



Elston Hall Primary School EYFS Policy

Policy created / reviewed by:	Mrs E Dean
Approved by:	Mrs L Dollery
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Context

Elston Hall is a very large primary school close to one of the main routes into the city. It serves an area with some degree of deprivation. Around half of the pupils are from minority ethnic backgrounds, but nearly all speak English as their first language. Attainment on entry to the Nursery is below average.

Type of school: Primary

School category: Multi Academy Trust

Age range of pupils: 3-11

Gender of pupils: Mixed

Number on roll: 695

Elston Hall School - Our Shared Vision

Elston Hall Primary is a school where all learners are happy, in an environment based on trust and support. We will settle for nothing less than excellence in our drive for achievement wherever this can be found.

Pupils:

- Are happy and secure in school and in their learning.
- Feel valued and develop as independent learners.
- Behave well, are respectful and polite and take responsibility for their actions.
- Enjoy their learning and are well motivated to fully achieve their potential whatever their background and ability.
- Are kind and caring towards each other, taking pride in their own heritage and cultural tradition whilst being understanding and tolerant of others.
- Become technologically confident and cope in an increasingly sophisticated world.
- Are hardworking and well-motivated looking at ways to improve their own performance.
- Develop their self-esteem and take pleasure in the success of others.

“When we succeed in giving every child the best start in their early years, we give them what they need today. We also set them up with every chance of success tomorrow.” (Development Matters, 2020)

Legislation

This policy should be read in conjunction with the Statutory Framework for the Early Years Foundation Stage, the Early Years Foundation Stage Profile and Development Matters. It is based on requirements set out within these documents which are statutory from September 2021.

“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, 2021)

Structure of EYFS

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of their reception year. Elston Hall's Early Years Foundation Stage accommodates children from the age of 3 to 5.

Within our school, we have an 80 place Nursery, which offers 40 places during the morning session (8:45am – 11:45am) and 40 places during the afternoon session (12:30pm – 3:30pm).

We have three Reception classes with 30 children in each class. To ensure best practice we have two adults, one teacher and one teaching assistant attached to each class. In addition to this we have specialist support staff who also work within the classes and provide extra support and intervention where needed.

Curriculum

At Elston Hall Primary School, we are committed to underpinning our provision with the four themes of the Early Years Foundation Stage.

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

As part of our best practice we:

- Provide a balanced curriculum, based on the EYFS, across the seven areas of learning
- Promote equality of opportunity and anti-discriminatory practice
- Provide early intervention for those who need additional support
- Work in partnership with parents and where needed outside agencies
- Plan challenging learning experiences for all our children, based on the individual needs of the child
- Provide opportunities for our children to engage in adult led learning and child-initiated learning
- Provide a secure and safe learning environment indoors and outdoors
- Plan a broad, exciting and challenging curriculum based on our observations of children's needs, interests and stages of development across the seven areas of learning

The EYFS framework includes 7 areas of learning and development that are equally important and interconnected. 3 areas known, as the prime areas, are particularly crucial for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The prime areas are:

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

The prime areas are strengthened and applied through 4 specific areas:

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

These areas of learning are underpinned by the **Characteristics of Effective Learning**:

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

We have an overview of topics in both Nursery and Reception, which are designed to provide a broad, balanced curriculum. The children's interests are incorporated when planning for each group of children and involve the children in choosing activities and resources. We value all areas of learning and development and understand that they are interconnected. Children and parents are encouraged to be involved in the next steps for learning through the children's home/school learning links and parent consultations. Termly curriculum overviews are published on Elston Hall's website.

Children within our Nursery attend for three hours per day (either morning or afternoon). Each session incorporates daily 'Family group time' with a Literacy or Maths focused teaching session, ability grouped phonics and adult directed activities. Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Practitioners respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. Intervention teaching takes place in small groups and 1:1, as required when identified in within our formative assessment.

Learning in Reception follows a routine during the morning, incorporating Phonics through the government validated scheme Floppy's Phonics, Literacy and Maths. Children are taught in four different ability groups per class and they participate in a mixture of adult led and child initiated activities through provision indoors and outdoors. Dimensions Curriculum provide termly themes that are primarily taught through Topic, which stems from the Specific areas of learning, Understanding the World and Expressive Arts and Design. Topic learning includes a daily whole class teaching session, adult led focus activities and child-initiated learning. Opportunities for focused RE, PSHEe, Music and fine motor development also occur through the week. Areas of learning provide provision that promotes enquiry, applying skills and extending provision, with learning taking part indoors and outdoors. Intervention teaching also takes place, as identified in Reception's Intervention Plan.

