



# THE LINKS PRIMARY SCHOOL

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## EYFS POLICY

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Policy Reviewed and Adopted by LGB: December 21

Date of Next Review: December 23

Responsible Officer: EYFS Lead

## Vision

At The Links Primary School, we believe that every child deserves the very best. We offer a stimulating, exciting and challenging curriculum, which promotes independent learning and curiosity to develop skills to explore the wider world. Children become confident and capable learners, who, by the end of the Early Years Foundation Stage (EYFS) are ready for Year 1 and the next stage of their education. Our priority is that children are happy, healthy, safe and successful.

## Our Provision

At The Links Primary School, we have a Nursery provision and one Reception classes. Nursery runs as a 26-place provision on a morning and on an afternoon. We also offer 30 hours provision for those parents who are eligible. Parents are given opportunity to choose which session their child attends. We endeavour to ensure all preferences are secured. Our Reception class is able to take 30 children.

## Statutory Framework of EYFS

The new statutory framework was published in April 2021 We adhere to the 'Statutory Framework of the EYFS' and the four guiding principles that shape practice within Early Years settings:

- Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured.
- Children learn to be strong and independent through positive relationships.
- Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents/ carers.
- The importance of learning and development. Children develop and learn in different ways and at different rates.

As part of our practice we:

- Provide a balanced curriculum, based on the EYFS, across the seven curriculum areas, using play as the vehicle for learning.
  - Promote equality of opportunity and anti-discriminatory practice.
- We provide early intervention for those children who require additional support.
- Work in partnership with parents and carers.
  - Plan challenging learning experiences, based on the individual child, informed by observation and assessment and by the children's own ideas and interests.
  - Provide opportunities for children to engage in activities that are adult-initiated, child-initiated and adult supported.
- Provide a secure and safe learning environment indoors and outdoors.

## The Learning Environment

Both Nursery and Reception environments are designed to ensure all areas of the EYFS curriculum can be nurtured and developed. Children are given the freedom to explore their surroundings and engage in play and investigation based on our termly topics. The environment is attractive, welcoming and stimulating, which encourages children to explore, investigate and learn through 'hands on' experiences. Children have access to indoor and outdoor provision. Children are encouraged to ask questions, find answers and feed their natural curiosity. Staff plan indoor and outdoor activities which are based on the seven areas of the EYFS curriculum.

Our outdoor provision is designed to develop the children's physical skills, especially their gross motor movements, as well as helping them to learn about the world around them.

### EYFS Curriculum

The Early Years Foundation Stage curriculum is divided into seven areas of learning. These areas are subdivided into Prime and Specific areas. At the end of the EYFS children will be 'graded' against the Early Learning Goals in the seven areas of learning. Overall, there are 17 Early Learning Goals. At the end of the Reception year, children will either be 'emerging' or 'expected' against the ELGs.

The Nursery curriculum focusses on the Prime areas of learning initially. These are:

- Communication and language
- Physical development
- Personal, social and emotional development

The Prime areas are those most essential for your child's healthy development and future learning. As children grow, the Prime areas will help them to develop skills in 4 Specific areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

In Reception, the curriculum is designed to focus more on the Specific areas of learning whilst continuing to nurture the children in the Prime areas too. The seven areas are used to plan learning and activities. We ensure that the activities are suited each child's unique needs.

Children in the EYFS learn by **playing and exploring, being active**, and through **creative and critical thinking** which takes place both indoors and outside. These are known as the 'Characteristics of Effective Teaching and Learning'. Staff use these concepts when planning activities and enhancing environments to ensure all children have access to the curriculum. Staff observe, interact, and extend children's knowledge and understanding, adapting environments and activities based on the children's interests.

In EYFS, children take part in daily phonics, mathematics, and Literacy lessons. The provision also provides opportunities for children to extend their knowledge, skills and understanding, based on other areas of the curriculum, through our continuous provision.

Interventions are put in place for children who require additional support and additional time to develop skills to ensure they succeed and achieve. Adults also provide additional support 'in the moment', using opportunities throughout the day to further develop understanding and skills.

