



### **Early Years Foundation Stage Policy**

This policy should be read alongside school wide policies relating to all aspects of teaching, learning and management

Developed by: Senior Leadership Team	January 2022
Monitoring and Evaluation: Senior Leadership Team and Governing Body	
Main ECM focus: Stay Safe and Make a Positive Contribution	

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## **Purpose of this Policy**

This policy focuses on two main aspects. First, how we meet the statutory requirements of the EYFS and the EYFSP, as set out in the **Statutory Framework for the EYFS, 2021** and the **EYFSP Handbook 2022**, and secondly, the EYFS intent, implementation and impact statements at Apley Wood.

## **Outline of Statutory Requirements**

1. At Apley Wood we are continually reflecting upon and adapting our practice so that we uphold the purposes of the EYFS as follows:

- quality and consistency (ensures that) every child makes good progress and no child gets left behind
- a secure foundation through planning for the learning and development of each individual child, and assessing and reviewing what they have learned regularly
- partnership working between practitioners and with parents and/or carers
- equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported

2. We recognise that our statutory duties cover:

- the areas of learning and development which must shape activities and experiences (educational programmes) for children in all early years settings
- the early learning goals that providers must help children work towards (the knowledge, skills and understanding children should have at the end of the academic year in which they turn five)
- assessment arrangements for measuring progress (and requirements for reporting to parents and/or carers)

3. We recognise and embed the actions needed to keep children safe and promote their welfare, thus ensuring that we meet the **statutory requirements for safeguarding and welfare**.

In summary, our setting seeks to ensure the following principles are upheld by all staff at all times:

- 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. (See “the characteristics of effective teaching and learning” at paragraph 1.15).

- importance of learning and development. Children develop and learn at different rates. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND).

**(EYFS Framework, 2021)**

## **Learning and Development Statutory Requirements**

### **1. Educational Programme**

Our curriculum is shaped by the statutory 7 areas of learning outlined below in the **EYFS Framework 2021**:

#### **‘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 9 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 lives. 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.

### **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). 7 The Chief Medical Officer has published guidance on physical activity, which is available at: <https://www.gov.uk/government/publications/physical-activity-guidelines-uk-chief-medical-officers-report>.

### **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.'

It is also informed by the non-statutory practice guidance **Development Matters, 2021 and Birth to 5 Matters, 2021** and the following three characteristics of teaching and learning:

- playing and exploring - children investigate and experience things, and 'have a go'
- active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things'

(**EYFS Framework, 2021**).

## **2. Early Learning Goals**

We recognise that the 17 Early Learning Goals (ELGs) outlined below are to be used as a summative assessment, based primarily upon practitioner knowledge, and that they must not be used as a curriculum. We understand that the main purpose of assessing children against the ELGS is to inform parents/carers of their child's development at the end of the EYFS, and to inform discussion with Year 1 staff about their readiness for KS1. Finally, we ensure that practitioners do not waste time away from children by recording unnecessary evidence about children's progress and development towards the ELGS.

### **Early Learning Goals (EYFS Framework, 2021)**

#### ***Communication and Language***

##### **ELG: Listening, Attention and Understanding**

Children at the expected level of development will:

- Listen 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;
- Make comments about what they have heard and ask questions to clarify their understanding;
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

##### **ELG: Speaking**

Children at the expected level of development will:

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;
- Express 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.

#### ***Personal, Social and Emotional Development***

### **ELG: Self-Regulation**

Children at the expected level of development will:

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

### **ELG: Managing Self**

Children at the expected level of development will:

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;
- Explain the reasons for rules, know right from wrong and try to behave accordingly;
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

### **ELG: Building Relationships**

Children at the expected level of development will:

- Work and play cooperatively and take turns with others;
- Form positive attachments to adults and friendships with peers;
- Show sensitivity to their own and to others' needs.

## ***Physical Development***

### **ELG: Gross Motor Skills**

Children at the expected level of development will:

- Negotiate space and obstacles safely, with consideration for themselves and others;
- Demonstrate strength, balance and coordination when playing;

Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

### **ELG: Fine Motor Skills**

Children at the expected level of development will:

- Hold 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.

