

Early Years Foundation Stage (EYFS) policy

Eastcroft Park Primary school

Approved by:	Julie Withey (Headteacher)	**Date:** 6/9/2021
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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. Structure of the EYFS

Our EYFS provision consists of Nursery (am & pm groups, 30 hours nursery provision & reception classes.

4. Curriculum

Our early years setting follows 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

The curriculum outline will be produced in advance reflecting six themes throughout the year, one per half term. Throughout the year the children will have a half-termly text, termly authors, several historical figures, a musician and an artist that they will study. Although the curriculum will be outlined, specific content and activities will be tailored to the needs, interests and capabilities of the cohort.

Phonics

- Phonics is to be taught by the daily delivery of RWI phonics sessions. This will include daily consolidation of previous sounds taught, a new sound will be taught and then consolidated through reinforcement or writing activities of the specific sound and later words and sentences that utilize the sound.

Maths

- Maths is to be taught daily using the Mastering the Curriculum scheme of work based on the EY White Rose Maths resources. Daily sessions will include elements of counting up and down; daily number recognition and subitizing sessions prior to the main teaching point.

English

- Daily English sessions will use the 'Power of Reading' reception scheme of work, with at least one model text as a stimulus per half term.

4.1 Planning

Staff plan activities and experiences for children that enable children to develop and learn effectively. In order to do this, staff working with the youngest children are expected to focus strongly on the 3 prime areas.

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.

In planning and guiding children's activities, staff 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. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

Learning opportunities covering all 7 areas of learning are to be offered both indoors and in the outdoor learning area. Other activities not suited to being indoors such as water play, big construction and den building will be offered in the outdoor learning environment.

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.

5. Assessment

At Eastcroft Park ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. They are recorded using pictures, videos and notes using Tapestry learning journal and these observations are used to shape future planning. Staff also take into account observations shared by parents and/or carers.

When a child in Nursery is **aged between 3 and 4**, staff review their progress and provide parents and/or carers with a written summary of the child's development in at least the 3 prime areas. This 'progress check' highlights the areas in which a child is progressing well and the areas in which additional support is needed.

Within the first 6 weeks that a child **starts reception**, staff will administer the Reception Baseline Assessment (RBA).

Ongoing internal assessments are made using the EYFS learning checkpoints (See developed by the cluster of early years teams of the Kirkby Collaborative of schools

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')

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.

The profile is moderated internally (referring to the Development Matters guidance) and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

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. We provide opportunities for parents to work with parents by them being involved in stay & play/stay & read and stay & count sessions in school (COVID restrictions allowing).

Parents and/or carers are kept up to date with their child's progress and development through access to pupil observations on Tapestry. The nursery 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.

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.

7. Safeguarding and welfare procedures

We promote good oral health, as well as good health in general, in the early years by by talking to children about:

- The effects of eating too many sweet things
- The importance of brushing your teeth
- The importance of being active and exercise

The rest of our safeguarding and welfare procedures are outlined in our safeguarding policy.

8. Monitoring arrangements

This policy will be reviewed by the EYFS lead and approved by the headteacher every year. At every review, the policy will be shared with the governing board.

Appendix 1. List of statutory policies and procedures for the EYFS

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See 'Safeguarding & child protection' section of the 'Policies & documents' page on the school website: https://www.eastcroftpark.co.uk/policies-documents/
Procedure for responding to illness	Policies & documents page on the school website: https://www.eastcroftpark.co.uk/policies-documents/
Administering medicines policy	See other polices on the 'Policies & documents' page on the school website: https://www.eastcroftpark.co.uk/policies-documents/
Emergency evacuation procedure	See Health & Safety policy on the 'Policies & documents' page on the school website: https://www.eastcroftpark.co.uk/policies-documents/
Procedure for checking the identity of visitors	Policies & documents page on the school website: https://www.eastcroftpark.co.uk/policies-documents/
Procedures for a parent failing to collect a child and for missing children	Policies & documents page on the school website: https://www.eastcroftpark.co.uk/policies-documents/
Procedure for dealing with concerns and complaints	See complaints procedure on the 'Policies & documents' page on the school website: https://www.eastcroftpark.co.uk/policies-documents/
Intimate care policy	Intimate care policy\Intimate Care Policy- Sep 21.docx
30 hour offer	

