



EYFS POLICY

Ratified by Governors: November 2016

Review Date: November 2018

Member of Staff responsible: Marina Ngo

Aims and Objectives

“Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child’s experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.”

“Statutory Framework for the Early Years Foundation Stage”,
Department for Education, 2012

At Bush Hill Park Primary School, we value the importance of giving children the best opportunities to develop their learning as soon as they begin their education in Nursery. Our aim is to teach children how to become excellent learners from the beginning through a vibrant, exciting and motivating Early Years provision.

Our main objective is to provide children with a high quality early years education which gives children a secure and confident start to their school life and nurtures a lifelong love of learning. We do this through:

- A mixture of adult led activities and child led activities
- High quality indoor and outdoor provision
- Planning that is influenced by the children’s interests and their development
- Maths Mastery
- Read Write Inc
- International Primary Curriculum

The Curriculum

At Bush Hill Park Primary School we plan and teach according to Development Matters and the Early Learning Goals. These are the knowledge, skills and understanding which young children should have acquired by the time they reach the age of five and have completed their year in Reception. There are three prime areas of learning:

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

In addition, there are four core areas of learning:

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

The curriculum is taught through a combination of adult led and structured learning and child initiated learning. We give the children opportunities to learn in both the inside and the outside environment and plan activities that develop the children's learning and skills daily.

Planning

Our planning has a sharp focus on the children's needs, their interests and their stages of development. We recognise that the seven areas of learning cannot be delivered in isolation and seek opportunities to make links between them. We aim to deliver the curriculum through planned, purposeful play and present new concepts in meaningful contexts that enable the children to build on what they already know.

Maths Mastery:

Maths Mastery is taught in Reception from the Autumn term. At Bush Hill Park we follow the 'Focus Group Approach' which entails the teacher teaching a 20 minute lesson to the whole class (Do now, New Learning, Talk Task, Develop Learning/ Plenary – Appendix 1). This part of the lesson is taught through the use of songs, Big Pictures and practical resources which are used in mixed partner activities. The children then take part in an adult led Math Activity once a week to help consolidate, extend and challenge the children's understanding, linking to the weeks learning. The children then have daily opportunities to take part in child initiated activities that link to the weeks learning and have been prepared by the staff in their class.

The Math topic of the week is displayed on an interactive Working Wall which includes the big picture of the week and key questions for the children to answer. The Working Walls include practical resources that can be moved to encourage the children's independent mathematical thinking.

At the end of the day in Reception, the class teacher leads a Maths Meeting session which focuses on a particular mathematical skill and is able to address misconceptions that are developing in their class.

Read Write Inc:

Phonics, reading and writing are taught through Read Write Inc. Upon entry in Reception all of the children write words, sounds and their name in their book to gather a baseline for their writing skills. The children are introduced to the letters and the sounds in Nursery from Spring Term. Upon entering Reception, the children are grouped according to their phonetic ability and skills so as to cater to their learning which can involve the children working with children in different classes. The lessons are planned and taught by both the class teachers and the teaching assistants (please refer to the Read Write Inc Policy).

All of the children's Read Write Inc work is recorded in books. As the children progress through to the ditties they begin to construct sentences and are introduced to simple punctuation. The children in these groups receive 1 green pen question a week and complete it with the class teacher in the afternoon.

By the Summer term all children have a green pen question, including those who are not yet writing sentences.

Writing:

Following on from the children's Read Write Inc lessons, the children take part in 1 writing activity a week with an adult. The focus of this activity is:

- The children use their phonics
- The children develop and practice their skills in writing words and sentences
- The sentence includes words that can be written phonetically and high frequency words that have been taught so far.
- Planned weekly by the class teacher
- Work is written in a book
- Children have a green pen question (refer to marking and feedback policy)

Upon entry in Reception, the children write a piece of work in their books to create a baseline. Dependent upon the child's abilities, this piece of writing will entail words, sounds or their name in their book. All of the children take part in a differentiated writing activity from Autumn term, applying their phonics and the writing skills they are learning.

