

EYFS lead policy



Lois Morton

Date: July 2023

Review Date: July 2024

(or to meet new legislation and practices)

Signed By: Lois Morton

Position: EYFS Lead

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Aims and principles:

At Charlton Primary School, we believe that our Early Years Foundation Stage provides children with firm foundations to build upon and create life-long learners. As a school, in an area of deprivation, it is our intent that the children develop emotionally, creatively, verbally, physically, spiritually and intellectually (Curriculum Goals). We set high expectations for children in all areas of our curriculum and create knowledge-rich topics to support the children's cultural capital. At Charlton, we inspire children to have a 'love of learning' and support the development of the 'Characteristics of Effective Learning'. We value the uniqueness of every child that enters our classroom and ensure all their needs are met and help the children achieve their full potential.

We aim for children to incorporate our school values into their daily lives showing they are thoughtful, encouraging, patient, forgiving, a good listener and able to share their learning with those around them.

During the reception year, we make a positive difference to the children's lives and give them the best start to their education. Our aim for the children at Charlton, is that they experience seven areas of learning through a balance of whole/class/group/individual

teaching and play based learning. The curriculum is designed following the children's interests, topics, themes, continuous provision activities and phonics.

Teaching and pedagogy:

At Charlton, we use Vygotsky's pedagogy as we feel it stresses the fundamental role of social interactions that take place in school and how important these are to children including the vocabulary that is exchanged. There are certain skills a child needs to be exposed to in order to help and guide them out of their 'Zone of Proximal Development' and to provide opportunities and experiences the children may not come to school with. Following on from Vygotsky, we also believe the Bruner's 'spiral' pedagogy is predominant throughout our practice and is used to gradually revisit, recap, review and reconstruct the children's previous foundations of learning through the interactions and scaffolding they have with their peers and adults. This method ensures there are no missed gaps in learning and that children can build upon these foundations throughout their future.

We are using the EEF 'ShREC' approach to help support the staff who enter the EYFS classroom and enable them to hold valuable conversations with children during V.I.P time (Very Important Play Time- child initiated time).

(EEF)

HIGH QUALITY INTERACTIONS IN THE EARLY YEARS The 'ShREC' approach



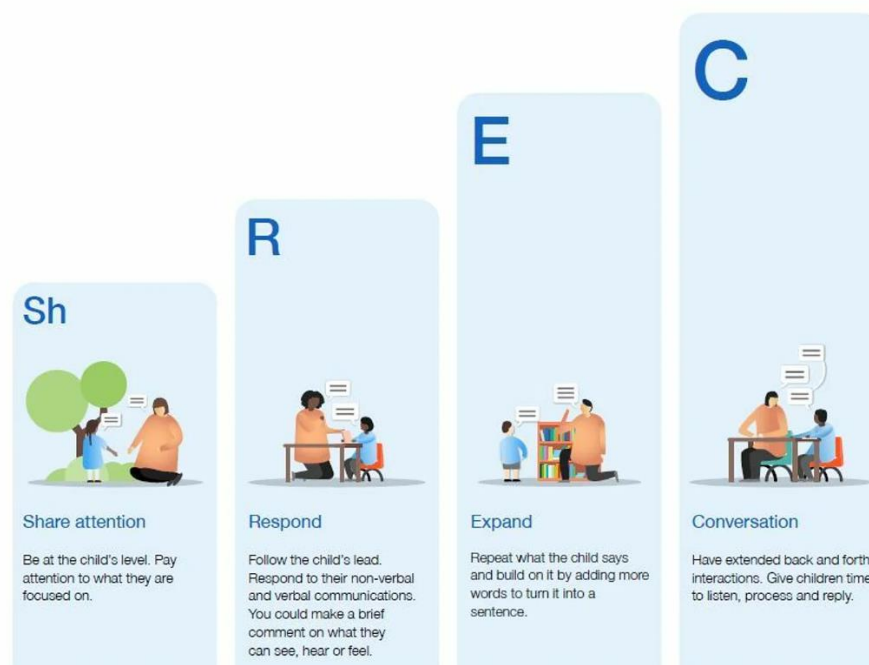
The aim of the ShREC approach is to provide early years professionals with a simple, memorable set of specific evidence informed strategies that can be embedded into everyday practice.

"When done well, high quality interactions often look effortless but they are not easy to do well."

