

**EYFS**

**POLICY**

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| **Policy Date:** | May 2021 |  | **Version:** Summer Term 2021 – Mr McFarland – EYFS Lead | | | |
| **Policy Review Date:** | April 2023 | Mrs R Dulieu (Head teacher) | Signature | | Date |
| **Ratified by Governing Body:** | | | | | | |
| Name: Raj Gill-Harrison | | | Signature | | Date | |

# 1. EYFS Curriculum Intent

# At St Mary’s Fields we promote communication and language, physical development and personal social and emotional development as the golden threads that are woven into our every day curriculum. Through our broad, balanced and flexible curriculum, we facilitate and unlock a world full of potential for our children. We effectively plan experiences and learning environments that meet the needs of all of our pupils and builds upon their interests and fascinations. We treat every interaction as a positive opportunity to create a connection and shape a life. Through our focus child observation and effective adult interaction we promote curiosity, independence, and enrich our children’s vocabulary; promoting exploration, learning and curiosity through play. We provide a learning experience that is bespoke to St Mary's Fields and to every unique cohort, based on their needs identified at baseline, emerging trends and our continual gap analysis that supports our planning and provision. Each child has their individual starting points which we value and recognise.

# 2. EYFS – Early Adopter Curriculum 2020

At St Mary’s Fields we follow the EYFS Early Adopter framework (2020). Within this framework there are four guiding principles which shape are practice.

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. Children **develop and learn at different rates**. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND).

**EYFS learning and development requirements**

Our curriculum encompasses seven areas of learning and development. All areas of learning and development are important and inter-connected.

Three areas are particularly important for building a foundation for igniting children’s curiosity and enthusiasm for learning, forming relationships, and thriving.

These are called the prime areas:

• communication and language

 • physical development

• personal, social, and emotional development.

Four areas help children to strengthen and apply the prime areas.

These are called the specific areas:

• literacy

• mathematics understanding the world

 • expressive arts and design

Throughout their time in the Reception Year our children partake in an ambitious curriculum which is designed in a sequential way to ensure progress towards the end of reception goals. These goals are defined as Early Learning Goals (ELGs) The descriptors for these can be found in the appendix.

As previously outlined our curriculum incorporates learning through play, learning by adults modelling, by observing each other and through guided learning and direct teaching. It is also important to highlight that our plans are flexible to allow us to respond quickly to children’s new interests and/or needs.

Weaving throughout the EYFS curriculum at Coppice Valley are three **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

These elements underpin how we reflect on each child’s development and adjust our practice accordingly. Supporting children in their individual learning behaviour and observing the context of children’s play is essential.

3. Legislation and guidance

This policy reflects the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage 2020 – Early Adopters - framework](https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2) .

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](https://www.gov.uk/government/publications/send-code-of-practice-0-to-25) and [Equality Act 2010](http://www.legislation.gov.uk/ukpga/2010/15/part/6/chapter/1), and refers to curriculum-related expectations of governing boards set out in the Department for Education’s [Governance Handbook](https://www.gov.uk/government/publications/governance-handbook).

# 4. Roles and responsibilities

4.1 The governing board

The governing board will monitor the effectiveness of this policy and hold the head teacher to account for its implementation. The governing board will also ensure that:

* A robust framework is in place for setting curriculum priorities and aspirational targets
* Enough teaching time is provided for pupils to cover the Areas of Learning and other statutory requirements
* It fulfils its role in processes to disapply pupils from all or part of the Early Years Curriculum, where appropriate, and in any subsequent appeals.

4.2 Head teacher

The head teacher is responsible for ensuring that this policy is adhered to, and that:

* All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
* The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
* Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the EYFS Statutory Framework.
* They manage requests to withdraw children from curriculum subjects, where appropriate
* The school’s procedures for assessment meet all legal requirements
* The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
* The governing board is advised on whole-school targets in order to make informed decisions
* Proper provision is in place for pupils with different abilities and needs, including children with SEN

4.3 Subject Leaders (The EYFS Lead)

Subject Leaders will ensure that their curriculum subject is implemented in accordance with this policy.

4.4 Other staff

* Ensure that the teaching of and implementation of the Areas of Learning are in line with the long term plan, skills and progression maps and schemes in place.
* Update the long term plan where necessary
* Plan lessons to incorporate the relevant skills from the progression maps.

