



# EYFS POLICY

## Fazakerley Primary School

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# EYFS POLICY FOR FAZAKERLEY PRIMARY SCHOOL

## **MISSION STATEMENT:**

*In order to achieve success at Fazakerley Primary School, we believe that everyone in our community is of equal worth and should be given the opportunity to develop their full potential intellectually, emotionally, socially, physically and professionally. We promote in our whole school community, an understanding and respect for everyone's well-being and mental health, valuing and supporting each other as an integral part of our school life.*

## **INTENT OF EYFS AT FAZAKERLEY PRIMARY SCHOOL:**

At Fazakerley Primary School the curriculum is designed to recognise children's prior learning from previous settings and their experiences at home, to provide first hand learning experiences, whilst allowing the child to build up resilience, ambition and integrity. Every child is recognised as a unique individual and we celebrate and welcome differences within our school community. The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and values. We provide adult focused learning activities and enhanced continuous provision opportunities in order to engage learning and encourage a love of learning and enable children to consider school to be a consistently happy and safe place.

We use a positive reinforcement approach to promote positive attitudes to both learning and behaviour. This reflects the values and skills needed to promote thinking skills, and the adaptability needed to succeed in future learning.

## **IMPLEMENTATION**

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. In our school, most children join us in the Nursery, after their third birthday. Most of our Nursery children then start full time school in our Reception, in the September of the school year in which they are five.

The EYFS statutory framework is based upon four overarching principles, which we consider throughout our daily teaching, assessment and planning for next steps.

**A UNIQUE CHILD;** every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured

**POSITIVE RELATIONSHIPS** children learn to be strong and independent through **positive relationships**

**ENABLING ENVIRONMENTS** - children learn and develop well in **enabling environments with teaching and support from 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 and parents and/or carers.

**Importance of LEARNING AND DEVELOPMENT** children develop and learn at different rates. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities.

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## **A UNIQUE CHILD**

At Fazakerley, we recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways, at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as celebration/sharing Assemblies, Circle Times and Class Dojo points in line with the school behaviour policy in order to encourage children to develop a positive attitude to learning.

We as Early Years Practitioners aim to support each unique child by

- Valuing and respecting all children and their families equally;
- Observing and understanding each child's development and learning, assessing progress and planning next steps for each child's individual learning journey;
- Supporting children to develop a positive sense of their own identity and culture;
- Keeping children safe;
- Planning opportunities that build upon, extend and expand children's knowledge, experience and interests, and that develop their self-esteem and confidence;
- Using a wide range of teaching strategies based on children's learning needs;
- Providing a safe and supportive learning environment in which the contribution of all children is valued;
- Using resources which reflect diversity and are free from discrimination and stereotyping;
- Planning challenging activities for children whose ability and understanding are in advance of their age related expectations;
- Monitoring children's progress and taking action to provide support as necessary, with early identification of those children who may need extra support.
- Giving each child cultural experiences in order to broaden their thinking and understanding of the world around them.

## **Inclusion/Special Educational Needs (SEND)**

All children and their families are valued at Fazakerley Primary School. Children are treated as individuals and have equal access to all opportunities available. All children are encouraged to achieve their personal best and planning is adapted to meet the needs of all children, groups and abilities. Assessments take into account contributions from a range of perspectives to ensure that any child with potential special educational needs is identified at the earliest possible opportunity. This is further enabled by the placement of the SENDCO within Early Years. This allows us to identify these children and work with families and agencies to acquire the support these children may require. Early identification of special needs is crucial to enable staff to support the development of each child. Concerns are always discussed with parents/carers at an early stage and the lower school SENDCO is called upon for further information and advice. Appropriate steps are taken in accordance with the school's Inclusion policy for SEND.

## **Welfare**

"Children learn best when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them."

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It is important to us that all children in the school are safe. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all children. (See Whole School Safeguarding Children Policy)

At Fazakerley Primary School we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2021. We understand that we are required to:

- Promote the welfare and safeguarding of children.
- Promote good health, preventing the spread of infection and taking appropriate action when children are ill.
- Promote the importance of oral health.
- Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs.
- Ensure all adults who look after the children or who have unsupervised access to them are suitable to do so.
- Ensure that the premises, furniture and equipment is safe and suitable for purpose
- Ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.
- Maintain records, policies and procedures required for the safe, efficient management of the setting and to meet the needs of the children.
- Ensure that all staff are trained in line with the school's safeguarding policy.