EYFS Learning and Development Checkpoints

"Typical" Development Trajectory

2 year old → 3 year old → 4 year old → 5 year old

	Pre N observation checkpoint Level 1	N1 observation checkpoints Level 2	N2 observation checkpoints Level 3	Reception observation checkpoints Level 4	End of Reception ELGs Level 5
Communication and Language	- Shows an interest in what other children are doing - Understands lots of different phrases such as "shoes on" - Generally focus on own interests and finds it difficult to be directed by an adult - Can make themselves understood - Starts to say how they are feeling using words - Is using some multi syllabic words - Using more than 50 words -Can put 2 or 3 words together	- Can shift their attention from one task to another with support - Using around 300 words (including descriptive language / time / space / function words) - Linking up to 5 words together - Uses pronouns (me, him, she) and plurals and prepositions (may not be correct all the time to start with) - Can follow up to 3 word instructions (e.g. Can you wash dolly's face?") - Listen to simple stories and understand what is happening with the help of pictures - Understand simple questions (not why).	- Enjoys listening to longer stories and can remember much of what happens - Can pay attention to more than one thing at a time - Using a wider range of vocabulary - Understands a question with 2 parts - Understands questions with "why" - Knows many rhymes and songs and can tell a long story - Is developing their pronunciation but still may have problems with some sounds - Uses longer sentences of around 6 words - Can engage in conversation with an adult or a friend and can take turns - Uses talk to organise their play - Learning about rhyme	- Understands how to listen carefully and why this is important - Learning new vocabulary and using this through the day and in different contexts - Asks questions to find out more and to check they understand what has been said to them - Articulates their sentences in well formed sentences - Uses a range of connectives in speech - Describes some events in detail - Uses talk to help work out problems and organise thinking and activities - Uses talk to explain how things work and why they may happen - Developing use of social phrases (Good Morning) - Enjoys story time and talks about stories - Retells stories showing deep familiarity with the text - Learns some poems - Engages with non fiction books and uses these to develop knowledge and vocabulary	**Listening, Attention and Understanding** - Listens 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; - Makes comments about what they have heard and ask questions to clarify their understanding; - Holds conversation when engaged in back-and-forth exchanges with their teacher and peers. **Speaking** - Participates in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Offers explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; - Expresses 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.

NB/ Children who do not yet demonstrate the "best fit" in L1 would be noted as 0 - this would be significantly below ARE and therefore other approaches to tracking may be needed (e.g. small steps document). Parents would be consulted and SENDCO would be involved as soon as possible to plan for additional support.

EYFS Learning and Development Checkpoints

	Pre N observation checkpoint Level 1	N1 observation checkpoints Level 2	N2 observation checkpoints Level 3	Reception observation checkpoints Level 4	End of Reception ELGs Level 5
Personal, Social and Emotional Development	- Curious about the world around them - Wants to explore the world - Want to be noticed by you - Starting to see themselves as a separate person - Growing in independence (sometimes leading to frustration and possibly tantrums)	- Starting to enjoy the company of other children - Plays alongside others - Sometimes shares or takes turns with others with adult guidance - Sometimes settles to activities for a while - Begins to show "effortal control" - Can start to talk about their emotions and can explore these through play and stories	- Engages in pretend play - Plays with other children extending ideas - Can generally resolve conflict in their play - Showing more confidence in social situations - Selects and uses activities and resources to help them achieve a goal which they have chosen (or suggested to them) - Developing their sense of responsibility and membership of their Crew	- Sees themselves as a valuable individual - Builds constructive and respectful relationships - Expresses their feelings and considers the feelings of others - Showing resilience in the face of challenge - Identifies and moderates their own feelings socially and emotionally - Thinks about the perspectives of others - Manage their own needs	**Self-Regulation** - Shows an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; - Sets and works towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; - Gives focused attention to what the teacher says, responds appropriately even when engaged in activity, and shows an ability to follow instructions involving several ideas or actions. **Managing Self**: - Is confident to try new activities and shows independence, resilience and perseverance in the face of challenge; - Explains the reasons for rules, knows right from wrong and tries to behave accordingly; - Manages their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. **Building Relationships** - Works and plays cooperatively and takes turns with others; - Forms positive attachments to adults and friendships with peers; - Shows sensitivity to their own and to others' needs.

