



VALENCE PRIMARY SCHOOL

Early Years Foundation Stage

EYFS

Date:	March 2022
Date for review:	Sept 2023

Rationale

At Valence Primary, we believe the Early Years Foundation Stage (EYFS) is a critical time for children's academic and personal development and we strive to do all we can to ensure children get a personalised, relevant, and enjoyable introduction to school life. We expect our children to make very good progress and our staff to maintain high standards to deliver the foundation blocks for learning.

This policy therefore outlines the entitlements, procedures, and structures that we have in place to enable such progress to happen for our children.

Curriculum aims, principles and commitments

Our curriculum is based upon the Early Years Foundation Stage Curriculum Guidance (EYFS) which features seven Areas of Learning and three Characteristics of Effective Learning:

Areas of Learning are:

- 1) Listening, Attention and Understanding; Speaking
- 2) Self-Regulation; Managing Self: Building Relationships
- 3) Gross Motor Skills: Fine Motor Skills
- 4) Comprehension: Word Reading: Writing
- 5) Number: Numerical Patterns
- 6) Past and Present; People, Culture and Communities: The Natural World
- 7) Creating with Materials: Being Imaginative and Expressive

Characteristics of Effective Learning are:

Active Learning, Creating & Thinking Critically and Playing & Exploring

Principles into Practice: organisation for learning in Foundation Stage

The school day

Reception children: attend full-time from 8.45 am – 3:00 pm

Mainstream Nursery children: attend part-time for 3 hours

AM 8:30 – 11:30 am (both sites) or **PM** 12:30 – 3:30 pm (Bonham Road site only)

Our Nursery Additional Resource Provision (NARP) runs from:

AM 8:30 – 11:30 or **PM** 12:30 – 3:30 on Monday to Thursday

Key person

Each child in Nursery and Reception is assigned a key person. A key person has special responsibilities for working with a small number of children, giving them the reassurance to feel safe and cared for and building relationships with their parents. A key person will help the child to become familiar with Nursery/Reception and to feel confident and safe within the setting. They will also talk to parents to make sure that the needs of the child are being met appropriately, and that records of development are updated and that these are shared with parents at open days and with other professionals as necessary. The ratio of key children per class (if full) is listed below:

Reception 1:30 (although at Valence we operate at 1:15)

Nursery 1:13

Planning and organising the curriculum

Reception and Nursery follow the same EYFS curriculum, aligned with the Development Matters document which sets expectations for Nursery and separately for Reception aged children. The Nursery team plan together, and the Reception team plan together, weekly. The EYFS Lead meets with both teams to support and monitor. In addition, site-specific staff briefly meet at the end of the day to evaluate and then plan for the next day's provision.

The broad possible topics are below:

Autumn 1 Settling In / Pattern and Rhyme	Autumn 2 Night and Day
Spring 1 Food	Spring 2 Animals
Summer 1 Marvellous Stories	Summer 2 Moving on / Summer

The curriculum should always be flexible and respond to children's individual needs and interests, so that mini topics e.g., dinosaurs, can form part of the curriculum. Interests and needs naturally vary each year.

Phonics: We introduce phonic sounds in the spring term of Nursery, using *Letters and Sounds*.
We follow *Storytime Phonics* in Reception.

Throughout EYFS we teach handwriting and numeral formation using New Sasson Infant Std Font which is not cursive (joined). Children are encouraged to move to a cursive form only when they are ready, usually in Key Stage 1.

Teaching and learning

We believe that EYFS children should be given uninterrupted opportunity to focus on sustained shared thinking. There should be a balance between adult-led and child-initiated interactions with a greater proportion of child-initiated learning in Nursery gradually increasing to more adult-led activities as children mature. This balance must reflect the individual needs of our children as they develop.

To support the latter, Nursery children are not expected to regularly attend assemblies or spend large amounts of time lining up as a class. Reception children attend where assemblies are vibrant, active and likely to be of interest to them e.g., singing/awards assembly.

To encourage children to become active, confident learners, staff plan for children to learn using a multi-sensory approach, creative and imaginative play, and purposeful dialogue. Routines and a rhythm to the day are also vital tools in enabling children to gain confidence and independence.

Behaviour management

We follow the whole school "Going for Gold" approach which has been adapted to suit the needs of the children in the Early Years. Children progress through a series of colours, linked to behaviour related statements where the emphasis is on positive outcomes. In Early Years this is as follows:

Nursery Gold, Green, Red

Reception Gold, Silver, Green, Yellow, Red

If a child demonstrates yellow or red behaviour, they are supported to think about the consequences of their behaviour in a flexible way that suits their individual needs. We use a number of strategies as follows:

1. Discussing/giving choices.
2. Involvement in another activity or moving to another space.
3. Verbal/Picture card warnings.
4. Spend a timed period on an activity.
5. Time out in allocated safe space (this is a final resort).

Any pattern of repetitive challenging behaviour should be discussed with the parent initially and, if required, the phase leader and SENCO.

Assessment, tracking and record keeping

On-entry assessment

By end of the first half term, all children are assessed using the school's Target Tracker system which follows national age band statements from Development Matters for either Nursery or Reception.

In addition, Reception children are assessed according to the national Reception Baseline Assessment.

Summative Assessment

Following on entry, all children will be assessed, as above, at the end of the autumn term, and again at the end of the spring term. Children will have a final assessment at the end of May, prior to reporting to parents and in the case of Reception to the local authority.

In addition, staff regularly assess phonics, high frequency word take up and number skills to plan for activities and interventions.

Formative Assessment

Observation and dialogue form the core of our assessment practice in the EYFS therefore, all EYFS staff contribute.

Each child has an Individual Learning Profile containing dated and annotated paperwork and pictures of activities and achievements. In addition, the EYFS staff observe and document in large floor books, reading records and writing books to evidence and inform our records and planning; all information is linked to the Areas of Learning (see pg 2).

Children's profiles are shared with families who are welcome to view on request. We also encourage families to join Class Dojo for open two-way communication as home contribution makes up an essential part of children's learning experience.

Foundation Stage Profile

At the end of EYFS/Reception, we have a statutory duty to report each child's attainment to the local authority. Attainment is recorded as Working Towards or At Age Expected for each Area of Learning (see pg 2). Results are also shared with parents in July. Note: Reception teachers meet the Early Years Lead to moderate the results before any data is finalised. We moderate judgments within our team and with other local authority colleagues using collected evidence and secure professional expertise.

Staff development and support

Staff have access to training provided by the Foundation Stage Lead, the school Continuing Professional Development system, Local Authority, and external provision as appropriate.

Partnership with parents

We aim to ensure that families are familiar with the team and our setting before joining.

We invite families to welcome events in the summer term where we encourage spending time with keyworkers and new peers. Both Nursery and Reception offer a Welcome Booklet and talk to share useful facts and respond to queries. In addition, staff carry out a home visit to Nursery families in September.

Families are welcome to request meetings with staff throughout the year. In addition, families are invited to open days to discuss their child's progress. Children will also receive a progress meeting and/or report in the spring and summer term. Children's Individual Learning Profiles are also available to share on request.

Staff are always present to meet and talk to families as children arrive and leave our setting each day.

Coffee mornings, drop-in sessions, and workshops take place throughout the year. Letters, newsletters, and curriculum plans inform parents of events and ways to support at home. Parent/carer helpers are welcome following a full DBS check.

Further information about the EYFS curriculum can be found on the school website under "Parents".