



EYFS Policy

| Members of staff responsible | Date policy agreed by Governors | Date to be reviewed: |
|------------------------------|---------------------------------|----------------------|
| Claire Ward Alison Mann | March 2022 | March 2024 |

Statement of Intent

At Marlcliffe Primary School, we greatly value the importance of the Early Years Foundation Stage, in providing a secure foundation for future learning and development. It is our intent to provide a broad and balanced curriculum that addresses the children's social, emotional, physical, moral, and cultural development.

We are committed to nurturing a lifelong love of learning alongside the aims of the statutory framework. Our school core values: Respect, Resourcefulness, Recognising Self worth and Resilience thread through our practice alongside our characteristics of effective learning to support and encourage internal motivation and independence.

This policy has been developed in conjunction with the relevant DfE guidance and legislation to ensure that each child has a happy and positive start their school life, in which they can build a foundation for a love of learning.



When we give every child the best start in their early years, we give them what they need today. We also set them up with every chance of success tomorrow.

Development Matters [DfE, 2021]



EYFS framework

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. However, 3 areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The prime areas are:

Communication and Language

Physical Development

Personal, Social and Emotional Development

The prime areas are strengthened and applied through 4 specific areas:

Literacy

Mathematics

Understanding the World

Expressive Arts and Design

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 the experiences offered are in response to their individual needs and there is a strong partnership between practitioners and parents/ carers;
- **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.
- Encourage children to develop independence within a secure and friendly atmosphere



Implementation

To give each child a happy positive start to their school life, in which they can establish a solid foundation for the love of learning we will offer:

- Quality first teaching across all areas of the curriculum.
- Stimulating learning environments indoors and outdoors.
- Well-planned and organised continuous provision, which allows children to learn through play.
- A carefully planned balance of adult led and child initiated learning opportunities.
- Strong parental partnerships, which empower parents to support their child's learning at home.
- Systematic approaches to teaching reading to ensure all children learn to read.
- Opportunities for children and families to develop a love of reading.
- Support for children in building relationships through the development of social skills such as cooperation and sharing.

Impact

We are aiming for:

- High levels of engagement and motivation demonstrated by children, which supports them to become lifelong learners.
- Confident and capable readers who demonstrate a love of reading
- Evidence of strong links with parents
- Children who demonstrate the characteristics of effective learning
- Children who feel happy, safe and enjoy coming to school.
- All children to have access to a balanced and challenging curriculum regardless of their background, needs or abilities.
- Children to make strong progress from their starting points; they are offered a broad curriculum which meets each child's unique needs.
- Children who are supported by adults that are well trained and passionate about providing the best education for every child.
- The percentage of children achieving the GLD within the EYFSP to be in line with or above the national average.



Learning in the EYFS

Marlcliffe Primary School offers an EYFS curriculum based on observations of children's needs, interests and stages of development. In partnership with parents, the school promotes the learning and development of pupils to ensure they are ready for the next stage of education.

In our classrooms, you may see children playing alone or with their peers, deciding on resources and choosing how to spend their time. You may see a child playing and listening to an adult who is modelling how to achieve something, or teaching a new skill that interests the child.

Adults may scaffold a child's play. This involves taking their play to higher levels of learning, entering the play as a co-creator and helping to provide a framework for the children to go from "what they know" to "what else they could know". Scaffolding enables a child to solve a problem, carry out a task or achieve a goal, which is just beyond his or her abilities. During play, where foundational social and emotional skills are developed, scaffolding is a bridge to new skill levels using three key ingredients; modelling the skill, giving clues and asking questions while the child is trying out a new skill, and then as the child approaches mastery, withdrawing the support.

The EYFS statutory framework does not prescribe a particular teaching approach.

"Play is essential for children's development, building their confidence as they learn to explore, relate to others, set their own goals and solve problems. Children learn by leading their own play, and by taking part in play which is guided by adults."

At Marlcliffe, we carefully plan what the children learn in the classroom and through provision enable them to learn from their interests, alongside extending their knowledge and understanding through direct teaching.

Each day, we stimulate children's interests, respond to each child's emerging needs and guide their development through warm, positive interactions coupled with secure routines for play and learning.