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EYFS Learning and Development Checkpoints

	Pre N observation checkpoint Level 1	N1 observation checkpoints Level 2	N2 observation checkpoints Level 3	Reception observation checkpoints Level 4	End of Reception ELGs Level 5
Physical Development	- Can run well, kick a ball and jump with both feet off the ground at the same time - Can climb confidently - Can catch a large ball and pedal a tricycle -Shows an increasing desire to be independent in dressing etc - Starting to use the toilet independently	- Goes up stairs or appropriate climbing equipment using alternate feet - Uses large muscle movements to wave flags , streamers, brushes , paint and make marks - Skips, hops and holds a pose - Starts to enjoy some group games - Can remember a small sequence of movements	- Chooses the right resources to carry out a plan (tools etc) - Collaborates with others to manage large items (e.g. planks / hollow blocks) - Uses one handed tools - Developing a comfortable grip when holding pens/ pencils - Starting to use knife and fork when eating - Showing a preference for a dominant hand - Shows increasing independence when getting dressed - Making healthy choices about food, drink, activity and tooth brushing	- Refining movement skills they have already acquired - Developing overall body strength and agility - Developing small motor skills to use a range of tools competently and safely - Has good posture when sitting on the floor or at a table - Combines different movements with ease and fluency - Confidently uses a range of apparatus indoors and outsider and in a group - Developing a range of ball skills (kicking, throwing, catching, aiming and batting) - Developing the foundations of a handwriting style which is fast, accurate and efficient - Knows and can talk about the factors which affect overall health and well being - Has the skills to be able to manage the school day successfully (lining up / mealtimes / personal hygiene)	**Gross Motor Skills** - Negotiates space and obstacles safely, with consideration for themselves and others; - Demonstrates strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. **Fine Motor Skills** - Holds 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

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EYFS Learning and Development Checkpoints

	Pre N observation checkpoint Level 1	N1 observation checkpoints Level 2	N2 observation checkpoints Level 3	Reception observation checkpoints Level 4	End of Reception ELGs Level 5
Literacy	- Enjoys songs and rhymes, tuning in and paying attention - Joins in with rhymes and songs copying sounds , rhythms, tunes and tempo - Enjoys sharing books with an adult - Has favourite books and seeks them out to share with an adult, a child or to look at alone - Notices print such as the first letter of their name, a bus number or familiar logo - Enjoys drawing freely - Adds some marks to their drawing	Beginning to show understanding of the 5 key concepts of print - Print has meaning - Print can have different purposes - English is read from left to right / top to bottom - The names for different parts of the book - Page sequencing - Has developing phonological awareness and can tune into rhymes - Can clap syllables in a word - Makes marks on their drawing to represent their name - Uses mark making to represent experiences or recall information	Understands the 5 key concepts of print - Print has meaning - Print can have different purposes - English is read from left to right / top to bottom - The names for different parts of the book - Page sequencing - Has continued phonological awareness and can generate a rhyming string (onset / rime) - Recognises and sorts words / objects which begin with the same sound - Knows the alphabet and can recognise letters in the environment - Uses some of their print or letter knowledge in early writing for a range of purposes - Writes all or some of their name and some letters accurately - Follows some handwriting patterns from left to right	- Reads individual letters by saying the sounds they make - Blends sounds into words - Can read some letter groups (diagraphs) - Reads some common exception words - Can read some simple phrases made up from known GPC and known CE words - Rereads books to build up confidence, enjoyment and fluency - Forms lower and upper case letters correctly - Segment phonetically plausible words to spell them out. - Hold a short sentence in their heads and be able to write it out using their phonic knowledge and CE words known. - Understand about and use capital letters and full stops in sentences. - Be able to read their sentence back	**Comprehension** - Demonstrates understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - Anticipates – where appropriate – key events in stories; - Uses and understands recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. **Word Reading** - Says a sound for each letter in the alphabet and at least 10 digraphs; - Reads 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. **Writing** - Writes recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Writes simple phrases and sentences that can be read by others.

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EYFS Learning and Development Checkpoints

