EARLY YEARS FOUNDATION STAGE (EYFS)

PRESTON MANOR SCHOOL

An All-Through School

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Governors' Committee Responsible: Lower School Curriculum Learners Welfare Committee	
Statutory Provision: Statutory	
Policy Author: K. Atkinson	**Review Period:** Annual
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We 'ARE' Preston Manor School.
Responsibility. Excellence. Ambition

Ambition
We are ambitious for all of our pupils. Our ambition is driven through raising aspirations, our broad and balanced curriculum and the opportunities that are provided beyond the classroom. We want Preston Manor pupils to be active citizens, to be prepared for their future, to be happy, healthy and safe and caring individuals who are responsible learners. Pupils' ambition and equality of opportunity enable them to achieve excellence. We achieve this through our PSHE, Citizenship and careers programme which underpins our curriculum and high quality teaching and learning.

Responsibility
Pupils are encouraged to lead in their own learning and commit fully to their studies. All of our pupils have the responsibility to develop their own leadership skills from joining in Reception to the end of their learning at school. We want our pupils to realise their dreams through a positive contribution to their community and wider society. We all have the responsibility to remove the barriers to each individual's development and create the conditions in which our young people are able to love and enjoy learning inclusively. We achieve this through our pupil leadership, DIVA, Sporting, Artistic and Cultural opportunities embedding responsibility before rights - Munus Prae Jure.

Excellence
Driving our ambition and developing responsibility ensures that each individual achieves personal excellence at the end of every key stage. Our pupils leave their learning journey at our school with excellent values, virtue, integrity and high academic and personal outcomes. We are making school memorable by striving for excellence. We 'are' Preston Manor School.

Aims of the foundation stage

- To provide children with a safe and nurturing learning environment
- To allow children to explore their own ideas and interests.
- To support children in developing key skills and knowledge through the Characteristics of -Effective Learning and the Prime and Specific Areas of Learning and Development.
- To work in partnership with parents to enable each child to achieve their highest potential.

Foundation stage key principles

The key principles from the Every Child Matters document underpin practice in the Early Years Foundation Stage.

Unique Child: 'Every child is a unique child who is constantly learning and can be 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, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and carers.'

Learning and Development: 'Children develop and learn in different ways. The framework covers the education and care of all children in early year's provision, including children with special educational needs and disabilities.'

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(Development Matters in the Early Years Foundation Stage, Sept 2023)

Teaching and learning

Teaching and learning in the Early Years Foundation Stage is a carefully planned balance of direct teaching, small group learning experiences and child initiated play. Effective teaching and learning relies on planning that is informed by observational assessments of children's learning and interests.

The Learning Environment

Across the foundation stage the learning environment:

- Reflects the children within the class, for example through displays and selection of resources for play
- Is safe and welcoming
- Allows the children to develop independence in selecting resources
- Celebrates children's achievements and interests
- Includes both an indoor and outdoor learning spaces
- Reflects the seven areas of learning

Supports parents in developing their understanding of teaching and learning in the foundation stage, for example through sharing weekly themes and learning intentions

The role of adults

Adults:

- Build positive relationships with children
- Work in partnership with parents.
- Support and extend children's learning through play.
- Make regular observations of children's learning to assess their progress and inform future planning.
- Make ongoing formative assessments through observations, assessment and planning.
- Publish observations for each child on 2 Simple regularly from the second half of the Autumn term to the end of the second term of the Reception year so parents are kept informed of their child's progress.
- Make summative assessments and share findings with parents during parent meetings and at the end of the EYFS in the EYFS profile.
- Keep records of children's progress.
- Write a comprehensive report about the child at the end of each academic year.
- Meet with parents three times a year at parent's evenings.
- Set targets for pupil achievement across the year.

Characteristics of effective learning

"Characteristics of Effective Learning and the prime and specific Areas of Learning and development are all interconnected." (Development Matters in the Early Years Foundation Stage, 2023, page 13)

We support the children in engaging and learning with other people and their environment through playing and exploring, active learning and creating and thinking critically. We believe that these characteristics underpin all learning and development.

