



**Weston St Mary
CE Primary School**

EYFS Policy

Reviewed by:	Date:	Changes made:
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1. Introduction

In the Early Years Foundation Stage at Weston, we believe that all children are entitled to the best possible start in their school life. It is our intent that children who enter our EYFS have opportunities, experiences and support to develop physically, verbally, cognitively and emotionally whilst also embedding a positive attitude to school and a love of learning. We aim to work collaboratively with parents and carers to encourage independent, enthusiastic learners who thrive and reach their full potential.

Our EYFS curriculum aims to enable our children to be:

Competent and creative learners; who are curious about the world around them.

Secure and confident; who enjoy coming to school and learning new skills and knowledge building on their existing learning.

Skillful communicators; who connect with others through language and play, ensuring that they play in a vocab rich environment.

2. Aims and Objectives

The aims of EYFS are:

- 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

3. 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.

4. Curriculum Coverage

Our EYFS curriculum uses 5 Big Questions to create critical thinkers that make deep and meaningful connections between all areas of learning and create awe and wonder with their learning. Our curriculum will take children on a journey from exploring themselves in our first Big Question of 'What makes me, me?' Children make sense of their life story, explore them as wonderful, unique individuals and think about their aspirations for life, to then exploring the world in all its wonder through our second Big Question, 'What is happening outside my window?' Where we explore the changing seasons, all the wonderful animals and creatures we have and their habitats, to the fascinating changes that are happening as a result of climate change. In our third Big Question we ask 'What was life like once upon a time?' Children will explore all the wonderful traditional tales such as Goldilocks and the Three Bears, Jack and the Beanstalk and Little Red Riding Hood and also compare life now to life historically, creating familiarity of situations in the past with life now. Our fourth Big Question takes us on a journey through water; 'Why is water wonderful? Exploring different ways we use water, travel through or on water, water in different areas of the world and water for

growing plants and crops in our local area. Our fifth and final Big Question is 'Where could I travel to?' Children will have the opportunity to explore the wonderful world of space and the amazing Tim Peake's travel into space, exploring the first man on the moon and the atmosphere and environment in space, we will learn about different modes of travel with our own bodies, different ways we can travel through inventions such as cars and the role of an inventor. The final aspect of this Big Question will look at their journey into Year 1, creating a smooth transition into their next year group.

Children will learn more and remember more as they progress through their early years, enriching their play and their conversations with the powerful knowledge in our curriculum.

Children in our Reception class follow the EYFS curriculum, which has seven main areas of learning.

The Prime Areas:-

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

The Specific Areas:-

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts
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We aim to ensure the teaching of these areas of learning are practical and playful with support and challenge from adults in class sessions, small group sessions and working with individuals. There is a combination of adult-led sessions, as well as a wealth of stimulating continuous provision opportunities for children to access independently. Throughout all of these areas of learning and at the heart of the EYFS Curriculum are the 'Characteristics of Effective Learning'. At Weston, we strive to develop these key characteristics of 'Playing and Learning', 'Active Learning' and 'Thinking Critically' in order to give the children the skills that they will continue to draw upon throughout their time at Weston, and beyond.

Our indoor and outdoor learning environments, and the resources within them, are regularly adapted to meet the different needs, and stages of development of the children. We aim to ensure that these areas are exciting and stimulating, offer opportunities for open-ended exploration, and are accessible to all children. The environments are developed to promote independence within all our children, allowing them to access all areas of the EYFS curriculum, with confidence, and enable them to motivate and challenge themselves in their learning.

Throughout the year, children are continually assessed through the use of accurate observations, and purposeful engagements. EYFS practitioners make professional judgements, which provide us with information for future planning; for both individual classes, and individual children's next steps in their learning. They enable us, as EYFS practitioners, to ensure learning is embedded and consistent, and that all children continue to make good progress, and reach their full potential within our EYFS setting.

We recognise that parents are children's first and most enduring educators and we value the contribution they make. We recognise the role that parents have played, and their future role, in educating the children. We invite parents, carers and siblings in to enjoy our EYFS environments and curriculum, and welcome their input of their children's achievements.