The children begin by practicing their names or the letters they have learnt, they then move on to initial sounds of words which are chosen by the teacher and link to the story of the week (Appendix 2). Once confident, the children are then encouraged to write CVC words from the stories, applying the phonics they have learnt, before moving on to writing a short sentence with some punctuation, again linked to the story where possible.

Short Term Planning

Short term planning is evidenced in a weekly planning grid. These plans show the learning opportunities that will be available over the week including differentiated adult led experiences for all curriculum areas, as well as showing how the learning environment will be enhanced in response to the previous weeks or days observations and assessment of the children. When activities have been influenced by children's next steps, child initiated activities or the children's interest, the names of the children are written beside the activity.

Medium Term Plans

At Bush Hill Park Primary School, we deliver a creative curriculum, which is based around a new topic each half term. Our topics follow the International Primary Curriculum and are shared with parents in half termly Medium Term Plans, showing the key learning experiences for each area of the curriculum. Our topics in the EYFS are taught:

- Both inside and outside
- The role play areas are linked to the topic
- In Reception the IPC is taught through a carpet session 4 times a week
- In Nursery the IPC topic underpins the learning across all 7 areas of learning according to the goals taken from Development Matters.

- Weekly stories are linked to the topics. They are taught for 2 weeks at a time to enable the children to confidently learn about the topic and to act out and discuss the stories with their peers.

Teaching and Learning

We encourage the children to play an active role in shaping their learning experiences. Adults plan daily using observations that have been made to identify the children's next steps and what resources are needed to achieve this. New activities are modelled by adults, both inside and outside to enable children to progress their learning through independent play.

We aim to provide an attractive, challenging learning environment that offers high quality opportunities for the children to learn through play, both indoors and outdoors. There is a range of "continuous provision" available in the classroom, that is designed to offer open-ended, practical learning opportunities. Children are supported to think creatively and imaginatively and explore how resources can be adapted. The provision is continually enhanced according to the children's interests and independent activities.

Adult led activities are practical in nature and based on first hand experiences wherever possible. The children are supported to develop problem-solving skills through open-ended tasks and opportunities to share their thinking with others. The children take part in a mixture of adult led activities which cover all 17 early learning goals.

Observations and Assessments

At Bush Hill Park Primary School, we use a range of strategies to gather information about the children's learning and development; we use this information to ensure that our planning meets the needs of all learners. We gather and store our observations on the Learning Book which are then linked to the child and an interactive learning journey is created. This can be accessed at home by the parents and carers of the pupils. The evidence we gather is a mixture of photographs, videos and written observations of what the children have learnt or achieved in the EYFS.

All adults have a shared responsibility to gather evidence of the children's learning and achievements. We have an ongoing approach to observations and observations are made weekly of all of the children. The class teacher assigns a key worker to each of the children in his or her class, who is responsible for ensuring that spontaneous observations have been gathered for those children each week. These observations are observations that are not taking place at the adult led activity.

Key children in Nursery:

- Each adult is the key worker for 10 children in the morning and 10 key children in the afternoon
- Each week every child will have an observation for 1 adult led activity and 2 spontaneous observations.

Key Children in Reception:

- Each adult is the key worker for 15 children in the class.
- Each week every child will have an observation for 3 adult led activities and 2 spontaneous observations.

The observations form the basis of both the children's assessments and the planning of the class teacher. All members of staff discuss daily what has been observed and what the children's next steps are so that the children's interest can support the children's learning across the whole EYFS curriculum. This is evidenced on the daily planning grid.

Baseline:

For the first 6 weeks of the Autumn Term, the teachers gather evidence and assess the children's existing skills to identify a baseline (Appendix 3). This is inputted onto Target Tracker. The children's initial levels of development are utilised by the class teachers to support their planning for the remainder of the term. This allows learning opportunities to be pitched appropriately according to the children's attainment. This information is closely monitored to ensure that all children are making good progress.

