# Eversley Primary School
# Early Years Foundation Policy

## Vision Statement

**Enjoy Persevere Succeed**

**At Eversley Primary School we want all children to *enjoy* school and have a love for learning. We encourage them to *persevere*, to have *self-belief* and the *determination* to *succeed* in all they do in order to be the best they can be.**

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the reception year at school. At Eversley Primary School, children join us during the Autumn Term of the academic year in which they are five. The children have a 'staggered' entry in order to fully feel comfortable in their new school setting. The majority of children will be in school full time within two weeks of starting school; they initially attend part time.

The EYFS seeks to provide:

- quality and consistency in all early years settings, so that every child makes good progress and no child gets left behind
- a secure foundation through planning for the learning and development of each individual child, and assessing and reviewing what they have learned regularly
- partnership working between practitioners and with parents and/or carers
- equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported

The EYFS is based upon four overarching principles:

- A Unique Child
- Positive Relationships
- Enabling Environments with teaching and support from adults
- Learning and Development

## A Unique Child

At Eversley Primary School we recognise that every child is a competent learner who can be resilient, capable, confident and self assured. We appreciate that children develop in different ways and 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 within the classroom, to encourage children to develop a positive attitude to learning.

*Inclusion*

We value the diversity of everybody within the school and do not discriminate against children because of differences. All children at Eversley Primary School are treated fairly regardless of race, culture, religion or ability. All children and their families are valued within our school.

At Eversley Primary School we believe that our pupils matter and we give them every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when planning for their learning.

**Date: March 2025** **Review Date: March 2026**

In the EYFS we set realistic and challenging expectations that meet the needs of the children. We achieve this by planning to meet the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities, children with mental health concerns, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds. We meet the needs of all our children in the EYFS through:

- planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence;
- using a wide range of teaching strategies based on children's learning needs (visual, auditory and kinaesthetic);
- providing a wide range of opportunities to motivate and support children and to help them to learn effectively;
- 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 appropriately challenging activities for children including those whose ability and understanding are in advance of their language and communication skills;
- monitoring children's progress and taking action to provide support as necessary.

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 welfare of all children.

***Safeguarding and Welfare***

At Eversley Primary School we endeavour to meet the legal welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage. These requirements are to;

- keep children safe and well
- ensure the suitability of adult who have contact with the children
- promote good health, preventing the spread of infection and taking appropriate action when children are ill,
- manage behaviour effectively
- 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 are safe and suitable for purpose,
- ensure that each 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 children,
- The EYFS Team meet each morning to inform one another of children monitor more closely, planning issues and next steps.

**Positive Relationships**

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

*Parents as Partners*

We recognise that parents are the children's first and most enduring educators and we value the contribution they make. We appreciate the role that parents have played, and their future role, in educating their children. We do this through;

- The teacher and Nursery Nurse/Teaching Assistant offering to visit the parents and children in their home setting in the week prior to them starting school.
- All children offered a place in Reception at Eversley Primary School are invited to attend pre-school sessions with other parents/carers to meet their Teacher, Nursery Nurse or Teaching Assistant and other children in their class.
- A Reception curriculum evening and morning held in the Autumn Term.
- Story café sessions to involve and inform parents/carers.
- Having termly open evenings where parents can discuss their child's progress with their Teacher and Nursery Nurse or Teaching Assistant.
- Having an open door policy where parents can discuss any concerns informally before and after school.
- Encouraging the use of the *Special Book* where parents and children can contribute at home to their child's 'learning journey'.
- Regular observations (photographs and narratives) published on *Tapestry* (our online Learning Journal) which parents can comment on.
- Parents have the opportunity to add their own photographs and observations for their child using *Tapestry.*
- A report on the child's achievement and progress at the end of the academic year.
- The home-school liaison teacher running the 'Share' programme in school for parents.

All staff involved with the EYFS at Eversley Primary School aim to develop good relationships with all the children, interacting positively with them and taking time to listen to them. At our school each child's class teacher acts as the 'Key Person' to all the children in their class supported by the Nursery Nurse and Teaching Assistant.