	Pre N observation checkpoint Level 1	N1 observation checkpoints Level 2	N2 observation checkpoints Level 3	Reception observation checkpoints Level 4	End of Reception ELGs Level 5
Mathematics	- Counts in everyday contexts (may sometimes skip numbers) - Completes inset puzzles - Builds with a range of resources - Compares sizes, weights - using gestures and language - Notices patterns and arranges things in patterns - Climbs and squeezes themselves into different spaces	- Takes part in finger rhymes with numbers - Compares amounts, saying lots, more or same - Develop counting behaviours (pointing / moving objects and saying numbers in sequence) - Has a fast recognition of up to 3 objects without having to count them	- Says 1 number for each item in order and knows that the last number said represent the amount in the set (cardinality) - Recites numbers beyond 5 - Matches numerals and amounts - Compares quantities using language (more than/ fewer than) - Solves real world mathematical practical problems - Talks about and explores 2D and 3D shapes and uses informal mathematical language (corner / straight / flat etc) - Selects shapes appropriately for building - Understands position / direction using words alone - Compares objects according to size, length, weight and capacity - Talks about, identifies and creates simple patterns - Can sequence real and fictional events using words such as first / then / next.	- Counts objects, actions and sounds - Can subitise in a range of contexts - Links the number symbol to its cardinal value - Count beyond 10 - Compare numbers (using more than / less than etc) - Understands the one more / one less relationship between consecutive numbers - Starting to understand the composition of 10 (begin with 2,3,4,5 then 10) - Recalls number bonds from 0-10 - Uses shapes in different ways to develop spatial reasoning skills - Copy, continue and create repeating patterns - Compare length, weight and capacity	**Number** - Has a deep understanding of number to 10, including the composition of each number; - Subitises (recognise quantities without counting) up to 5; - Automatically recalls (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. **Numerical Patterns** - Verbally counts beyond 20, recognising the pattern of the counting system; -Compares quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; - Explores and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

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EYFS Learning and Development Checkpoints

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Understanding of the World	- Makes connections with the features of their families and other families - Notices differences between people - Uses their senses to explore the natural world	- Explores collections of materials with similar or different properties - Talks about what they see with a growing vocabulary - Begins to make sense of their own life story and their family history - Shows an interest in how things work - Is interested in different occupations -	- Understands the need to respect and care for the environment - Plants seeds and cares for plants - Understands the key features of plant and animal life cycles - Explore and talk about different forces they can feel - Talk about the differences between materials and changes they notice - Continues to develop positive attitudes to the differences between people - Knows there are different countries in the world	- Talks about members of their immediate family and community - Names and describe people who are familiar to them - Comments on images and familiar situations from the past. - Compare and contrast characters from stories (inc figures from the past) - Draw information from a simple map - Understand that some places are special for members of the community - Recognise that people have different beliefs and celebrate special times in different ways - Recognise some differences and similarities between life in this countries and others - Explore the natural world around them - Describe what they see, hear and feel while outside - Understand the effect of the changing seasons on the world around them.	**Past and Present** - Talks about the lives of the people around them and their roles in society; - Knows some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understands the past through settings, characters and events encountered in books read in class and storytelling. **People, Culture and Communities** - Describes their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - Knows some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - Explains 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. **The Natural World** - Explores the natural world around them, making observations and drawing pictures of animals and plants; - Knows some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; - Understands some important processes and changes in the natural world around them, including the seasons and changing states of matter.

