

Early Years Foundation Stage Policy



NANSTALLON SCHOOL



NANSTALLON VISION: *Everything we do is focused on giving every child the best teaching, environment, experiences and opportunities regardless of background and circumstance.*

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This policy is aligned to the vision, aims and values of Nanstallon Community Primary School.

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Statutory Framework for the Early Years Foundation Stage, DfE, March 2021

Refer to the link for the reformed EYFS Framework which features in our Policy:

https://assets.publishing.service.gov.uk/media/65aa5e42ed27ca001327b2c7/EYFS_statutory_framework_for_group_and_school_based_providers.pdf

The Reception year is unique in that it can set the tone for later school life. *At Nanstallon, we strongly believe that children should be actively engaged in learning, to reach their full potential. We are passionate about the holistic development of the child and have created a learning environment based on the four overarching principles of the EYFS:*

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. The framework covers the education and care of all children in early year's provision, including children with special educational needs and disabilities (SEND).

This Early Years Policy includes the following:

- Aims and Principles
- Planning and organising the curriculum
- Classroom organisation and resources
- Use of whole school resources
- Induction
- Involving parents
- Language and Literacy Supporting the Reception Child
- Assessment and record keeping
- Monitoring and evaluation

Aims and Principles

- Reception practitioners should ensure that all children feel included, secure and valued.
- To provide a relevant curriculum with tasks that make sense to the children and are both practical and purposeful.
- To provide opportunities for children to engage in activities planned by adults and those that children plan or initiate themselves. Practitioners must consider the individual needs and interests of each child, and use this information to plan a challenging and enjoyable experience in all areas of learning and development.

- Practitioners acknowledge the holistic nature of young children’s learning and natural links will be made between different areas of the curriculum, with the emphasis on learning through play and the importance of developing speaking and listening skills.
- Practitioners must create a learning environment that develops children’s imagination and encourages children to explore and express their ideas and feelings.
- Practitioners must respond to each child emerging needs and interests, guiding development through positive interaction.
- Involve parents and carers.

Planning and organising the curriculum

We follow a play based curriculum, following children’s interests, with mini-topics inspired by stories, rhymes and non-fiction texts for extending ideas. Adult-led teaching is carried out in a playful way to ensure children are involved in active learning rather than formal teaching. We operate a curriculum based on a language-rich environment, developing the “brain architecture” of the children in our care.

There are seven areas of learning and development that must provide a framework for planning, teaching and assessing in Early Years settings. All areas of learning and development are inter-connected.

The three ‘prime’ areas are:

Communication and Language

The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children’s language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Personal, Social and Emotional Development

Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to

look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

[Physical Development](#)

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives⁷. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

The four 'specific' areas are:

[Literacy](#)

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

[Mathematics](#)

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

Understanding the World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Expressive Arts and Design

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

How we plan provision

- The "Development Matters" document is used to support our curriculum planning. The guiding principles of advocates, 'ABC Does' (Alastair Bryce-Clegg) and 'Can I Go and Play Now' (Greg Bottrill) are drawn up for planning and provision. We believe in a curriculum that encourages the Characteristics of Effective Teaching and Learning, engaging children in leading their own learning and following their interests. We know when quality interactions should take place and when to observe children's learning as they engage with others. We take learning objectives to the children either individually, in pairs or small groups in the play situation, rather than withdrawing them from play.
- Medium term planning is thematic and based upon the children's interests or through our carefully selected stories, non-fiction books or poetry. It is evaluated weekly to respond to other emerging interests that the children may have.
- Short term plans select activities and learning objectives from medium term theme plans as deemed appropriate to meet the needs and interests of the children. Plans are extended and differentiated accordingly.
- Children all work towards achieving their Early Learning Goals by the Summer Term. They are a part of the broad, balancing curriculum we offer that is further augmented by the life skills framework.
- Reception children have the unique opportunity to learn and play alongside KS1 children and staff during their continuous provision, which ensures great transition into the next year.

Classroom Organisation and Resources

The organisation of the classroom reflects the importance that is placed on children learning through play and first-hand experience, developing independence and having opportunities to initiate their own activities.

