



South East Cornwall Multi Academy Regional Trust

Early Years Foundation Stage (EYFS) Policy

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Our Philosophy

Early childhood is the foundation on which children build the rest of their lives. At our primary schools, we greatly value and understand the importance that early years' development plays in laying secure foundations for future learning and progression. Our provision facilitates the best possible start in life and provides the support that enables every child to fulfil their potential.

We fully appreciate that children develop and learn in different ways and at different rates and that all areas of learning and development are equally important and interconnected. At our primary schools we also recognise the importance of strong personal, social and emotional development (PSED), communication and language development and physical development in determining children's future outcomes in learning.

Through our enabling environment and with positive relationships, each unique child can learn and develop individually to enable them to achieve their own full potential.

We are committed to a principle of 'learning through play' whereby children and adults engage and develop the 'characteristics of effective teaching and learning'. Through playing and exploring, as active learners, creativity and critical thinking are developed, supported and extended, and all areas of learning and development are implemented.

The Early Years Foundation Stage

As stated in the EYFS statutory curriculum dated 2021, the EYFS seeks to provide:

- quality and consistency in all early years' settings, so that every child makes good progress and no child gets left behind
- a secure foundation through planning for the learning and development of each individual child, and assessing and reviewing what they have learned regularly
- partnership working between practitioners and with parents and/or carers
- equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported

Aims and Objectives

- To provide a happy, caring, safe and secure environment for learning and development that meets the individual needs and interests of each child;
- To develop warm and secure relationships between children and adults;
- To provide a high-quality curriculum in line with the statutory framework for the early years foundation stage effective September 2021
- For the children to become aware of moral and social values;
- To encourage active learning through first-hand experiences both in indoor and outdoor play, and through both verbal and non-verbal communication;
- To encourage children to become self-motivated and independent learners with a positive attitude to learning and self-discipline.

Parent and/or Carer Involvement

Parents and/or carers are a child's first and foremost enduring educators. Young children are eager learners and all adults have an important role in sustaining that eagerness. We work hard to ensure that parents and/or carers and staff work together to encourage children to develop positively. Each of our primary schools has an engagement programme, which can be found at the Appendices.

Parental engagement with pre-reading and early reading skills is explicitly encouraged with parents as we recognise this is key to future success.

Transition

At our primary schools our aim is to establish a smooth and successful transition to school. This is facilitated by a programme of engagement, which is unique to each school and can be found in the Appendices.

The Early Years Foundation Stage Curriculum

We plan an exciting and challenging curriculum based on our observation of children's needs, interests, and stages of development across the seven areas of learning. This enables our children to achieve the early learning goals (the goals, and further information on assessing children's development towards them, can be found on our website).

All the seven areas of learning and development are important and inter-connected. However, three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three areas are the **Prime** areas:

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

Children are also supported through the four **specific** areas, through which the three prime areas are strengthened and applied. The **specific** areas are:

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

Children are provided with a range of rich, meaningful first-hand experiences in which they explore, think creatively and are active. We aim to develop and foster positive attitudes towards learning, confidence, communication and physical development with all areas of learning planned for within our continuous provision.

Communication and Language

1. Listening, Attention and Understanding ELG

Children at the expected level of development will:

- 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.

2. Speaking ELG

Children at the expected level of development will:

- 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

3. Self-Regulation ELG

Children at the expected level of development will:

- 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.

4. Managing Self ELG

Children at the expected level of development will:

- 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.

5. Building Relationships ELG

Children at the expected level of development will:

- 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

6. Gross Motor Skills ELG

Children at the expected level of development will:

- 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.

7. Fine Motor Skills ELG

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

– incorporating a recognised phonics scheme from [the DfE approved list](https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme/list-of-phonics-teaching-programmes)
<https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme/list-of-phonics-teaching-programmes>

8. Comprehension ELG

Children at the expected level of development will:

- 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.

9. Word Reading ELG

Children at the expected level of development will:

- 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.