As the children develop and their skills progress throughout the Reception year, we use more direct teaching and modelling and plan specific sequences of lessons. These strategies help us to focus on teaching the essential skills and knowledge in the specific areas of learning so that the children can develop the skills and confidence required for the end of their Reception year.



Seven Key Features of Effective Practice

The best for every child - Inclusion

- Marlcliffe Primary School values all their children as individuals irrespective of their ethnicity, culture, religion, home language, background, ability or gender.
- We ensure that all children have access to high-quality early education. We pay particular attention to those children from disadvantaged backgrounds to ensure we can 'narrow the gap'.
- We provide high-quality early education and care which is inclusive for all children. Children's special educational needs and disabilities (SEND) are identified quickly.
- All children promptly receive any extra help they need, so they can progress well in their learning.
- The school takes reasonable steps to provide opportunities for children with English as an additional language (EAL) to use their home language in play and learning whilst also ensuring that these children have sufficient opportunities to reach a good standard of English. During assessment, if a child is found to not have a strong grasp of English, the EYFS lead or class teacher will contact the child's parents to establish their home language skills to assess if there is a cause for concern about language delay.
- SEND in the EYFS setting will be monitored and managed by the school's special educational needs coordinator Karen Cashmore (SENCO).

High-quality care

- Our practitioners ensure the children's experience is the central focus of thinking.
- We ensure our young children are well cared for to enable them to thrive.
- High-quality care is consistent. All practitioners enjoy spending time with young children and this is reflected in their interactions with children.
- Practitioners are responsive to children and ensure they form effective and positive relationships with all children.
- Practitioners support children to develop their independence.

The curriculum

- The curriculum is well planned to ensure we identify 'what we want' the children to learn.
- We ensure planning helps every child to develop their language skills.
- The curriculum is ambitious. Careful sequencing will help children to build their learning over time.
- Planning is flexible to ensure children's interests are used to drive the children's learning and development.
- We ensure that depth in early learning is achieved through spending time embedding the children's learning.



Pedagogy

- Every child is enabled to make progress in their learning, with the right help.
- We utilize different approaches to learning to ensure all children make progress. Children learn through play, by adults modelling, by observing each other, and through guided learning and direct teaching.
- Practitioners carefully organise enabling environments for high-quality play.
- Children in our early years also learn through group work, when practitioners guide their learning.
- As the children develop throughout the year they are given more guided learning.
- We have a well-planned learning environment, indoors and outdoors.

Assessment

- Assessments are completed to inform planning and support the practitioners in identifying children who need additional support.
- Assessment is based upon a secure knowledge of child development.
- Practitioners have a clear expectation about what children need to know and how best to support them in developing their learning.
- Accurate assessment is used to highlight whether a child has a special educational need or needs extra help.
- Tapestry is used to record an electronic learning journey for each child. Tapestry is used as a valuable tool to assess children's development and to provide a link for parents/carers.

Self-regulation and executive function

As part of our 'Personal, Social, Emotional Development' teaching provision we support each child's ability to:

- hold information in mind
- focus their attention
- think flexibly
- inhibit impulsive behaviour.

These abilities contribute to the child's growing ability to self-regulate:

- concentrate their thinking
- plan what to do next
- monitor what they are doing and adapt it
- regulate strong feelings
- be patient for what they want
- bounce back when things get difficult.

Partnership with parents

- We ensure that parents/carers and school have a strong and respectful partnership in the early years which enables children to thrive.
- We listen regularly to parents, and give parents clear information about their children's progress through face to face opportunities and electronically via Tapestry.



Marlcliffe Primary School

'Supporting children on a life-long learning adventure'

- Parents are encouraged to support their child's learning and development at home as this has a significant impact on their child's learning.
- We take the time to 'get to know' and understand the children and their families enabling us to offer support as needed.
- Parents/carers are invited into school for a session with their child prior to starting school. This provides parents/carers with the opportunity to familiarise themselves with the classroom environment and meet other parents and staff.
- Parents/carers are given the opportunity throughout the year to engage in the wider school community.
- Parents/carers are fully involved in their child's learning and development through the use of Tapestry, which is regularly updated.
- Regular Parents evenings provide an update about their child's learning and progress.
- Children with SEND or additional needs have in-depth 'shared conversations' to ensure targets and progress are shared.
- We are flexible in our approach to communicating with parents/carers and adapt our communication methods to suit different preferences.