The EYFS manager regularly checks that all aspects of the Welfare Requirements are being met within the EYFS at Fazakerley.

### **POSITIVE RELATIONSHIPS**

At Fazakerley Primary School, we recognise that children learn to be strong and independent from secure relationships. We aim to develop caring, respectful and professional relationships with the children and their families and do this through-

- Home visits with families as children join our Nursery classes, with PowerPoints and photos/videos to inform families;
- Getting to know children and talking to parents about their child before their child starts in our school. In Nursery this is done through Home Visits, and then in Reception for those children new to our school, previous setting or home visits are undertaken. Links with PVI's and the Children's Centre are central to this transition. This gives children, parents and carers the opportunity to share information about their child and family, ask questions and share concerns, and begin a two-way dialogue.
- Supporting children through the transition into Nursery, with very flexible settling in arrangements (e.g. parents invited to stay with their child if the child needs extra support) and from Nursery to Reception with the children attending transition days. This is also to support staff and parents in getting to know each other as well as the children.

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- Inviting all parents to other meetings to e.g. introduce them to the EYFS (in Nursery) so parents can contribute to the children's records, and Teaching Children to Read (in Reception) which outlines how we can work together with their child particularly in relation to reading and phonics,;
- Encouraging parents to talk to the staff if there are any concerns or things to celebrate – we encourage parents to chat to us at the end of sessions, once the children have gone, and operate an open door policy. There is a formal meeting for parents **twice a year** at which the teacher and the parent discuss the child's progress with the Teacher. Parents receive a report on their child's attainment and progress at the end of each school year.
- Arranging a range of activities throughout the year that encourage collaboration between child, school and parents, celebration activities, school visits.
- Encouraging parents to contribute to their child's Learning Journey by sharing eventful occasions with staff in school.
- By providing a quiet and confidential area where parents are able to discuss any concerns.
- By using the school DOJO system so that parents/carers are able to see what kind of a day their child has had in school.
- Encouraging parents/carers to attend stay and play sessions throughout the year, to show children their education is valued and important.

### **Partnership working**

We also aim to work closely with outside agencies, who may come in e.g. to support children with additional needs. We value any expertise, advice and strategies that they may bring.

Where a child has attended another setting, or leaves to go to another school, we endeavour to work with that setting to make the transition as smooth as possible for the child and their family and to ensure appropriate transfer of information.

### **ENABLING ENVIRONMENTS**

At Fazakerley Primary School, we know that children learn and develop well in **enabling environments**. We aim to create such an environment, both physical and emotional, in which children's experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers.

We strive to create an attractive and stimulating learning environment where children feel confident, secure and challenged. The children have daily access to an indoor and outdoor environment that is set up with planned Continuous Provision, i.e. learning experiences offered to the children on a daily basis. The outdoor classroom takes on a different focus area each week depending on the children's interests and needs.

Effective learning builds and extends upon prior learning and following children's interests. Effective planning is informed by observations of the children to ensure we follow their current interests, as well as identifying areas outside of their experience that will ignite their curiosity and enthusiasm. In this way enhancements to our Continuous Provision are identified and added for a discrete period of time e.g. a box of floating and sinking things to the Water Area, or a Santa's Workshop Role Play over Christmas.

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Play based learning and playful teaching is paramount and children direct their own learning from a range of open-ended opportunities provided by staff. Staff will enhance play and extend as needed, to support individual learning.

We also recognize that an Enabling Environment is one that provides support for children to take risks and explore; we encourage our children to learn to do this responsibly, by observing, recognizing what children are aiming to do, standing back to allow them to figure things out for themselves and when necessary, supporting verbally or with resources.

We are committed to using our extensive Outdoor Environment, to enhance children's learning and development, as research shows the importance of this for children's emotional, mental and physical wellbeing as well as being crucial for their cognitive development. We use the Outdoor Learning Environment daily whatever the weather and encourage parents to provide suitable outdoor clothing to protect them from inclement weather if needed.

