

Early Years Foundation Stage (EYFS) policy

Hermitage Primary School			
Review frequency	1 year	Reviewed	Sept 2020
Governing Committee Responsible	Headteacher		
Governor Approval (date)	N/A	Website	Yes
Staff Responsible	Amy Reeves	Next Review	Sept 2021

1. Aims

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind
- Close partnership working between practitioners and with parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

2. Legislation

This policy is based on requirements set out in the [2017 statutory framework for the Early Years Foundation Stage \(EYFS\)](#).

3. Structure of the EYFS

Our nursery class offers a separate morning and afternoon session for three hours each day for a maximum of 26 children in each session. They are eligible to enter once they have turned 3 years old. They can enter at any point during the academic year.

We have two reception classes catering for a total of 60 children. All children begin in the Autumn term.

4. Curriculum

Our early years setting follows the curriculum as outlined in the 2017 statutory framework of the EYFS.

The EYFS framework includes 7 areas of learning and development that are equally important and interconnected. However, 3 areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The prime areas are:

- Communication and language
- Physical development
- Personal, social and emotional development

The prime areas are strengthened and applied through 4 specific areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

4.1 Planning

Staff plan activities and experiences for children that enable children to develop and learn effectively. In order to do this, practitioners working with the youngest children or those with a specific identifiable communication need are expected to focus strongly on the 3 prime areas.

Our planning for Maths and English use specific schemes which we adapt for early years. Our plans always cover the whole class teaching input, a Teacher led activity and class challenges that give the children opportunities to extend on and use their learning within their own independent play. We plan challenges and learning opportunities for both our indoor and outdoor areas.

We also plan a wider curriculum around a topic which the teachers will choose based on the children's interests that academic year.

Staff also take into account the individual needs, interests, and stage of development of each child in their care, and use this information to plan a challenging and enjoyable experience. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate. We hold a weekly team meeting to plan interventions to support learning for specific children based on the prior week's teaching.

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

4.2 Teaching

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Practitioners respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

We introduce "Growth Mindset" early on in the academic year to enable our children to build emotional resilience so that they keep trying to achieve and exceed the learning goal. Children who take on our class challenges are celebrated in class via our class dojo award system on a daily basis. Star of the Week is also used to celebrate children's persistence and effort within their learning.

Children learn the importance of the Characteristics of Effective Learning, the ways they engage with other children and their environment, through circle time activities and class challenges.

As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for year 1.

Phonics is taught via the Rusk Miskin, Read, Write, Inc programme. We teach phonics daily for 30 minutes and children are placed into ability groups which are assessed every half term.

Our English is based on the Power of Reading Scheme, and Maths is the White Rose programme. These are also taught daily but are also incorporated wider via cross curricular activities such as art, DT, drama, and role play based activities.

Children's learning is recorded in their individual Learning Journey, which has a combination of adult led and child initiated activities, verbatim quotes and pictures. In Reception, children have writing books and phonics books which they use daily to support their learning of the Read, Write, Inc programme.

5. Assessment

At Hermitage Primary School assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations, pictures and verbatim quotes are used to shape future planning. Practitioners also take into account observations shared by parents and/or carers.

We all undertake a baseline assessment in the first half term which enables us to assess where the children are against the early learning goals. Phonics assessments are also carried out every half term. We formally record their progress every half term.

At Hermitage Primary School we also have a weekly team meeting in which we assess the children's progress against the learning objectives and plan interventions to support and extend any children who may require it.

At the end of the EYFS, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development
- Exceeding expected levels or,
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations and discussions with parents and/or carers. The results of the profile are then shared with parents and/or carers in their end of year report.

6. Working with parents

We recognise that children learn and develop well when there is a strong partnership between practitioners and parents and/or carers.

Parents and/or carers are kept up to date with their child's learning on a weekly basis. We use an electronic based system "Class Dojo" to post pictures of the children's activities and learning at least three times a week. We also post our planned learning for the week ahead in order to allow Parents/carers to share their child's learning and support them at home with further suggested activities. Alongside this, we post a weekly life skill for parent and/or carers to support their children with at home, for example, putting their coat on independently.

Parents also fill out a reading record on a daily basis and will highlight their child's success and difficulties with the chosen books.

We have an open door policy for Parents/carers to speak to their Teacher with any concerns. They can also use the Class Dojo system to communicate with the Teacher if they are unable to meet in person. Similarly if we have any specific concerns about a child's behaviour or progress we will ask Parents/carers to attend a meeting with the Teacher and Phase Leader.

We formally hold two Parent/Teacher meetings per year, and Parents/carers are also welcomed into our classes every half term to celebrate their children's learning in a show and share session.

The progress check and EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

7. Safeguarding and welfare procedures

Our safeguarding and welfare procedures are outlined in our safeguarding policy.

8. Monitoring arrangements

This policy will be reviewed and approved by the headteacher every year.