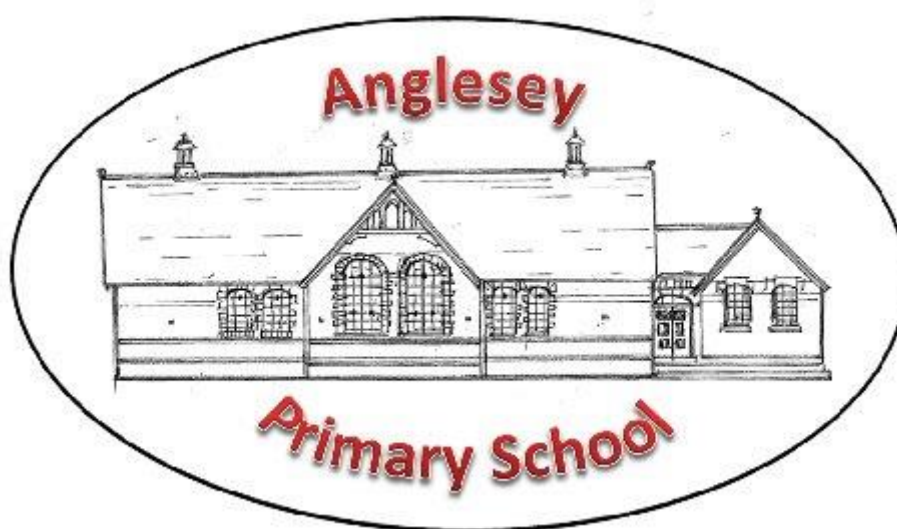


Anglesey Primary School



Early Years Foundation Stage (EYFS) Policy

Related policies: See Appendix

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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
- A close working partnership between staff and 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 statutory framework for the Early Years Foundation Stage (EYFS) that applies from September 2021.

3. Admissions and Eligibility

- Children in nursery are entitled to Early Education Funding (EEE) from the term after the child turns 3 years of age.
- Children are entitled to 15 or 30-hours free education dependent on whether families are in employment.
- Nursery offer a September intake for children who turn 3 years of age by 31st August and a second intake of children who turn 3 years of age before 31st December (Rising 3's).
- Rising 3 children have 5 terms in nursery.
- Reception children start school full-time at 4 years of age with just one intake in September.

4. Curriculum

Curriculum Statement

Anglesey Primary School is a vibrant and nurturing school community, where children are given the skills to become inquisitive, resilient and independent learners. Our curriculum provides a range of creative and inspiring experiences for all. This equips our children with the life skills to be happy, to flourish and to be successful...

Today, tomorrow and in the future.

Our Curriculum Statement underpins our approach to Early Years Education. The EYFS Curriculum is designed to promote these skills, alongside the Characteristics of Effective Teaching and Learning, ensuring our approach is tailored to develop each individual child to become inquisitive, resilient and independent learners.

In our early years setting we follow the curriculum as outlined in the latest version of the EYFS statutory framework that applies from September 2021.

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. 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 Intent

- At Anglesey Primary school we have devised a Curriculum that is ambitious, coherently planned and sequenced to build on each of our children's experiences and prior knowledge.
- The Curriculum gives our children the opportunities to develop, deepen and consolidate knowledge and skills for future learning.
- We consider the cultural capital of our children when planning our lessons, and strive to provide them with experiences and opportunities that will support them to become individuals that are independent, resilient, and prepared.
- Children's differences are embraced and their creative and critical thinking are empowered through planning provocations, that enable the children to become ambitious learners.
- We take into consideration and respect the children's religion, culture and lived experiences and build on these through planning a diverse curriculum.
- Staff use the Characteristics of Effective Teaching and Learning to plan opportunities for children to use each of the 'characteristics', whilst ensuring that the children are appropriately challenged.
- When planning staff reflect on the different ways that children learn and include these in their practice. This takes into account the individual needs, interests, and stage of development of each child.

- 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.
- Language and Communication is an integral part of the children's development during their Early Years education and is planned through a range of activities, as well as giving the children opportunities to use their language skills during Child Initiated Activities.
- Each child is assigned a key adult in order to support each child's individual needs and for them to become familiar with the setting. This approach helps the child to build relationships with adults and peers in school, and also to build relationships with parents/carers to establish a secure home/school partnership.
- On entry staff initially focus on the children's emotional well-being and involvement, using the Leuven Scales.

4.2 Implementation

- At Anglesey Primary School we have adopted the 'Curiosity Approach' in which the environment is aesthetically pleasing and calm, educating our children through enjoyment as they play and learn. This is a 'Child Centred Approach' which creates 'thinkers and doers' by arousing curiosity and wonder through planned provocations.
- The 'Curiosity Approach' enables our children to become life long learners by giving each of them the opportunities to 'Play and Explore', 'Create and Think Critically' and to be an 'Active Learner'.
- We ensure an enabling environment in both the indoor and outdoor learning areas and continuous provision provides the children with challenging and engaging opportunities, so that children can take control of their own learning.
- Staff working with the youngest children are expected to focus strongly on the 3 prime areas initially, which include using the Leuven scale to support each child's emotional wellbeing.
- Staff use their knowledge of each individual child to plan for their interests and provide provocations and meaningful experiences that enable them to develop and learn effectively.
- Each area of learning and development is implemented through planned, purposeful provocations, and delivered through a mix of adult-led and child-initiated activities. Staff respond to each child's emerging learning needs and interests, guiding their development through warm, positive interaction.
- Staff are knowledgeable in the typical development and characteristics of learning, which enables them to plan in the moment, facilitating learning and ensuring progress is being made.
- Staff consistently model correct use of language and communication to help develop these skills in the children.
- Children are given the opportunities to raise their own questions through meaningful interactions to develop, consolidate and deepen knowledge, rather than always answering adult questions.