### Parents as Partners

We believe that education is a shared responsibility between school and home, therefore we work very closely with our parents/carers to ensure they have the necessary tools to be actively involved in their child's education. We value our parents as the child's first educator and their input is of high importance. At The Links Primary School we endeavour to establish positive relationships with

families and encourage parents to support in extending their child's learning at home and be an active part of their education.

We utilise Marvellous Me on a regular basis to inform families of the focus for the week and updating them on any activity's children will be taking part in. We also share positive experiences and achievements through this platform.

We ensure that parents/ carers are kept up to date with their child's progress and development, through sharing learning on Seesaw and parents' evenings. We understand the importance of parents/carers views, so provide opportunities for feedback throughout the school year. We offer workshops to provide parents with an insight into how we teach specific areas of the Early Years Curriculum, detailing ways in which they can support their child's learning at home.

### Reporting to Parents

At the end of the EYFS – in the summer term of the reception year in school – teachers complete a document which is known as the EYFS Profile. Children are 'graded' against the seventeen Early Learning Goals, by their child's teacher based on what they, and other staff caring for your child, have observed over a period of time. Staff will look at all evidence they have for children from Seesaw, to work in their class books to observations they have made. Parents are provided with an end of Reception report which provides them with a clear picture of their child's achievements, their approach to learning (Characteristics of Effective Learning) and their development as a growing individual. Nursery children are provided with a short report which provides parents with a further insight into their child's early stages of school life and education.

### Safeguarding and Welfare

The safety and welfare of our children is at the heart of our provision. It is important to us that all children in the school are safe. 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 educate children on the importance of boundaries, rules and limits and we encourage them to become responsible for their own behaviour by supporting them to make the right choices. We have robust policies and procedures in place to ensure their safety and comply with the welfare requirements set out in the Statutory Framework for Early Years Foundation Stage and understand that we must:

- Promote the welfare of all children.
- Promote good health including oral health.
- Manage behaviour effectively and appropriately.
- Ensure all adults working with children are suitable to do so.
- Ensure that the environment is safe, and all equipment and furniture is fit for purpose
- Ensure all children have a challenging and enjoyable learning experience.

We promote the good health of the children in our care in numerous ways, including the provision of nutritious fruit snacks, access to water throughout the day, allocating significant time for physical development and following set procedures when children become ill or have an accident.

Oral health is promoted through teaching and daily toothbrushing in classes.

Staff and visitors are prohibited from using their mobile phones in our classrooms, only the class iPads are used to photograph children (for Seesaw observations and assessment purposes)

The EYFS staff hold the Paediatric First aid qualification, which is a statutory requirement of the EYFS and there are dedicated school Safeguarding leads (Louise Daly and Julia Hutchinson)

Please refer to our school's policies: Behaviour, Safeguarding

### Inclusion

We value all our children as individuals, irrespective of their ethnicity, culture, religion, home language, background, ability or gender. We plan a curriculum that meet the needs of the individual child and support them at their own pace so that most of our children achieve the Early Learning Goals. We work closely with the parents/carers of our high achieving children to ensure that their individual needs are met and their talents fostered. We ensure that these children are challenged appropriately to reach their full potential. We strongly believe that early identification of children with additional needs is crucial in enabling us to give the child the support that they need and in doing so, work closely with parents/carers and outside agencies. Our SENDCO in school (Miss Emma Relton) supports us with any additional needs they may have.

## Intent, Implementation and Impact

### Intent

## EYFS Values and Vision

Children will be learning skills, acquiring new knowledge and demonstrating their understanding through seven areas of learning and development and will have many opportunities to develop the characteristics of effective learning through our Mr Men and Little Miss characters, which are adapted to be accessible, age appropriate and enable the children to develop qualities for successful learning. The children will be supported to use the language around characteristics of effective learning through modelling from practitioners and interactive displays.

