

## **Shillingstone CE Primary School**

### **EYFS Policy**

#### MISSION STATEMENT

***For the body is not one member but many.***

***1 Corinthians 12:14***

Growing Together. Together we learn. Our vision reminds us that the body of Christ, or the people that are the whole of humanity, are a team. The body is not supported by one person, but by all of us. We are one; we are strongest working together in unity. As we all work together we demonstrate our Christian values of respect, compassion, friendship and trust.

Our ambition is to: Celebrate diversity, Make a change, and Support families.



All Shillingstone CE Primary School's policies should be read in conjunction with the Child Protection Policy (including Safeguarding policy) and Procedures.

#### **Introduction**

Every child deserves the best possible start in life and 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.

The Early Years Foundation Stage (EYFS) sets the standards that all Early Years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

*(Statutory framework for the early years foundation stage – March 2021)*

## **AIMS**

At Shillingstone CE Primary school we aim to provide the highest quality care and educational provision for all our EYFS children, thereby giving them a strong foundation for their future learning. We create a safe and exciting environment with experiences that enable our children to become happy, independent and curious with a love for learning. We value and celebrate all children as individuals and recognise the importance that diversity can bring in developing our children's understanding. We strive to create and maintain partnerships with parents and carers as we recognise that by working together we can create the best start for our children.

### **The Early Years Foundation Stage (EYFS)**

The four guiding principles from the statutory framework shape our provision and practice within the Early Years setting. These are:

- 1) Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured.
- 2) Children learn to be strong and independent through positive relationships.
- 3) 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.
- 4) The importance of understanding learning and development and that children develop and learn at different rates.

### **Areas of Learning**

Following these principles, the EYFS framework outlines seven areas of learning and development all of which are important and inter-connected. These seven areas are broken down into Prime and Specific areas of learning.

Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, for building their capacity to learn, and to develop their ability to form relationships and thrive. These are called the Prime Areas and are built into all areas of learning.

The three prime areas are:

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

The three prime areas are further strengthened and applied through the skills and knowledge that are learnt through the Specific areas of teaching.

The four specific areas are:

- **Literacy**
- **Maths**
- **Understanding the world**
- **Expressive Arts and Design**

(See Appendix 1 for more details regarding each of the seven areas)

### **Principles into practice**

As part of our practice we:

- Understand that promoting positive and trusting relationships between all adults and children are key to providing an environment in which our children can thrive.
- Provide a balanced curriculum, across all the areas of learning. We use a rolling programme for planning topics and work continually take the children's interests, passions and abilities into account.
- Provide opportunities for children to develop the key characteristics of learning; (See appendix 2)
  - **playing and exploring**
  - **active learning**
  - **creating and thinking critically**
- Recognise that providing a safe and well thought out learning environment (indoors and out) allows our children to develop independence and self-enjoyment in learning.
- Create an environment rich in opportunities to develop communication and language skills and where these skills are valued at every opportunity.
- Promote equality of opportunity and anti-discriminatory practice, providing early intervention for those children who require additional support.
- Work in close partnership with parents and within the wider school and church community.
- Plan activities that are aimed at allowing our children to achieve and be challenged and by using ongoing observations and assessments we ensure provision is appropriate to each individual's stage of development.
- Recognise play is essential for children's development, building their confidence as they learn to explore, relate to others, set their own goals, and

solve problems. Children learn by leading their own play, and by taking part in play which is guided by adults.

- Ensure all safeguarding and welfare requirements are taken to keep our children safe and promote their welfare.

### **Early Learning Goals**

Through putting these principles into practice, our aim is to support every child to work towards and achieve Early Learning Goals (ELGs).

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).

The ELGs are not to be used as a curriculum, instead they are used to help support teachers to make a holistic, best-fit judgement about a child's development, and their readiness for Year 1. When forming a judgement about whether an individual child is at the expected level of development, we will draw on our knowledge of each individual child and our own expert professional judgement. In line with the EYFS statutory framework, sources of written or photographic evidence are not required as proof of meeting the ELG's.

### **Assessment and Recording**

Any assessments and recording will be made and collected in line with both the schools' procedures and in accordance with the Statutory Framework for EYFS.

Assessment plays an important part in helping us to recognise our children's progress, understand their needs, and to plan activities and support. We use ongoing assessment to allow us to know what our children have achieved and to allow us to plan the next steps to move their learning forward. Our assessments depend on us getting to know our children very well and to this end we gather information from a range of sources; including observations of the children in play, within adult led activities, through discussions with parents and carers and through talking to the children.

Although the Statutory Framework for EYFS does not require evidence to be collected we use written and photographic evidence to allow us to capture our children's experience in their Reception Year.

