



Early Years Foundation Stage Policy

Article 29 – Education must develop every child’s personality, talents and abilities to the full. It must encourage the child’s respect for human rights, as well as respect for their parents, their own and other cultures and the environment.

Article 30 – Every child has the right to learn and use the language, customs and religion of their family, whether or not these are shared by the majority of people in the country where they live.

The Early Years Foundation Stage (EYFS) describes and applies to children who are in the Reception class at Nova Primary.

Nova Primary School Governor Information	
Model Policy	
Local Changes	
Customisation*	
Originally Adopted	Spring 2013
Last Review Date	Spring 2023
Next Review Date	Spring 2026
* additions made to policy (eg local detail) but not a change to any policy structure	

History of most recent Policy changes – Must be completed

Date	Page	Change	Origin of Change e.g. TU request, change in legislation
Autumn 2019	7	Appendix 1	To reflect current practice
Autumn 2019	8	Appendix 2	To reflect current practice
Spring 2023	Every page	New and current practice being reflected throughout	Due to staff change
Spring 2023	6	Added intimate care policy link	To support parents to find information

In the EYFS we intend to:

- Deliver a curriculum rich in wonder and memorable experiences
- Provide a stimulating environment that provides exciting opportunities, promotes challenge, exploration, adventure and a real love of learning
- Ensure that all children develop physically, verbally, cognitively and emotionally in an environment which values all cultures, communities and people
- Develop children that are confident and independent, believe in themselves and interact positively with others.
- Ensure the curriculum provides a balance between adult directed, challenge tasks and uninterrupted child-initiated play ensures the best outcomes for pupils
- Ensure that warm and positive relationships between staff and children, consistent routines and strong relationships with parents are key

Alongside this, we aim to ensure that monitoring of the curriculum and the children's development is meaningful, purposeful and constructive.

Legislation

This policy is based on requirements set out in the [statutory framework for the Early Years Foundation Stage \(EYFS\) that applies from September 2021](#).

This document also complies with our funding agreement and articles of association.

How do we ensure we deliver a curriculum that is broad, balance and reflective of the children in our care?

We work within the statutory framework of the Early Years Foundation Stage (revised framework 2021). We strongly believe strongly in the four themes of the EYFS below and use these themes to underpin our practice:

Unique Child + **Positive Relationships** + **Enabling Environments**
= **Learning and Development**

This policy explains how Nova Primary puts these 4 themes into practice.

Unique Child

We recognise that all children are unique individuals with their own personalities, interests, abilities and needs. We ensure that each individual is able to learn, make progress, feel included and enjoy their time in Reception. We do this by:

- Observing and assessing children's current level of development in order to plan for their needs
- Allocating 'next steps' for each individual's learning and development
- Identifying and implementing any additional support needed to challenge or support individual children

- Planning to appeal to individual children's interests in the learning environment and allowing time for children to choose their own play.
- Respecting and valuing children's home backgrounds, cultures and language.
- Celebrating learning in all areas of development inside and out of school e.g. at home or at after school club.

Positive Relationships

The first thing that we strive to create are meaningful relationships with both the children and their parents or carers. This is fundamental to creating lifelong positive relationships. We start this process with home visits, a carefully constructed transition timetable and assuring parents/carers that we have an open-door policy where they can share any worries and concerns.

Through the use of Tapestry, an online learning diary tool, we can ensure parents and carers are part of the learning process, supporting the learning at home, as well as sharing their own wonderful experiences. It is also a separate means of communication for parents and carers to share any concerns. We also use this as a great link to secure relationships with the children over the year. The children have the opportunity to share what they have done at home with their peers and with staff.

Throughout the year, parents are invited in to help with trips, watch performances and to 'stay and play'. These give the parents the opportunity to be a part of children's learning and to see how fantastically they are doing.

Enabling environments.

The children are exposed to learning inside and out, throughout the year. The children have a substantial amount of time to play both with staff and unsupported. As the year progresses the balance of adult-led, directed teaching and outdoor provision changes. This will be different every year depending on the needs, interest and stage of development of those in the class. This is to support transition as well as grow with the children's listening and attention skills.

Provision in class is open-ended. Most resources are left to be freely chosen by the children and can be returned to day upon day. This is to ensure children can self-challenge, extend and support their own learning by using resources they choose. It is the adult's job to use these interests to move the children's learning forward.