EYFS Long Term Curriculum Plan 2022
Foundation Subjects

	<u>Big Question</u>	<u>Physical Development</u>	<u>PSED Jigsaw</u>	<u>Religious Education</u>	<u>Expressive Arts and Design (Music)</u>	<u>7 Areas of Learning from the EYFS Curriculum coverage:</u> <u>Prime Areas</u> <ul style="list-style-type: none"> • C&L (Term 1) • PSED (Term 1) • PD <u>Specific Areas</u> <ul style="list-style-type: none"> • Literacy • Mathematics • EAD (Term 3, 5, 6) • UTW (Term 1,2,3,4,5,6) <p>All subject areas of the EYFS 2021 curriculum are covered across the year.</p>
<u>Term 1</u> Curriculum Focus:	What makes me, me? PSED, C&L, UTW	Ball Skills Unit 1 and Fundamentals Unit 1	Being me in my world	Myself and my friends	Me and my stories	
<u>Term 2</u> Curriculum Focus:	What makes me, me? PSED, C&L, UTW	Ball Skills Unit 1 and Fundamentals Unit 1	Celebrating difference	Myself and my friends	Me and my stories	
<u>Term 3</u> Curriculum Focus:	What is happening outside my window? UTW, EAD	Ball Skills Unit 2 and Fundamentals Unit 2	Dreams and goals	Special books and things	Everyone	
<u>Term 4</u> Curriculum Focus:	What was life like once upon a time? UTW	Games Unit 1	Healthy me	Special times for me and others	Our world	
<u>Term 5</u> Curriculum Focus:	Why is water wonderful? UTW, EAD	Games Unit 2	Relationships	Our Beautiful World	Big bear funk	
<u>All Term 6</u> Curriculum Focus:	Where could I travel to? UTW, PSED, EAD	Athletics and Swimming	Changing me	Our community and my friends	Reflect, rewind and replay	

5. Planning

The EYFS at Weston provides a happy, safe, caring, stimulating and well-organised environment in which children learn by building upon what they already know and can do. Staff at Weston look carefully at the children in their care, consider their needs, their interests and their stages of development and use all of this information to help plan a challenging and enjoyable curriculum across all areas of Learning and Development. In order to do this, we follow a range of schemes of learning that are adapted to the needs of our children. They run alongside the carefully planned continuous provision, creating opportunities for children to learn through play, through their interests and provide consistent approaches to learning, building on prior learning and give children the knowledge and skills they need within their foundation needs to success through their primary education.

The schemes we follow are:

- Personal, Social and Emotional development: Jigsaw
- Communication and Language: NELI
- Physical Development: Get Set 4 PE
- Mathematics: Whiterose
- Phonics: Read Write Inc
- EAD; Music: Charanga

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.

6. Assessment

At Weston, 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. These observations are used to shape future planning and interventions given. Staff also take into account observations shared by parents and/or carers through the use of Tapestry. Within the first 6 weeks that a child starts reception, staff will administer the Statutory Reception Baseline Assessment (RBA, May 2021). 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.

Termly teacher based assessments take place to assess children's development levels, assessing whether they are 'on track' or 'not on track' in line with age appropriate levels of development. We use the Development Matters 2021 as guidance for this.

At the end of each term, children are also assessed using the Read Write Inc Phonics assessments.

7. Working with Parents

Key to ensuring high quality early years experience is to ensure continuity between all settings and to ensure that the children's social, emotional and educational needs are addressed appropriately. At Weston, transition is seen as a process, not as an event and is planned for and discussed with parents, children and practitioners of the various pre-school settings that the children of Weston attend. At Weston we also recognise that parents are the children's first and most enduring educators and that when parents and practitioners work together the results have a positive impact on children's development and learning.

We encourage parent partnership through:

- Showing respect and understanding for the role of the parent in the child's education
- Listening to accounts of their child's development and any concerns they may have
- Making parents feel welcome by being friendly and approachable
- Maintaining an on-going dialogue
- Meeting the needs of individual pupils and creating individual arrangements for settling children in for those who need it
- Meeting with parents of Reception children regularly to discuss progress in parents evening
- Through the use of Tapestry, an online learning journal which parents can access at home
 - Encouraging parents to make use of the home school reading diary which is checked on a weekly basis
- Inviting parents in the school to share their specialised skills
- Inviting parents to accompany staff on trips.

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

8. Safeguarding and welfare

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 well-being of all children. We know that children learn best when they are healthy and safe, when their individual needs are met and when they have the chance to build positive relationships with the adults around them and their peers. The rest of our safeguarding and welfare procedures are outlined in our school safeguarding policy.

9. Monitoring arrangements

This policy will be reviewed and approved by the Early Years Lead every 2 years.

At every review, the policy will be shared with the Senior Leadership Team.