



**Work Together
Love to Learn
Reach for the Stars!**

NEWPORT PRIMARY SCHOOL
Early Years Foundation Stage Policy

Signed:

Name:

Position:

Signed:

Name: Ms Deborah O'Connell

Position: Headteacher

Vision Statement

At Newport Primary our intention is to provide children with a whole range of varied and exciting experiences that start in the Early Years Foundations Stage and prepare and give children the foundations to continue their learning into Key Stage one and above. We strive to give the children secure roots in their learning during their reception year. We view each child as a whole taking into account their very individual needs and personalities. We deliver our teaching through a holistic curriculum which 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 following children's interests and ideas.

Children are nurtured to be the best version of themselves and to be empowered to Reach for the Stars!

Mission statement

- Work together
- Love to learn
- Reach for the stars!

Aims

- To provide enjoyable opportunities which inspire everyone to become life-long learners.
- To encourage pupils to achieve their full potential with enjoyment, independence and confidence, working collaboratively to develop skills, knowledge and understanding.
- To provide first hand experiences and enrichment activities within a broad balanced curriculum supported by creative, quality teaching, focused learning and purposeful assessment that ensures progression.
- To provide a safe, supportive and trusting environment where children develop into well balanced, healthy, responsible individuals who demonstrate respect, good behaviour and tolerance towards others and the world around them.

What are the Early Years?

For the purpose of this policy 'Early Years' refers to children in Reception class.

The Curriculum

At Newport Primary, the curriculum is what we intend our children to learn. Our curriculum is shaped and organised into seven areas of learning and development, which is set out in the statutory framework for the Early Years Foundation Stage, published by the DfE September 2023. All areas of our learning and development are important and inter-connected. The whole school follows a 2 year thematic cycle. In the EYFS we use these themes to compliment our environments, opportunities and enhancements. Our curriculum is organised and sequenced into half termly checkpoints, which enables practitioners to assess the impact of the education programmes delivered.

The Early Years Foundation Stage, published by the DfE March September 2023, sets the standards that all early years providers must meet to ensure children learn and develop well, ensures children are kept healthy and safe and ensures that children have the knowledge and skills they need to start school. The 'reforms' introduced in March 2021, sets out two key goals:

1. to improve the outcomes of children at aged five, with a focus on improving their early language skills
2. to reduce unnecessary workload for teachers and practitioners so they can spend more time supporting and teaching children in their care

It also came with improvements to early years assessment, shifting the focus away from assessment paperwork and tracking, towards more broad and rich curriculum activities. The Early Learning Goals (ELG) are now more clear and specific and easier for teachers to assess against. Furthermore, the recording of 'greater depth/exceeding' was also halted to enable provisions to concentrate on getting children to 'expected'.

Key changes to learning and development:

- 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:

- communication and language
 - physical development
 - personal, social and emotional development
- Providers must 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
- Early learning goals and assessment: now 17 goals instead of 69. Instead of judgments being made against 117 scale points they will now be made against the 17 goals.
- For each goal, practitioners will determine whether children are:
- Emerging: Working towards the Early Learning Goals
 - Expected: Achieved the Early Learning Goals
- Children are still assessed in each area of learning
- Children are assessed at the start of the Reception year - The Reception Baseline Assessment (RBA). The RBA is a short assessment, taken in the first six weeks in which a child starts reception.
- Progress check at age two: children's progress will be reviewed between the ages of two and three and a written summary provided to parents/carers
- Children are also assessed against the Characteristics of learning, which form a major role in EYFS. These will be assessed through observations and adult directed tasks.

Planning

Aims

- To plan exciting and fun learning experiences which are geared towards the interests of the children. Play underpins the delivery of all the EYFS. The EYFS principles (stated in the statutory framework) guide the work of all practitioners, there are four themes:

1. every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured
2. children learn to be strong and independent through positive relationships
3. 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.
4. 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 (SEND).

Lessons and enhancements are planned with the three Prime areas of Learning and Four Specific Areas of Learning at the forefront, with themes and children's interest influencing how we deliver the experiences and opportunities available.

The three prime areas are: personal, social and emotional development, communication and language and physical development.

The four specific areas are: literacy, mathematics, understanding the world and expressive arts and design.

The seven areas of learning and development are broken down further.

1) Personal, social and emotional development

- Building relationships
- Sense of self
- Understanding emotions

2) Communication and language

- Listening and attention
- Understanding
- Speaking

3) Physical development

- Fine motor skills
- Gross motor skills
- Health and self care

4) Literacy

- Word reading
- Writing

5) Mathematics

(Following a whole school approach/scheme 'White Rose Maths')

6) Understanding the world

- People, culture and communities
- The world
- Technology

7) Expressive arts and design

- Creating with materials
- Being imaginative and expressive

All members of the Reception team are involved in planning. We ensure we discuss the impact of the prior learning and tasks, looking at our formative and summative assessments regularly to inform our planning. We discuss what the week/day/sessions ahead may look like, and what priorities we have to achieve the children's desired goals regularly. We plan activities, enhancements, and rainbow challenges, assess the impact of these activities in line with our intended outcomes and monitor progress. Our meetings provide an opportunity to discuss the children's interests and next steps. Whilst implementing our planned activities, we monitor the impact and progress which informs our planning of interventions, adjust and differentiate resources/activities for the following week.

