundation Stage curriculum became statutory in September 2021.

Practitioners delivering the early year's curriculum support children's learning through; planned / structured play where the learning outcome has been clearly identified through careful planning and support in order that children achieve in a safe environment. This extends the children's early experiences of spontaneous play.

At Pottery we believe it is important to provide foundation stage education that aims to meet the individual needs of every child in our care. Children are made to feel safe and

secure and are valued as individuals. Independence is fostered, as are positive attitudes to learning and each child is encouraged to reach their full potential.

There are 7 areas of learning in the Early Years framework:

1. **Communication and Language**
2. **Personal, Social and Emotional Development**
3. **Physical Development**
4. **Literacy**
5. **Mathematics**
6. **Understanding the World**
7. **Expressive Arts and Design**

1 - 3 are the prime areas with 4 - 7 being specific areas

Communication and Language

Communication develops three key areas of language: listening and attention; understanding and speaking.

Children are encouraged to develop good listening skills as well as extend their vocabulary and fluency by talking, and sharing their ideas, hearing and responding to stories, songs and rhymes.

Personal, Social and Emotional Development

Personal, Social and Emotional Development has three key areas: self-regulation, managing self and making relationships.

Within a nurturing environment, children are supported in developing confidence, autonomy and self-respect. They are encouraged to work and concentrate independently, aiming to achieve simple goals and developing resilience. To take part in the life of the class, sharing and co-operating with other children and adults. Learning to understand and express their own feelings as well as respect the feelings of others. All children are given the opportunity, as appropriate, to take responsibility for themselves; their behaviour and basic hygiene.

Physical Development

Physical Development has two key areas: gross motor skills and fine motor skills.

A range of equipment and opportunities, both indoors and out of doors, allows children to develop confidence and enjoyment in the use and development of their own bodily skills. Children are encouraged to create and meet physical challenges, developing increasing skill and control in moving, climbing and balancing. At the same time, children are supported in the development of the fine motor skills required to use tools including pens and pencils and to handle small objects with increasing control and precision.

Literacy

There are three key areas: word reading, comprehension and writing. Through a daily 'letters and sounds' programme, supported by 'Twinkl phonics' scheme children learn the first phonemes that are key to the English language to enable them to begin to read and write. This is done in a fun, visual and auditory way.

Children are helped to understand that written symbols carry meaning and begin to read a range of text appropriate to their age and individual needs. They are taught to be aware of the purposes of writing and how to write simple sentences for themselves utilising their phonic knowledge. Classroom reading areas give every child the opportunity and encouragement to become familiar with books, enjoy books and be aware of their uses, both for reference and as a source of stories and pictures as well as develop their vocabulary.

Mathematics

There are two key areas: number and numerical patterns. Through practical activities children become familiar with the sorting, matching, ordering, sequencing and counting concepts that form the basis of early mathematics. As they use their developing mathematical understanding to solve problems, children are helped to use the vocabulary of mathematics, identifying objects by shape, position, size, volume and number. Songs, games and picture books help children become aware of number sequences. Children are taught how to use simple mathematical operations such as addition and subtraction.

Understanding the World

Understanding the World has three key areas: "past and present", "people, cultures and communities" and the "natural world"

Children will grow their awareness of their surrounding community and the roles in its society. They will also investigate how their local area has stayed the same or changed throughout time. Through observations they will learn about their community, comparing this to other communities; exploring different religions and cultures in this country and others.

We provide a safe and stimulating environment allows children to explore and experiment with a range of natural and manufactured materials. They learn to observe features of objects and substances, recognising differences, patterns and similarities, and to share and record their findings. Children are encouraged to explore and understand their environment, both within the school and in the wider community.

A range of safe and well-maintained equipment enables children to extend their technological understanding, using simple tools and techniques as appropriate to achieve their intentions and to solve problems.

Expressive Arts and Design

There are two areas: creating with materials and being imaginative and expressive. Children are encouraged to use a wide range of resources in order to express their own feelings and to construct their response to experience in two and three dimensions. Art equipment, including paint, glue, crayons and pencils as well as natural and discarded

resources, provides for open-ended exploration of colour, shape, texture as well as the development of key skills in painting, drawing and collage.

Children are provided with different opportunities to join in with and respond to music and stories. They explore a variety of percussion instruments with many opportunities for imaginative role-play, both individually and as part of a group.

Health and Safety

At Pottery School there are clear procedures for assessing risk which includes procedures for keeping children safe during outings and for any aspects of the environment or provision that may require a further risk assessment. These may be written for individual children and can be linked to any issue including behaviour or situation including school visits.

In line with the EYFS statutory framework 2021 and the whole school policy, we ensure that there are systems in place so that medicines and the systems for obtaining information about a child's needs for medication are kept up to date. Training is provided for staff where the administration of a specific medicine requires medical or technical knowledge. These include inhalers, epi-pens and diabetic pump. These medicines are supported by a letter or care plan from the medical profession. We do not administer any other medication and parents are requested to arrange for their child to take other medications outside of school hours or to allocate someone to come and administer it if need to during school time.

At Pottery a written record is kept each time a medicine is administered to a child. There is on-going dialogue with parents.

All staff ensure any medication they require themselves is kept out of reach of children at all times.

As part of ensuring we keep the children safe the following school policies and procedures are adhered to:

- Whole school safeguarding policy including recruitment and whistle blowing.
- Whole school fire evacuation policy
- A paediatric first aider is accessible at all times in the EYFS base and a record of accidents and injuries is kept, reported and addressed.
- No photos are taken on any personal mobile phones /cameras. School cameras and tablets that are used are not for staff own personal use and must be stored securely within school at all times.
- Fresh drinking water and fruit is freely available.
- Children's' special dietary needs are recorded and acted upon when required.

Parents as Partners

Parents and carers are a key part to the success of our EYFS. We support this through:

- Inviting parents / carers to meeting, held in July, about their child starting our school in September.
- All children are invited to spend time in school before starting in September. The children have the opportunity to spend time with their teacher during two transfer afternoons in July.
- The school uses an online assessment system called 'Tapestry', which parents have access to. This is regularly updated with photographs and comments about the children's learning.
- To ensure staff have a good knowledge of the child both at home as well as at school, all parents have access to their child's Tapestry account and can add to their children learning journey
- There is an effective open-door policy in school where parents are encouraged to be actively involved in their child's school experience. We encourage parents to talk to the child's teacher if there are any concerns or worries.
- Reading records and tasks are sent home regularly and there is an expectation that parents support their child in completing these and encouraging them to be good learners.
- Parents are offered regular opportunities to discuss their child's progress or concerns in termly parents evening where all areas of the profile and development can be fully discussed.
- Parents receive a report on their child's attainment and progress at the end of the school year based around the EYFS Profile.

Role of the Early Years Leader

It is the role of the Early Years Leader: -

- to oversee the delivery of Early Years Curriculum and to ensure good progression and development.
- to monitor and evaluate planning, teaching and quality of delivery within the EYFS curriculum.
- to keep abreast of developments within Early Years and carry out / arrange for, staff training as and when required.
- to monitor and update resources from a given budget.
- to promote liaison with and support Pre-school establishments within the Partnership link.

This policy will be presented to staff and Governors. It will be reviewed regularly in light of any necessary changes and presented to Governors for approval.

This Policy was updated by Mrs. L. Nicholson / Miss C Dale
October 2021