## ***Literacy***

## **ELG: Comprehension**

Children at the expected level of development will:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
- Anticipate – where appropriate – key events in stories;
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

## **ELG: Word Reading**

Children at the expected level of development will:

- Say a sound for each letter in the alphabet and at least 10 digraphs;
- Read 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.

## **ELG: Writing**

Children at the expected level of development will:

- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others.

## ***Mathematics***

### **ELG: Number**

Children at the expected level of development will:

- Have a deep understanding of number to 10, including the composition of each number;
- Subitise (recognise quantities without counting) up to 5;
- Automatically recall (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.

### **ELG: Numerical Patterns**

Children at the expected level of development will:

- Verbally count beyond 20, recognising the pattern of the counting system;
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

## ***Understanding the World***

### **ELG: Past and Present**

Children at the expected level of development will:

- Talk about the lives of the people around them and their roles in society;
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

### **ELG: People, Culture and Communities**

Children at the expected level of development will:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;
- Explain 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.

### **ELG: The Natural World**

Children at the expected level of development will:

- Explore the natural world around them, making observations and drawing pictures of animals and plants;
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

## ***Expressive Arts and Design***

### **ELG: Creating with Materials**

Children at the expected level of development will:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;
- Share their creations, explaining the process they have used;
- Make use of props and materials when role playing characters in narratives and stories.

### **ELG: Being Imaginative and Expressive**

Children at the expected level of development will:

- Invent, adapt and recount narratives and stories with peers and their teacher;
- Sing 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.



### 3. Non-negotiables Relating to Learning and Development

The following 'musts' are embedded into our practice to ensure we meet the statutory requirements:

- We ensure that we meet individual needs and draw upon the interests of individual children, reflecting upon the different rates at which children develop, adjusting our practice appropriately.
- We ensure that we plan enjoyable, stimulating and interesting activities across all areas of learning.
- We ensure that we guide children's development through warm, positive interactions coupled with secure routines for play and learning.
- We ensure that we discuss, at the earliest opportunity, children who are a cause for concern in the prime areas, with their parents/carers, and refer them to outside support and/or agencies, adding them to the SEND register as appropriate.
- We ensure that we take reasonable steps to ensure that children whose home language is not English, to develop their home language in their play, whilst also ensuring they are given sufficient opportunity to develop English and assess their communication, language and literacy skills in English.
- We ensure that we assign a key person, who is the class teacher, (also a safeguarding and welfare requirement - see paragraph 3.27 **EYFS Framework, 2021**), and inform parents and/or carers of the name of the key person, also explaining their role, when a child starts in Reception.

### 4. Assessment

Throughout the school year practitioners will continually assess what children know, can do and remember through observation and day-to-day interactions. A practitioner's knowledge should be used to inform assessment, so we do not expect staff to provide reams of physical evidence to support their judgements.

Parents will be kept up-dated formally through 2 yearly parents' evenings, a formal report in the summer term and informally through discussions with staff via certificates and rewards, phonecalls, Microsoft TEAMS, email or face to face contact.

Furthermore, at the end of the Reception year the EYFS profile (EYFSP), which is a statutory summative assessment tool, is used to inform parents/carers and Year 1 staff about what each child knows, understands, and can do in relation to the ELGS outlined above. A best fit and holistic approach to this assessment is used, and moderation of judgements occurs through the use of DfES exemplification materials, internal and cross-school moderation (where possible).

The results of the EYFSP will be shared with parents/carers and submitted to the LA by the prescribed deadline each June. Children are either awarded a 1 or 2 for each ELG, where 2 means a child has met the ELG, and 1 means that they are working towards meeting it.

### **Safeguarding and Welfare Statutory Requirements**

As a setting we ensure that we do everything we possibly can to keep children safe and secure. The statutory requirements for the EYFS are inline with wider school requirements and relate to: safeguarding, ensuring the suitability of adults who have contact with children; promoting good health; managing behaviour and maintaining records, policies and procedures.

The following 'musts' are embedded into our practice so that we meet the statutory requirements:

### **1. Safeguarding:**

- We have and implement a safeguarding policy, with procedures and steps required to safeguard children, including the use of cameras and mobile phones. This is detailed in the school-wide policy used across Apley Wood Primary School.
- We have 4 designated safe-guarding leads. These are named in our school-wide policy and displayed on posters throughout our school.
- We ensure that all staff have upto date training relating the government's statutory guidance: 'Working Together to Safeguard Children 2015' and to the 'Prevent duty guidance for England and Wales 2015' and 'Keeping Children Safe in Education.' Again, this is outlined in our school wide safeguarding policies.