Termly Assessments ensure that the children are making progress across all of the EYFS 7 areas of learning and are discussed with an Assistant Headteacher in a termly Pupil Progress Meeting. The class teachers utilise the Learning Book assessments, based upon their observations and evidence, to identify if the children are working at below age related expectation, at age related expectations or above age related expectations. They assess to identify which band of Development Matters they are working with and then consider the 17 Early Learning Goals on the EYFS Profile.

The results of the termly assessments and the EYFS Profile are shared with parents and carers, and there are opportunities for them to meet their child's class teacher to discuss this information throughout the term. This information is also shared with the Year 1 class teacher to ensure a smooth transition into Year 1 and to assist with the planning of Year 1 activities.

The EYFS profile results are reported to the local authority who monitor and moderate the judgements made.

Learning Environment

We aim to create an attractive, welcoming and stimulating learning environment which will encourage children to explore, investigate and learn through first hand experiences. Resources are clearly labeled and organised into learning zones, enabling the children to access them with a high level of independence. Practitioners regularly evaluate the effectiveness of the learning zones and make adaptations as necessary. They ensure that signs and labels are clearly displayed for the children to see and that the resources are regularly restocked to enable independent choice.

All classes have:

- Role play area – linked to the current topic
- Book corner – liked to the interest of the children or the topic

- Creative/ Art area
- Writing area
- Small world area
- Constructions area
- Math area
- Water area

The outside area has:

- Reading area
- Water area
- Sand area
- Physical area
- Construction area
- Small world area
- Writing area
- Math area
- Science area (in Reception)
- Role play is planned according to the children's interests and is not assigned to an area.

Links with Parents

We value the contribution that our parents and carers make to their child's learning and take every opportunity to work in collaboration with them. Parents are able to access the observations that are gathered for their children with their own personal login to the Learning Book. They are encouraged to share the observations with their children at home and to add their own comments or photographs of activities they do outside of school. These can then be added onto the child's learning journey on the Learning Book.

Each half term, we publish a newsletter to inform parents of what their child will be learning and how they can support them at home. This newsletter details the medium term plans of the year group and what their children will be learning across the 7 areas of learning in the EYFS.

In the Autumn Term and Spring Term we hold parent consultation meetings after school where the parents and carers are able to discuss and share their children's progress. The class teacher will share if the children are at age related expectations and what their child's next steps are to make progress. In the Summer Term the parents and carers are given a detailed report of their children's attainment and progress over the year.

We value the important role that parents and carers have with regards to their children's learning and ensure that all children take home a book to share with their adult and homework linked to Read Write Inc and Maths (please refer to our Homework Policy). Parents and carers are encouraged to attend regular workshops to support them in working with their children at home and weekly coffee mornings are planned for parents to discuss and share their experiences with each other.

Links with the wider Community

Over the year, we arrange visits from members of the local community to support our topic work. We also arrange trips for children in the EYFS within the local community, for example visiting the library or the local shop. The children take part in several educational visits linked to their topic work throughout the year. Film clips, non-fiction texts and artefacts are also used to introduce new concepts in real-life contexts. We aim to develop the children's awareness of other cultures by exploring different countries and celebrations. The children are encouraged to talk about their own cultural practices and are able to learn about different religious festivals that their peers celebrate.

Inclusion

At Bush Hill Park we recognise that our children's diverse backgrounds are a highlight. We ensure that our pupils show a positive attitude towards diversity and difference and support all children's backgrounds and needs. We ensure that:

- All children have access to a well-planned curriculum
- All children are challenged and extended in their learning
- Visual pictures are used to support language development
- Many opportunities for open-ended activities and open-ended questions are planned, both indoors and outdoors
- Children's challenges are discussed regularly with Assistant Headteachers and supportive strategies are introduced.

(Please refer to our schools Inclusion and SEND policies)

Transitions

From Nursery or Pre-school to Reception:

We work closely with parents to ensure that the children make a smooth transition to school. We hold a transition meeting for new parents in the Summer Term, where we outline daily routines and expectations. Parents are invited to attend a Stay-and-Play session with their child so that their child can familiarise themselves within their new setting. Prior to the children starting Nursery, the class teacher and a teaching assistant carry out a home visit where the parents have the opportunity to meet the staff and discuss their child's learning and developmental needs.