Playing and exploring – engagement

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- Finding out and exploring
- Playing with what they know
- Being willing to 'have a go'

Active learning – motivation

- Being involved and concentrating
- Keeping trying
- Enjoying achieving what they set out to do

Creating and thinking critically - exploring

- Having their own ideas
- Making links
- Choosing ways to do things

Specific and prime areas of learning and development

There are seven areas of learning and development of which three are "prime areas," and four "specific areas."

The prime areas are:

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

The specific areas are:

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

At Preston Manor Lower School:

"Each area of learning and development is implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity.

Play is used as an essential part of children's development, building their confidence as they learn to explore, to think about problems, and relate to others. Children learn by leading their own play, and by taking part in play which is guided by adults. There is an on-going judgement to be made by practitioners about the balance between activities led by children, and activities led or guided by adults. Practitioners must respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. As children grow older, and as their development allows, it is expected that the balance will gradually shift towards more activities led by adults, to help children prepare for more formal learning, ready for Year 1." (Statutory Framework for EYFS 2023)

Learning through play is a balance of child initiated and adult directed or structured play based experiences. High quality, purposeful play uses both the indoor and outdoor environment, supporting learning across the seven areas of learning and through characteristics of effective learning.

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Child initiated play offers children the opportunity to explore their own ideas and interests, selecting their own resources. Adults support and extend this play through modelling, questioning, mirroring, affirming and celebrating achievements.

Prime Areas of Learning and Development

Personal, Social and Emotional Development

- Self-Regulation
- Managing Self
- Building Relationships

Children will be learning to:

- See themselves as valuable individuals.
- Build constructive and respectful relationships.
- Express their feelings and consider the feelings of others.
- Show resilience and perseverance in the face of challenges.
- Identify and moderate their own feelings socially and emotionally.
- Think about the perspectives of others.
- Manage their own needs and personal hygiene.
- Know and talk about the different factors that support their overall health and wellbeing.

During transition times the following strategies are used: School visits, taster programme and a comprehensive transition programme for moving from Reception and entering KS1.

Communication and Language

- Listening, Attention and Understanding
- Speaking
- At Preston Manor Lower School, we believe that children need to have good communication skills as a basis for all their learning and development and we are passionate about the importance of children talking and listening in a wide range of situations (Working With Others).

Children will be learning to:

- Understand how to listen carefully and why listening is important.
- Learn new vocabulary.
- Use new vocabulary throughout the day.
- Ask questions to find out more and to check they understand what has been said to them.
- Articulate their ideas and thoughts in well-formed sentences.
- Connect one idea or action to another using a range of connectives.
- Describe events in some detail.
- Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.
- Develop social phrases.
- Engage in story times.
- Listen to and talk about stories to build familiarity and understanding.

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- Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.
- Use new vocabulary in different contexts.
- Listen carefully to rhyme and songs, paying attention to how they sound.
- Learn rhymes, poems and songs.
- Engage in non-fiction books.
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

Physical Development

- Gross Motor Skills
- Fine Motor Skills
- Provision for Physical Development focuses on fine and gross motor skills as well as the use of a wide variety of equipment. The outdoor environment plays a crucial part in providing space for physical development and expression.

Children will be learning to:

Revise and refine the fundamental movement skills they have already acquired.

- Progress towards a more fluent style of moving, with developing control and grace.
- Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.
- Develop their small motor skills so that they can use a range of tools competently, safely and confidently.
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- Combine different movements with ease and fluency.
- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
- Develop overall body-strength, balance, co-ordination and agility.
- Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming.
- Develop the foundations of a handwriting style which is fast, accurate and efficient.
- Further develop the skills they need to manage the school day successfully.

Parents are advised about healthy and appropriate lunches at the introduction meetings. These can be a packed lunch or a cooked meal provided by the school kitchen (Free R- Year 2)

Specific Areas of Learning and Development

Literacy:

- Comprehension
- Word Reading
- Writing

In Reception, children are encouraged to explore mark making and early reading across the curriculum. These reading and writing skills and an enthusiasm for exploring literacy are developed through a

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combination of individual reading and writing, shared reading and writing, guided reading, independent reading (book areas indoors and outdoors), library sessions and story time. Story sessions are supported by the use of story sacks on a regular basis.