Both Nursery and Reception complete planning, uploaded to our electronic cloud platform. Objectives are based on the age bands (0-3 Years, 3-4 years, Reception) as set out in Development Matters. All children work towards meeting the Early Learning Goal for each aspect of learning.

Assessment, Reporting and Recording

At Elston Hall Primary School, ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Practitioners also take into account observations shared by parents and/or carers. All practitioners are expected to show an understanding of what the pupils know, can do and what their next steps in learning are. They are regularly expected to discuss this with leaders to ensure we meet the needs of all pupils within the setting and we adapt timetables, the environment and planning to ensure we continue to be ambitious for all pupils.

When a child begins our Nursery, they will be baselined within the 3 prime areas of learning and development. This will provide a foundation of what they already know, what their next steps will be and certain areas in which additional support is needed.

Within the first 6 weeks when a child begins Reception, staff will administer the Reception Baseline Assessment (RBA).

Each term, teachers report which age band the children are working within (using teacher knowledge, evidence from the assessment file and evidence in workbooks) for each area of learning. This enables teachers to measure attainment and progress for individuals, groups and the cohort across the term and the whole of the EYFS. Termly, teachers report their data, analyse the data, write progress stories and complete an Intervention plan, identifying specific groups for intervention for the following term. The impact of the previous term's actions are also evaluated. (See Appendix 1: Early Years Assessment Cycle)

At the end of the EYFS, staff complete the EYFS profile for each child. Pupils are assessed against the 17 Early Learning Goals (ELGs), indicating whether they are:

- Meeting expected levels of development or,
- Not yet reaching expected levels

The profile reflects ongoing observations and discussions with parents and/or carers. The results of the profile are then shared with parents/carers and the child's new Year 1 teacher. The profile is moderated internally (referring to the Development Matters guidance and our own in school curriculum documents) and within our Trust, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

Inclusion

Elston Hall Primary School is committed to inclusion. This means that where possible we endeavour to support children with special educational needs within our school, where all children get the same opportunities to learn and mix socially with each other. All children will receive quality first teaching on a daily basis and activities will be differentiated accordingly.

Care is taken to assess the needs of each child from Nursery age onwards. This also includes Speech and Language screening for all children on entry to Nursery. Should a child have a specific need, communication will be made with parents at an early stage to form a support network for support to be addressed. Group and individual support is provided where and when required. We have developed links with various agencies and when necessary their involvement may be required to support certain children. Parents/Carers will be informed if an outside agency is providing assistance to support their child. (Please refer to our SEND Policy for further information).

Working with Parents and Carers

At Elston Hall, we recognise the importance of a strong partnerships between staff and parents to ensure children learn and develop to their very best.

Within Nursery, each child is assigned a Key Worker within their Family Group to ensure that their learning and care is tailored to meet their needs. The Key Worker supports parents and/or carers in guiding their child's development at home and supports families to engage with more specialist support, if appropriate.

Within Reception and Nursery, staff communicate with parents twice daily at the door as children are welcomed and dismissed within their setting. Any small comments/queries can be dealt with at

this time but for more in-depth formal discussion, parents are required to make an appointment through the school office. Three formal Parent Consultation Evenings are held during the year and parents will receive a written report in summer term, in line with the Early Years Foundation Stage Profile. Parents receive regular newsletters, school information and are invited into EYFS at different points during the year to take an active role in their child's learning and development. Our school website and Twitter page is also kept up to date with diary and curriculum information, as well as regular updates of children's learning. Within EYFS, parents are encouraged to hear their child read regularly and write a comment in their Home Reading diary (when provided a school reading book). Parents are also encouraged to support their children with home learning activities including Phonic, Maths and Literacy. Throughout the term, children receive a short task based homework to link their home/school learning.

Health & Safety and Safeguarding

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 'Keeping Children Safe in Education' statutory guidance and adhere to the school's safeguarding policy. A Health and Safety Policy and a Risk Assessment Policy is available in school which all staff are familiar with, alongside designated people responsible for first aid in school. Many EYFS staff are paediatric first aid trained. Children are taught the safe and appropriate use of equipment and materials. Children are taught to be mindful when moving around the school and are aware of safety issues. Risk assessments are undertaken when necessary.

We are a healthy school and participate in the free fruit and milk for under-fives scheme. For our Reception children we provide the universal infant free school meal and the menu is regularly monitored with the chef. We cater for those children who have special dietary requirements and have robust systems in place ensuring that all children receive the correct meal. Each day, children enjoy a drink of fresh water or milk and a piece of fruit together. This is provided free of charge. Water is readily available for all children, if you wish your child to bring their own drink to school, we kindly ask for water only. Toast is also available every morning for Reception children and during each Nursery session. This is provided as a small snack and not a replacement for breakfast. It gives the children an opportunity to engage in conversation before their day of learning begins. Children are taught the importance of keeping clean and washing their hands correctly.

