



# **PARKLANDS INFANT AND NURSERY SCHOOL**

## **EYFS POLICY**

Approved by the Governing Body of Parklands Infant & Nursery School

Date: October 2024

Signed: \_\_\_\_\_

Mrs K Merriman (Chair of Governors)



## **PARKLANDS INFANT AND NURSERY SCHOOL**

### **Early Years Foundation Stage Policy October 2024**

#### **Our vision**

The best from each...success for all

#### **Our values**



The ethos behind our values, which give us our vision for children and families

- We know all the children and families well. Children enjoy coming to school (safe). Through strong relationships and regular dialogue (respect, polite) we are able to personalise learning for every child so that they can be successful (important).
- All children feel safe and know that their voice is valued (safe, important). They love learning and can talk about their learning, know how to overcome challenges and celebrate successes. They have a strong belief that they can go on and achieve in life (positive).
- All children have a good grasp of necessary skills, knowledge and understanding to be successful in an ever changing world (positive, kind important).
- All children have the opportunity to initiate their own learning so they can explore their own interests and develop the skills to be independent learners (important, positive).
- Parents and carers are partners in planning, teaching, facilitating and celebrating children's learning (respect, important).

"Babies and young children are experiencing and learning in the here and now, not storing up their questions until tomorrow or next week. It is in that moment of curiosity, puzzlement, effort or interest – the 'teachable moment' – that the skilful adult makes a difference. By

using this cycle on a moment-by-moment basis, the adult will be always alert to individual children (observation), always thinking about what it tells us about the child's thinking (assessment), and always ready to respond by using appropriate strategies at the right moment to support children's well-being and learning (planning for the next moment)."

From National Standards document Learning, Playing and Interacting P.22 - 23

### **Aims/intent of the Early Years Foundation Stage Curriculum**

1. To provide quality learning experiences and interactions for all of our children. Learning will be through practical and play activities, which are structured, balanced, relevant to the child and related to the real world.
2. To provide a curriculum which takes account of, and responds to, the children's interests and developmental needs and allows them to access the environment and make progress related to their differing abilities.
3. To ensure the children have positive experiences of success at their own levels in order to give them confidence and motivation for learning in the future.
5. To provide a curriculum which is unique to our children and setting which helps them to be ready to start learning within the National Curriculum.
6. To promote a curriculum which ensures equal learning and development opportunities for all the children.
7. To create a partnership with parents to support and enhance the development of the children.
8. To be mindful of the Early Learning Goals that we must help our children work towards (the knowledge, skills and understanding children should have at the end of the academic year they turn five).

### **The Curriculum**

In the Early Years Foundation Stage (EYFS) at Parklands we aim to provide a broad, balanced, differentiated curriculum which is developed with the children and addresses their social, emotional, physical, intellectual, moral and cultural development within a safe, secure, stimulating environment. We recognise that children develop in individual ways, at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as celebration and rewards, to encourage children to develop a positive attitude to learning.

Our curriculum enables the child to learn and develop skills, attitudes and understanding in these areas of learning:

The three Prime Areas;

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

which are fundamental to learning in the Early Years and from which stem the four Specific Areas:

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

They are equally important and depend on each other. All areas are delivered through a balance of adult led and child initiated activities. For each area the Educational Programmes of the EYFS 2021 give the context for our curriculum. The Early Learning Goals (ELG's) define the expectations that we must help children to work towards by the end of the EYFS. The ELG's are not used to create our curriculum.

Throughout the EYFS we plan activities to give children learning experiences and opportunities based on their interests to work towards the Early Learning Goals and get them ready for the transition into the National Curriculum. In planning the children's activities based on their interests we are guided by the different ways in which children learn. Three characteristics of effective teaching and learning are:

- **Playing and exploring**- children investigate and experience things and 'have a go.'
- **Active learning**- children keep on trying if they encounter difficulties, and enjoy achievements.
- **Creating and critically thinking**- children have and develop their own ideas, make links between ideas and develop strategies for doing things.