The children first attend school with their parents. By the end of the first week the majority of children are attending Nursery independently.

From Reception to Year 1:

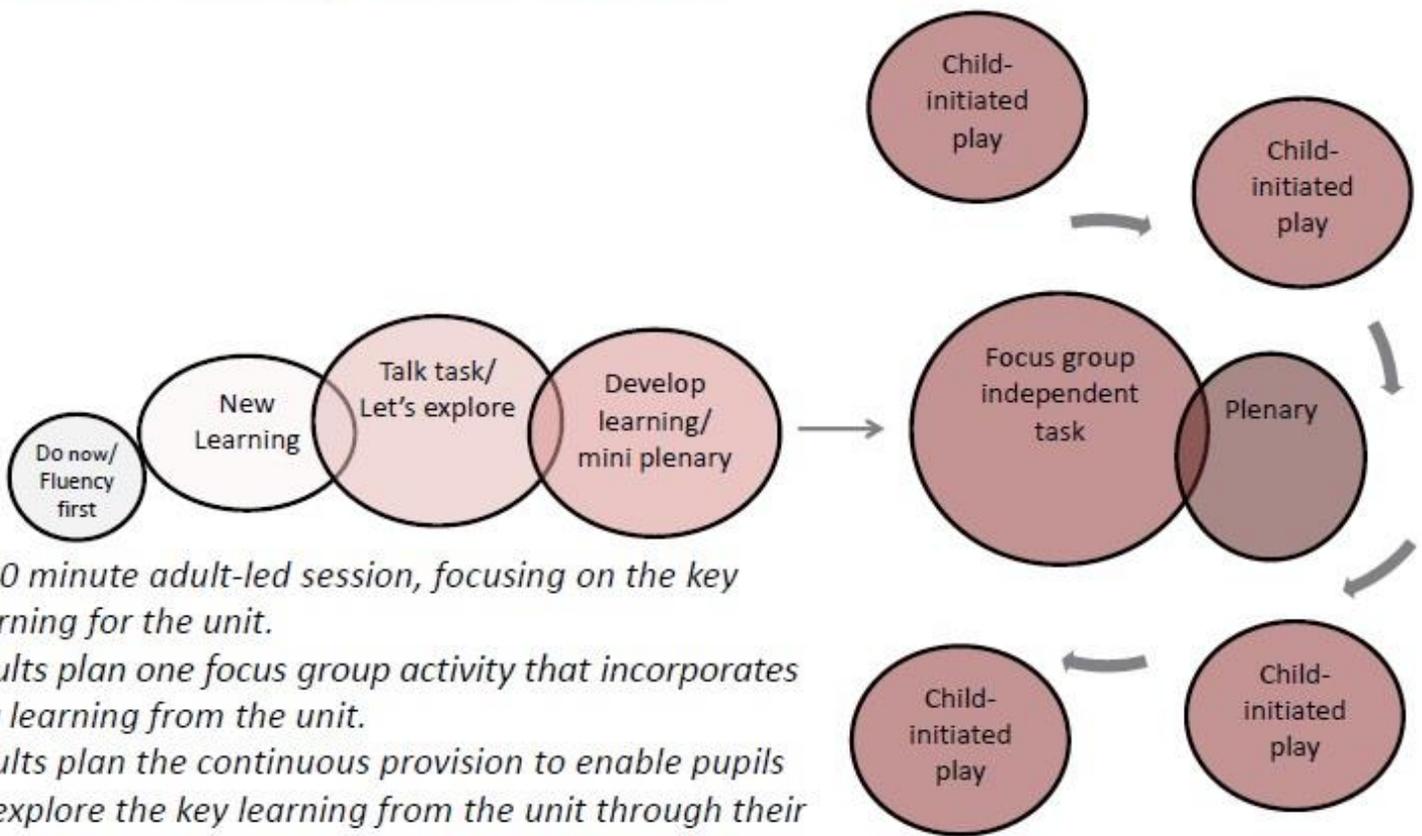
In the Summer Term, we begin a programme of transition to support the children with their move to Year One. This involves visits to the Year One classroom and an opportunity to meet their new teacher.