Reception children are assessed during the first few weeks of school to determine a baseline, or starting point, for their future learning. Judgements will be based on the adults' observations of children during those first weeks. We also take into consideration any assessments made by the child's pre-school or nursery. All

Reception children will be required to take a Baseline assessment as set out by the Department of Education.

At the end of their Reception year children will be assessed against the ELG's.

### **Inclusion**

We value all our children as individuals at Shillingstone CE Primary School, irrespective of their ethnicity, culture, religion, home language, background, ability or gender. We plan a curriculum that meets the needs of the individual child and support them at their own pace as they work towards achieving the Early Learning Goals. We strongly believe that early identification of children with additional needs is crucial in enabling us to give the child the support that they need and in doing so, work closely with parents and outside agencies. See our separate SEN and Equality policy for further information.

### **Transitions**

Transitions are carefully planned, and time is given to ensure continuity of learning. At any transition, we acknowledge the child's needs and establish effective partnerships with those involved with the child and other settings, including parents, nurseries, pre-schools and childminders. Children attend introductory sessions to develop familiarity with our school and adults.

### **Reporting**

At the end of the year a report will be written about each child's achievements within the seven areas of learning and the key characteristics of learning. Reports will be shared with parents and the Year 1 teacher.

### **Policy Review**

Reviewed: Summer term 2011

Summer term 2015

Spring term 2017

Spring term 2019

Spring term 2022

Spring 2024

Next review date: Spring 2026

## APPENDIX 1

### 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, storytelling 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 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).

### 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.

## APPENDIX 2

| Playing and Exploring                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| Children will be learning to:                                                                                                                                                                                                                                                                      | Examples of how to support this:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <ul style="list-style-type: none"> <li>Realise that their actions have an effect on the world, so they want to keep repeating them.</li> </ul>                                                                                                                                                     | <p>Encourage babies' exploration of the world around them. Suggestions: investigating the feel of their key person's hair or reaching for a blanket in their cot.</p> <p>Offer open-ended resources like large smooth shells and pebbles, blocks and lengths of fabric for babies and toddlers to play freely with, outdoors and inside.</p>                                                                                                                                                                                                                                    |
| <ul style="list-style-type: none"> <li>Plan and think ahead about how they will explore or play with objects.</li> </ul>                                                                                                                                                                           | <p>When playing with blocks: encourage children to discuss what they will make before and while making it, or draw a picture before building.</p>                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <ul style="list-style-type: none"> <li>Guide their own thinking and actions by referring to visual aids or by talking to themselves while playing. For example, a child doing a jigsaw might whisper under their breath: "Where does that one go? – I need to find the big horse next."</li> </ul> | <p>Visual aids can help children to keep track of what they need to do next, for example counting on their fingers or referring to a series of pictures on the wall to remind them what they must do before lunch.</p> <p>Verbal mental aids include providing a sensitive commentary on what a child is doing. You might comment: "I see you are looking for the biggest pieces first" or ask "how well do you think that's going?"</p> <p>Children may copy your commentary by talking out loud to themselves first. In time, this will develop into their 'inner voice'.</p> |
| <ul style="list-style-type: none"> <li>Make independent choices.</li> </ul>                                                                                                                                                                                                                        | <p>Provide a well-organised environment so that children know where materials and tools are and can access them easily.</p> <p>Provide enough materials and arrange spaces so that children can collaborate and learn alongside peers. Give children enough time and space to engage in large-scale projects that may continue over several days.</p> <p>Explore the reasons behind children's choices, e.g. 'I'm interested that you're using a paintbrush rather than a pencil to make your picture.'</p>                                                                     |
| <ul style="list-style-type: none"> <li>Bring their own interests and fascinations into early years settings. This helps them to develop their learning.</li> </ul>                                                                                                                                 | <p>Extend children's interests by providing stimulating resources for them to play with, on their own and with peers, in response to their fascinations.</p> <p>Join in with children's play and investigations, without taking over. Talk with them about what they are doing and what they are noticing.</p> <p>Provide appropriate non-fiction books and links to information online to help them follow their interests.</p>                                                                                                                                                |
| <ul style="list-style-type: none"> <li>Respond to new experiences that you bring to their attention.</li> </ul>                                                                                                                                                                                    | <p>Regularly provide new materials and interesting things for children to explore and investigate.</p> <p>Introduce children to different styles of music and art. Give them the opportunity to observe changes in living things in the setting, and around the local environment. Take children to new places, like a local theatre, a museum, a National Trust heritage site, a fire station, a farm or an elderly people's home.</p>                                                                                                                                         |