# 5. Inclusion

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 and continuous provision so that pupils with SEN and/or disabilities can learn through all areas of learning, 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, provision access and intervention activities will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

# 6. Subject Monitoring arrangements

Governors monitor coverage of the Early Years Framework and National Curriculum subjects and compliance with other statutory requirements through:

* Governors monitor whether the school is complying with its funding agreement and teaching a “broad and balanced curriculum” which includes the required subjects, through planned Governor Visits, reading the end of year Governor’s Reports and Subject Action Plans and looking at subject data and outcomes.
* The EYFS Lead/Team monitor the way their subject is taught throughout the school by:
  + Planning and work scrutiny; to ensure curriculum coverage and the progression of knowledge and skills taught.
  + Learning walks; which monitor the quality of teaching, classroom environment and assessment for learning and for formative assessment / AFL strategies; ensuring this reflects the intent for the subject.
  + Analysis of summative data and moderation activities; to identify impact and target groups across the school.
  + Looking at the impact evidence through work completed; e.g., through work on Tapestry or on display, including work completed in other subject areas (e.g., cross curricular writing).
  + Staff & pupil interviews to gather impact evidence and identify CPD needs.
* The EYFS Lead will also have responsibility for monitoring the way in which resources are stored and managed and are responsible for the ordering of new resources and managing the associated budget.
* The Head Teacher and the EYFS Lead will review this policy every two years. At every review, the policy will be shared with the governing board.

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# 7. Links with other policies

This policy links with and should be read alongside the following policies and procedures:

* Assessment Policy
* Teaching & Learning Policy
* SEN Policy
* Feedback policy.

**Appendix – The Early Learning Goal Descriptors**

The ELGs should be read with the EYFS LTP and the Skills and Progression Maps.

**Updates:**

**The Early Learning Goal Descriptors**

**Communication and Language**

**ELG: Listening, Attention and Understanding**

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.

- Make comments about what they have heard and ask questions to clarify their understanding.

- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

**ELG: Speaking**

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.

- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes, and poems when appropriate.

-Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

**Personal, Social and Emotional Development**

**ELG: Self-Regulation**

- Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.

- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.

- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

**ELG: Managing Self**

- Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge.

- Explain the reasons for rules, know right from wrong and try to behave accordingly.

- Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.

**ELG: Building Relationships**

- Work and play cooperatively and take turns with others.

- Form positive attachments to adults and friendships with peers.

- Show sensitivity to their own and to others’ needs.

**Physical Development**

**ELG: Gross Motor Skills**

- Negotiate space and obstacles safely, with consideration for themselves and others.

- Demonstrate strength, balance and coordination when playing; Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing.

**ELG: Fine Motor Skills**

Children at the expected level of development will:

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.

- Use a range of small tools, including scissors, paint brushes and cutlery.

- Begin to show accuracy and care when drawing.

**Literacy**

**ELG: Comprehension**

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.

- Anticipate – where appropriate – key events in stories.

- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, and poems and during role-play.

**ELG: Word Reading**

- Say a sound for each letter in the alphabet and at least 10 digraphs.

- Read words consistent with their phonic knowledge by sound-blending.

- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

**ELG: Writing**

- Write recognisable letters, most of which are correctly formed.

- Spell words by identifying sounds in them and representing the sounds with a letter or letters.

- Write simple phrases and sentences that can be read by others.

**Mathematics**

**ELG: Number**

- Have a deep understanding of number to 10, including the composition of each number.

- Subitise (recognise quantities without counting) up to 5.

- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

**ELG: Numerical Patterns**

- Verbally count beyond 20, recognising the pattern of the counting system.

- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.

- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

**Understanding the World**

**ELG: Past and Present**

- Talk about the lives of the people around them and their roles in society.

- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.

- Understand the past through settings, characters and events encountered in books read in class and storytelling.

**ELG: People, Culture and Communities**

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.

- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.

- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and –when appropriate – maps.

**ELG: The Natural World**

- Explore the natural world around them, making observations and drawing pictures of animals and plants.

- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.

- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

**Expressive Arts and Design**

**ELG: Creating with Materials**

- Safely use and explore a variety of materials, tools, and techniques, experimenting with colour, design, texture, form and function.

- Share their creations, explaining the process they have used.

- Make use of props and materials when role playing characters in narratives and stories.

**ELG: Being Imaginative and Expressive**

- Invent, adapt, and recount narratives and stories with peers and their teacher.

- Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems, and stories with others, and – when appropriate – try to move in time with music.