## **LEARNING AND DEVELOPMENT**

At Fazakerley Primary School we understand that **children develop and learn in different ways and at different rates**. We are committed to applying the EYFS framework in our setting to ensure it covers the education and care of all children in our early years provision, including children with special educational needs and disabilities.

The EYFS specifies requirements for learning and development and for safeguarding children and promoting their welfare. The **learning and development requirements** cover:

- the **areas of learning and development** which must shape activities and experiences (**educational programmes**) for children in all early years settings
- the **early learning goals** that providers must help children work towards (the knowledge, skills and understanding children should have at the end of the academic year in which they turn five)
- **assessment arrangements** for measuring progress (and requirements for reporting to parents and/or carers)

## **Class Organisation**

In the Nursery, **2 Teachers and 1 Learning Support Assistants** can provide the curriculum, with a class size of up to 52 children. (**staffing ratios will be appropriate to class size**) Children may have teaching inputs in various groupings e.g. Whole Class, small groups and individual as appropriate.

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The 15 hour entitlement is offered to parents and carers

- 5 Mornings (9.00am -12.00pm)
- 5 Afternoons (12.10pm-3.10pm)
- Parents can also take advantage of our wrap around care and purchase extra sessions to fit in with their individual requirements.
- Many of our families choose to utilise the 30 hour Government funded scheme and their children attend full time in Nursery.( Packed lunch following healthy eating guidelines to be provided by parents/carers.)

In Reception, which consists of 2 classes of up to 30 children each, 2 Teachers and 2 Learning Support Assistants provide the curriculum. Children may have teaching inputs in various groupings e.g. Whole Class, Groups and individual as appropriate.

Reception Hours - 8.55am to 3.20pm – gates and doors open at 8.45am.

### Curriculum

There are seven areas of learning and development of which three are “Prime Areas,” and four “Specific Areas.” The Prime Areas are

- Personal, social and emotional development.
- Communication and language
- Physical development

The Specific Areas are

- Literacy
- Mathematics
- Understanding of the world and
- Expressive arts and design
- 

Within the first term of Nursery we focus mainly on the 3 prime areas in order to promote children’s social skills and communication skills. The balance will shift towards a more equal focus on all 7 areas of learning as children grow in confidence and ability within the three prime areas. However, if a child’s progress in any Prime Area gives cause for concern, staff will discuss this with the child’s parents and/or carers and agree how to support the child. This may also include a discussion with the **SENDCO** in order to access SEND support.

Whilst in Nursery the children will work within small groups with an adult at various activities. There will be a daily literacy or phonics input – within Nursery we concentrate on learning about environmental sounds. We then begin Fred talk in order to prepare the children for reading and writing in Reception. There will also be a weekly lesson of Jigsaw which is a PSED programme that the whole school follows and children begin to learn these PSED lessons from entry to Nursery.

In reception, the children will have a daily literacy, maths and phonics lesson together with the weekly PSHE lesson in line with Jigsaw. In Reception we follow the Ready, Steady Write programme for literacy, and Read Write Inc for phonics. Our children are taught maths through the powermaths scheme which provides an excellent foundation for children to build more complex concepts upon.

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All of our EYFS children also have weekly adult led PE lessons and music lessons that are in line with the whole school music and PE schemes.

We introduce a subject to our children and then their reactions/ previous knowledge/interests will lead us in the direction they wish to take. This will become the basis of our content and our planning will evolve with the children's interests.

Our learning takes place through different activities including adult led focused activities, child initiated play and independent focused activities.

“Practitioners must stimulate children's interests, responding to each child's emerging needs and guiding their development through warm, positive interactions coupled with secure routines for play and learning. As children grow older and move into the reception year, there should be a greater focus on teaching the essential skills and knowledge in the specific areas of learning. This will help children to prepare for year 1.”  
Eyfs statutory guidance 2021

We have a great focus on developing the use of language amongst our children. Staff will use higher level questioning and model the use of appropriate vocabulary in order to improve our children's communication skills.

Current thinking suggests that teaching in the EYFS should be focused on improving children's 'school readiness', guiding the development of children's cognitive, behavioural, physical and emotional capabilities, so that children can take full advantage of the learning opportunities available to them in school. Here at Fazakerley, we believe in unleashing children's thirst for knowledge and helping them to become thinkers and be willing to have a go.

