



EYFS Policy

Reviewed:

January 2023



'Every child deserves the best possible start in life and the support that enables them to fulfil their potential.'

Statutory Framework for the Early Years Foundation Stage, 2021

At Ryhill Junior and Infant School, our curriculum begins in our Early Years Foundation Stage where our motto is '**Together we can achieve**'. We adhere to the whole school vision which is to equip our children with the skills they need to realise their full potential. To achieve this, we work in partnership with parents and the community within a secure and caring environment. The curriculum we have designed is built on the following school aims: Community, Role Modelling, Enthusiasm, Achievement, Trust and Enjoyment.

Curriculum Drivers

Our curriculum drivers for the whole school are followed in our EYFS to underpin our curriculum. They develop our children as life-long learners and prepare them with the skills they need for being a successful learner, as well as the skills they need for life in our community and beyond. They are:

Achieve

This helps our pupils to build aspirations and know available possibilities for their future lives. We allow children to explore and experience the world around them and make positive decisions which may impact their future lives.

Community

We value the importance of our local community and beyond. We have a place within our community and believe it is important that our pupils see themselves within a local context and also learn about the local community they live in as well as how this links to the wider world.

These key drivers have been specifically chosen as they are also key features in the skills builder programme we use throughout school.

Enterprise

We feel that developing children's enterprise skills will help them make a positive contribution to society. By giving children enterprise opportunities, the children can apply the transferable skills learned in the skill builder lessons and projects.

<https://ryhillschool.org.uk/wp-content/uploads/2021/05/Curriculum-Poster.pdf>

Our curriculum

We are very proud of the teaching and provision we provide for our children. We feel strongly that every child is a unique learner and needs to grow and develop through forming positive relationships in an enabling environment. We aim to have our children 'school ready' by the end of reception and have therefore created our own set of expectations for the end of reception and an EYFS Charter with what we consider are important skills and knowledge needed to help the children transition successfully into Y1. Our charter gives our children equal opportunities,

regardless of their background, to experiences which will develop their vocabulary and knowledge as well as give them their entitlement to a rich cultural capital. In nursery, we also inform parents of opportunities to experience the Wakefield initiative '50 things to do before you are 5' giving examples of activities they can experience at home. This is also detailed on our planning so children who don't experience the activities at home can do so in our setting.

We use the 'Development Matters, 2021' document to help us shape our curriculum and meet the EYFS learning and development requirements. Having experienced and highly trained teachers and practitioners within our setting, brings insight and understanding to the delivery of the Statutory Framework for the Early years Foundation Stage, 2021. The teaching and support from our adults in the setting is high quality and personal to each unique child.

Educational Programmes

The EYFS educational programmes are broken down into seven areas and a range of activities and experiences are planned for the children to experience these. The three prime areas are important for 'igniting children's curiosity and enthusiasm for learning, forming relationships and thriving' (Statutory Framework for EYFS, 2021):

- Communication and language
- Physical development
- Personal, social and emotional development

There are also four specific areas through which the prime areas are strengthened and applied:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

The level of development children should be expected to have attained by the end of the EYFS is defined by the early learning goals (ELGs). Our teachers will draw on their expert knowledge of the child when forming a judgement about whether the child is at the expected level of development.

Characteristics of effective learning

These areas of learning are underpinned by the characteristics of effective learning. These are:

- 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

We realise the great importance of developing children's language in the early years, and therefore ensure our children become 'word rich' through a range of activities in both nursery and reception. We use 'The Nuffield Early Language Intervention' in reception for children who need a further 'recovery' programme and we use the 'WellComm' language programme for children in nursery to screen them at intervals and as an intervention if children are below their chronological age. The programmes we follow are chosen as they contain high levels of support, they are linked to best practice and based on thorough research in education and health.

Skills builder

Along with the rest of school, we believe it is important to build a set of essential skills in order to prepare our children for the future. Our curriculum is built around the following life-long and transferable skills. These are taught through projects in nursery and reception but also explicitly in weekly lessons so they can be applied in all areas of learning and when playing in provision: Listening, Speaking, Problem solving, Creativity, Staying positive, Aiming high, Leadership and Team work.