## Enabling Environments

At Eversley Primary School we recognise that the learning environment plays a key role in supporting and extending the children's development. This begins by observing the children and assessing their interests, development and learning, before planning challenging but achievable activities and experiences to extend the children's learning.

*Observation, Assessment and Planning*

The planning within the EYFS is based around themes or topics which are chosen according to the children's interests. These plans are used by the EYFS teachers as a guide for weekly planning; however, the teachers may alter these plans in response to the needs, achievements and interests of the children. This will be indicated in daily and weekly planning.

We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs. In the EYFS observation and assessment is ongoing and is done in a number of ways by the teachers, nursery nurse and teaching assistant by:

- Continually observing the children inside and outside.
- Recording observations on *Tapestry* and by photographs and observations kept in each child's Learning Journal.
- Recording/annotating responses to teacher led activities in child's Writing book, Maths file and Learning Journal.
- Keeping child initiated drawing, writing etc. in children's relevant books or photographs of work uploaded onto *Tapestry*.

- Children and parents recording out of school experiences and activities in the child's *Special Book* and/or *Tapestry*.

*The Learning Environment*

At Eversley Primary School we endeavour to provide a learning environment in the EYFS which enables the children to access resources with opportunities for cross curricular experiences both inside and outside. This enabling environment is planned so that the children can progress and develop in the seven areas of learning (please see Learning and Development)

The three Reception classrooms provide a stimulating learning environment. Outside the Reception classrooms is an outdoor space including:

- an area covered by a canopy outside (two) of the classrooms,
- an additional canopied area,
- a garden,
- a climbing frame with safety surface,
- a paved area.
- an Adventure Trail with a safety surface,
- a wooden stage area
- a story teller chair and seats
- an area of artificial all weather grass and football goal
- a permanent sandpit
- a water area
- an musical instrument area
- a construction area with community blocks, foam blocks and bricks
- seating areas

This outdoor space has a positive effect on the children's learning and development. Being outdoors offers opportunities for doing things in different ways and on a larger scale than when inside. There is room for the children to be physically active – to run, climb, play sports, explore and to use their senses. Apart from teacher input times the children have constant access to this outside space.
There is a core of equipment inside and outside which the children can access at all times and in addition to this extra resources are made available to the children according to present themes and topics. Planning for inside and outside inform the Reception Team of what resources are needed. The children are expected to access resources themselves where possible and are encouraged to be inventive in their use.

## Learning and Development

At Eversley Primary School we recognise that children learn and develop in different ways and at different rates. We value all areas of learning and development equally and understand that they are inter connected.

*Play and Exploration*

Children's play reflects their interests and while at play they learn at their highest level. At Eversley we ensure that the children are given the best opportunities to learn through their play by:

- Offering a challenging environment with a range of flexible resources for children to play and explore in different ways both inside and outside.
- Providing learning experiences which help them make sense of the world and solve problems through play and exploration.
- Giving opportunities to solve problems, be creative and take risks.
- Having role play areas available for the children to allow them to take on and rehearse new and familiar roles.
- Extending the children's learning and development by observation and intervention in their play.

*Active Learning*

Active learning takes place when children are motivated and interested through physical and mental challenges. Children need to have some choice and control over their learning and as they develop their confidence they learn to make decisions and become increasingly independent. It provides children with a sense of satisfaction as they take ownership of their learning.

*Creative and Critical Thinking*

At Eversley Primary School children are given opportunities to be creative in all areas of the curriculum not only the arts. Adults support the children's thinking by helping them to make connections by showing interest, offering encouragement, play partnering clarifying ideas and asking open questions. Children can access most resources inside and outside freely and are encouraged to use them innovatively.

.

*Areas of Learning*

The EYFS is made up of seven areas of learning:

Prime areas-

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

Specific areas-

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

All the areas are linked and cannot be delivered in isolation from the others. They are equally important and are interdependent. In each area there are Early Learning Goals (ELGs) that define the expectations for most children to reach by the end of the EYFS. There are 17 ELGs (as each area is broken up into sub areas) that the children are assessed on at the end of the Reception Year; this is reported on to the borough and all parents are informed. The school must report on the percentage of pupils achieving a Good Level of Development (GLD); this means that the pupil reaches age related expectations in all the prime areas, as well as in Literacy and Maths.