Our physical environment is carefully planned with provision that is engaging, exciting and challenging. We review our provision daily, weekly, termly and annually according to children's needs and interests. We meet regularly with all members of our EYFS team to pass on all information about what we have observed that week and what activities we can provide to enhance this learning for the following week.

Throughout our environment you will see the following provided:

- Opportunities for child initiated, adult led, independent learning and play both inside and outside all through the day
- Opportunities to access all 7 areas of the curriculum
- The environment changes according to the current needs and interests of each class of children.
- Staff and the provision encourage independence by being open and available. This therefore encourages children to select and challenge themselves as well as supports the tidying up of resources through clearly labelled storage.
- All areas are physically accessible with appropriately sized furniture and ramps and rails to support children with physical disabilities.
- Promotes diversity, equality and inclusion through the range of resources provided and the learning opportunities planned
- Is rich in language and literacy: - Communication and language is modelled and extended through quality interactions. Staff make statements that extend, use questioning appropriately and the use of hand gestures/ pictures to support EAL and SEND children.
- The classroom represents the key stake holders – the children: wow walls, learning journey and current work displayed.
- Reading/ writing is accessible in all areas and children are encouraged to mark make and read for pleasure. Books placed around the room and linking to area of learning supports children sharing their passions and interests. Ensuring the Modelling of different ways to mark make and how this can be meaningful if vital to inspire children to mark make themselves.
- Is rich in number – children are immersed in mathematical concepts from the moment the enter the room: counting when taking the register and dinner orders, recalling the routine of the week , cooking, direct teaching sessions and in their play rich quality experiences are provided through the maths/construction areas all year round, with exciting resources .

Learning and Development

Timetable:

The children take part in fifteen direct teaching inputs across the week, ranging from 10 to 20 minutes. These cover all areas of learning. They also take part in two adult led activities consisting of a cross curricular literacy and maths task. Throughout the week the children get two one hour slots of play as well as three reading sessions, two writing sessions and snack times.

Curriculum

We use the Development matters and birth to five documents to support our curriculum. Within these documents there are 7 areas of learning:

Prime areas	Personal, Social and Emotional Development
	Communication and Language
	Physical Development
Specific areas	Literacy
	Maths
	Understanding the World
	Expressive Arts and Design

Through the above 7 areas we also plan to develop 3 characteristics of effective learning:

- Playing and Exploring
- Active Learning
- Creative & Critical Thinking

Planning

We recognise that children learn at their highest level through play, so we provide a balance of adult-led and child-initiated opportunities, with periods of time for extended play to allow children to explore and develop ideas in depth. We have a fantastic sized classroom, breakout space (old reception classroom) and a wonderful outside space with Forest school and pond attached. Children can flow freely between the classroom and outdoor area throughout the day with adults in each area to support and challenge children during their play. We timetable our day very carefully to ensure that there is always at least one adult in each space to ensure child-initiated play is supported. When adult-led sessions are running the children learn together so always supported by an adult.

The planned curriculum is adaptive and responsive to the children in each cohort. We have three overarching enquiries that lend themselves too many wonderful learning opportunities. The children start each enquiry by raising questions and sharing interests. Through this we assess current levels of understand and any misconceptions that have arisen. Our enquiries are:

What makes me marvellous? – this enquiry provides opportunities to learn about diversity, sense of self, our community, and celebrations around the world and people who help us.

Is it real or not? – this enquiry lends itself to question the world around us. We look at stories from around the world and start learning about fiction and non-fiction. We cover telling the truth and the need to be kind, real and imaginary creatures and space.

How do things change over time – This enquiry stimulates the children's investigative side. We look at how the world around us changes looking closely at ourselves, plants, seasons, technology, the physical world, clothes, transport and animals.

Assessment

At Nova Primary we base our assessments of children on observations of their play as we believe this tells us what children can do independently and consistently. However, we also value the information gained through adult-led assessments. For example, recording the number of letter-sounds a child

can read or which numbers children can recognise and order, helps guide planning and ensures appropriate next steps can be created.

In term one we carry out the statutory baseline and our own general baselines where we observe, interact and take part in a range of fun and engaging tasks to ensure we know where each individual starting point is.

In term two and four we assess whether the children are working towards (emerging) or working at (expected) level for the reception year. From here we continue to make next steps and help support each individual's progress.

In term 6 we assess the children against the ELGs (Early Learning Goals) to ensure that the children are on track to meet the GLD (Good Level of Development). The ELGs consist of 17 areas of learning with three or four statements within. We use a best fit judgment to state if the child is emerging or expected for this level. The GLD score is based on the three prime areas, PSED, C&L, PD as well as literacy and Mathematics.