The environment supports children to be fully engaged in purposeful play based on their own interest. Teaching and learning will take place both indoors and in the outside areas but these two areas do not mirror each other. The indoor environment is the ideal place for children to be calm and quiet and pursue activities which require small equipment and resources that would not survive the outdoor elements.

Resources are accessible and available to children at all times. Shadowing or labelling of resources helps children to be independent when locating what they need and for tidying up. Contents of shelves can be changed to meet emerging interests and in review of levels of involvement. Children can experience maths in all areas of the indoor and outdoor classroom and we ensure there is equipment such as Numicon, counting objects, number frames, dice and counters to facilitate this. Our outdoor areas are designed to support all areas of children's development. Sessions are organised to maximise the amount of 'free-flow' time available.

In a secure, enabling environment with effective adult support, children will be able to:

- Explore, develop and represent learning experiences that help them make sense of the world.
- Practise and build upon concepts, ideas and skills.
- Learn how to control impulses and understand the need for rules.
- Be alone, be alongside others or co-operate as they talk to rehearse their feelings.
- Take risks and make mistakes.
- Think creatively and imaginatively.
- Communicate with others as they investigate and solve problems.

- Express fears to relieve anxious experiences in controlled and safe situations.

The children initiate their own learning and the adults support and guide them to extend the learning opportunities.

Adults in the setting will teach and support learning by:

- Communicating and modelling language.
- Showing.
- Explaining.
- Demonstrating.
- Exploring ideas.
- Encouraging.
- Using effective open-ended questioning.
- Recalling.
- Providing and narrative for what they are doing.
- Facilitating.
- Setting challenges.
- Providing an organised, varied and accessible environment.
- Providing structure and routine to the day that is also flexible.

The teaching of specific skills are introduced to individual children and groups of children as and when appropriate whilst continuing to have high expectations.

### **Planning, recording and assessment**

Following a statutory Baseline assessment in both Nursery and Reception, activities are planned through termly topics. Provision is then enhanced to meet the individual needs and interests of the children, developing their knowledge and skills based on interests and developmental needs. These enhancements may or may not link to the topic for that term. Children will also revisit prior learning on a regular basis. This will support children in being able to retrieve knowledge, to build connections and make links between what they already know and the new learning. We refer to this as children gaining 'sticky knowledge' so that they learn more and remember more. Play is the most important vehicle for learning alongside subtle and effective interventions by staff. Evidence of learning and progression of skills are displayed on EYFS 'Our Learning Journey' displays in both Nursery and Reception for each area of learning. These are developed to include all areas of the EYFS curriculum, supporting Subject Co-ordinators with their monitoring of the EYFS throughout the year.

Children are introduced to the Read Write Inc programme in Nursery, where the focus is initially on discriminating between sounds orally and understanding rhyme before being introduced to phoneme/grapheme correspondence through learning the 'Speed Sounds.'

This is developed in Reception where children access the programme more fully and as the year progresses children are taught in differentiated groups. The aim is for all children to become confident in blending and segmenting to read and write CVC words and simple sentences.

Staff use their professional judgement, alongside the supporting documents of Development Matters and Birth to Five, Focus Progression in Skills and their own knowledge of child development to assess children and plan next steps.

Children are baselined on entry to Nursery and Reception. Children are assessed against the 7 areas of learning and whether they are working within, or below expectations for the EYFS at that time of the year. This is recorded termly on Insight - our whole school assessment tracker. Staff also assess any concerns they may have with a child's development and will look at how to adapt the continuous provision, provide additional adult intervention or refer to other agencies for support to ensure there are no further concerns. Any interventions are recorded on Tapestry using 'Staff only' observation and labelled 'Intervention' so that these can be retrieved and shared with our SENDCo.

