

BAMPTON CE PRIMARY SCHOOL



Policy Statement and Guidelines

Early Years Foundation Stage (EYFS) Policy



We endeavour to enable all individuals in our school community to learn together, grow in respect, tolerance and understanding of the world in which we live and embrace Christian values to be the best we can be.

Learning together with Respect, Friendship and Perseverance

Date adopted by the Governing Body	January 2024
Review Date	July 2025
Signed by Chair of Governors	

EYFS Vision:

In Early Years Foundation Stage this means we put children at the centre of all that we do by:

Providing a challenging, creative and inspiring Curriculum which sparks a love for learning

Ensuring everyone feels Happy, safe and secure

Teaching Independence

Valuing indoor and outdoor Learning equally

Developing social skills and risk taking

Building positive Relationships between staff, children and families

Focusing on child-centred, Enquiry based learning which promotes awe and wonder

Nurturing self-confidence and celebrating successes

Introduction

This policy outlines the management of the Early Years Class in our school. This policy reflects the consensus of opinion of the whole teaching staff. It has been drawn up as a result of staff discussion and has the full agreement of the Governing Body. The implementation of this policy is the responsibility of all the staff.

Definition

The Foundation Stage is a vital time in a child's life. "The child is at one and the same time a thinker, a member of the community beyond the family, a social being with responsibilities and a person in the process of making him or herself at home in the world." EY Team Oxfordshire.

At Bampton CE Primary School and Nursery, we believe that children are active learners who learn through their senses, through investigation, experimentation, listening, watching, social interaction, questioning and exploring. A safe, secure environment is provided for the children in which to interact and explore rich and diverse learning and developmental opportunities. During their time in our Early Years class, all children are given the opportunity to gain independence and a positive self-image. They develop skills and understanding of the world around them through a range of planned activities both in the classroom and outdoors, broadening what they know and deepening their knowledge.

As an Early Years provider, we are required to follow the Statutory Framework for the Early Years Foundation Stage. Latest edition effective from 4th September 2023

Structure of the EYFS

Nursery Children – our EYFS class can accommodate 12 children aged 3 - 4. 3-hour sessions run daily (Monday to Friday) from 8.45am – 11.45am.

Reception Children – our EYFS class can accommodate 30 children aged 4 - 5year olds. The school week runs from Monday to Friday, starting at 8.45am and ends at 3.15pm.

Parents/carers or Breakfast Club staff bring children into the classroom from 8.35.

Nursery Children enter and are collected from the side entrance, which is located to the right of the building.

Reception children are dropped and collected by parents/carers from the Reception class gate. Children attending clubs or after school care will be taken by the teacher or teaching partner to the designated destinations.

Principles & Aims:

'A child's early experience of learning and development, especially during their first five years of life, is a critical springboard to their future success in education, work and life' (Unseen Children, Sir Michael Wilshaw June 2013).

Every child matters, so our principles and aims are as follows:

- To provide a solid foundation in the seven areas of learning through well planned activities.
- To provide a balanced range of experiences and activities to enable each child to develop emotionally, socially, physically, creatively, intellectually, spiritually and morally.
- To enable children to make an effective and happy transition from home to Nursery, into the Reception Class and then into the Year 1 Class, through proactive liaison.
- To prepare children for their continuing education through effective communication with their next teacher.
- To value children's own experiences, their imagination, their curiosity and the range of skills that they bring into school and to use these as starting points in their learning.
- To ensure the children feel safe and secure within their learning environment.
- To provide a caring, stimulating, challenging and well-structured environment in which children are motivated towards independent learning.
- To ensure equal access and opportunity for all children and families.
- To value parents and carers as partners in the education of their child.
- To assess the progress of each child and ensure that each child is given differentiated and challenging activities.
- To keep parents well informed about the curriculum and their child's progress.
- To value early childhood itself.
- To ensure that children with special needs are identified and receive appropriate support.
- To promote an atmosphere that encourages confidence, independence and risk taking.
- To plan and structure engaging activities with clear learning intentions and objectives.
- To reflect upon, and plan for, the different ways that children learn. The three characteristics of effective teaching and learning are as follows:
 - playing and exploring
 - active learning
 - creating and thinking critically.