We use both our indoor and outdoor provisions for our children's learning and they have free flow access to both areas during child initiated continuous provision. By using continuous provision we encourage our children to be independent thinkers and develop the characteristics of effective learning that will help them with their lifelong learning.

We are aware that children learn in different ways and as they develop their skills and knowledge then their characteristics of learning will develop too. We encourage our children to

- **Play and explore**
- **Actively learn**
- **Create and think critically**

These skills will enable them to become lifelong learners and be ready to build upon the strong foundations they have built during their time in EYFS.

We recognise that it is essential that children are educated citizens and are aware that children arrive at our school with varied life experiences. We aim to give all children experiences that they may not have had before both within the setting and on trips out of the school. We want our children to experience the world and appreciate what we have around us.

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Our lessons and provision are informed by children's interests that they have demonstrated and also through interacting with the children on a daily basis. This will feed into our planning when we witness misconceptions and areas that require further support and teaching. In reception our formal work will be recorded within our workbooks.

## Transition

Our nursery children have opportunities to utilise the reception outdoor area within the last half term in order to prepare them for the transition to reception. Nursery children also have a short story on a Friday afternoon with reception staff during this last half term. We invite all of our Nursery children to a transition day in reception when they stay for a shorter period in order for them to know their surroundings for their new beginnings in September. Children who come to us from other settings are invited in for a separate session in order for them to become familiar with the staff and the surroundings. If parents have concerns they are welcome to bring their child for a couple of familiarisation visits.

Our reception children have a transition programme to KS1 over the last half term before Year 1. They begin to have playtimes on the Year 1 playground so that they are familiar with the environment and expectations during these times. Our reception children also spend a day in the classroom with their new teachers during transition day. The children then see their teacher in the new classroom once a week in order to familiarise themselves with the environment and staff.

Staff meet for hand over meetings when each child is discussed together with their academic record, any SEND concerns and also personal and social issues which may be relevant in order to gain an understanding of the child as an individual.

Our knowledge from previous settings is an important part of our transition and we ensure that these visits take place to see the child in their own familiar setting with the staff who are responsible for them.

## IMPACT

Our children are assessed both formatively and summatively. We assess our children during each half term and we use this information to inform our next half terms basis for the planning. Throughout EYFS we assess all of our children against Age Related Expectations (ARE) and this in turn leads us to assess whether a child is achieving at a general rate or whether we may need to put extra measures in place. Every half our children are assessed by our Phonics lead and they are regrouped as they progress and also provide data for the EYFS lead to analyse trends and areas that require further attention. In order to ensure that our data is accurate we attend local cluster group moderation meetings and also in house moderation meetings.

When our children begin Nursery we complete a baseline assessment of their knowledge and skills, we base this around the Developmental checkpoints as identified in the Development Matters 2021 document. This is then used as a basis for their learning journey. We then build on this every half term and follow every child's individual learning until the end of Reception when they complete the EYFSP. We use the NFER scheme to assess each child's baseline abilities when they join our reception classes in the first half term or within 6 weeks of starting reception.

