



Early Years Foundation Stage Policy

Intent

At Hallaton CE Primary School we aim to provide motivating first-hand experiences whilst encouraging children to build resilience, ambition and a lifelong love of learning. Our goal is to build on the wealth of knowledge and skills children already have when they arrive. We recognise that all children are unique; celebrating and welcoming differences within our school community. Therefore, our curriculum is often child centered following the interests and fascinations of the children. We are passionate about children leading and immersing themselves in their learning.

We believe that high quality learning and teaching is the entitlement of all children. This must equip them with the skills, knowledge and understanding necessary to be able to make informed choices. We acknowledge that children learn at different rates and each is at an individual stage of development. We believe that children learn best when they are happy, secure and actively involved in their own learning. Effective teaching and learning in the EYFS meets children's identified needs and interests and helps children to learn and develop in all seven areas of learning and development. Our Early Years Foundation Stage ethos is in line with our whole school aim of every child achieving their full potential during the time they are with us.

We aim to provide a nurturing, inclusive environment where children feel safe and supported throughout their learning. In Early Years, we promote Personal, Social and Emotional Development as a Prime Area of Learning where children are encouraged to build a strong sense of self and develop good self-regulation skills. We encourage positive mental health for every child by developing skills, knowledge and understanding to keep themselves and others physically and mentally healthy and safe.

In Early Years, we expect that all children will make good progress. Our aim is to develop well-rounded children who, by the end of EYFS, are ready to meet the challenges of Key Stage 1. We use every opportunity to enhance learning and encourage all children to become independent learners where they aim high and know their own next steps. We encourage children to develop perseverance and self-belief so that they can problem solve and achieve their potential.

We provide children opportunities to understand that all people are equally valued and important. The children are encouraged to become role models for others. We promote caring for and looking after the environment and school community. The children will acquire and develop skills, knowledge and a mutual respect for others.

We inspire children through our hands-on Early Years curriculum. We provide children with many opportunities to access and enjoy a wide range of provision. Children love learning through play and developing their own ideas through first-hand experience. In Early Years, every day is an adventure!

Our Early Years setting provides a learning environment that helps children achieve their potential and become resilient, lifelong learners. We celebrate all successes whether they are academic or personal - all efforts are valued and celebrated.



Implementation

Our curriculum follows the Statutory Framework for the Early Years Foundation Stage 2021 (EYFS). This document specifies the requirements for learning and development in the EYFS and provides the prime and specific areas of learning we must cover in our curriculum. Through our knowledge of each child and formative assessments, the EYFS team plan exciting and engaging activities that will move the children's learning forward. This may involve following a class topic where we take advantage of cross-curricular links in order to combine transferable skills and develop a wide-ranging vocabulary, which underpins the children's learning. This may also include following individual children's interests and making the most of those focused moments where the teaching and learning can be maximised between an adult and child. Each year creates its own unique blend of whole class, guided, adult directed play and child-initiated play activities dependent on the nature and needs of the class.

Teaching includes working face-to-face with a child or small group of children during the session, and structuring the learning environment to support children in making progress through child-initiated play. Sometimes these two approaches over-lap, for example when a child or small group initiate play which is then supported and extended by the practitioner.

Children in EYFS learn by playing and exploring, being active and thinking critically and creatively. This takes place both indoors and in our outdoor area. Our outdoor area is open all year round, in all but the most challenging weather conditions. Children make their own decisions about where they learn best and teachers ensure that there are opportunities for all areas of learning both inside and outside.

The school follows the Twinkl Phonics programme and order of teaching, whilst combining some Read Write Inc. phonic sound cards and rhymes. Every child has a phonic session each day with intervention opportunities for those who find this area of learning more difficult. We follow Read Write Inc. letter formation guidance to teach handwriting and this is also reinforced through separate handwriting sessions. The children are sent home reading books which match their sounds they have learnt in school as well as a book box book which provides opportunity to learn new words including tricky words. The children follow the Maths scheme from White Rose where they are provided with a range of opportunities to learn using physical resources.

We provide effective and focused intervention for those children who are finding learning challenging and are not on track to meet expectations at the end of the year. This will be provided in an inclusive way and support from parents is enlisted at an early stage to ensure that the children have every chance to achieve the Early Learning Goals.

The EYFS staff collect evidence of children's learning through work completed in their learning journey, observations, photos and videos that are shared with parents using the online system Tapestry. This means that parents can engage with children regularly about their learning and can contribute to the knowledge we have of the child in school. Parents are actively involved in using Tapestry to share milestones that their children make at home during the year.

We provide children with opportunities and new experiences that enhance their learning in school. We go on visits and experience theme days to support this. We ensure that all of our visits are learning related and will provide the spark for further immersion in a theme or project. Throughout the year, we



provide opportunities for children to increase their independence in recording their work as appropriate to ensure they are well prepared for the move to Year 1. We also ensure that the pedagogy in Year 1 reflects the independent learning skills children have gained in EYFS.

The Early Years Team ensure that children are surrounded by a kind, caring and happy environment, which helps them develop the same skills in their journey through school. It is a positive place to be where resilience, perseverance and successes are celebrated and every child feels valued and respected.

Impact

The impact of the EYFS curriculum is reflected in our well-rounded and happy children, who are confident as they transition into Year 1. Our children are often amazing role models for others in school.

We measure progress and children's learning across the year through formative and summative assessment which are based on the teacher's knowledge of the child, their learning journeys, photographs and videos recorded on Tapestry. The children are all assessed using the baseline assessment tool provided to the school. This allows progress to be recorded from the beginning of school, throughout EYFS and beyond.

We strive to exceed the National and Local Authority data for children achieving a Good Level of Development. The judgements of our school are moderated with other schools. This means judgements are secure and consistent with government guidelines. The teaching and pedagogy are reviewed and evaluated through team meetings with Year 1. We ensure that the areas we discuss and develop are reflected in changes and developments in our classroom practice. The Early Years features in all areas of the School Development Plan.

Reviewed March 2023