

Pensby Primary School



EYFS Policy

Mrs R Embery- October 2021/February 2022

Pensby Primary School EYFS Policy and Intent

Our Intent

- To work in partnership with parents and carers to encourage independent learners who thrive in school and reach their full potential.
- To use a child centred approach when delivering a challenging and enriching EYFS curriculum providing opportunity for new experiences for learners.
- To promote an indoor and outdoor environment that supports learning.
- To ensure all learners make good progress from their baseline starting point working towards achieving the Early Learning Goals at the end of F2.
- To ensure effective and positive transitions from other settings and pre-schools to Pensby Primary School and from Reception to Key Stage 1.

Implementation

Our collaborative partnership with parents and carers enables us to build a complete picture of a child's development and ensures a positive transition for children into EYFS. Good communication with parents and carers via 'Stay and Play' sessions, the school website, school Twitter page, Seesaw, Parent Mail and the school newsletter is key to promoting this relationship. Parents have a wealth of knowledge about their child and they are our greatest source of information. They will help us to understand their child and give continuity to their care and education.

Curriculum

Through our child centred approach to delivering the EYFS curriculum we encourage active learning whilst maintaining high expectations for all learners. Staff build positive relationships with learners enabling us to recognise their individual learning styles and interests which enable us to support their individual needs.

Nursery and Reception follow the curriculum as outlined in the Early Years Outcomes document. The EYFS is based upon 4 principles:

- *A Unique Child*: every child is unique and learns constantly. They can be resilient, capable, confident and self-assured.
- *Positive Relationships*: children learn to be strong and independent through the positive relationships they build.
- *Enabling Environments*: the environment plays a key role in supporting and extending children's development.
- *Learning and Development*: children learn and develop in different ways, the framework covers the education and care of ALL children in EYFS.

The EYFS curriculum is comprised of Areas of Learning:

Prime Areas:

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

Specific Areas:

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

The specific areas of learning provide children with a wide curriculum and with opportunities to strengthen and apply the three prime areas. This is particularly important in developing language and extending vocabulary.

All seven areas of the EYFS curriculum are planned for to ensure a broad, balanced and progressive learning environment. Children acquire new skills and knowledge, demonstrate understanding of learning intentions and have the opportunity to further consolidate and master key skills across the developmental milestones outlined in the EYFS curriculum.

Planning and delivery of teaching and learning intentions are met through whole class teaching sessions, small group work and on a 1:1 basis. Learning opportunities may be adult directed and focussed or accessed independently by learners. Learners are also encouraged to participate in child initiated play through the provision of an exciting and stimulating continuous provision environment. We ensure activities promote the characteristics of effective learning through 'playing and exploring', 'active learning' and 'creating and thinking critically'.

The curriculum focusses on strengthening the language and vocabulary of our learners and particularly supports the development of our disadvantaged children and strengthening literacy and numeracy outcomes to ensure all children have a good grasp of these in preparation for Year 1.

Literacy

We follow the Read, Write Inc. phonics scheme. This is a fast paced, rigorous and structured programme enabling EYFS staff to deliver high quality daily phonics sessions. Reading books matched to each child's phonological ability are shared with parents and carers and expectations of home reading outlined to support the development of reading skills in school. Additional phonics intervention sessions are provided for those pupil's identified as needing additional support in the development of their phonological ability.

Mathematics

We follow the Power Maths programme of study, this whole class mastery programme is designed to spark curiosity and excitement and help nurture confidence in Maths. Class teaching is supported by School Jam, a Reception and Key Stage 1 maths practise app that allows pupils to access easy to use maths activities at home to help build confidence further, foster parental engagement and optimise children's progress. Maths teaching is further supplemented by the Mastering Number project. The project aims to secure firm foundations in the development of good number sense for all children from Reception through to Year 2 so that learners leave KS1 with fluency in calculation and confidence and flexibility with number.

Communication and Language

The reformed EYFS curriculum places the acquisition of language as central to child development. The development of children's spoken language underpins all seven areas of learning. Our aim is to encourage and nurture frequent, high quality conversations between our children and the adults who work with them and their peers throughout the day in a language rich environment. Children will become more comfortable using a range of vocabulary and language structures through story-telling, role play, conversation and sensitive questioning which invites them to elaborate on their ideas further.

Upon starting in Early Years at Pensby Primary school, all children will be screened using the Wellcomm speech and language toolkit. This enables imperative early identification of gaps in speech and language development and allows EYFS staff to provide high quality, meaningful language intervention

which pinpoints those specific gaps that individual learners have. Activities to support interventions are shared with parents and carers promoting a collaboration between home and school with an aim to close gaps in language development for identified children. Communication and Language skills are supplemented further through the Nuffield Early Language Intervention (NELI). The programme is designed for Reception age children and combines small group work with 1:1 sessions delivered by trained staff targeting vocabulary, narrative skills, active listening and phonological awareness.

Inclusion

At Pensby Primary school we believe that all children matter and we provide our children with every opportunity to achieve their best possible outcomes.

Tracking ensures that rates of progress for all learners is at least good including for those learners who are identified as disadvantaged or SEND and conceptual demands of tasks and activities set are adjusted appropriately for the individual needs of the child.

The EYFS Lead liaises with pre-school settings, parents and other agencies involved with SEND children to ensure a smooth transition into the EYFS. The EYFS SENCo is responsible for providing additional information and advice to staff and parents and for arranging support and both internal and external intervention as necessary. Close monitoring of pupils identified as SEND is conducted in line with Wirral's Graduated approach to ensure the best possible outcomes for SEND pupils.

Transition

All children due to start in the EYFS are offered a 'Stay and Play' session. Children are admitted to school in the September (for Reception) or from the day that they turn 3 (for Nursery – see Nursery Admissions policy).

We encourage children to start school on a full time basis however, we recognise that all children are individuals and through collaboration with parents at 'Stay and Play' sessions, we are happy to discuss options for a staggered start to EYFS to best meet the child's needs. The EYFS Lead will contact any previous settings to complete a formal transition process before the child starts in EYFS.

Impact and Assessment

We strive to ensure that all learners make good progress from their varied starting points. Learner's progress and achievement is evidenced on Seesaw (online learning journey) and in Maths and Writing books. Staff use observations of learners work and play to make formative assessments which impact on planning and next steps for individual learners. Under the EYFS reforms the DFE states:

"Streamlined assessment guidance and strengthened the important message that teachers should use their professional judgement and not rely on unnecessary evidence to justify their assessments"

Observation of pupils learning and play form the majority of assessment of children's development. Purposeful and meaningful observations enable staff to get to know the child, identify key strengths, identify areas for development, identify children's interests, inform planning and next steps.

EYFS Policy-Usage and Review

The EYFS policy will be used as guidance for EYFS staff and will be monitored by the EYFS Lead and reviewed by Senior leaders, the EYFS Lead and the Governing body in line with the agreed policy schedule.