All data is then analysed to ensure our planning for the following term is addressing each individual's next steps. We also analyse the attainment of vulnerable groups such as pupil premium, SEN, EAL and ethnic minorities to ensure these children are making good progress and that their needs are being met.

Behaviour

Throughout our provision we expect the highest level of behaviour. We model strategies and support children as they learn to self-regulate and offer them the safe space to learn and grow their emotional literacy skills. We use key phrases such as 'stop it I don't like it' and techniques such as 'hulk smash' to build these up over time. We use the term 'thinking time' to help children reflect on situations that arise and scaffold conversations until children are ready to hold them unsupported. We have a partner class for when children need to regulate in a separate space and time to reflect away from the situation. This works well for most children as they have time to calm, reflect and evaluate the situation without other children being involved.

Children in Reception do not go to lunch time refectation like the other year groups, if things go wrong, but will occasionally need to have a chat with SLT when more serious situations arise. This will always be with a familiar member of staff present and will be followed by a restorative conversation. Parents will always be informed and where necessary behaviour plans will be introduced. These will be monitored and reviewed every 2 weeks to help the child come off the plan.

Safety

Children's safety and welfare is paramount. We create a safe and secure environment and provide a curriculum which teaches children how to be safe, make choices and assess risk. We adhere to the school policies, procedures and documents in place to ensure children's safety. We promote the good health of the children in our care in numerous ways, including the provision of nutritious food, and following set procedures when children become ill or have an accident. Outside agencies are actively encouraged to support the health and welfare of the children in EYFS though working closely with the

pastoral team. We follow safeguarding procedure and ensure when taking children off site that a thorough risk assessment and statutory ratios are adhered to.

Inclusion

At Nova Primary School we are determined to meet the educational needs of all our pupils, to encourage independence and full participation in all aspects of the life of the school. A number of pupils will, at some stage of their school career, experience some degree of special educational need. Working within the guidelines of the SEND Code of Practice, it is our intention that the educational needs of all pupils are identified and provision made to meet these as early as possible. It is expected that all relevant information concerning children with special educational needs will be treated with the appropriate respect and confidentiality. We value all our children as individuals 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 supports them at their own pace so that most of our children achieve Early Learning Goals. We strongly believe that early identification of children with additional needs is crucial in enabling us to give the child support that they need and in doing so, work closely with parents and outside agencies.

Intimate care.

We know young children can have accidents and need support to sort themselves out. Please see the intimate care policy for further information. We have spare clothes and bags to support in class and the children are encouraged to bring a spare set from home.

Transitions

Transitions are carefully planned for and time given to ensure continuity of learning. At any transition, we acknowledge the child's needs and establish partnerships with those involved with the child and other settings, including nurseries and childminders. A transition document is completed by the previous setting that share the child's interests, need and current level of development.

At Nova to support this transition we hold welcome meetings, visit nurseries and hold stay and plays for children to come and see the school before starting. All new starters receive an EYFS pack which includes a 'Welcome to EYFS' information booklet, Timetable, teacher information and helpful hints and tips. When the child starts they follow a carefully planned out transition process. This has been designed to support all children in their progression into the school as systems, expectations and setting are new to all children.

Transition timetable:

Week 1 - Home visits – 30 minutes per child – teacher and Teaching Assistant visit

Week 2 – Morning - 9.15am - 11.15am / Afternoon- 1.15pm-3.15pm sessions- half class in each

Week 3 - all children until 1pm - staying for lunch - any missed home visits covered in the afternoon.

Week 4 - all children (unless unique transition time planned) full time.

Transition to year 1

In the final term in Reception the Year One teacher will meet with the Early Years staff and discuss each child's development against the Early Learning Goals in order to support a smooth transition to Year One. This discussion helps the Year One teacher to plan an effective, responsive and appropriate curriculum that will meet the needs of all children. The teacher will visit the children and start to form strong relationships before the summer break. For any child who needs an extended and unique transition can be planned for as we know some children will find this transition hard. For the first term of Year one the children continue with the same timetable as in reception with a mix of play and adult initiated tasks.

Our overall goal at Nova Primary School is to instil in our children a passion and desire to learn about the world around them, and to be conscientious, present and proactive members of our global society, who see the best in others and strive to be the best versions of themselves.