Reception have access to a great learning environment both inside and out:

- Small world areas inside and out to develop storytelling and creative play
- Deconstructed role play areas where children can take charge of their role play ideas with enhancements added when necessary
- Large and small construction with indoor/outdoor loose parts, recycled resources and construction kits
- Large sand pit and water tray
- Inside trays for more small scale sensory play (water, sand, water beads etc)
- Inviting book corner with a range of fiction and non-fiction books plus book box hubs throughout
- Writing is encouraged throughout provision rather than the confines of a writing table – early writing development is nurtured through Drawing Club and phonics into early writing strategies
- Creative areas with free access to a choice of natural and man-made resources for self-selection
- Tuff trays for multiple uses, based on children's interests
- iPads (stories, music, SeeSaw activities, research, photography, drawing...)
- Malleable materials (and dough station to make their own dough, gloop, moonsand)
- Curiosity tank and investigation area (magnets/bug hunt magnifiers/plant/animal ID cards) to engage in further development of Understanding the World
- Outdoor stage with access to musical instruments and dressing up costumes
- Self-selection primary colours/black/white paint to develop independence in colour mixing
- Maths games and equipment/loose parts
- Self-select PE/Games equipment
- Herb garden
- Garden for growing plants
- Mud and Sand kitchens
- Wood work workshop with selection of tools.
- Den building
- Logs/planks/ramps/guttering for variety of purposes
- Balance bikes

The Reception class also has a set of boots and waterproof clothing in order to make full use of the outside classroom, school field, walks to the woods and the on-site Forest Schools area.

Use of Whole School Resources

- The Reception class use the hall for lunch, physical activities when needed and assemblies.
- Use of outside field, playground, Forest School.

- The cooker for a range of cooking activities.
- Range of musical instruments and weekly music tuition with specialist teacher.

Induction and Transition

Also see Appendix 1: Time Line

We have close links with Nanstallon Preschool and greet all children at the gate each morning, so that the children become familiar with us before induction begins.

At the start of the summer term, a meeting is held by the Headteacher, EYFS Team and Secretary to introduce parents/carers to the school, reception procedures and curriculum. Children attend this session to meet the class TA and play with their new friends. Parents/carers are given a new starter guide which outlines the curriculum and school routines, along with a document pack to be completed and returned to school.

Class teacher and SENDCo contact pre-schools by telephone or meetings, to discuss each child's needs.

New intake children are invited to visit the Reception class to join in with play and to share stories and songs for several sessions in the Summer Term (parents are invited to attend with them for the first two sessions).

There is also a virtual prospectus video on the school website. <https://nanstallonschool.co.uk/>

In their first few weeks of school, children are greeted by staff at the school gate in groups and are accompanied to their learning environment. Once the children can walk in more independently, staff continue to meet and greet at the door for the rest of the year.

Reception have access to regular continuous provision, free-flow inside and out. They play alongside year 1 and 2 children and staff, which helps with transition into the next year group.

Involving Parents

Parents/carers are the child's first and most enduring educators. When Parents/carers and practitioners work together in early years settings, the results have a positive impact on the child's development. A successful partnership needs to be a two-way flow of information, knowledge and expertise. We aim to develop this by:

- Outlining how the EYFS is being delivered to Parents/carers during the new parents meeting, to enable them to understand the value of supporting their child's learning at home and how they can access more information;
- Communication takes place through the use of SeeSaw, with the parent communication tool;
- Headteacher/EYFS/KS1 staff meet and greet parents at the gate each morning, where parents have time to ask questions/talk to staff if necessary;
- Work on SeeSaw. Children enjoy uploading work done in school onto their SeeSaw page. Although it is no longer a requirement for schools to complete Learning Journey's for

Reception children, children will still upload their proud moments to SeeSaw. Staff will also add some work for parents to see;

- Inviting parents/carers to help in the reception class or other classes in the school and to accompany children on school visits;
- Parents meetings 'Come and Play' for explanations of early reading, phonics plus examples of 'how to' videos online via SeeSaw to support parents with phonics sounds;
- Discussing individual next steps and progress with parents/carers in individual meetings and/or during 'come and play' sessions throughout the year;
- Providing an annual written report to parents/carers in July summarising the child's progress against the Early Learning Goals;
- Parents also can join Nanstallon PTA, and use the School Website for further information.