Within EYFS, we promote the importance of a healthy lifestyle through our curriculum, for example

- The importance of a healthy diet
- Exercise
- Promoting good oral health

We also teach E-safety across our EYFS in age appropriate ways. The rest of our safeguarding and welfare procedures are outlined in our safeguarding policy.

Allergies/Medical

Parents/carers are asked to inform us of anything their children are allergic to or have medical needs. All adults involved are informed and care plans completed for those requiring medication for their allergies or medical diagnosis. The names and photographs of children with specific allergies/ medical diagnosis are displayed within the class and at a central point in school (staff room); this information will then be shared with Kitchen/dinner staff.

Transition

There are key systems in place to support transition for children in the EYFS and their parents at the key times of starting Nursery or Reception, moving from Nursery to Reception and leaving Reception to join Year 1. Parents are invited to attend open evenings/ new intake induction sessions to welcome their child to the new setting.

Home visits are held for pupils beginning in Nursery in order to see the child in their familiar environment. Meetings are held for parents to discuss the next chapter in their child's learning journey and to look around areas of school they may be unfamiliar with. Information and activity booklets are sent home for families, alongside resources to support their children's learning. Several sessions are time-tabled for staff to visit children in their previous setting, for children to visit their new setting with a familiar staff member and several visits to the new setting with their new teacher.

At the start of a new academic year, there is a short, staggered intake for Nursery and Reception children to ensure a smooth and supportive transition into their schooling. Staff members from Nursery, Reception and Year 1 meet regularly during the summative assessment period to moderate. In-depth discussions about pupil's progress, attainment and pastoral needs also take place between staff as part of transition enabling correctly pitched learning and ensuring children's well-being needs are understood and addressed as they take their next steps.

Monitoring and Review

It is the responsibility of the EYFS staff to follow this policy. The Senior Leadership Team will carry out monitoring on the EYFS as part of the whole school monitoring system.

Appendix 1: Early Years Assessment Cycle

Elston Hall Primary School – Early Year’s Cycle of Assessment

Assessment

On-going teacher assessment supported by:

- *Age-related expectations (Development matters/ELG outcomes)
- *Individual Targets
- *Moderation to ensure accuracy of judgements.
- *Intervention – Identified to support individual needs

* Data reported termly analysing progress/achievements linked to ARE and personal targets.

** Attainment and progress data are rigorously reviewed to ensure standards of*

Child Initiated sessions

Observations recorded and photographs taken, linked to Development Matters age bands and CoEL.

Teacher knowledge

Gained through formal and informal discussions with:

- * Early Years staff
- * Parents

(Year group meetings, parent

Adult Led sessions

Focus teaching sessions linked to key learning objectives and steps to learning which follow

Target Setting

Teachers use baseline/ prior attainment to set aspirational/individual end of year targets for every child. (Emerging, Developing and Secure in the Early Learning goal -

Learning Journeys: Individual assessment records

A compilation of children’s achievements.

- *Child initiated learning, photographs, observations, learning books, focus learning - from home and school.
- *Observations linked to characteristics of Learning and areas of learning.- key dialogue and dates of

Intervention,

- * Class teachers identify individuals for intervention/SEN/Sp&L support using teacher knowledge and data analysis.
- * Class teachers plan timely support for individuals and monitor progress and

Moderation

Across Early Years, Nursery, Reception, School and Trust – To support teacher assessment in all 17 aspects.

*Using Development Matters age bandings, Exemplification materials and ELGs, EYFS Profile & ARA documents. *Analysis of children’s learning - initial, interim and end

1: Class Progress Stories

Based on TA data - progress and achievements of class: individuals, specific groups and intervention. (Trackers, analysis)

Impacts and actions detailed for class to ensure standards of achievement are raised.

*Followed by Progress meeting (Class teacher, Year Leader, PM to

2: Standards Report

Based on TA data from EYFS phase - progress and achievements of phase %’s - specific groups and intervention. (Trackers, analysis)

Impacts and actions detailed for phase to ensure standards of achievement are raised. The overall actions, strategies, impact and trends. Successes and future actions. Impact of the Assistant Head.

- *Followed by Standards Meeting. (All senior leaders in attendance)
- *Informs SIP/SEF – Whole school key issues, actions and impacts.
- *Informs CPD