## The Links Learning Powers for Early Years

Playing and Exploring - Engagement	Finding out and exploring	 <p>Mr. Nosey I enjoy finding out and exploring, like Mr. Nosey. Playing and exploring: Finding out and exploring.</p>	I enjoy finding out and exploring like Mr Nosey
	Playing with what they know	 <p>Little Miss Curious I play with what I know, like Little Miss Curious. Playing and exploring: Playing with what they know.</p>	I play with what I know like Little Miss Curious
	Being willing to have a go	 <p>Mr. Brave I will have a go, like Mr. Brave. Playing and exploring: Being willing to 'have a go'.</p>	I will have a go like Mr Brave
Active Learning - Motivation	Keeping trying	 <p>Mr. Bump I keep trying, like Mr. Bump. Active learning: Keeping trying.</p>	I keep trying like Mr Bump
	Being involved and concentrating	 <p>Mr. Busy I join in and concentrate, like Mr. Busy. Active learning: Being involved and concentrating.</p>	I join in and concentrate like Mr Busy

	Enjoying achieving what they set out to do	 <p>Mr. Happy I am proud of what I do, like Mr. Happy. Active learning: Enjoying achieving what they set out to do.</p>	I am proud of what I do like Mr Happy
Creating and thinking critically- Thinking	Choosing ways to do things	 <p>Mr. Adventure I choose ways to do things, like Mr. Adventure. Creating and thinking critically: Choosing ways to do things.</p>	I choose ways to do things like Mr Adventure
	Having their own ideas	 <p>Mr. Clever I have my own ideas, like Mr. Clever. Creating and thinking critically: Having their own ideas.</p>	I have my own ideas like Mr Clever
	Making links	 <p>Little Miss Brainy I can make links in my learning, like Little Miss Brainy. Creating and thinking critically: Making links.</p>	I can make links in my learning like Little Miss Brainy

As a school we embrace the principles of the EYFS revised framework, Birth to Five Matters and Development Matters. We have used updated guidance to provide the opportunity to reflect on what is important to us as a school and what our children truly need in order to thrive and develop throughout our Nursery and Reception.

The Overarching Principles of EYFS are:

- Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured
- Children learn to be strong and independent through **positive relationships**
- 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/carers
- Importance of **learning and development**. Children learn and develop at different rates. Our curriculum is inclusive of all children in our provision, including SEND and disabilities.

We believe that our curriculum needs to be challenging and have high expectations, whilst embracing and developing the characteristics of effective teaching and learning, which are:

- Playing and exploring – children investigate and experience things, and ‘have a go’
- Active learning – children concentrate, 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

## Our school expectations

Having reflected upon the revised framework and considered all information available to us, we have personalised our curriculum and ensured it is ambitious in nature in order to meet the specific needs and aspirations of our children. With this in mind, alongside the Early Learning Goals and statements to support achieving these, we also have our 'The Links School Ready'. These are aims that we believe will support the development of our children through their early years experiences and ensure that they are more than ready to move into Year 1.

## Implementation

### Pedagogy –

Children learn in a variety of ways and our teaching reflects our understanding of learners' needs. Staff ensure our environment is 'language rich' with narration, questioning, discussion and role play at the heart of our practice. Children are provided with a balanced amount of focussed teaching together with time for self-initiated learning through our continuous provision both indoors and outside. Our 'Rainbow of Possibilities' provides challenge and focus through open-ended questions and tasks to be completed independently over the course of the week. Staff use the 'Rainbow of Possibilities' to embed previous learning and skills ensuring children have opportunity to extend understanding and gain 'sticky' knowledge.

In our Nursery we believe children learn and remember the most when they are focused and interested in what is being taught. We find following the children's interests through their play and enhancing the environment according to these interests has enabled our children to become inquisitive and passionate learners.

Following the pedagogy from Anna Ephgrave whose theory believes "Children are born with a natural desire to explore and learn and practitioners can support them in this. We do this by creating an enabling environment (both physical and emotional) and through the relationships and interactions that the children experience. **We do not plan ahead**, rather we remain "in the moment" with the children as they explore and learn. We observe carefully, and enhance the learning whenever we spot a "teachable moment". Our observations, interactions and the outcomes are recorded afterwards."

Through research and training following this theory has enabled us to become effective teachers who can take children's play and extend it into a meaningful learning experience. By scaffolding the children's learning in this way, we can create memorable learning opportunities ensuring our children know more and remember more.