EEF Guidance Report,
Preparing for Literacy



This resource supports the 'Preparing for Literacy' guidance report.



Our practice also uses Allistair Bryce Clegg's 'Continuous Provision' ideologies and 'Objective Led Planning' as well feel this enables us to provide children with vital experiences and allows adults to scaffold learning opportunities following on from our ideal pedagogies we have in place and practice. We call our continuous provision time 'V.I.P - Very important Play Time.'

Planning and organising the curriculum:

During the reception year, we follow the Early Years Statutory Framework 2023 from the Department of Education. Our curriculum is personalised and tailored to provide the children with the knowledge, skills and understanding they need to be curious, independent, inquisitive and life-long learners. The children will be observed and assessed during both their child-initiated play (Continuous Provision- VIP time) and their adult-directed play. We believe our curriculum gives our children the characteristics of learning they will need to become successful adults. In the final term of the year, a profile will be completed for each child and this provides parents/carers, practitioners and teachers a true picture of the children's development, understanding, knowledge and abilities against expected levels of learning. Learning is planned carefully by the staff to support each child's individual needs. The children's end of year profile includes seven categories and these are called Early Learning Goals.

On the school website, there will be an overall long-term plan which will highlight general topics that will be shared during the year but these may be subject to change due to children's interests. The long-term plans are then broken into a more specific focus and these are called medium term plans which will be what we will aim to cover each term.

Each week there will be a short-term plan which will include weekly English, maths, direct teach and phonics sessions (adult-directed). The short-term plan will take into account the needs of the children and their individual interests and learning styles. We use the 'Development Matters' documentation as a basis of continuity and progression of learning to help support and direct the children's next steps of learning.

A separate plan will be made for child-initiated times called 'Continuous Provision', this is a targeted style of play we use at school. Each area of the classroom has a specific focus which helps the children make progress and allows them to explore different areas/opportunities available to them. The quality of enhancements made during Continuous Provision promote challenge and skills across all aspects of the EYFS framework and provides an extension for all children with a 'no-limit' approach to learning.

At Charlton, we gradually introduce home learning. These are fun activities that children can complete to help practise certain skills such as games for maths, creative writing and reading books. You will be informed of home learning on Microsoft Teams.

Assessment

Assessment plays a vital role in helping parents, carers and practitioners to recognise children's progress, understand their needs, and to plan activities and support for the children. At the beginning of the year, the children will participate in a 'Baseline' assessment. This is a computer-based assessment that the Department of Education have created to highlight children's starting points at school.

At school, we have our own baseline we use to help us plan accordingly for the children's interests as well as their abilities too. At Charlton, we use ongoing observations (also known as formative assessment) of the children to show-case their progression during their reception year alongside moderations, pupil voice, parental feedback, and teacher-based assessments. We use observations to ensure children have made progress, to help shape the learning experiences for each child and to ensure they are ready for their next steps. At Charlton, we respond and reflect upon the observations made and like to share special moments with parents through the 'Evidence Me' app. At specific points of the year parents and carers are sent their child's observations as a learning journal as a PDF.

Early Learning Goals:

Throughout the Reception year, the children will be observed and assessed through both child-initiated and adult-initiated play in order to gain insights and make reasonable judgements against the seven categories called 'Early Learning Goals', these are as follows:

The Prime Areas:-

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

And The Specific Areas:-

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts

At Charlton, the children will be observed using the 'Evidence Me' app against the seven Early Learning Goals and the 'Development Matters' supportive documents.

We will use the terms 'emerging' or 'expected' to describe our judgements of the seven Early Learning Goals, under the new guidance the term 'exceeding' has been removed however the children working at 'exceeding' level will be identified and targeted and provisions for challenge are in place. Our judgements and data at the end of the year will be required and submitted to the local authority.

At Charlton, we reflect on the different ways that make children good learners. We call these 'Characteristics of Effective Learning' and these are as follows:

Playing and exploring- children investigate and experience things, and 'have a go'

Active Learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements.

Creating and Thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1170108/EYFS_framework_from_September_2023.pdf

The Development Matters as a supportive guide alongside the statutory Framework.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1005585/6.7534_DfE_Development_Matters_Report_and_illustrations_web.pdf

How will my child learn?

Our class motto is to 'Choose kindness, Always try your best and then you can be anything you want to be - you are blessed! This is embedded in all aspects of our day-day teachings and follows the teachings of 'The Good Samaritan' which is in our school vision.