Principles into Practice

Staff will:

- Plan stimulating activities using the Statutory Framework's educational programmes and children's interests for guidance.
- Provide a curriculum that has a balanced approach to both child initiated and adult directed activities.
- Make use of the extended classroom (outdoor provision) throughout to provide challenge across the seven areas of learning.
- Use observations and assessments to enable all staff to be aware of the differing needs and abilities of the children.
- Plan for differentiation, including necessary support for children with SEND and ensuring that more able children are given tasks that will challenge and stimulate their thinking.
- Ensure, through planning and providing appropriate resources, that all children have equal access and opportunities.
- Record significant moments in children's learning and development.
- Track data to ensure that all groups of children are making at least typical progress and that most are making good progress.
- Discuss children's progress in Parent Consultation Evenings (two times a year).

- The Reception Class Teacher will complete an EYFS Profile for each child, stating whether a child has achieved the Early Learning Goals. This information will be communicated to parents/carers in the written report.
- Pass on up to date records and assessments to the next class teacher.
- Staff will attend transition meetings.
- Plan visits, joint learning experiences and transition meetings to ensure a smooth transition between Nursery, Reception and Key Stage One classes (see Transition Policy)
- Staff will engage in CPD so that children are offered the best possible start to school life.

The EYFS Curriculum

The Early Years Foundation Stage consists of 7 areas of learning and development, outlined in the table below:

Prime Areas			
Communication & Language	Personal, Social & Emotional Development	Physical Development	
Specific Areas			
Literacy	Mathematics	Understanding the World	Expressive Arts & Design

Each area of learning and development will be planned for and taught using a variety of teaching approaches. There will be a balance of adult-led and child-initiated activities. We believe that play strengthens learning and underpins all aspects of child development. So, children are given opportunities to play for extended periods of time. This play will allow children to develop key communication and language skills, as well as to develop creativity and improve social, emotional and intellectual skills. Children will be supported by practitioners to develop and extend their thinking through sustained shared thinking strategies.

Planning

Class Teachers create long-term (yearly) and medium term (termly) plans, as well as short-term (weekly) plans which are guided by the **educational programmes** (outlined in the Statutory Framework) and Development Matters (non-statutory). The Early Years Team work together to ensure that all aspects of the seven areas of learning and development are considered and that children are receiving a broad and balanced curriculum, which is supplemented with valuable educational visits throughout the year. Staff also consider the individual needs, interests, and stage of development of each child in their care and use this information to ensure challenging and enjoyable experiences for all. Where children have a special educational need or disability, staff will consider whether specialist support or resources are required in order to allow access to the same broad curriculum.

Learning through play

We believe that play strengthens learning and underpins all aspects of child development. So, children are given opportunities to play for extended periods of time. This play will allow children to develop key communication and language skills. Children will be supported by practitioners to:

- practise and build up ideas, concepts and skills,
- learn to control impulses and understand the need to follow rules,
- be alone, alongside others or co-operate as they talk or rehearse their feelings,
- explore and develop social-emotional skills, general cognitive development, and self-regulation abilities,
- take risks and make mistakes,
- think creatively and imaginatively,
- communicate with others as they investigate or solve problems,

- express fears or relive anxious experiences in controlled safe environments,
- establish warm, caring relationships, raise self-esteem and confidence.

At Bampton CE Primary School, the learning environments (both indoors and outdoors) are well planned and well organised allowing children to explore, experiment, plan and make decisions for themselves, thus enabling them to learn, develop and make good progress. The practitioners use sustained shared thinking strategies to encourage children to think critically and to be independent, which prepares children for learning and development in Key Stage One.

Reading

Staff in our Early Years classroom will focus on instilling a life-long love of books. Children will be read high quality texts to on a daily basis. A variety of books including story books, non-fiction books, poems and rhymes will be available throughout the setting (indoors and outdoors). Children will be encouraged to take home a book of their choosing from the class library each week. Children will also visit Bampton Library throughout the year.

Phonics:

When appropriate, Ladybird staff will begin to teach phonics using the **Read Write Inc.** (RWI) literacy programme. Mole Class staff will continue to teach phonics using the RWI literacy programme. Children who are ready to read are given reading scheme books (which include the sounds that they are familiar with), in order to be able to practise their reading skills at home. Parents/Carers are encouraged to listen to their children read at least 5 times a week. Progress will be monitored and assessed on a regular basis and children will be grouped according to their ability. Some children in the Reception Class may work with Key Stage One children of a similar ability.