### **2. Suitability of Adults:**

- We ensure all staff are suitable for working with children through the completion of the DBS check. This is inline with whole school policy.
- We ensure that any staff member needing to take medication on site keeps it out of reach of children in the setting and stores it securely at all times.
- We ensure induction training for all staff new to the setting. This is inline with whole school practice and for the EYFS also includes familiarisation with our specific EYFS Risk Assessments.
- We put appropriate arrangements in place for the supervision of staff who have contact with children and families. At our school this includes formal performance management meetings but specific to the EYFS includes regular weekly meetings as a staff team, in addition to coaching opportunities led by the EYFS Leader.
- We ensure that at least one person who has a current paediatric first aid (PFA) certificate is on the premises and available at all times when children are present, and must accompany children on outings. For this academic year 2020-21, 2 of our EYFS teaching assistants hold a PFA certificate and 1 holds an Emergency First Aid certificate. This information is shared with parents on the EYFS page of our school website.
- We ensure that staff have sufficient understanding and use of English to ensure the well-being of children in their care. This is taken account of at the stage of appointment and induction.
- We appoint each child a key person - for our setting this is the class teacher. We also ensure that the staffing in each base is as consistent as possible so that children have the opportunity to build strong relationships with all members of the EYFS team.
- We ensure that all children are effectively supervised by appropriate staff ratios. As such, our timetabling and location of staff ensures that children are usually within sight and hearing of staff and always within sight or hearing.
- We ensure that staffing ratios for children reaching 5 in the academic year are as follows: 'for classes where the majority of children will reach the age of five or older within the school year, there must be at least one member of staff for every 30 children.' We ensure that there is a maximum of 1:15 by allocating a teaching assistant to each base or group, depending on the activity taking place. Details of ratios for different activities and areas of our setting are set out in our EYFS Risk Assessment.

### **3. Promoting Good Health:**

- We ensure that we follow procedure for administering medicines. All staff are made aware of this through induction and regular updates from our SBM / SLT.
- We ensure that we promote good health. This is inline with whole school policy but is also achieved through our carefully planned curriculum e.g. through visits from nurses and dentists and themes relating to keeping healthy.
- We ensure that our children have access to healthy, balanced and nutritious food at lunchtimes from the school hall. Inline with whole school policy our children are provided with daily fresh fruit and access to fresh drinking water. During our admissions process parents/carers are asked to detail any allergies/specific dietary requirements which are then shared with all school staff, including the catering team, via a list from the school office. Children eat their midday meal in the school hall and there are designated places for water bottles, snacks and lunchboxes.

### **4. Managing Behaviour:**

- We ensure that we do not threaten corporal punishment, and that we do not use or threaten any punishment which could adversely affect a child's well-being. We therefore have a positive behaviour policy which all staff are made aware of at induction; this includes details of what to do in any situation where physical intervention has been necessary. We use CPOMS to record any issues relating to behaviour.

### **5. Maintaining Records, Policies and Procedures:**

- We ensure that our setting is safe, fit for purpose and meets current health and safety legislation, including fire safety. Our SBM, in liaison with the Deputy Headteacher, School Site Manager and Early Years Leader, ensures that policies and procedures relating to the EYFS are up to date, and that staff are made aware of any changes in a timely manner.
- We ensure that our premises: give access to outside, have separate toilets for adults, ensure hygienic changing facilities for any child in nappies.
- We ensure that staff are able to take breaks away from children in designated staff areas.
- We ensure that parents/carers are able to have conversations confidentially, away from children and/or other parents/carers.
- We ensure that, in addition to whole school risk assessments, we have additional EYFS risk assessments which provide details of how we are managing risks and appropriate steps required to ensure the safety of children and adults in the setting. Risk assessments are also written for off-site trips and visits.
- We ensure that requirements for SEND are met through our whole school SEND policy.
- We ensure that information and records are maintained and stored securely inline with whole school policy. Staff are made aware through CPD and ongoing updates from SBM / SLT of their duties relating to the confidentiality around data, for example.
- As part of our induction process we ensure that we obtain the following information about each child: full name; date of birth; name and address of every parent and/or carer who is known to the provider (and information about any other person who has parental responsibility for the child); which parent(s) and/or carer(s) the child normally lives with; and emergency contact details for parents and/or carers.
- Through our whole school policy we ensure that we have procedures in place around complaints and make parents/carers aware of how to contact Ofsted.
- Through our school website, EYFS induction pack, parent meetings and information leaflets, we ensure that parents/carers have access to the following information:

- 1 how the EYFS is being delivered in the setting, and how parents and/or carers can access more information.
- 2 the range and type of activities and experiences provided for children, the daily routines of the setting, and how parents and carers can share learning at home.
- 3 how the setting supports children with special educational needs and disabilities.
- 4 food and drinks provided for children.
- 5 details of the provider's policies and procedures, including the procedure to be followed in the event of a parent and/or carer failing to collect a child at the appointed time, or in the event of a child going missing at, or away from, the setting
- 6 staffing in the setting; the name of their child's key person and their role; and a telephone number for parents and/or carers to contact in an emergency.

### **Early Years Expectations – 3 I's**

#### **Intent**

The EYFS principles are grouped into four distinct but complementary themes:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

Effective practice in the EYFS is built on these four guiding themes and informs our intent as follows: We believe that learning starts at home and therefore value and welcome parental input at every opportunity. Great emphasis is placed on the home-school relationship and we strive to ensure that we are available to communicate and support parents in a range of ways.

We place great value on providing children with a strong start in Reception, by ensuring that they are equipped with the skills, knowledge and understanding they need to prepare them not only for school life, but for their life beyond. Thus, our intent in the EYFS is to build strong foundations for life, so that ultimately our pupils can be successful and active citizens in our society, alongside becoming independent, enquiring and resilient learners.

Our curriculum is continually adapted and developed by taking account of the non-statutory **Development Matters Guidance (2021), Birth to 5 Matters** and the statutory **EYFS Framework 2021**, alongside the needs of individual children and specific cohorts, within a carefully planned thematic approach. Alongside this, considerable emphasis is placed upon instilling effective habits for learning. Whilst the thematic approach always remains, the way in which we deliver it and the activities we focus on, changes according to individual pupil needs and the differing needs of each cohort. Indeed, we believe that it is vital to support the social and emotional needs of pupils alongside their academic development and as such utilise the support of specialist staff within school and from outside agencies.

Apley Wood pupils arrive in our school from a broad range of backgrounds, with a wide range of needs and pre-school experiences. As such, we spend time when children start school prioritising the prime areas of learning: personal, social and emotional development, communication and language and physical development. Our carefully planned enabling environment, coupled with warm, skilful adult interactions, supports children to settle quickly and thrive. As the pupils move through their Reception year adults provide gradually less scaffolding, encourage greater independence and an increase in adult-directed tasks, so that children have learned the appropriate vocabulary, knowledge and skills that they need to begin their journey through the National Curriculum. We value imagination and

creativity and seek to create a sense of enjoyment and fascination in learning through a balance of didactic teaching approaches, self-initiated play and carefully planned 'key learning' experiences across our indoor and outdoor provision. This is richly enhanced by trips, visitors and regular forest school sessions, which often take place off-site at Apley Wood.

## **Implementation**

### ***Teaching and Learning***

We fully embrace the Ofsted definition (**Ofsted Handbook 2015**) of teaching as follows:

'Teaching in the early years should not be taken to imply a "top down" or formal way of working. It is a broad term that covers the many different ways in which adults help young children learn. It includes their interactions with children during planned and child-initiated play and activities: communicating and modelling language, showing, explaining, demonstrating, exploring ideas, encouraging, questioning, recalling, providing a narrative for what they are doing, facilitating and setting challenges.'

### ***Planning***

We produce long term planning based on Development Matters and Birth to 5 for all areas of the EYFS curriculum. This is aligned with our KS1/2 curriculum to ensure progression in vocabulary, knowledge and skills. Half termly planning is produced for RWI lessons, following the scheme with fidelity. Weekly planning is produced for our theme, maths and independent learning time lessons.