Children in Reception learn through a combination of adult led and child-initiated activities. The activities are designed to engage and challenge the children using practical, first-hand experiences which will support the children to discover, explore and investigate. We have such a large space at Charlton and both the inside and outside areas are well resourced and are planned and created with the children's interests in mind. In Duckling class, the children learn through playing, exploring and being active. The children also have daily play-based phonic, literacy, direct teach and maths sessions at school. Reading books linked to children's phonics stage are sent home to share with parents.

We recognize that young children learn best through an active play-based curriculum and Early Years education should be as practical as possible. Play is an essential and rich part of learning and it allows many opportunities for the children to problem solve, develop different skills, embed concepts and become independent learners. Play is flexible and can suit learning styles of all children.

At school, we pride ourselves on being inclusive. We have a very extensive inclusion provision for children. We provide high-quality education and children's special educational needs and disabilities are identified quickly and it is our endeavour to ensure children receive any extra help they need so all children can make progress. We ensure children receive valuable interventions at school and will always contact parents/carers if we have any concerns or helpful advice to share with parents.

Exploring the outside world :

In Reception, we love exploring the outside world. It is a place the children can explore, experiment and learn with their friends. We like to take the children for regular 'Welly Walks' and trips to our local environment. It is all safe and allows the children to take risks, make choices and initiate their own learning. Going outside enables children to understand, appreciate and care for the natural environment and be aware of what is available in their local environment.

Parents/Carers as partners:

At Charlton, we like to build strong and positive relationships with parents/carers. We believe relationships between home and school have such a positive impact on the children's well-being, learning and development. We value parental input and through open discussions, we are able to encourage parents to share their own knowledge of their child, providing valuable insight into their likes/dislikes/experiences and characteristics. This supports us to establish wonderful relationships with the children and enables us to respond to the children's needs effectively.

We have two Parents' evenings in the Autumn and Spring term where the children's profile will be discussed. Children's Full reports will be handed out at the end of the year and parents are encouraged to discuss their child's report in July. The reports indicate whether a child is 'emerging' (working below) or 'expected (on track)' as well as a commentary of the Characteristics of Effective Learning.

We use 'Tapestry' to record the children's progress against the seven Early Learning Goals and welcome observations from parents too. We value feedback from forms, emails, Tapestry and informal chats with parents.

At Charlton, we like to involve parents with helping on trips, invite for Stay and Plays and workshops so they get to know more about their child's learning.

Parents are informed about what is happening at school through the school website, newsletters, text updates, Microsoft Teams, letters and Evidence Me.

At Charlton, we have a friendly and open-doors ethos and we are available to talk to parents at the beginning and end of the day. Parents are always welcomed into school, to contact the school and encouraged to discuss any concerns they might have. We are always here to help and pride ourselves on supporting families.

Admissions & Inductions:

At first, on acceptance of your place at Charlton, you will receive an admissions pack which includes forms to fill and information you may need prior to your child starting school.

Next, you will have opportunity to join a 'New Parents' meeting with the class teacher and School Senior Leadership. This will be an opportunity to share information with you and allow you to sign up for a home. Home visits allows the class teacher and teaching assistant/s to visit you and your child/children at home so that the child sees us as a safe adult as well as gather some vital information from you about your child.

The reception teacher will be in contact with nurseries to arrange some visits and discuss levels of development, specific interests, safeguarding concerns, additional needs and medical information. Nurseries will provide us with data so that we continue the EYFS framework and to ensure we cater for the children's next steps. We have developed professional relationships with a range of our Nursery providers where we attend local EYFS meetings to share information.

Children are then invited for a "stay and play session" at the end of the summer term so that they are able to explore the classroom and become familiar with EYFS adults.

In September, the children will attend school on part-time timetable for the first two weeks of term. Half the class attend for the morning and the remaining half attend for the afternoon and these children are split into Summer born children (those born between February and July) and Winter born children (those born between September and January). This gives us opportunities to get to know the children in small groups and allows a slow transition for the children into primary school.

Regular routines are gradually introduced such as staying for lunchtime. The children are observed to ensure they are happy and their well-being and involvement are monitored. At the end of Reception, children part-take in transition activities to ensure they are

ready to enter KSI. The year 1 teacher will spend time in the Reception classroom as well have meetings with the Year R teacher to discuss the children.

See our 'Admissions Policy for our School' for more information.