Phonics and Early Reading

Children begin Phonics Sessions on day 1 of their first week at school. We follow the Little Wandle Phonics programme, where letters are taught in a specific order. During this time, they will bring home picture books for parents to read to them.

Once the children are familiar with each set of letters, they will begin to blend and segment. They will then take books home related to the letters and sounds set they know, to enable them to practise blending.

The reading and spelling of "tricky words" are taught in phonics sessions. Any words that need extra reinforcement will be done through daily intervention and may be sent home for extra practice.

Regular reading a variety of books is so important to encourage a love of reading and increased vocabulary-we cannot stress enough about the importance of reading for pleasure.

A reading information meeting is held in the first few weeks of term for parents, to ensure all parents have the knowledge necessary to help their children support their child with reading and development of vocabulary.

Assessment and Recording

The statutory Baseline Assessment is completed for each child in September/October.

The new reforms in EYFS have stated that sources of written or photographic evidence are no longer required and teachers are not expected to record evidence. A teacher draws on their own knowledge and professional judgement when assessing children each term. We take a holistic approach to assessment as we interact with the children. It is no longer statutory to produce Learning Journeys but we encourage children to use SeeSaw as a digital journal to record work they are proud of, as they enjoy this link with parents at home and vice versa.

Children's Phonic ability is assessed in daily teaching sessions and individually by playing games such as: "Win It" to pick up on any graphemes/digraphs/trigraphs, or tricky words, that they might need to reinforce individually. This is daily 'in the moment' responsive intervention. Children who are

at risk of falling behind, are identified quickly and daily interventions are carried out, enabling those identified to catch-up quickly.

Children’s phonics knowledge is recorded on the school tracking grid and monitored by the Phonics Lead. Children are assessed for fluency during Phase 5 and books are then match to their reading fluency level.

In line with the School SEND Policy, we follow the graduated response method for any children showing signs of delay.

Monitoring and Evaluation

This is in line with the school self-evaluation process and associated documents.

Roles and Responsibilities beyond the Class Teacher

Teaching Assistant

It is the TA’s role to assist and support the Reception teacher as fully as possible. The TA will work with individuals and groups of children under the direction of the Reception teacher. The TA will be proactive in encouraging development in all areas of learning as well as aiding assessment, administration and enhancing the work space. Input and feedback to the Reception teacher is seen as a vital element in the education of the children.

Head Teacher

The Head Teacher has close links with Reception, from greeting them at the gate in the morning, visiting them within the learning environment throughout the day, singing with them and monitoring their progress. The Head Teacher keeps up-to-date with all developments in EYFS Pedagogy.

Appendix 1 – TIMELINE

May	Class teacher contacts pre-schools to discuss child in their setting. Preschool staff meet with Reception Teacher and Early Years Leader to discuss each child's transition overview document. SENDCo discusses individual needs to ensure transitions are smooth e.g. adjustments made to meet specific needs
May	Parent Welcome meeting after school. Parents attend with children. Children play with TAs in outside area whilst parents gain further information and meet Headteacher, EY Lead, Reception Teacher, SENDCO and secretary.
May	Initial parent/child stay and play session (am) (at this point current reception transition into play with KS1)
June/July	1xparent/child stay and play session 2xchild stay and play sessions (no parents)
September	All children start on the first day of the academic year. Staff meet groups of children at the gate and walk them into the classroom to aid transition. Even when children are confident to walk through by themselves, staff are present every day at the entrance to meet and greet.

	SeeSaw is used to communicate with parents throughout the first day/week and onwards
September onwards	<p>Parent meeting after school for Letters and Sounds to communicate clearly about the scheme, how we teach reading and ensuring pure sounds at home.</p> <p>Reading for Pleasure is also introduced. In addition to this, phonemes are sent out weekly (by video) on SeeSaw for parents to support reading at home.</p>
September onwards	<p>Relationship building continues throughout year.</p> <p>Parents are invited to 'stay and play' sessions each half term throughout the year. (4 in the first term and then 1 each half term).</p> <p>All sessions has a differrent focus</p> <ol style="list-style-type: none"> 1. Learning through COOL Time 2. Drawing Club 3. Letters and Sounds (3 sessions offered to ensure all parents are able to attend) 4. Number