## **Environment-**

Our continuous provision areas are based on the principle of using high quality resources that provide a range of open-ended learning opportunities to ensure the children can follow their interests and meet their next steps. We fully recognise the importance of the outdoor environment and ensure children have access to the wide range of opportunities this provides as often as possible.

## **Assessment**

On-going formative assessment is at the heart of outstanding EYFS practice. At The Links Primary School, EYFS practitioners aim to engage and be involved with children during their play-based activity, across all areas of learning. Through this, teachers can gather a clear picture of where children are in their learning and any gaps they may have.

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

We use Seesaw to record and share the children's learning with their parents. Staff meet regularly to discuss observations made and use them to plan the next steps in learning. In addition to the learning opportunities outlined in the long-term planning, we use the outcomes from observational assessment to inform planning for children, acknowledging their interests and facilitating their next steps in learning.

We have used a combination of Development Matters, Birth to 5 and our own 'The Links Ready' statements to provide a quality, unique curriculum designed for our Links children. The curriculum is based on our local area, providing children with a firm foundation in their understanding of their surroundings. This then leads into Key Stage 1, where our local area is used throughout the National Curriculum subjects.

## **A Rainbow of Possibilities-**

To support the children's development of Characteristics of effective learning and their self-regulation strategies, we plan extra activities each week. Each activity is designed to ensure learning is embedded and skills are developed. Children complete the 'Rainbow of Possibilities' tasks independently. Upon completion, children receive tokens as a positive reinforcement and encourages reluctant children to access areas they otherwise would not. The tokens are used to purchase prizes from the class shop or alternatively save their tokens for a greater, more substantial prize. As a result, children are taught, from a very early age, how to save and control a budget, preparing them for later life. The Rainbow of Possibilities tasks are introduced to the children at the beginning of Autumn 2.

## **Timetable-**

Our timetables are designed to create balance between whole class tasks, child initiated and adult-led play-based learning. We aim to give the children enough time to engage and be involved in their learning. We value the importance of outdoor learning and fully recognise the benefits it has.

## **Reading-**

Reading is at the heart of our curriculum and our aim is to encourage a love of reading. Children are exposed to a range of quality books which not only develop a love of reading, but have been chosen specifically to develop their oracy, vocabulary, and comprehension. The books on our EYFS Reading Spine are embedded in our provision through activities and story sessions.

Children access reading books matching children's phonic knowledge both in and out of school.

## **Phonics-**

Children are taught using a systematic, synthetic approach to phonics. Nursery focus on Phase 1, learning to discriminate between different sounds. In Reception, children move onto Phase 2 in the third week. We use the 'Sounds4Life' programme which is a scheme developed for schools within the trust. We deliver discrete phonics sessions daily and aim for the children to practice and apply these skills during real and meaningful activities.

## **Mathematics-**

Children in Reception take part in daily Mathematics sessions. Lessons are planned to ensure children experience numbers and the number system in a variety of ways. High quality learning environments and meaningful interactions with adults, support children in developing mathematical thinking and discussion. During Mathematical inputs, teachers plan sessions which also develop fluency, revisit key concepts and address misconceptions.

In Nursery, children develop a love of maths through games, songs, rhymes, and play using concrete manipulatives. There is a focus on the following counting principles and one to one correspondence. Ten Town is used to introduce children to numbers and their formation and fine manipulative skills are a focus to develop 1-1 correspondence.

## **Experiences-**

Trips, experiences, and visitors are invaluable to the children, providing them with opportunities different from their everyday school life. Throughout the academic year, EYFS have many opportunities to go on visits as well as inviting people into school to help the children learn more about the world around them.

Experiences may be visits, theme days, visitors or anything memorable which will capture the children's interest.

## **Impact**

The impact of the EYFS curriculum is reflected in having happy and confident children transitioning into Year 1. Children enter Year 1 with firm foundations in all the Early Years Foundation Stage subjects and are ready for more formal learning. They are secure in their surroundings and excited to be taking the next step.

We measure progress and children's learning across the year through formative and summative assessments which are based on the teacher's knowledge of the child, their books, photographs and videos recorded on Seesaw. Our Good Level of Development is above Local Authority and National

averages. Children at The Links Primary School succeed, having developed a love of learning in the EYFS.