- Nursery teach Phase 1 systematic phonics on entry. When the children have mastered the Listening and Attention aspect of Phase 1, they move on to Phase 2. A sound a week is incorporated into the Phase 1 learning activities to ensure progress through exposure to new sounds.
- In Reception, we teach systematic synthetic phonics; phonic knowledge is embedded in daily writing (The Write Stuff) as well as opportunities to read and write during Child Initiated play.
- Weekly guided reading groups in Reception, implement phonics skills in a decoding session and develop understanding in a comprehension session, following the same whole school approach by using big cat phonics books that follow the phonic progression.
- In Nursery and Reception children have a 'Story of the Week' over the week the children learn the structure of the story, join in with the repeated refrains, talk about the characters, setting and events. Through the story of the week the children learn new vocabulary that they use in their child-initiated play and harness a love of reading and books.
- In Nursery and Reception, the children have a daily Maths session, in which children are given the opportunity to consolidate learning during Child Initiated Activities.
- Forest School is taught in Reception and Nursery, which helps develop the children's play, exploration and supported risk taking. It helps develop the children's holistic growth, alongside their confidence and self-esteem within a natural setting.
- We consider the cultural capital of each individual child in our class to ensure that lessons are pitched correctly where all children feel included and empowered.
- There are high expectations in supporting our children to increase their cultural capital by providing them with books, resources and experiences that will promote discussion, curiosity, and aspirations to achieve their potential.
- As children develop, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning to ensure that they are 'Year 1 ready'.

4.3 Impact

- Children leave Reception with well-developed skills in Reading, Writing and Maths.
- We have a focus on developing inquisitive, resilient and independent learners. This means children will leave Reception with an interest in the world around them, the ability to overcome setbacks and a good grounding in life skills.
- Children develop secure positive relationships with peers and adults, and have developed the skills to make new relationships with others.
- Children develop a strong sense of self-identity, from their heritage to what makes them unique, and are able to recognise and celebrate differences.
- Children have the necessary skills to communicate ideas and feelings due to our focus on developing secure Speech & Language skills.
- The curriculum is tailored to all of the children's needs, including SEND and the most disadvantaged children.

5. Assessment

The 'Observation, Assessment and Planning' cycle is an integral part of the ongoing assessment, learning and development process.

5.1 Assessment Cycle

- The Leuven scales are used to settle the children and ensure their well-being is at the forefront of their development.
- Within the first 6 weeks of a child starting Reception, staff will administer the Reception Baseline Assessment (RBA).
- Summative data is moderated On-entry, Autumn, Spring and Summer.
- Tapestry observations are used to shape future planning, as well as contributing to the termly moderation process.
- The profile is moderated internally (referring to the Birth to 5 matters) and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.
- 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

Not yet reaching expected levels ('emerging')

5.2 Evidence gathering

- Staff observe pupils to identify their level of attainment, interests and learning styles, using the Characteristics of Effective Teaching and Learning. These assessments are recorded on Tapestry and shared with the children's parents/carers.
- Parents can upload observations of their children's learning, which also contributes to the children's learning journey and assessment.
- Each half term the observations are moderated by EYFS staff and termly by SLT to ensure a breadth of learning is taking place.
- The profile reflects ongoing observations, and discussions with parents and/or carers. The results of the profile are shared with parents and/or carers for their child.

5.3 Interventions and Inclusion

- Children working below Age Related Expectation are quickly identified and interventions are put in place.

- When the children start in nursery all children are assessed using the WellComm Speech and Language programme. In Reception the children who are new to our school are also assessed on entry.
- Children who are working below their developmental stage receive regular WellComm intervention to accelerate Speech and Language development.
- SEN children are identified and referrals are made in response to the child's individual needs. Staff work in conjunction with the school SENCO and relevant outside agencies to provide tailored support to both the children and parents.
- Children working at greater depth are identified during moderation to ensure they are being sufficiently challenged and continue to progress.

6. Working with parents

- We recognise that children learn and develop well when there is a strong partnership between staff and parents and/or carers.
- Parents and/or carers are kept up to date with their child's progress and development through regular Tapestry observations, workshops and parents' evenings.
- During the children's induction period, EYFS staff and relevant members of the SLT team, conduct parent welcome meetings to ensure a smooth transition for both the child and parent.
- The EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.
- Each child is assigned a key person who helps to ensure that their learning and care is tailored to meet their needs. The key person supports parents and/or carers in guiding their child's development at home. The key person also helps families to engage with more specialist support, if appropriate.
- The EYFS AHT supports nursery parents to apply for their child's Reception place, during the Autumn term.

List of linked policies

- Curriculum Policy
- Assessment Policy
- SEND Policy
- Inclusion Policy
- More Able Policy
- Equality information and objectives
- Presentation Policy
- RSE policy
- Teaching and Learning Policy

- Mathematics Policy
- English Policy
- Safeguarding Policy