The 'Read, Write Inc' system for teaching synthetic phonics is followed. The Reception team follow the following five key principles that underpin the teaching of phonics:

Children will be learning to:

- Read individual letters by saying the sounds for them.
- Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.
- Read some letter groups that each represent one sound and say sounds for them.
- Read a few common exception words matched to our phonic programme.
- Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.
- Re-read these books to build up their confidence in word reading, their fluency, understanding and enjoyment.
- Form lowercase and capital letters correctly.
- Spell words by identifying the sounds and then writing the sounds with letters.
- Write short sentences with words with known sound-letter correspondences using a capital letter and a full stop.
- Re-read what they have written to check that it makes sense.

The children take home a reading book each week drawing on a mixed scheme approach and a book of choice from the class library. A reading record book system is used to communicate between home and school about reading behaviour and achievement.
We expect parents to read daily with and to their children to support both their child's enjoyment of reading and their progression in reading.

Mathematics

- Number
- Numerical patterns
- We teach children in developing mathematical awareness and understanding. Adults support children's abilities to apply their knowledge within their own child initiated learning.

Children will learn to:

- Count objects, actions and sounds.
- Subitise
- Link the number symbol (numeral) with its cardinal number value.
- Count beyond 10.
- Compare numbers.
- Understand the 'one more than / one less than' relationship between consecutive numbers.
- Explore the composition of numbers to 10.
- Automatically recall number bonds for numbers 0-5 and some to 10.
- Select, rotate and manipulate shapes to develop spatial reasoning skills.

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- Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.
- Continue, copy and create repeating patterns.
- Compare length, weight and capacity.

Understanding the World

- Past and Present
- People, Culture and Communities
- The Natural World

We begin to teach children about the world immediately around them and the wider world, where possible, through first hand practical experiences. Visits, visitors, and learning in the indoor and outdoor environment will happen throughout each year. Children are taught to develop skills for inquiry and sharing their knowledge and understanding. Children will share their thoughts and knowledge about their own lives and the lives of people they know. They will relate different experiences to events that happen in the world around them.

Children will learn to:

- Talk about members of their immediate families and community.
- Name and describe people who are familiar to them.
- Comment on images of familiar situations in the past.
- Compare and contrast characters from stories, including figures from the past.
- Draw information from a simple map.
- Understand that some places are special to members of their community.
- Recognise that people have different beliefs and celebrate special times in different ways.
- Recognise some similarities and differences between life in this country and life in other countries.
- Explore the natural world around them.
- Describe what they see, hear and feel whilst outside.
- Recognise some environments that are different from the one in which they live.
- Understand the effect of changing seasons on the natural world around them.

Expressive Arts and Design

- Creating with Materials
- Being Imaginative and Expressive
- Children have opportunities to use their imagination in play, building, making and exploring in the indoor and outdoor environment. Each classroom and the outside area will have areas for free choice and planned access to a wide variety of media.

Children will learn to:

- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively, sharing ideas, resources and skills.
- Listen attentively, move to and talk about music, expressing their feelings and responses.

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- Watch and talk about dance and performance art, expressing their feelings and responses.
- Sing in a group or on their own, increasingly matching the pitch and following the melody.
- Develop storylines in their pretend play.
- Explore and engage in music making and dance, performing sols or in groups.

Music will be used within the setting in a variety of ways, with children exploring sounds and rhythm of different instruments and musical genres. Singing and rhymes will be incorporated into children's learning. Here they will share in the love of singing a repertoire of familiar and new songs.

Timetabled Adult Led Learning

Some areas of the Early Years Foundation Stage Curriculum are timetabled to be taught regularly.

- These include:
- P.E.
- Use of the Library
- Phonics

Planning

Medium term planning is completed identifying learning intentions (from long term planning, observations and assessments) and key themes for learning. Medium term planning themes take into account the interests of the children.

Weekly planning is completed outlining group learning times, adult led experiences and provision for child initiated learning. Weekly planning is also completed for the outdoor area encompassing learning experiences to support learning intentions.

Weekly planning identifies where groups of children or individuals will receive additional or targeted support in order to meet specific needs.

The planning cycle is important in ensuring planning is derived not simply from long/medium term plans but also following observations of children's immediate previous learning and interests.