### ***Delivery of the Curriculum***

Teaching in Reception takes place during: whole class carpet times, daily story-time sessions, circle times, guided ability groups, 1:1 sessions and during independent learning time in child-chosen groups.

With regards to the specific areas of Literacy and Maths, we ensure that children have rigorous, didactic adult directed teaching using the RWI Scheme and a carefully structured and progressive approach to Maths through a number of the week focus. In maths focused group time, following on from whole class teaching, adults can systematically check for understanding, identify and respond to misconceptions quickly, and provide real-time verbal feedback which results in a strong impact on the acquisition of new learning. Pupils learn through indoor and outdoor games, through creative tasks and activities, incorporating a wide range of model and images, which allows them to move from the concrete to the abstract. These resources are available for them to access in self-initiated learning time to support children to apply and embed their skills and knowledge.

Children are provided with plenty of time to engage in 'exploration' throughout a variety of experiences, these are carefully planned to engage and challenge them in the provision during independent learning time. Through the use of half-termly themes we take account of both the children's interests and the skills and knowledge they need to develop. This allows them to fully engage in their learning and ensure they make good progress. The curriculum is planned using a thematic approach to enable all aspects of the children's development to be supported. We plan a daily theme input, delivered to the whole class, which is then extended and embellished throughout the week by key learning opportunities that enhance our regular continuous provision.

### ***High Quality Interactions***

Throughout the day, adults are encouraged and expected to use a wide range of teaching methods whilst working with children which include:

- creating opportunities for a child to make a contribution and to make choices in their learning.
- scaffolding a child in order to support increasing independence and control.
- asking questions to check or develop a child's understanding.

- working collaboratively to solve problems and find answers.
- providing formative feedback to help a child consolidate or extend their exploration and thinking further.

### ***Enabling Environment***

We firmly believe that the environment is the 'third teacher', as such, the learning environment in and out of doors is planned effectively to meet the requirements of all areas of learning, and is well organised into clearly-defined areas.

The areas will include:

- attractive and comfortable places to read;
- sand with a variety of equipment;
- water with a variety of equipment;
- mathematical and scientific equipment;
- a writing area with a variety of paper and tools to mark, make or write;
- role play areas indoors and outdoors enhanced according to theme and interest;
- a variety of creative media such as paint, collage, junk materials;
- malleable materials and equipment;
- opportunities to use technology to enhance learning e.g. iPad, interactive screen, beebots.
- small world play areas focused on fantasy and real-life scenarios
- a variety of outdoor play equipment which allows children to develop skills across all 7 areas of learning

All areas are attractive and suitably resourced so that children are encouraged to use them and engage in purposeful, challenging activities with or without the presence of an adult. Areas will be enhanced through weekly continuous provision in response to children's needs, prior learning, theme and interests. Enhancement clipboards display expectations for activities and each area of learning has a visual prompt to support children to access and make progress in continuous provision. Resources are organised in such a way that children are enabled to make informed choices, select independently what they need and take responsibility for clearing away.

### ***Observations***

Observations are completed using the OWLET teaching and learning sequence. Staff are not expected to have prolonged breaks away from interaction with children whilst writing these. As such, 5 children from each base are selected as a focus for observations each week. Individual pupils may also be selected for increased observation if their progress is a cause for concern.

### ***Parent Partnerships***

We communicate with parents in a wide range of ways, these include: face to face at the start/end of the day, phonecalls, via Twitter, weekly posts about learning on the Reception page of the school website, and group/1:1 parent meetings before children start in reception.

During non-Covid times we also offer parents the chance to come in and join their child for lunch and see what learning looks like by spending time in class e.g. phonics sessions.

When their child is a rainbow child in independent learning time parents are encouraged to complete an activity to help us get to know what their child has been doing at home. We also send home regular proud clouds for parents to share successes/activities with us throughout the year.

We follow our school behaviour and SEND policies when communicating to parents concerns about a child. The premise with these is to communicate concerns at the earliest point so that support can be put in place to support the family and child with the issues faced.