*Characteristics of Learning*

In planning and guiding children's activities, teachers consider the different ways that children learn and reflect these in their practice. These *Characteristics of Effective Learning* are:

- **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.

**Early Learning Goals**

The level of development children should be expected to have attained by the end of the EYFS is defined by the early learning goals (ELGs) as set out below

The ELGs should not be used as a curriculum or in any way to limit the wide variety of rich experiences that are crucial to child development, from being read to frequently to playing with friends. Instead, the ELGs should support teachers to make a holistic, best-fit judgement about a child's development, and their readiness for year 1.

When forming a judgement about whether an individual child is at the expected level of development, teachers should draw on their knowledge of the child and their own expert professional judgement. This is sufficient evidence to assess a child's individual level of development in relation to each of the ELGs. Sources of written or photographic evidence are not required, and teachers are not required to record evidence.

***Please see Appendix 'Early Learning Goals' for a detailed summary of each of the 17 ELGs***

## Monitoring and review

It is the responsibility of staff working in the EYFS at Eversley Primary School to follow the principles stated in this Policy. The EYFS Team Leader, along with the SMT, will carry out monitoring to ensure the principles are followed and carried out.

The Policy will be reviewed every two years or if/when statutory changes occur within the EYFS.

EYFS Team Leader
Doulla Kleanthous Towli

## Appendix
## Early Learning Goals

***Communication and Language***

**ELG: Listening, Attention and Understanding**

Children at the expected level of development will:

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; - Make comments about what they have heard and ask questions to clarify their understanding;
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

**ELG: Speaking**

Children at the expected level of development will:

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

***Personal, Social and Emotional Development***

**ELG: Self-Regulation**

Children at the expected level of development will:

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

**ELG: Managing Self**

Children at the expected level of development will:

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;
- Explain the reasons for rules, know right from wrong and try to behave accordingly;
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

**ELG: Building Relationships**

Children at the expected level of development will:

- Work and play cooperatively and take turns with others;
- Form positive attachments to adults and friendships with peers;
- Show sensitivity to their own and to others' needs.

***Physical Development***

**ELG: Gross Motor Skills**

Children at the expected level of development will:

- Negotiate space and obstacles safely, with consideration for themselves and others;
- Demonstrate strength, balance and coordination when playing;
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

**ELG: Fine Motor Skills**
Children at the expected level of development will:
- Hold a pencil effectively in preparation for fluent writing
– using the tripod grip in almost all cases;
- Use a range of small tools, including scissors, paint brushes and cutlery;
- Begin to show accuracy and care when drawing.

***Literacy***
**ELG: Comprehension**
Children at the expected level of development will:
- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
- Anticipate – where appropriate – key events in stories;
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

**ELG: Word Reading**
Children at the expected level of development will:
- Say a sound for each letter in the alphabet and at least 10 digraphs;
- Read words consistent with their phonic knowledge by sound-blending;
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

**ELG: Writing**
Children at the expected level of development will:
- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others.

***Mathematics***
**ELG: Number**
Children at the expected level of development will:
- Have a deep understanding of number to 10, including the composition of each number;
- Subitise (recognise quantities without counting) up to 5;
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

**ELG: Numerical Patterns**
Children at the expected level of development will:
- Verbally count beyond 20, recognising the pattern of the counting system;
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

***Understanding the World***
**ELG: Past and Present**
Children at the expected level of development will:
- Talk about the lives of the people around them and their roles in society;
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

**ELG: People, Culture and Communities**
Children at the expected level of development will:
- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

**ELG: The Natural World**
Children at the expected level of development will:
- Explore the natural world around them, making observations and drawing pictures of animals and plants;
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

***Expressive Arts and Design***
**ELG: Creating with Materials**

Children at the expected level of development will:
- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;
- Share their creations, explaining the process they have used;
- Make use of props and materials when role playing characters in narratives and stories.

**ELG: Being Imaginative and Expressive**
Children at the expected level of development will:
- Invent, adapt and recount narratives and stories with peers and their teacher;
- Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

**Taken from the Statutory Framework for the Early Years Foundation Stage 2021**