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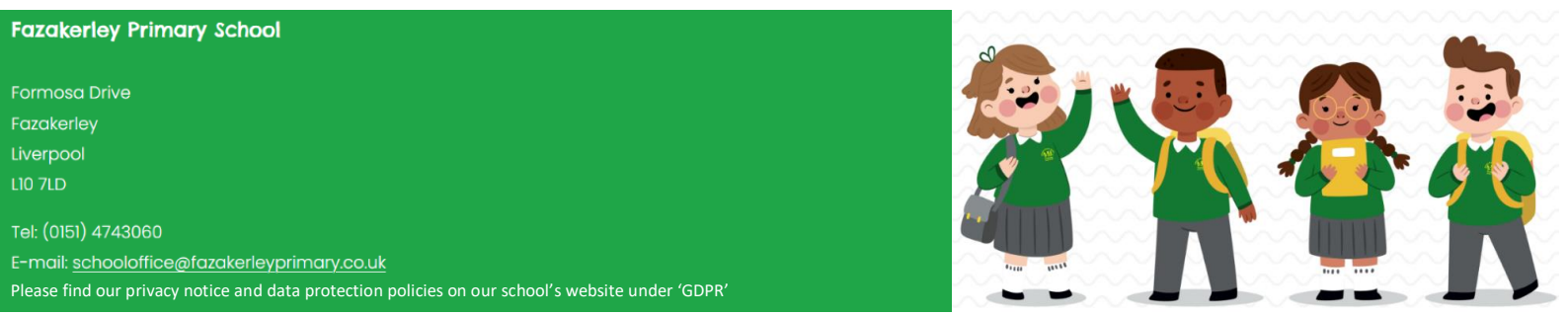
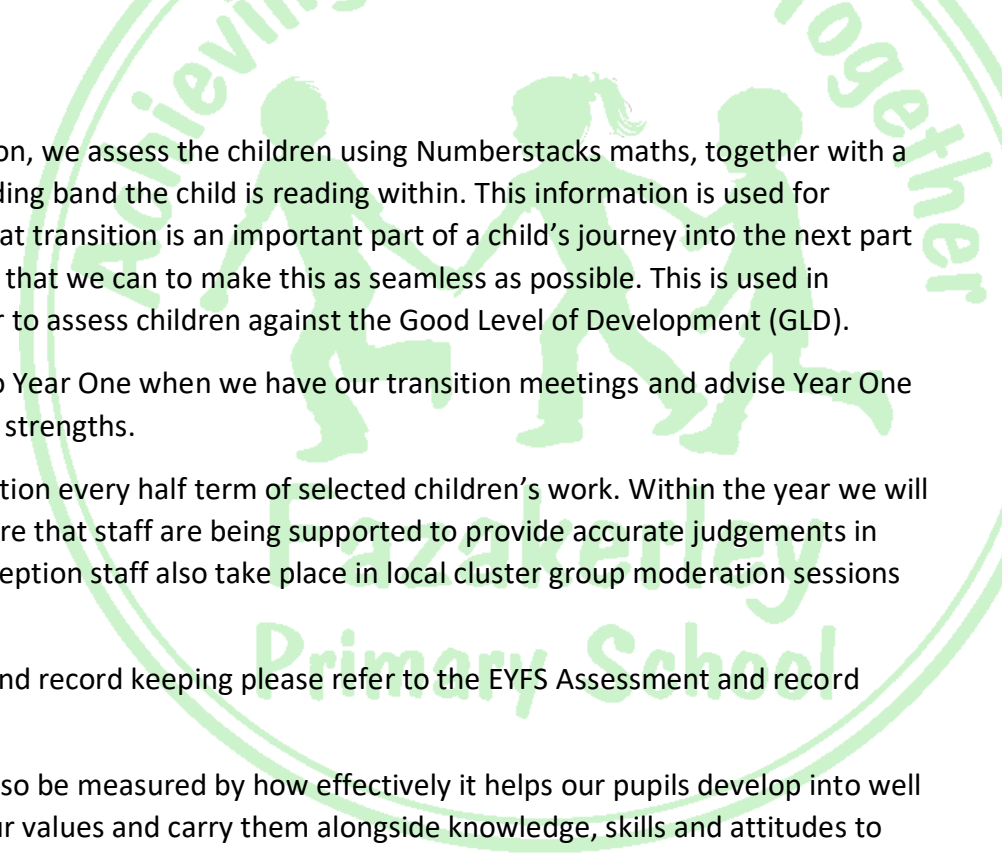
At the end summer term in reception, we assess the children using Numberstacks maths, together with a phonics assessment and which reading band the child is reading within. This information is used for transition to Year 1. We believe that transition is an important part of a child's journey into the next part of their school career and we do all that we can to make this as seamless as possible. This is used in conjunction with the EYFSP in order to assess children against the Good Level of Development (GLD).

This information aids transition into Year One when we have our transition meetings and advise Year One teachers of every child's ability and strengths.

Our staff are all involved in moderation every half term of selected children's work. Within the year we will cover all areas of learning and ensure that staff are being supported to provide accurate judgements in relation to each individual. Our reception staff also take place in local cluster group moderation sessions with local schools.

For further details on assessment and record keeping please refer to the EYFS Assessment and record keeping policy.

The impact of our curriculum will also be measured by how effectively it helps our pupils develop into well rounded individual who embody our values and carry them alongside knowledge, skills and attitudes to make them lifelong learners and valuable future citizens.





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