The Foundation Stage Profile is completed at the end of the Reception year against the Early Learning Goals. Staff completing the profile will carry out local cluster moderation meetings as well as attending moderation meetings with professionals across the county. Information / interventions will be shared with parents / carers at termly Progress Meetings for any children who are not on track to meet the ELG at the end of the year.

Every moment is a teachable moment and it is expected that every child can be moved on in their learning at any and every point throughout the day when interacting with any member of staff in the EYFS. Assessment is ongoing and carried out when interacting with children on a one to one, group or whole class basis. All assessments and photographic evidence are added on to an electronic learning journey called Tapestry. In almost all cases a child's next step can be addressed instantly and are carried out by all staff in EYFS. Next steps are discussed collectively to build up a clear picture of the developmental stage of each child. We observe, assess and teach the children both indoors and outdoors. Parents can log in to view their child's online Learning Journal and receive notifications of new observations of their child. They can 'like' and comment on observations as well as upload any from home. This helps to ensure staff are aware of the whole child's development as well as to inform parents of their child's progress.

Children are continually assessed against objectives with each week having two or three specific activities that staff complete with the children in small groups or on a 1:1 basis. Focus tasks are completed each week across both Nursery and Reception. These will usually include a literacy and/or maths focus, alongside a focus from a different area of the curriculum. Staff use knowledge of next steps, new learning and any concerns to plan for and deliver the focussed tasks each week. Focused tasks and children's work are recorded in their Learning Journal book, Maths book or on Tapestry, as appropriate. Information gained through recording and assessment will be shared with parents, other school staff and outside agencies as appropriate.

### **Parents/Carers as Partners**

We recognise that parents/carers are children's first and most enduring educators and we value the contribution they make.

We recognise the role that parents/carers play in educating the children. We do this through:

- Sharing information and ensuring they have the opportunity to access and contribute to their child's online Learning Journal through weekly 'Friday Challenges'.
- All staff making themselves available and encouraging parents to discuss concerns with them.
- Actively encouraging parents/carers support in the classroom.
- Talking to parents/carers about their child before their child starts in our school via the New Intake Meetings and phone calls should they be required.
- Providing regular transition visits and opportunities for children to visit during the half term before starting school.
- On transition to full time school, inviting all parents/carers to a 'New Intake' meeting the term before they start, including for our Nursery children.
- The class teacher and parents/carers discuss the child's progress at the termly focus child meetings. Parents/carers receive a report on their child's attainment and progress annually at the end of the Summer Term.

### **Welfare**

In compliance with the Statutory Framework for Early Years, at Parklands we:

- promote the welfare of children.
- promote good health, preventing the spread of infection and taking appropriate action when children are ill.
- manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs.
- ensure all adults who look after the children or who have unsupervised access to them are suitable to do so.
- Ensure that the premises, furniture and equipment is safe and suitable for purpose.
- Ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.
- Maintain records, policies and procedures required for safe efficient management of the EYFS and to meet the needs of the children.

### **SMCS and Fundamental British Values**

These values are at the heart of the EYFS framework and the values are integrated and fostered through the children's learning experiences. At Parklands, we also have two children from the EYFS that are members of the ECO team and the Pupil Council to help them to begin to understand how they can influence and shape their time at Parklands.

<b>Children's Spiritual Development</b>	<b>Links to the EYFS</b>
The ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values	Understanding the World: People, Culture and Communities
A sense of enjoyment and fascination in learning about themselves, others and the world around them	Characteristics of Effective Learning: Active Learning
Use of imagination and creativity in their learning	Expressive Arts and Design: Being Imaginative
A willingness to reflect on their experiences.	Characteristics of Effective Learning: Creating and Thinking Critically
<b>Children's Moral Development</b>	<b>Links to the EYFS</b>
An ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England	Personal, Social and Emotional development: Managing Self and Self-Regulation
An understanding of the consequences of their behaviour and actions	Personal, Social and Emotional development: Self-Regulation
An interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.	Personal, Social and Emotional development: Managing Self and Self-Regulation  Understanding the World: People, Culture and Communities
<b>Children's Social Development</b>	<b>Links to the EYFS</b>
Using of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds.	Personal, Social and Emotional development: Managing Self and Self-Regulation  Understanding the World: People, Culture and Communities
A willingness to participate in a variety of communities and social settings, including by volunteering, co-operating well with others and being able to resolve conflicts effectively	Personal, Social and Emotional development: Building Relationships
Acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.	Understanding the World: People, Culture and Communities
<b>Children's Cultural Development</b>	<b>Links to the EYFS</b>

An understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others	Understanding the World: People, Culture and Communities  Expressive Arts and Design: Creating with Materials
An understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain	Understanding the World: People, Culture and Communities
Sharing knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain	<i>This type of knowledge is too abstract for the large majority of children in our EYFS, but it is underpinned by early experiences in</i>  Understanding the world: People, Culture and Communities  Personal, Social and Emotional development: Managing Self and Self-Regulation
A willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities	Expressive Arts and Design: Creating with Materials and Being Imaginative  Physical development: Gross Motor Skills
An interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.	Understanding the World: People, Culture and Communities

## **Equal Opportunities**

### **Inclusion / SEND**

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can access all areas of the EYFS, wherever possible, and ensure that there are no barriers to every pupil achieving. Teachers will also take account of the needs of pupils whose first language is not English.

Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

We value the diversity of individuals within the school and do not discriminate against children because of 'differences'. All children at Parklands are treated fairly, regardless of race, religion or abilities. All children and their families are valued within our school. In our school we believe that all our children matter. We give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when planning for their learning.

In the EYFS we set realistic and challenging expectations that meet the needs of our children. We achieve this by planning to meet the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.

We meet the needs of all our children through:

- planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence;
- using a wide range of teaching strategies based on children's learning needs;
- providing a wide range of opportunities to motivate and support children and to help them to learn effectively;
- providing a safe and supportive learning environment in which the contribution of all children is valued;
- using resources which reflect diversity and are free from discrimination and stereotyping;
- planning challenging activities for children whose ability and understanding are in advance of their language and communication skills;
- Monitoring children's progress and taking action to provide support as necessary

### **Aims**

- To ensure that no child is excluded or disadvantaged because of ethnicity, religion, culture, family background, disability, gender, home language, special educational needs or ability.
- To ensure that all the children feel secure, included and valued.
- To establish feelings of respect and trust with all children and their parents or carers.
- To treat each child as an individual and provide equality of opportunity
- To encourage self-confidence and a positive approach to learning in all children.

During the school visit and initial parent meetings we will talk to the child and the parents about the child's ethnic, religious and cultural heritage and experiences at home. Staff will

show awareness of this information when planning and carrying out activities within the Early Years Foundation area.

Staff will aim to create an environment that encourages a positive attitude to learning. This will include:

- Keeping the environment free from any discriminatory practice or stereotypical images.
- Valuing the local community and environment as a source of learning opportunities.
- Using displays, resources and equipment that reflect the community in which the children live as well as the wider world.

The curriculum will include activities to encourage children to respect their own cultural background and beliefs and those of other people. These will include:

- Activities relating to a wide range of religious, ethnic and cultural festivals.
- Telling stories, listening to music and looking at pictures and videos from a range of cultures and religions.
- Role play activities that reflect a variety of cultures.
- Discussions with and between the children about the similarities and differences in their experiences and the reasons for those similarities and differences.

We will ensure that all children are given support to participate in activities, experiences, visits and discussions and to ensure that all children are listened to carefully and with respect.

We will carefully consider the need for equality of opportunity when planning activities and experiences. When necessary we will modify activities or provide additional equipment or materials to ensure no pupils are excluded.

The policy was put together by Claire Roseveare (EYFS Lead) in consultation with teaching staff, pupils, parents/carers and school governors.

October 2024

### **Governor Approval and Review Dates**

The policy is to be reviewed annually.