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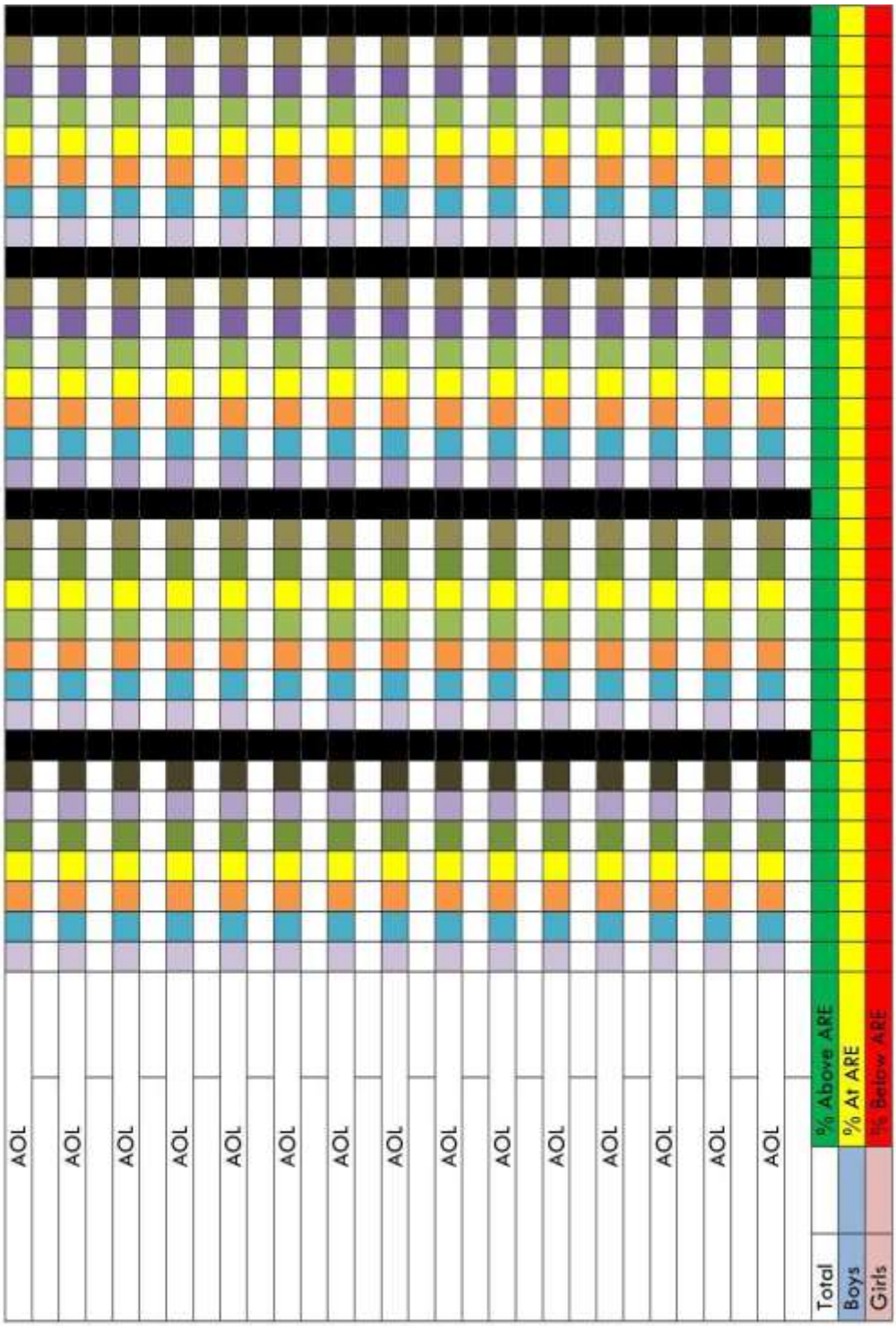
EYFS Learning and Development Checkpoints

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Expressive Arts and Design	- Joins in with songs and rhymes - Explores a range of sound makers and instruments - Starts to make marks intentionally, giving a meaning to them - Starting to develop some pretend play / representational play - Creates simple models / representations using their imagination	- Takes part in pretend play - Developing small world play using animal sets / dolls houses etc - Explores different materials , developing ideas about how to use them - Creates closed shapes with continuous lines - Explores colour and colour mixing - Listens and responds to what they have heard and feel - Explores the sounds instruments make	- Makes own imaginative and complex small worlds using different materials (blocks / construction etc) - Joins different materials and explores different textures - Uses drawn shapes to begin to represent objects - Draws with increasing complexity and detail and represents emotion in drawings - Remembers and sings entire songs - Can sing the melodic shape (up / down) - Plays instruments with increasing control	- Explores and refines a variety of artistic effects to express their ideas and feelings - Creates collaboratively, sharing ideas, resources and skills - Listens attentively, move to and talk about music, expressing their feelings and responses - Watches and talks about dance and performance art - Sings - matching pitch and following the melody - Engages in music making and dance, performing solo or in a group - Develops storylines in their pretend play	**Creating with Materials** - Safely uses and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; -Shares their creations, explaining the process they have used; - Makes use of props and materials when roleplaying characters in narratives and stories. **Being Imaginative and Expressive** - Invents, adapts and recounts narratives and stories with peers and their teacher; - Sings 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.