SMSC

In the Early Years Foundation Stage we recognise that pupils' spiritual, moral, social and cultural development plays a significant part in their ability to learn and achieve. We therefore aim to provide an education that provides pupils with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive, caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of cultures. All curriculum areas within the EYFS have a contribution to make to the child's spiritual, moral, social and cultural development and opportunities for this will be planned in each area of the curriculum. All adults will model and promote expected behaviour, treating all people as unique and valuable individuals, showing compassion and respect for all children and their families.

British Values

Fundamental British values have been implicitly embedded in the Early Years Foundation Stage since 2014. Democracy: everyone is treated equally and has equal rights; Rule of law: we teach children to manage their own feelings and behaviour, learn right from wrong; individual liberty: we focus on children's self-confidence and self-awareness and people and communities; Finally, mutual respect and tolerance: where the children learn to treat others as they want to be treated and how to be part of a community, forming relationships with others.

SCARF

At Ryhill Junior, Infant and Nursery School we use SCARF, a comprehensive scheme of work for PSHE and Wellbeing education, from nursery through to Year 6.

We follow the six suggested half termly units and adapt the scheme of work where necessary to meet the local circumstances of our school, for example, we may use our local environment as the starting point for aspects of our work.

In the Early Years Foundation Stage, PSHE education is about making connections; it's strongly linked to child-led activities, including play. PSHE is taught through activities that are part of topics, as well as on an individual basis to develop personal skills such as dressing, feeding and toileting. Positive experiences are built through daily opportunities, to share and enjoy a range of different activities. Children are given the opportunity to engage in social activities, as members of a small group or occasionally during whole-school activities.

Planning

We believe many children need to be given a starting point to learn new things and find themes and stories are a great way to fire the imagination. We have a two-year cycle in Nursery and a one year cycle in Reception. The themes are flexible to ensure we also follow the children's interests, school themes and local or national events e.g. the Olympics. Every half term, staff plan the next theme, and book visits and visitors that will enhance the learning of our children. We also use projects from the skills builder programme to teach and embed from an early age the eight essential skills we promote as a school.

Staff plan in more detail on a weekly basis using daily notes, observations and interactions with children and assessments to inform where the learning journey should move to. However, the emphasis is on engaging and interacting with our children. Long and medium term plans for nursery and reception ensures we have coverage of the educational programmes. Topic overviews for each half term can be found on our school website. These are flexible and will adapt as we move with the children's interests. We ensure our planning is objective led and therefore differentiated to meet the needs of all pupils. Groups of children will be identified on planning so that their learning can be moved forward quickly. Interventions and further support will be put in place quickly when and if children need this.

Teaching strategies

We ensure there is a balance of adult led and child-initiated activities across the day. At different points in the day, the children will receive short bursts of teacher led learning, sufficiently timed for the age of the children. However, much of the time is spent with children self-selecting tasks with adults observing or intervening to extend learning where appropriate. The interaction between the adult and child is essential as the adult's response to children builds understanding and therefore guides new learning and vocabulary. The adult's role is to continually model, demonstrate and question what the child is doing. Assessments are used to allow the teachers to plan objective led learning experiences, and wherever possible, staff will take the learning to the child to ensure there is always a high level of engagement. In reception, daily phonics, literacy and maths lessons will take place when the children are ready, and the children will begin to be taught in groups where appropriate.

We believe that stories are of great importance and therefore in Nursery we have put together a wealth of books for the children to take home and share with parents/carers. Reception children take books from our library each week. We have Ryhill Reads in each class, a set of books that we would like our children to be familiar with before they move to their next class. From the term before the children begin in Reception, we begin the Read, Write, Inc programme in nursery. Lots of our planning will be based on well chosen, age appropriate text and enhancements and experiences provided will encourage children to use story and 'book' language to retell and role play.

Play

Learning through play is an important part of our Early Years classrooms. We believe children learn best from activities and experiences that interest and inspire them. Using children's interests as a starting point, we provide children with stimulating, active play experiences in which they can explore and develop their learning to help them make sense of the world. They have opportunities through their play to think creatively and critically alongside other children as well as on their own. They are able to practice skills, build upon and revisit prior learning and experience at their own level and pace. The children learn to adapt, negotiate, communicate, discuss, investigate and ask questions in our well resourced provision areas. We believe it is important that adults take an active role in child initiated play through observing, modelling, facilitating and extending their play. Getting the balance right between child- initiated play and adult led activities is very important to us. As children grow older and move into the reception year, we provide greater focus on teaching the essential skills and knowledge in the specific areas of learning. This will help children to prepare for year 1.