When the children first enter Year 1 they take part in short structured Maths and Read Write Inc lessons, giving them opportunities to freely play. Over the first 6 weeks more structure is introduced and the IPC topic, Science, RE and PSED are taught in the afternoon. By the Autumn half term all of Year 1 are taught all of their lessons without any free play.

Appendix 1

Maths Mastery: Reception teaching model

The Focus group model



A 20 minute adult-led session, focusing on the key learning for the unit.

Adults plan one focus group activity that incorporates key learning from the unit.

Adults plan the continuous provision to enable pupils to explore the key learning from the unit through their child-initiated play.

Appendix 2

IPC Curriculum Story links

Reception	
Topic	Books
All About Me	You'll soon grow into them Titch My 5 Senses Wibble Wobble, My Loose Tooth This is Our House
Shopping	Oliver's Fruit Salad Don't Forget the Bacon Going Shopping
Changes	The Very Hungry Caterpillar We're going on a Bear Hunt Jasper's Beanstalk The Little Red Hen
Sand and Water	The Rainbow Fish Commotion in the Ocean Night Pirates Zoe and Beans Pirate treasure
Let's Pretend	Billy's Bucket Stanley's Stick Not a Box
Up and Away	Someone Bigger Alone in the Woods The Blue balloon

Nursery	
Topic	Books
Family and Friends	Titch ZaZa's Baby Brother Monkey Puzzle
Bears	Goldilocks and the Three Bears Brown Bear Brown Bear What do you see? This is the Bear Where's my Teddy?
Transport	Duck in a Truck Whatever Next The Train Ride Don't Chat to the Bus Driver
Animals	Dear Zoo Walking through the jungle what do you see? I Don't want to go to bed Rumble in the Jungle
Patterns	My mum and Dad make me Laugh Washing Line Are Zebras Spotty? Silly Shapes Stripes
Plants and Flowers	Jack and the Beanstalk The Enormous Watermelon The Tiny Seed Oliver's Vegetables

Appendix 3

EEXBA Reception Baseline Assessment

Leuven Scales	Well-Being	L	M	H	
	Involvement	L	M	H	
		Y / N			
Characteristics of Effective Learning	Engagement	Curiosity			
		Representing Experiences			
		Taking Risks			
	Motivation	Concentration			
		Persistence			
		Sense of Achievement			
	Creativity and Critical Thinking	Having Own Ideas			
		Making Links			
		Reviewing			
Areas of Learning and Development	Personal Social and Emotional Development	Self-Confidence and Self-Awareness (a)			
		Self-Confidence and Self-Awareness (b)			
		Managing Feelings and Behaviour (a)			
		Managing Feelings and Behaviour (b)			
		Making Relationships (a)			
		Making Relationships (b)			
	Communication and Language	Listening and Attention (a1)			
		Listening and Attention (a2)			
		Listening and Attention (b1)			
		Listening and Attention (b2)			
		Understanding (a1)			
		Understanding (a2)			
		Understanding (b1)			
		Understanding (b2)			
		Speaking (a1)			
		Speaking (a2)			
		Speaking (b1)			
		Speaking (b2)			
		Physical Development	Moving and Handling (a)		
			Moving and Handling (b)		
	Health and Self-Care (a)				
	Health and Self-Care (b)				
	Literacy	Reading (a1)			
		Reading (a2)			
		Reading (b1)			
		Reading (b2)			
		Writing (a1)			
		Writing (a2)			
		Writing (b1)			
		Writing (b2)			
	Mathematics	Numbers (a1)			
		Numbers (a2)			
Numbers (b1)					
Numbers (b2)					
Shape Space and Measures (a1)					
Shape Space and Measures (a2)					
Shape Space and Measures (b1)					
Shape Space and Measures (b2)					