



**EYFS Policy
December 2018**

**Date Governing Body Adopted January 2019
Review Date January 2020**

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

Early Years Foundation Stage Aims

In Early Years Foundation Stage (EYFS) at Three Lane Ends Academy we seek to provide each pupil with the best possible start to their school career. We aim to support and nurture the holistic development of each pupil by:

- Recognising that all children are individuals
- Providing a safe, secure and caring environment where children feel happy and know that they are valued.
- Developing language skills and understanding of emotions so they can learn to express their needs, wants and feelings.
- Developing an understanding of social skills and positive behaviour expectations.
- Providing quality, play based learning experiences centred around the interests and curiosities so that they are inspired to explore and learn.
- Develop and encourage independence and choice making skills as appropriate to each pupil.
- Providing a curriculum which takes account of, and responds to, the pupil’s developmental needs and allows them to make progress related to their differing abilities. “What the child can do” will be our starting point.
- Ensuring pupils have positive experiences of success in order to give them confidence and motivation for learning in the future.
- Providing equal learning and development opportunities for all pupils.
- Creating partnerships with parents to support and enhance the development of pupils.

Early Years Foundation Stage Curriculum

Our EYFS curriculum has been developed in accordance with the Statutory Framework for EYFS and enables children to learn and develop skills, attitudes and knowledge in the following areas of learning:

- Personal, Emotional and Social Development. (PSED)
- Communication and Language. (CL)
- Physical development (PD)
- Mathematics
- Literacy
- Understanding the World
- Expressive Art and Design

Throughout the EYFS we plan activities to give children a variety of learning experiences closely matched to their current age and stage of development. Throughout EYFS and especially in reception learning will build, towards the 17 Early Learning Goals which are expected attainment for the end of EYFS. Within these areas, children will participate in a variety of adult led and child initiated tasks linked to the theme for that half term. Staff will use questioning and shared thinking to develop the children’s ideas and understanding of key concepts.

Play

At Three Lane Ends we recognise the importance of play in the Early Years Planned and purposeful play activities are a key strategy for introducing and consolidating all areas of learning and development. Children's interests, stages of development and next steps are always our starting point when planning active, play based experiences. . It is through play that pupils are able to:

- Build confidence
- Learn to explore
- Think about and solve problems
- Relate to others
- Develop curiosity and a motivation to learn
- Develop their own communication styles

Organisation

At Three Lane Ends Academy, we have a Nursery (39 place morning and afternoon) and a reception cohort of 60 children. Working as a reception unit ensures all areas of learning are well resourced. Both Nursery and Reception share an outdoor area. Children are able to access these areas throughout the day. Staff are organised to support the children in a balance of adult led and child initiated experiences throughout the day. Most sessions include free flow access to the outdoor area. Our skilled practitioners are able to respond to incidental opportunities enabling children to deepen their understanding in all areas of learning.

Planning, recording and assessment

Foundation stage planning links to each of the seven aspects of learning and has a clear focus on children's needs, interests, stages of development and next steps. We recognise that the seven areas of learning cannot be delivered in isolation and constantly seek opportunities to make links between them. We 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.

Medium term planning is based around a cross curricular theme. Learning follows a clear sequence, building on skills and knowledge across the term. Developing a love of reading is a priority within the school; therefore, high quality texts at an appropriate level form the basis of all learning.

Weekly plans build on prior learning from the previous week but, to meet the needs of the children at all times, staff have the flexibility to adapt on a day to day basis. Planning includes differentiated adult led experiences for all curriculum areas, as well as enhancements to the areas of learning.

Staff within the EYFS are continually assessing children through observation, discussion and questioning and are able to add additional challenge or support in a timely manner. These judgements are recorded on an online system known as Target Tracker which enables senior leaders to carefully track the progress of individuals and focus groups and ensure the needs of all children are met.

Reading, writing and phonics

"Reading and writing float on a sea of talk."

James Britton in 1983

At Three Lane Ends Academy the teaching of all aspects of English is given high priority. In Early Years we are committed to ensuring every child sees the benefit of an early vocabulary advantage. To develop enthusiastic, confident readers and writers we have to begin with good speaking and listening skills. To promote these skills in EYFS we will:

- Involve children in everyday conversations about their interests in and activities they are involved with
- As reading and writing are inextricably linked we will immerse children in a range of stories, poems, songs and non-fiction texts. The environment will reflect current topics and familiar stories through displays, resources, tasks and activities both indoors and out.
- Provide opportunities for children to retell and re-enact familiar stories and experiences through role play and small world activities.

In addition to high quality shared texts children will take part in weekly guided reading sessions during which they work in a small adult group to read and discuss a text which they would not be able to read independently. This enables children to develop their comprehension skills and vocabulary knowledge. We will also send a home reading book and a school library book.

In EYFS children's emergent writing appears when children begin to recognise that their marks on paper convey meaning. Children's writing progresses through a number of stages from scribble to letter like forms; from letter strings but not real words, to invented and phonetically plausible spellings and finally to conventional spellings and simple sentences. To facilitate this we have created an environment in which children feel free to take risks and have ago. 'Getting it right', i.e. correct spelling, handwriting, the construction of a sentence and appropriate presentation, is not something which should deter children from writing. These skills will be learned and will improve with focused adult-led activities within a nurturing environment.

We introduce cursive writing in EYFS. Children are given opportunities to form cursive letters on a larger scale through the use of shallow sand trays, shaving foam, paint etc moving on to short, structured handwriting sessions as their skills develop.

We follow the Letters and Sounds programme for phonics. Children will have a 20 minute phonics sessions each day. Staff will inform parents which phase their child is working at and how they can help at home. In addition, tasks in the areas of learning will support the development of reading, writing and phonic knowledge.

Home/School Links

It is vital that positive and lasting links with a pupil's home are established and valued as early as possible. We recognise that parents/carers are a pupil's primary educator and that they are able to share with the school valuable and insightful information about their child. We build links between home and school through:

- Informal and formal meetings between parents/carers and staff as required
- Twice annual parents evenings and an end of year report
- Parent training and Stay and Learn sessions

Special Educational Needs & Disabilities (SEND)

Our staff team both within EYFS and in the wider school community, have a good understanding of SEND and are skilled in providing an education which meets the needs of all children. If parents/carers have any queries about provision for children with additional needs our SEND Information Report can be found on the website.

Intimate Care

Where pupils require the support of a member of the class staff team to complete personal care and intimate care routines, staff will follow procedure as set out in the Personal and Intimate Care Policy and Staff Code of Conduct in line with the whole school.

Equal Opportunities

EYFS is included within the whole school policy for Equality; a copy is available to download on the website.