The environment and areas of learning, both inside and outside, are planned carefully. We have a shared provision area (water tray, tuff tray, art area/junk modelling and playdough area) that is theme based. This is shared with Year 1, which gives the children the opportunity of provision even when they move classes. This shared theme provision links to the overarching theme of the whole school from the two year thematic cycle. These shared enhancements are adapted on a regular basis.

The areas within our environment are consistent to ensure continuous provision. We enhance the areas following children's interests and topic/theme. Early Excellence defines continuous provision as; all of the different provision areas which are available

for your children to use every day. Within each of these areas of provision there should be a core range of resources that children can use all of the time, throughout the whole year. Once the new cohort arrives, as a team we discuss we assess the resources offered in each area. This is so we can offer challenging, yet achievable resources. We then reassess throughout the year on the skills achieved, changing or offering suitable resources to match skills and abilities.

How we assess children in Reception

- Children entering Reception are observed during their first 6 weeks using the RBA to provide baseline information. It will assess a child's early mathematics, literacy, communication & language. The data generated will not be shared with the school and will only be used as a progress measure when a child completes KS2.
- We have our own baseline assessment we carry out within the first weeks of starting in Reception. This covers all areas of learning and development. This helps us have a starting point, giving us key information on the child's current stage of development.
- Monitoring of each child takes place through observations, discussions, photographs as well as planned observations. Many of these, alongside some self-initiated activities are collected and collated in each child's learning journey.
- We assess initially with British Picture Vocabulary Scale and again at the end of the year to see progress and improve their overall vocabulary understanding.
- At the very least, we complete a termly phonics assessment.
- Reading/guided reading assessment, ensuring challenge yet achievable.
- Throughout the year, half-termly, each child is assessed against the checkpoints from the yearly intent overview.
- The Early Years Foundation Stage Profile (tracking) is updated at the end of each half term and results are passed to the SLT in preparation for termly progress meetings. At the end of the year the E.Y.F.S. profile results are sent to the L.A. (East Riding County Council).
- Parents receive an end of year report summarising their child's achievements in school as well as their end of Foundation Stage results.
- The profile data is discussed with the Year 1 teachers in end of term meetings.

Reception Teams responsibilities

Our main aim in school is for children to have a happy, safe and secure learning experience where they build good relationships with all members of staff. Each staff member has interactions with children during planned and child-initiated play and activities. As a team, we communicate and model language, showing, explaining, recalling, demonstrating, encouraging, questioning and exploring ideas. Throughout the day, we provide a narrative for what the children/child are/is doing, facilitating and adding challenges. We take account of the equipment provided and give attention to the physical environment, the structure and routines of the day to establish expectations. Our weekly meetings and half-term pupil progress meetings are integral to assess what each pupil knows, understands and can do taking account of their interests and dispositions to learn (characteristics of effective learning). Each staff member has a good understanding of each child's progress and development. This information is discussed in our weekly meeting to plan children's next steps in learning and monitor their progress. All members of the reception team carry out observations work in small groups and 1:1 with the children. Everyone contributes to the children's individual learning journeys, this then helps to make our end of term judgments as a team.

Parents/Carers involvement

Parents/carers involvement in their child's learning is important to us throughout their time in Foundation Stage. There are a number of ways that we include parents/carers in their child's learning:

- We hold a termly parents evening for parents/carers to talk to the EYFS team and look at their child's work and learning journeys.
- At the beginning of the year we hold a phonics training evening for reception parents/carers.
- We send home observation cards for parents/carers to record any wow moments the children have had at home.
- Reception also hosts a community cupcakes event for parents, grandparents and people from the wider community to come along too and see what the children have been learning about.

All this information contributes to their child's learning and is used when assessing the children. All this information is kept in their learning journeys.

Induction and Entry to school:

- Parents/carers of new Reception children are invited to a new starter meeting in June/July where class structure, staffing, daily routines and uniforms are discussed. Parents/carers have the opportunity to look around the classroom and discuss any issues with the members of staff. Parents/carers are also given a booklet to complete with their child over the summer which helps to inform our baseline judgements in September.
- The children are invited in during the Summer term for at least 5 induction sessions. During these sessions the children join some of the current Reception children. For the first three sessions, Pre-school bring the children over in order to familiarise themselves with the classroom. The additional two sessions are both half a day (dropped off by parents/carers); these are to enable them to get to know their peers and the staff working in the classroom.