Classroom organisation

We ensure we create high-quality teaching and learning environments, both indoors and outdoors, that are well structured, purposeful, interesting and challenging and accessible for all our children.

Our Early Years classrooms have defined areas with clearly labelled resources to ensure children can access them easily. Each classroom is set up in a way to provide children with experiences and activities in all of the seven areas of learning. Classrooms have a writing area, maths area, creative area, book corner, role play area, construction area, small world area, and carpeted teaching area. These change and adapt according to different cohorts, their needs and interests. A variety of activities are planned for and set up in the different areas each day but children can self-initiate tasks at any time from the resources available.

The outdoor area is an important part of the EYFS curriculum and we ensure that children can access this throughout the day. We try to ensure that the range of activities outside reflects the different curriculum areas, for example setting up quiet spaces for a maths game, reading and for construction. In Nursery, physical activity often dominates, with climbing, running, cycling and other active games

being key. We also access the school grounds such as the pond and field. Each class also takes part in Forest Schools every four weeks.

Daily routine

We have a 26 place nursery and offer morning or afternoon sessions each day. Children enter our nursery in the term after they turn 3. We offer 15 hours funded places. Our children enter at three points during the year (September, January and April). The majority of children who attend our nursery gain a place in our reception class but we do have some children who do not receive a place and others who we gain from different settings in the area. For these children, we do a personalised transition programme tailored to their needs. Our reception class have the same timings as the school day. They will use the hall and large playground at lunchtime playtime. Flexible timetables are in place to allow us to follow the children's interest. Towards the end of reception, we aim to aid the transition into year one by having a timetable where the children have daily short literacy, maths, phonics and reading whole class sessions for children who are ready for this.

Assessment, observations and portfolios

Assessment is an essential part of the learning and development of children in the EYFS. It involves practitioners observing children to understand their level of achievement, interests and learning styles, and to then shape learning experiences for each child reflecting those observations. Practitioners will document 'wow' and 'significant' moments that are observed by writing short observations and/or taking photographs which will be shared with parents on class Dojo. In line with the new framework, we have moved to an assessment system which states whether a child is 'on track' or 'not on track' using the nursery and reception descriptors. For children not on track, they will receive targeted support to enable them to meet the expected milestones for the year group. We have consistency in our early years settings, so that every child makes good progress and no child gets left behind.

We work towards the early learning goals in reception - the knowledge, skills and understanding children should have at the end of the academic year in which they turn five. Children will receive baseline assessment at the start of the reception year and nursery. The Reception Baseline Assessment (RBA) is a short assessment, taken in the first six weeks in which a child starts school.

In the final term of the year in which the child reaches age five, and no later than 30 June in that term, the EYFS Profile must be completed for each child. The Profile provides parents and carers, practitioners and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their attainment against expected levels, and their readiness for year 1. The Profile reflects practitioners' own knowledge and professional judgement of a child to inform discussions with parents and carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution. The Year 1 teacher is given a copy of the Profile report and it is shared with parents. Additionally, it will be shared with LA on request.

Parents will receive information of their child's progress on request but also formally three times a year during parents and carers' meetings.

SEND

Throughout the early years, if a child's progress in any prime area gives cause for concern, practitioners will discuss this with the child's parents or carers and agree how to support the child. Practitioners must consider whether a child may have a special educational need or disability which requires specialist support. They will link with, and help families to access, relevant services from other agencies as appropriate.

English as an additional language

For children whose home language is not English, we take steps to provide opportunities for children to develop and use their home language in play and learning, supporting their language development at home. We also ensure that children have sufficient opportunities to learn and reach a good standard in English language during the EYFS, ensuring children are ready to benefit from the opportunities available to them when they begin year 1.

Partnership with parents and carers

We believe that parents and carers are a child's first educator and therefore work very closely to ensure they are involved in what we do with their child at school. We want parents to feel they can speak to us about their child at any time and feel comfortable in our setting.