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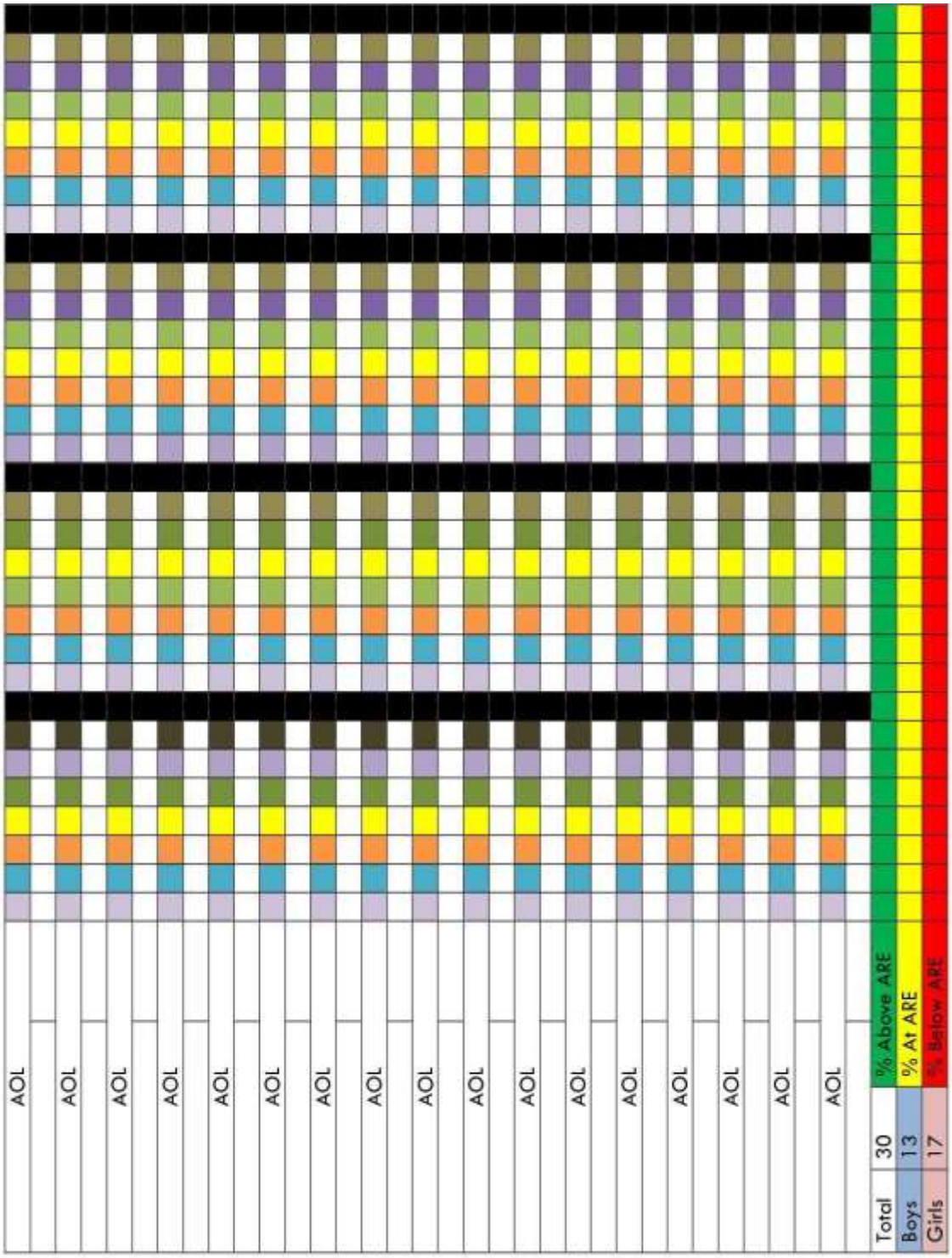
Nursery Class Progress - Sep 21 / July 22

Name	TOB	Entry to Nursery								Term 2								Term 4								Term 6							
AOL		C&L	PSED	PD	Lit	Maths	UW	EAD		C&L	PSED	PD	Lit	Maths	UW	EAD		C&L	PSED	PD	Lit	Maths	UW	EAD		C&L	PSED	PD	Lit	Maths	UW	EAD	
ARE CHILD	Aut	2	2	2						2	2	2	2	2	2	2		3	3	3	2	2	2	2		3	3	3	3	3	3	3	
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Total
Boys
Girls
% Above ARE
% At ARE
% Below ARE

Reception Class Progress - Sep 21 / July 22

Name	TOB	Entry to Reception							Term 2							Term 4							Term 6						
AOL		C&L	PSED	PD	Lit	Maths	UW	EAD	C&L	PSED	PD	Lit	Maths	UW	EAD	C&L	PSED	PD	Lit	Maths	UW	EAD	C&L	PSED	PD	Lit	Maths	UW	EAD
ARE CHILD	Aut	3	3	3	3	3	3	3	4	4	4	4	4	4	4	5	5	5	4	4	4	4	5	5	5	5	5	5	5
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AOL
Total 30
Boys 13
Girls 17
% Above ARE
% At ARE
% Below ARE