

# Brinsworth Howarth Primary School



## Early Years Foundation Stage (EYFS) Policy

January 2024

The Early Years Foundation Stage (EYFS) applies to the learning and development of all children from birth to the end of the Reception Year.

Early childhood is the foundation on which children build the rest of their lives. It is not just a preparation for the next stage but is vitally important in itself.

Learning for children is a rewarding and enjoyable experience in which they explore, investigate, discover, create, practise, rehearse, repeat, revise and consolidate their developing knowledge, skills, understanding and attitudes - thus developing their learning and characteristics of effective learning. During the Foundation Stage, many of these aspects of learning are brought together effectively through working directly with adults, playing, following own interests, talking and high-quality adult/ child interactions. Throughout the EYFS, Brinsworth Howarth Primary adheres fully to the Statutory Framework for the EYFS 2021.

At Brinsworth Howarth Primary we understand that we are legally required to comply with welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2024, whilst following the whole school Safeguarding Policy. We understand that we are required to:

- promote the welfare and safeguarding of children
- promote good health – including good oral health- preventing the spread of infection and taking appropriate action when children are ill
- 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 safe efficient management of the setting and to meet the needs of the children

### **Curriculum Intent**

Our EYFS curriculum is carefully structured to enable our pupils to develop as independent and capable learners.

As part of our practice we:

- Provide a balanced curriculum, based on the EYFS, across the seven curriculum areas, using play and direct teaching as the vehicle for learning
- Promote equality of opportunity and anti-discriminatory practice
- We provide early and effective intervention for those children who require additional support in order for all children to thrive
- Work in partnership with parents and carers and other professionals
- Plan challenging learning experiences, based on the individual child, informed by observation and assessment
- Provide opportunities for children to engage in activities that are adult-initiated, child-initiated and adult supported
- Provide a secure and safe learning environment indoors and outdoors.

We firmly believe in, and follow, the overarching principles taken from the Statutory Framework, 2021: unique child, positive relationships, enabling environments with teaching and support from adults and the importance of learning and development.

We follow the seven key features of effective practice, taken from the newly revised Development Matters, 2023:

1. The best for every child
2. High-quality care
3. An ambitious curriculum
4. Highly effective pedagogy and helping children to learn
5. Assessment and checking what the children have learnt
6. Self-regulation and executive function
7. Partnership with parents

### **Curriculum Implementation**

We plan an exciting and challenging curriculum based on our observation and assessment of children's needs, interests, and stages of development across the seven areas of learning to enable the children to achieve the Early Learning Goals. We teach and plan according to the teaching and learning requirements from the Statutory Framework 2024.

All seven areas of learning and development are important and interconnected.

Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive, both in the EYFS and into Key Stage 1. These three areas are the prime areas:

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

Children are also supported through the four specific areas, through which the three prime areas are strengthened and applied:

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

In planning and guiding children's activities, practitioners must reflect on the different ways that children learn and reflect these in their practice.

Children are provided with a range of rich experiences in which they can explore, think creatively and be active. We aim to develop and foster positive attitudes towards learning, confidence, communication and physical development.

We create curriculum plans based on a series of topics, each of which offers experiences in the seven areas of learning. Children are taught through adult-directed whole class and small group activities as well as child-initiated play using the rich opportunities provided by the learning environment.

### Early reading and language development

In EYFS, pupils are initially taught in FS1 to listen for sounds they can hear all around them before moving on to oral segmenting and blending with early letter-sound correspondences being taught where appropriate and dependent on each child's individual development and curiosity. Routines from the Sounds-Write programme will be introduced in F1. An adult reading carefully selected texts to the children is an important part of the day. Reading includes fiction, non-fiction, poems and rhymes.

In FS2, children are taught the three key skills of blending, segmenting and phoneme manipulation through daily Sounds-Write Phonics lessons. These skills are practised and rehearsed to help the children gain automaticity. In addition, pupils are also taught reading and comprehension skills using individual, guided and comprehension reading times. Texts for reading are chosen carefully to match a child or group's acquisition of phonics as well as to provide further challenge. An adult reading carefully selected texts to the children continues to be an important part of the day and vital for early language development.

Booster sessions are used to accelerate the progress of children's development so that every child can reach their full potential including those with SEND. Formative assessment is used during lessons to inform phonics interventions. Interventions are planned to focus on gaps in learning from lessons and focus on the three key skills of blending, segmenting and phoneme manipulation.

### Maths

Maths is taught in a whole class session daily, with regular maths meetings taking place in addition. Lesson planning is informed by the Number Sense and White Rose Maths programmes. Children carry out tasks with adults and access maths opportunities both in the indoor and outdoor provision. School follows a mastery approach.

### Homework

Children in EYFS have their home reading books and phonics activities where appropriate. Class teachers monitor this and make sure children are reading books carefully matched to their phonic ability. Children's ability within the three skills of blending, segmenting and phoneme manipulation are assessed during lessons and pupils are given home reading books which closely match their phonic knowledge to ensure that they are taking home books that they can decode with confidence. Weekly letters are sent with information about the curriculum and suggested activities that the children may do with their family.

### Curriculum Impact

Assessment for Learning is one of the most used assessment tools in reading: immediate feedback and remodelling at the point of teaching has the most impact in school. The Sounds-Write programme has a focus on teaching through errors which features in phonics lessons through F2 and KS1.

As part of our daily practice, we observe and assess children's development and learning to inform our future plans. Observations do not take adults away from the vital role of being with and teaching children.

These ongoing observations and insight of our children are used to inform whether the children are on track in their learning and development. It also highlights where children need additional support. The children's progress is reviewed continually. A rich curriculum, with high-quality adult/ child interactions and quality first teaching are all aimed at children making the best possible progress.

At the end of the FS2 year, the EYFS profile provides a summary of every child's development and learning achievements, including whether they have reached a 'Good Level of Development' (GLD). Children are assessed against the Early Learning Goals (ELG) by the class teacher - who uses the exemplification materials, and their knowledge of the children to make a 'best fit' judgement.

The children are assessed as achieving a 1 or 2 against each area of the EYFS curriculum:

- 2 = Expected ELG – meeting the expected level
- 1 = Emerging ELG – not yet meeting the expected level

The Senior Leadership Team, which includes the SENCO/EYFS Lead carefully tracks progress to ensure sufficient support is in place to support any children within their time in EYFS if needed.