Assessment

During the first six weeks of Reception, the baseline assessment is carried out for all children and this is reported to the DfE. All children arriving new to the school who have not taken the Reception Baseline Assessment will be assessed within the first 6 weeks of starting at Preston Manor. Their assessment will be reported to the DfE.

Children Autumn Term 1, following the Reception Baseline Assessments, all Reception children will have a Nuffield Early Language Intervention (NELI) Assessment. Following this, children will be identified to participate in the NELI Intervention Programme which runs throughout the Reception Year.

Assessment across Reception is predominantly undertaken through observations. Areas of Development and Learning, Characteristics of Effective Learning and Wellbeing are identified. We also explore children's wellbeing and their involvement levels through these observations.

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In Reception, Phonics assessments are completed half termly and the groups are set accordingly.

Children will begin to use simple self-assessment skills, e.g. thumbs up.
All staff working in Reception are required to make observations of children's learning and progress to combine with the information gained through adult-led sessions. Pupil progress meetings are carried out three times a year and the children's levels are entered onto the Sonar Tracker system in order to analyse progress and the impact of interventions for these children.

Recording progress

An electronic profile is compiled for each child in Reception, collating their learning, observations and key information provided by parents and carers. Parents will have electronic access to these observations and these will be updated at least three times a year.

Children will be assessed on entry (baseline) and exit from the Reception year group to show their attainment against age related expectations. Each age range is broken down into bands of beginning, working within and secure. Expected progress is judged to be the move across three bands during one academic year.

At the end of the Early Years Foundation Stage, children will be assessed against each of the 17 Early Learning Goals (ELG). If they are working below ELG, they will be classified as a 1, emerging level, if they are working within the ELG, they will be classified as a 2, expected level of development. A represents a child who has not been assessed due to long periods of absence or who has attended the provision for an insufficient period of time for the teacher to make an adequate assessment before the profile submission deadline.

All information tracked is collated using whole class tracking grids, providing an overview of progress for each child and their level of development, the class and cohort.

Children's progress is shared with parents and carers throughout the year by verbal and written reports and parents evenings. Parents are encouraged to regularly view and add to their child's electronic profile.

At the end of the EYFS, parents will receive a report showing their children's attainment against the Early Learning Goals and the Characteristics of Effective Learning.

During pupil progress meetings a member of the Senior Leadership Team meets the teachers three times a year to discuss the progress of all the children in each class. Vulnerable groups are considered closely and interventions highlighted to ensure that maximum progress is being met. This information is also reported to the Governing body each term.

At least twice a term the Reception team are involved in within and cross phase moderation to ensure that the judgements made about the children's level of development and achievement are agreed. The Reception team also attend borough moderation or are visited by an external moderator.

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Special needs

All children and their families are valued at Preston Manor Lower School. Children are treated as individuals and have equal access to all provisions available. All children are encouraged to achieve their personal best and planning is adapted to meet the needs of all 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. 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 schools Special Needs Co-ordinator (SENCO) is called upon for further information and advice. Appropriate steps are taken in accordance with the school's policy for SEND. Regular interventions through small groups and one to one sessions are used to meet the needs of children as and when they are identified.

English as an additional language

- To support children who have English as an additional language the following strategies are employed:
- Practical, hand-on learning experiences
- The use of visual aids including gesture and picture cards
- Consistent routines
- Effective use of any additional adult support
- Assessment in child's home language, where possible
- Highest expectations by adults

Partnership with parents/carers

Parents/carers play a vital role in their child's learning and development. It is the aim of all practitioners that they work with parents to achieve the best for each child.

When all children begin coming to the setting a home school agreement is shared with parents/carers and signed outlining key commitments of parents/carers and the setting. When children begin attending the setting information from parents/carers about their child is collected through induction visits. Parents/carers can also share information verbally with the child's key worker/teacher.

Parents/carers are encouraged to look at their child's electronic profile and add to our knowledge of the children through completing simple observations at home and writing these on the 'Wow' cards which are given to the class teachers.

Parents/carers are offered opportunities to attend parent workshops/talks to inform them about aspects of teaching and learning in the setting.

This policy is developed with reference to the following policies that can be found on our website:

- Child Protection and Safeguarding policy
- Health and Safety policy
- First Aid policy- Supporting students with medical condition and managing medicines
- Complaints Policy

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