### ***Visits and Visitors***

- Visits and visitors are carefully planned into our themes and enhance our curriculum by enabling children to have first-hand experience of places and activities not available in school.
- They introduce children to aspects of the world around them that they may not yet have experienced.
- They contribute to the development of their confidence and independence.
- They contribute to their social development through sharing an experience with their peers.
- They can be of great benefit to their language development through discussion during and after the visit.
- They enrich children's enjoyment of school.
- When parents take part in visits it may develop their knowledge of facilities in the area and allow them to participate more fully in aspects of their child's education.

### **Assessment**

Our assessment processes begin when we meet children and their parents in the summer before they start school. Wherever possible we hold 1:1 meetings with parents/carers and spend time getting to know children in their pre-school setting in the summer term. This enables us to start getting to know each individual, which then continues into the autumn term through close observation in structured and incidental ways. We record our initial observations and ask parents to complete a getting to know you activity, in order to establish each child's level of development. In September we completed the statutory baseline assessment, which supports our baseline judgement. Through the year, evidence of children's learning will include: observations, work samples, photographs and contributions from parents and the children themselves. Observations of children's learning outside of adult-directed times, including home learning, are kept in their learning journeys. Literacy and Maths work, completed during adult-directed sessions, is kept in their literacy and maths books. We also have assessment checklists for literacy and maths, which help us to assess key skills, such as how a child holds a pencil, how many digraphs they recognise, or which numbers they are able to write. During each assessment window, three times a year, teachers update the progress children have made onto **O Track**, which allows us to assess the impact of our curriculum and teaching and evaluate whether it has been successful. We use literacy and maths checklists, and consider the extent to which a child has met objectives taught during a term, in order to decide if they are on track to meet ELGs or not.

These termly assessment points help us identify children making slow, or no progress, in addition to PPA sessions, where staff look at their 'rainbow' children, who are 5 children from each class, selected each week, for increased adult focus in independent learning sessions. Any concerns about the progress of these children are discussed with the EYFS team during weekly meetings and appropriate actions put in place. All children are a rainbow child at least once per term. This stops any child from 'slipping through the net.' In termly pupil progress meetings, we identify children not on track, using the data from O track, and specifically focus on their barriers to learning, putting actions and/or interventions in place in a timely manner.

We moderate our termly assessments through internal processes, moderation meetings with local primary schools, and with the wider Telford school community via the Severn Teaching Alliance.

### **Inclusion**

Our inclusive approach means that all children learn together as much as possible, but we have a range of additional interventions to support children with specific barriers to learning. This includes, for example, Elklan and Neli; which support children whose speech and language skills are below expectation for their age. 1:1 interventions are also delivered to improve children's recall of letter sounds and numbers, based on the principles of the RWI intervention scheme.

Staff will always appropriately modify learning and teaching for children with SEN and/or disabilities. We value each child as a unique individual and are familiar with and meet all the requirements of

relevant equal opportunities legislation regarding race, gender and disability. We work closely and in partnership with parents and any other involved agencies to meet the needs of our children through provision that is inclusive to all. Children with identified Special Educational needs and /or disabilities have an IPM, developed with the support of parents and any involved agencies. The SENCO monitors the progress of all children with SEN to ensure that they are benefitting from an appropriate curriculum which enables them to feel safe and secure, and to learn effectively. Where children with SEN are making poor progress, further assessment is undertaken or support sought.

### ***Monitoring and Leadership***

Our regular monitoring of teaching, learning and our environment, includes regular coaching and feedback from the phase leader during phonic sessions. In addition, when monitoring the adult role and success of our environment, we utilise resources such as ECERS and the Leuven Scale of well-being and involvement. Tools such as these enable us to constantly reflect upon and improve the quality of teaching and learning and ultimately outcomes for our children. The phase leader also holds supervision meetings with the EYFS team at least once per half term, which incorporate ongoing CPD alongside discussion of individual pupils and their needs. This is in addition to performance management meetings twice a year and whole school CPD, to ensure that staff are confident in supporting children within the wider school but also within the EYFS.

### **Impact**

Our curriculum and its delivery ensures that children make good progress. Children in our early years, on average, start with slightly lower starting points than national. In particular, their experiences outside of Telford can often be quite limited. We believe our high standards are due to the enriched play-based exploration, alongside the rigorous approach to Literacy and Maths. A rich diet of balanced and carefully scaffolded learning experiences is undoubtedly the best way to develop happy, curious children, who are ready for their next step in their educational journey.