

EYFS Policy Perton Academy						
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Audience:	Staff	<input checked="" type="checkbox"/>	Students	<input checked="" type="checkbox"/>	Local Academy Council <input checked="" type="checkbox"/>	
	Parents	<input checked="" type="checkbox"/>	General Public	<input checked="" type="checkbox"/>		



Early Years Foundation Stage Policy

1. Intent

In Early Years, at Perton Primary Academy, we focus on the Prime Areas, (see 4. **Curriculum** below), skills and knowledge needed to access the wider curriculum and the transition to National Curriculum:

- Children access an ambitious curriculum that gives them rich opportunities to develop and progress through school and life.
- We focus on consistent quality first teaching so that every child has the opportunity to progress and achieve.
- We maintain close working partnerships between staff, parents/carers and outside agencies where appropriate.
- Every child is included and supported through equality of opportunity and anti-discriminatory practice.

2. Implementation

At Perton Primary Academy, staff plan activities and experiences that enable children to develop and achieve across all areas of learning; offering opportunities to develop their cultural capital.

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. (See SEND and Inclusion Policy.)

When planning and guiding children’s activities, practitioners reflect on the different ways that children learn and include these in their practice. They also show ambitious intent for all children.

Learning experiences in each area are implemented through planned, purposeful play activities and through a combination of both adult led and child initiated activities, in class or small grouped activities and inputs. Staff also plan an engaging continuous provision which is enhanced in order to move learning forward. Staff respond to each child’s emerging needs and interests, guiding their development through warm, positive interaction.

At Perton Primary Academy, we follow “Cornerstones” curriculum where diverse, purposeful topics are taught to engage children - allowing impact to soar across school. We also teach “Numicon Firm Foundations” across EYFS – a scheme created by teachers and experts in the field of Mathematics, based on a proven Concrete Pictorial Abstract (CPA) approach. This scheme builds the foundations for the teaching of maths, embedding early number sense, preparing children for KS1 and KS2 where “Inspire Maths” is taught - also based on a CPA teaching approach. In addition to this, children are offered optional opportunities to learn about seasonal events, special days and religious festivals.

As a school, we follow the *Read Write Inc.* programme for phonics and spelling from Nursery – Year 4. (Please see the separate Phonics and Reading policy for further details)

3. Curriculum

Our early years setting follows the September 2021 EYFS statutory framework. The framework includes 7 areas of learning consisting of 3 prime and 4 specific areas.

The 3 Prime areas:

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

The 4 Specific areas:

- Mathematics
- Literacy
- Understanding the World
- Expressive Arts and Design

At Perton Primary Academy, we promote the Characteristics of Effective Learning and Teaching:

- Playing and Exploring
- Creating and Thinking Critically
- Active Learning

4. Legislation

This policy is based on requirements set out in the statutory framework for the Early Years Foundation Stage (EYFS) that applied from September 2021.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS_framework_-_March_2021.pdf

The following non-statutory documents are used alongside the above:

<https://www.gov.uk/government/publications/development-matters--2>

5. Structure of the EYFS

In Perton Primary Academy, our Early Years provision includes a 60 place Nursery/Preschool for 2,3 and 4 year olds and two Reception classes, each with space for 30 children.

The nursery and pre-school is open term time between the hours of 8:45am – 3:15pm; more details can be found in our EYFS welcome leaflet.

Enabling Environment

The environment supports children to be fully engaged in purposeful play. Both outdoor and indoor areas allow learning on both small and large scales supporting the development of a healthy and active lifestyle. This offers children opportunities for freedom of movement, problem solving and contact with the natural world. All environments offer space where they can explore, create, think, learn and develop

6. Assessment

How we monitor and assess children

Monitoring in Early Years is conducted through a wide range of observations, varied in length and focus. All Early Years Practitioners (EYPs) are involved in this process. Holistic monitoring also includes information from parents, carers and external agencies where appropriate.

Children are monitored through an electronic learning journey on Tapestry across all 7 areas of learning. These Learning Journeys provide key evidence in support of the 'Development Matters', which provides a record of attainment for each child. The Tapestry 'Concern, No Concern, Review' system is then used to collate judgements and provide practitioners with focus groups of children.

All observations are used to provide evidence alongside Teachers' and Practitioners' professional judgments to monitor progress throughout a child's time in EYFS. These are subsequently assessed against the Early Learning Goals in Reception ready to submit the statutory Foundation Stage Profile. In addition, children attending our preschool will receive a statutory Integrated Review report and all parents/carers will also receive reports on their child's progress in line with the Whole School Expectations.

Observations

Baseline Observations: During the first half term in Reception, the teacher will conduct the statutory DFE baseline. This is a short, interactive and practical assessment of the child's literacy, communication, language and mathematical skills when they begin school. Alongside this, all settings will have a transition period of getting to know the children and conduct initial observations to inform their learning priorities and discover how best to support every individual child. In Nursery and preschool, we carry out longer focused observations to gain an in-depth understanding of children's strengths and next steps so we can challenge and develop the children's knowledge with a more targeted approach. We also use WellComm in Preschool and Nursery – an Early Years toolkit which enables practitioners to quickly and easily identify children aged 6 months to 6 years who may benefit from speech and language support. Once assessed, the children who are not at age related expectations, participate in play-based activities to support children's speech, language and communication development. For those children who are working at or above expectations, they are challenged to further develop their vocabulary with modelled contextual sentence building activities.

Across Reception, we use NELI (Nuffield, Early Language Intervention) which is an initiative developed by leading academics in the field of language and literacy development. The programme is designed to help improve children's vocabulary, develop their narrative skills and encourage active listening by building confidence in independent speaking. On average it is stated that Language Interventions can show an additional six months of progress.

Wow moment Observations: These are spontaneous 'capture the moment' observations which are completed when a child achieves something new or conquers a next step.

Expected Attainment and Progress (EYFS)

At Perton Primary Academy, we know that every child is unique and children develop in their own way and at their own rates. We understand that the 'Development Matters' guidance is not to be taken as necessary steps, nor assumed to be in any particular order, for individual children. The age ranges overlap because these are not fixed age boundaries but suggest a typical range of development.

7. Working with parents

At Perton Primary Academy, we strive to create and maintain strong partnerships with parents and carers as we recognise together we can have a significant impact on a child's learning. We welcome and actively encourage parents to participate in their child's education in the following ways:

- Informal day-to-day communications with parents/carers during greeting and dismissal.
- Class Dojo is used regularly to share achievements and to keep parents informed of learning activities that are taking place within the classroom.
- Online learning journals are published and shared electronically using Tapestry with parents and carers able to add achievements and activities to their journeys from home.
- Weekly school newsletters.
- Parents/carers are invited to attend parents' evenings and open days throughout the year.

Each child in EYFS 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.

8. Transition

To ensure children have the opportunity to develop familiarity with the setting and teachers, they are invited to visit their new classroom before they start. All parents are invited to an induction meeting to meet staff and gain relevant information.

Teachers and Early Years Practitioners provide Year 1 teachers with relevant information regarding pupils well-being and academic attainment, allowing them to accurately plan effective learning for their next steps.

9. Safeguarding and welfare procedures

We know that "children learn best when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them." (DFE Statutory Framework for EYFS 2021). We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We allow children to take risks and provide them with the skills to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all children.

There are clear procedures for assessing risk (see Healthy and Safety Policy and whole school risk assessment procedures). Early Years Practitioners will ensure daily risk assessment of the EYFS environment are conducted to identify any hazards or risks and that actions are taken to minimise these.

Due to the age of children within the EYFS setting, all staff adhere to the SUAT intimate care policy statement.

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