

Hale Primary School



Early Years Foundation Stage

EYFS Policy

2021

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the reception year. At Hale Primary School children are welcomed into reception in the September following their fourth birthday.

### **Intent**

Our EYFS Intent at Hale Primary School is for children to fall in love with learning. We recognise the children's interests and prior learning experiences at home and in previous settings, and adapt our planning to meet the needs of our children. We endeavour to provide hands on experiences which spark curiosity and wonder which makes our curriculum exciting, purposeful and interesting. This allows the children to become inquisitive, resilient and independent learners. Every child is recognised as a unique individual who brings their own story and experiences to our class. We celebrate and welcome the differences within our school community and celebrate many different traditions. Our Reception children follow the Early Years Curriculum and develop their knowledge, skills and understanding through a combination of both play-based learning and more focused teacher led sessions. Pupils learn to share, work independently and play with others. Throughout their first year at our school, children are given opportunities to turn take, develop friendships, solve problems and have a valued opinion within a safe and Christian environment giving the children a sense of belonging in our school community.

We feel passionate that life in Reception is preparation for life and not simply preparation for the next stage in education.

### **Aims and objectives**

At Hale Primary School we aim to support all children to become independent, collaborative and reflective learners. We will provide a broad and balanced curriculum that will enable each child to develop personally, socially, emotionally, spiritually, physically, creatively and intellectually to their full potential in EYFS and beyond.

At Hale Primary School we will;

- Provide a happy, safe, stimulating and challenging programme of learning and development for the children to experience.
- Provide a broad, balanced, relevant and exciting curriculum that will set in place firm foundations for further learning and development in Key Stage 1 and beyond and enable choice and decision making, fostering independence and self-confidence.
- Use and value what each child can do, assessing their individual needs and helping each child to progress.
- Develop excellent relationships with parents and carers to build a strong partnership in supporting their children.
- Support a successful transition to Key Stage 1 by informing professional dialogue between EYFS and Year 1 teacher.

- Provide a caring and inclusive learning environment which is sensitive to the requirements of the individual child including those who have additional needs.
- Offer the children high quality resources within our calm inviting classroom and new outdoor provision.

The principles that shape practice in EYFS in Hale Primary School are;

- every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured
- children learn to be strong and independent through **positive relationships**
- children learn and develop well in **enabling environments** with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
- importance of **learning and development**. Children develop and learn at different rates.

### **A Unique Child**

Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.

At Hale School we;

- Understand and observe each child's development and learning, assess progress, plan for next steps
- Support children to develop a positive sense of their own identity and culture
- Identify any need for additional support
- Keep children safe
- Value and respect all children and families equally

### **Positive relationships**

Children learn to be strong and independent through positive relationships.

At Hale School we are;

- Warm and loving, and foster a sense of belonging
- Sensitive and responsive to the child's needs, feelings and interests
- Supportive of the child's own efforts and independence
- Consistent in setting clear boundaries (see behaviour policy)

We recognise that parents/carers are children's first and most enduring educators and we value being partners with them in their child's education through:

- Holding a 'Welcome to Hale School' evening

- Stay and play session to support transition
- Written communication through newsletters and Tapestry
- Sharing regularly the children's 'Learning Journey' with parents/carers and valuing the on-going contributions to this from parents/carers.
- Parent consultations twice a year
- Parents are invited to a range of activities throughout the school year such as assemblies, workshops, Christmas productions and sports day etc.
- Key groups shared between the class teachers and classroom assistant

### **Enabling environment**

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.

At Hale School we;

- value all people
- value learning
- value our learning environment to facilitate learning indoors and outdoors

We offer the children;

- stimulating resources, relevant to all the children's cultures and communities
- rich learning opportunities through play and playful teaching
- support for children to take risks and explore

## **Implementation**

### **Learning and developing (curriculum)**

We recognise that children learn and develop in different ways and progress at different speeds. At Hale School we teach children by ensuring challenge and facilitate play opportunities throughout the prime and specific areas. We foster the characteristics of effective teaching and learning.

The Early Years Profile is split up into 17 Early Learning Goals (ELGs) which is subdivided into prime and specific areas

### **Prime Areas**

#### **Communication and language**

- Listening, attention and understanding
- Speaking

#### **Personal, Social, Emotional Development**

- Self-regulation
- Managing self

#### **Physical Development**

- Gross Motor Skills
- Fine Motor

### **Specific Areas**

#### **Literacy**

- comprehension
- word reading

#### **Mathematics**

- Number
- Numerical patterns

### **Characteristics of effective teaching and learning**

The characteristics of effective learning are described below:

### **Playing and exploring**

- finding out and exploring
- using what they know in their play
- being willing to have a go

### **Active learning**

- being involved and concentrating
- keeping on trying
- enjoying achieving what they set out to do

### **Creating and thinking critically**

- having their own ideas
- using what they already know to learn new things
- choosing ways to do things and finding new ways

### **Social Snack**

We ask for a donation of £2 per week to cover the cost of snack which is provided by school. The children are offered a range of choices such as cereal, fruit, wraps, cheeses and yoghurts. All children are offered a cup of milk too. The snack bar is open for 45 minutes each morning where they help prepare, serve and clear away. At the snack bar the children chat to their peers while enjoying their snack.

### **Our environment**

We have carefully designed our learning environment to facilitate learning to take place. We set challenges for the children to complete each week, once a challenge is completed the children receive a lolly stick and put in their golden envelope. Any child who completes all the challenges and collects all the lolly sticks will receive a small reward at the end of the week.

Children have access to indoor and outdoor provision daily. Within our outdoor areas we have;

Literacy, number and role play sheds

Potion station

Sand and water tray

Mud kitchen

Construction area

Physical area – climbing frame, digging area and bikes

For wet weather children wear waterproof clothing and wellington boots.

**A sample of indoor provision**



**Loose parts**



**Creative area**



Number area



Small world area

A sample of outdoor provision



Potion station



Mud kitchen



**Number shed**



**Reading and writing shed**

### **Transition**

At Hale School we understand the importance of effective transition between EYFS and Year 1. Teachers are given time to discuss and expand on all the information presented in the EYFS profile, in order to give the year 1 teacher a fully rounded picture of the attainment of each child. In cases where children have an outcome at the 'emerging' level, teachers should provide additional information to help the year 1 teacher plan an effective curriculum and make appropriate provision. This also includes information about any specific assessment or provision in place for children with SEND.

We are really fortunate in Hale School that Year 1 classroom has continuous provision and follows on from EYFS with the challenge system.

### **Impact**

Currently we use an online learning journey called Tapestry to capture new learning as observations and 'flag' the observations to areas of Development Matters. All children in Reception take part in the government Reception Baseline Assessment (RBA) within the first 6 weeks from starting school and then termly assessment are tracked on Insight. We hold two parent consultations meetings a year which are usually held in Autumn and Spring. In Summer term a written report is sent to parents to share end of year attainment (Early Years Profile), achievements and targets. Usually around June teachers need to submit a final judgement whether a child has met a good level of development (GLD) this is if the child is on track in Personal Social and Emotional Development, Communication and Language, Physical,

Literacy and Number. If a child has not achieved GLD this will be shared with the Year1 teacher to put in place appropriate transition support into Year 1.

**Safeguarding and welfare**

See safeguarding policy