For more details, see the School **Reading Policy**.

Writing

Throughout the EYFS, children are encouraged to mark-make using a wide range of high-quality tools, including felt-tips, crayons, chalk, pencils, paint brushes etc... When children are making these early marks, they are practising to hold a pencil and are attempting to control their marks with their muscles. This enhances their physical development by improving their fine motor skills and helps to develop their hand-eye coordination. Other activities to enhance muscle development and fine motor control are also planned as part of continuous provision, including playdough manipulation, model building and threading etc...

As part of the RWI lessons, children are taught how to form the alphabet letters using the handwriting patten (see **Appendix 1**) outlined in the RWI literacy programme. Opportunities to write for a variety of purposes are planned for and are provided by a range of stimuli, including stories and role play. Reception aged children will also complete the Get Writing activities which are part of the RWI literacy programme.

Mathematics

Children working at Nursery level, are taught through a variety of practical adult-led and adult-directed activities. Children are also encouraged to develop their understanding of mathematical concepts through play-based learning, with support from staff. Staff are familiar with the six key areas of early mathematical learning (Counting & Cardinality, Comparison, Composition, Pattern, Shape & Space and Measures). They use the Typical Progression Charts for each of these key areas (created by NCETM) to inform planning. Children are provided with opportunities to explore and investigate using a wide variety of maths manipulatives, which will prepare them for mathematics that are Reception age appropriate. For example, Numicon shapes, five/ten frames and Ants on a Log (Cuisenaire).

Play based learning is still very much appropriate for Reception aged children. In addition to this, maths skills are taught daily through whole class lessons, using the maths mastery approach (See the school **Mathematics Policy** for more details). Planning is adapted from the **White Rose** scheme. Daily maths challenge activities are available and maths manipulatives are available for use throughout the classroom (indoors and outdoors).

Number formation is taught explicitly and the number formation patten is adhered to throughout the EYFS (outlined in Appendix 2)

Outdoor Provision

In the Early Years class, children have free flow access to the outdoor space. This learning environment is set up to support and extend children's learning in all areas of the curriculum. Waterproof clothing is provided for the children and the children are asked to provide wellington boots, so that they can access the outdoor area all year round. 'Outdoor Explorer' sessions are planned weekly for both age ranges and take place on a Friday morning for Nursery aged children and in a Friday afternoon for Reception aged children. These sessions are designed to help children build self-esteem and self-belief, improve social skills, develop team working skills, enhance fine motor skills and make connections between theory and the real world.

Staffing

Staffing arrangements are in line with the requirements set out in the Statutory Framework for the Early Years Foundation Stage document (effective from September 2023)

Assessment

Assessment plays an important part in helping us to recognise children's progress, understand their needs and plan activities and support. Ongoing assessment will be an integral part of the learning and development process. It involves us knowing children's level of achievement and interests, and then shaping teaching and learning experiences for each child reflecting that knowledge. Assessments do not entail prolonged breaks from interaction with children.

Reception Baseline Assessment

The Reception Baseline Assessment (RBA) is being introduced this year, in order to build a fairer progress measure for primary schools. The assessment will be short, interactive, and practical.

End of Year Assessments

Nursery aged children will receive an end of year report, that outlines how a child has developed during the academic year. All areas of learning will be covered. Allowing for parents and carers to gain a clear insight into their child's learning and attainment during this period.

Reception aged children will receive an end of year report, that outlines how the child has developed during the academic year. All areas of learning will be covered. Allowing for parents and carers to gain a clear insight into their child's learning and attainment during this period. Within this report, the teacher will indicate if the child has achieved end of EYFS Early Learning Goals, and their readiness for year 1. The Early Learning Goals are outlined in **Appendix 3**. The Class teacher will indicate whether children are meeting expected levels of development, or if they are not yet reaching expected levels (emerging).

'When assessing whether an individual child is at the expected level of development, practitioners should draw on their knowledge of the child and their own expert professional judgement and should not be required to prove this through collection of physical evidence.' (Statutory Framework for the Early Years Foundation Stage – effective from September 2021)

Early Years Foundation Stage Profiles will be shared with parents/carers (who will also be offered a consultation meeting), with the Year 1 teacher and with the Local Authority.