Before children start Nursery, parents, carers and children are invited to 'stay and play' sessions where the children meet the nursery staff and children in the setting. Information about school is shared at these sessions and any questions or queries answered. Parents are given a starter pack with a booklet 'All About Me' to complete with their child. This gives Nursery and reception practitioners valuable information about each child on which to base activities and experiences.

We have three entry points in the year where children arrive into Nursery. Parents are invited to a parents' meeting so the settling period in can be reviewed. Parents are invited to attend a Parents' meeting each term and teachers are available most mornings and evenings to talk and to discuss more urgent matters. We encourage parents to attend 'Stay and Play' and attend trips and experiences such as visits to church whenever possible. A key person will be assigned to each child once they have settled into school and we see which adult the child has built up a special relationship with. This key person will ensure that every child's learning and care is tailored to meet their individual needs. The key person will form a relationship with the child's parent or carer and help to identify any further support needed for the child.

We have whole school procedures in place for parents and carers to refer to in relation to concerns and complaints, but feel that with good relationships with practitioners and an 'open door' policy, many concerns can be dealt with swiftly and with agreed outcomes and next steps.

Transition

Children are invited to 'stay and play' weekly sessions in the half term before they begin nursery. This is an opportunity for children to become familiar with staff, the setting and other children in the setting. Parents can begin to build important relationships with staff during these hour long, weekly sessions (we aim to deliver a minimum of 3 weeks of 1 hour sessions). In addition the children are invited to a full session prior to them commencing their time with us in Nursery. When children are ready to move to reception, the reception teacher will visit children in nursery for several days across the final summer term. However, because nursery and reception work so closely together and share outdoor space, the children will already be familiar with the teacher and staff in reception. The children will have time in their new class and stay all day in the final week of the term and spend dinner time with the whole school. When children move to year 1, they will spend a day with their new class and the new class teacher in the new setting. The children will have the chance to continue learning through play in our year 1 classroom but this looks different to the play offered in reception. The children's teachers will meet to exchange information and data about the children at every transition point so that the teacher has a full picture of the child ready to start the new year. Parents are invited into school for parents and carers information sessions in nursery, reception and year 1 to share transition information and answer questions. They will receive transition information in leaflets and this can also be viewed on our website.

Our year 1 classrooms has been specifically designed to support the children's transition from reception into year 1.

Children who join us from other settings into reception are offered a personalised transition programme which suits their needs and are offered several sessions to come into our reception class to meet staff and children. Wherever possible, we will visit children new to our school in their own childcare setting.

Health

We promote good health in our EYFS setting, including the oral health of our children. We incorporate understanding of oral health in our curriculum themes and provision. We follow whole school procedures for administering medicines.

We provide children with only healthy snacks and drinks in our setting to help them understand about keeping ourselves healthy. We obtain information from parents and carers prior to them attending our school about allergies and health requirements. All our staff are trained in food hygiene.

All practitioners are Pediatric First Aid trained. We keep written records of accidents and have first aid boxes to hand in all rooms in the setting. We inform parents and carers of accidents and injuries as soon as possible and usually the same day.

Safeguarding and welfare

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. We follow the safeguarding and welfare requirements detailed in the Statutory Framework for the Early Years Foundation Stage Statutory Guidance (2021). We follow whole school procedures for child protection (see Child protection Policy). Mrs Emma Jones is the named Child Protection Officer and all concerns are discussed with her. We have policies for medicine in school and off-site visits and risk assessments. A record is also kept of 'intimate care' in the setting. We risk assess before embarking on trips and experiences outside of the school setting. Staff are also up to date with training for GDPR which ensures any information we hold about children in our setting is kept securely. In the event of a child not being collected up from our EYFS setting, we will call all contacts detailed on the child's emergency contact list until someone is available to collect the child. Whole school procedures will be followed for children missing in education or for children who go missing from the setting.

E Safety

The Foundation Stage works in accordance with the whole school e-safeguarding Policy, which adheres to the 'Statutory Framework for the Early Years Foundation Stage (2021)'.

Please note, that further policies and information about our EYFS setting can be found on our school website at ryhillschool.org.uk