| Active Learning                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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| Children will be learning to:                                                                                                                                                                                                                                                                                                              | Examples of how to support this:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <ul style="list-style-type: none"> <li>Participate in routines, such as going to their cot or mat when they want to sleep.</li> <li>Begin to predict sequences because they know routines. For example, they may anticipate lunch when they see the table being set, or get their coat when the door to the outdoor area opens.</li> </ul> | <p>Help babies, toddlers and young children feel safe, secure and treasured as individuals.</p> <p>The key person approach gives children a secure base of care and affection, together with supportive routines. That can help them to explore and play confidently.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <ul style="list-style-type: none"> <li>Show goal-directed behaviour. For example, babies may pull themselves up by using the edges of a low table to reach for a toy on top of the table. Toddlers might turn a storage box upside down so they can stand on it and reach up for an object.</li> </ul>                                     | <p>Provide furniture and boxes at the right height to encourage babies to pull themselves up and reach for objects.</p> <p>Opportunities to play and explore freely, indoors and outside, are fun. They also help babies, toddlers and young children to develop their self-regulation as they enjoy hands-on learning and sometimes talk about what they are doing.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <ul style="list-style-type: none"> <li>Begin to correct their mistakes themselves. For example, instead of using increasing force to push a puzzle piece into the slot, they try another piece to see if it will fit.</li> </ul>                                                                                                           | <p>Help young children to develop by accepting the pace of their learning. Give them plenty of time to make connections and repeat activities.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <ul style="list-style-type: none"> <li>Keep on trying when things are difficult.</li> </ul>                                                                                                                                                                                                                                                | <p>Help children to think about what will support them most, taking care not to offer help too soon. The following strategies will help children at different times, depending on their confidence, how much previous experience they've had with an activity, and how motivated, or distracted, they are:</p> <ul style="list-style-type: none"> <li>repeating something hard on their own, learning through trial and error.</li> <li>asking a friend or an adult for help.</li> <li>watching an adult or another child, modelling what to do, or listening to their guidance.</li> </ul> <p>At times, children respond well to open-ended activities which they choose. Other times, they benefit from a supportive structure established by an adult. It is important to provide both kinds of opportunities.</p> <p>Adults can teach children to use self-calming to help them deal with intense emotions. For example, you could introduce a 'calming jar'. Or you could introduce 'zones of regulation'. These can help children to become more aware of their emotions and think about how to calm themselves.</p> |

| Creating and Thinking Critically                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                |
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| Children will be learning to:                                                                                                                                                                                                                                                                                                                                                                       | Examples of how to support this:                                                                                                                                                                                                                                                                                                                                                                               |
| <ul style="list-style-type: none"> <li>Take part in simple pretend play. For example, they might use an object like a brush to pretend to brush their hair, or 'drink' from a pretend cup.</li> <li>Sort materials. For example, at tidy-up time, children know how to put different construction materials in separate baskets.</li> </ul>                                                         | <p>Help babies, toddlers and young children to find their own ideas by providing open-ended resources that can be used in many different ways.</p> <p>Encourage, support and enjoy children's creative thinking as they find new ways to do things.</p> <p>Children need consistent routines and plenty of time so that play is not constantly interrupted. It is important to be reflective and flexible.</p> |
| <ul style="list-style-type: none"> <li>Review their progress as they try to achieve a goal. Check how well they are doing.</li> <li>Solve real problems: for example, to share nine strawberries between three friends, they might put one in front of each, then a second, and finally a third. Finally, they might check at the end that everyone has the same number of strawberries.</li> </ul> | <p>Help children to reflect on and talk about their learning through using photographs and learning journeys. Share in children's pride about their achievements and their enjoyment of special memories.</p> <p>Suggestion: you could prompt a conversation with questions like: "Do you remember when...?", "How would you would do that now?" or "I wonder what you were thinking then?"</p>                |
| <ul style="list-style-type: none"> <li>Use pretend play to think beyond the 'here and now' and to understand another perspective. For example, a child role-playing the billy goats gruff might suggest that "Maybe the troll is lonely and hungry? That's why he is fierce."</li> </ul>                                                                                                            | <p>Help children to extend their ideas through sustained discussion that goes beyond what they, and you, have noticed. Consider 'how' and 'why' things happen and 'what might happen next.'</p>                                                                                                                                                                                                                |
| <ul style="list-style-type: none"> <li>Know more, so feel confident about coming up with their own ideas.</li> <li>Make more links between those ideas.</li> </ul>                                                                                                                                                                                                                                  | <p>Help children to look come up with their own ideas and explanations.</p> <p>Suggestion: you could look together at woodlice and caterpillars outdoors with the magnifying app on a tablet. You could ask: "What's similar about caterpillars and other insects?" You could use and explain terms like 'antennae' and 'thorax'.</p>                                                                          |
| <ul style="list-style-type: none"> <li>Concentrate on achieving something that's important to them. They are increasingly able to control their attention and ignore distractions.</li> </ul>                                                                                                                                                                                                       | <p>Offer children many different experiences and opportunities to play freely and to explore and investigate. Make time and space for children to become deeply involved in imaginative play, indoors and outside.</p>                                                                                                                                                                                         |