Parent/Carer involvement

Parents receive a New Starter Pack prior to their child starting with us which provides them with detailed information about each phase within the EYFS unit. They are invited to attend events such as our 'Meet the Teaching Team' event and Stay and Play sessions, where they will receive further details about their child's class and be given the opportunity to ask questions.

The EYFS staff believe that it is extremely important to develop good relationships with parents/carers. It is the role of a key person to not only build relationships with their key children, but also with their parents/carers. Each key person is available for parents/carers at the beginning of each day/session, for questions or if they have concerns. Staff encourage parents/carers to contribute to assessments, as they can play a vital role in helping staff to understand the whole child. They can do this by using the Class Dojo platform or by filling in 'Wow Vouchers' and detailing their child's achievements outside of school. Parents/Carers are also asked to complete an 'All about Me' task with their child at various points throughout the year. As well as this, when a child is able to take reading books home parents/carers are asked to comment about their child's progress through reading diaries.

Robust communication systems are in place (notice boards, ClassDojo platform, class webpages and ParentPay) to keep parents/carers up to date.

Parents/Carers are also regularly invited to attend special events.

Safeguarding and Welfare procedures:

Our safeguarding and welfare procedures are outlined in school policies and are in line with the Statutory Framework for the Early Years Foundation Stage document (effective from September 2023).

Appendix 1

Rhymes for letter formation - taken from Read Write Inc.

<p>a</p>  <p>Around the apple and down the leaf.</p>	<p>b</p>  <p>Down the laces to the heel and around the toe.</p>	<p>c</p>  <p>Curly around the caterpillar.</p>	<p>d</p>  <p>Around the dinosaurs bottom, up his tall neck & down to his toes.</p>	<p>e</p>  <p>Lift off the top and scoop out the egg.</p>	<p>f</p>  <p>Down the stem and draw the leaves.</p>
<p>g</p>  <p>Around the girls face, down her hair and give her a curl.</p>	<p>h</p>  <p>Down the head, to his hooves and over his back.</p>	<p>i</p>  <p>Down the body and dot for the head.</p>	<p>j</p>  <p>Down his body, curl, dot for his head.</p>	<p>k</p>  <p>Down the kangaroo's body tail and leg.</p>	<p>l</p>  <p>Down the long leg.</p>
<p>m</p>  <p>Down Mtisic, mountain, mountain.</p>	<p>n</p>  <p>Down Nobby and over his net.</p>	<p>o</p>  <p>All around the orange.</p>	<p>p</p>  <p>Down the pirates plait and around his face.</p>	<p>qu</p>  <p>Round her head, up past her esrring, down her hair, and flick.</p>	<p>r</p>  <p>Down the robots back and curl over his arm.</p>
<p>s</p>  <p>Slither down the snake.</p>	<p>t</p>  <p>Down the tower, across the tower.</p>	<p>u</p>  <p>Down and under, up to the top and draw the puddle.</p>	<p>v</p>  <p>Down a wing, up a wing.</p>	<p>w</p>  <p>Down, up, down, up.</p>	<p>x</p>  <p>Down the arm and leg, repeat the other side.</p>
<p>y</p>  <p>Down a horn, up a horn and under head.</p>	<p>z</p>  <p>Zig-zag-zig.</p>				

Appendix 2

All numbers start at the top.

0	back, all the way round
1	down
2	over the top, down the hill, along the road
3	over the top and round, back and round
4	down the hill, along the road, pencil off, cross
5	down and round, put a hat on
6	down the hill and round
7	along the road and down the hill
8	back, round, round the other way, back to the top
9	back and round, up and down

Appendix 3 Early Learning Goals

Communication and Language

Listening, Attention and Understanding ELG

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.

Speaking ELG

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

Self-Regulation ELG

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.

Managing Self ELG

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.

Building Relationships ELG

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

Gross Motor Skills ELG

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.

Fine Motor Skills ELG

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

Comprehension ELG

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.

Word Reading ELG

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.

Writing ELG

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

Number ELG

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.

Numerical Patterns ELG

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

Past and Present ELG

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;

People Culture and Communities ELG

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.

The Natural World ELG

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

Creating with Materials ELG

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.

Being Imaginative and Expressive ELG

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.