10. Writing ELG

Children at the expected level of development will:

- 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

11. Number ELG

Children at the expected level of development will:

- 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.

12. Numerical Patterns ELG

Children at the expected level of development will:

- 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

The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

13. Past and Present ELG

Children at the expected level of development will:

- 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;

14. People Culture and Communities ELG

Children at the expected level of development will:

- 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.

15. The Natural World ELG

Children at the expected level of development will:

- 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

16. Creating with Materials ELG

Children at the expected level of development will:

- 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.

17. Being Imaginative and Expressive ELG

Children at the expected level of development will:

- 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.

At our primary schools we plan learning experiences that develop creativity and support children's schemas and interests. Through tailoring activities that respond to children's creativity throughout all aspects of the curriculum, children develop confidence with regards to expressing themselves through a variety of mediums. We value and appreciate our children's painting, drawing, sculpture, dance, music and imaginative play at every stage of their development, and we feel the environment and continuous provision allows children to flourish in these areas.

Evaluation and Assessment

At our primary schools we feel evaluation and assessment to be crucial in providing a high-quality foundation stage provision. Parents and/or carers will be kept up to date with their child's progress and development and, where appropriate, we will address any learning and development needs in partnership with parents and/or carers and any relevant professionals.

We use a variety of assessment methods in order to monitor and record children's progress:

- Evidence of children's progress is monitored through daily internal assessment using Tapestry or learning journals, including incidental observation forms linked to the seven areas of learning and development. We complete Tapestry or learning journal records daily in order to record their development through play and their interaction with peers. The Reception Baseline Assessment is a short assessment taken in the first six weeks in which a child starts reception.
- Throughout the term, children are monitored with regards to their personal strengths and areas for development. This long-term observation, carried out over a weekly period, contributes to Tapestry or the learning journal and allows the foundation team to have an informed and focused assessment, creating a detail picture highlighting children's target areas.
- Children are assessed and monitored with regards to the characteristics of effective teaching and learning, monitoring their engagement, motivation and thinking.
- Throughout the foundation stage, children are formatively assessed (using Tapestry or the eProfile pro-forma). Data and progress are entered using the summative assessment accumulated throughout the year.

- Pupil progress meetings happen three times a year alongside the headteacher to monitor the progress made by each individual child to ensure that at least expected progress can be made throughout the year.
- EYFS goals are displayed in learning journal records or through Tapestry.
- In the final term of the year in which the child reaches age five, and no later than 30th June in that term, the EYFS Profile must be completed for each child. The Profile provides parents and carers, practitioners and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their attainment against expected levels, and their readiness for year 1.

Our foundation stage provision is also monitored and evaluated regularly:

- Evidence of quality teaching and curriculum is monitored through classroom observations of teaching and learning and provision, book and planning scrutiny, teacher and TA performance;
- Management alongside pupil progress meetings;
- Evaluation through discussion and dialogue at weekly team meetings, weekly teacher staff meetings and observations carried out by the Headteacher and the leadership team. In addition, annotations are included on daily planning and weekly play plans.
- Termly meetings as well as informal discussions with the Governor with oversight of EYFS, which is reported to the Local Governing Committee.

Appendices

1. Landulph Primary School – Programmes of Engagement.
2. Dobwalls Community Primary School – Programmes of Engagement.
3. Trewidland Primary School – Programmes of Engagement.

Landulph Primary School – Programmes of Engagement

Parent and/or Carer Involvement

We work hard to ensure that parents and/or carers and staff work together to encourage children to develop positively:

- Individual meetings with parents help to begin the partnership between parents and the school and give the children opportunities to meet teachers and experience school life before they enter compulsory education. They also help to make the transition between home and pre-school to primary school a happy and relaxed experience.
- Parents and/or carers are invited to join us in a learning together afternoon prior to their children starting school. Whilst the children are busy building relationships, parents and or/carers will have the opportunity to meet the head teacher and class teacher in an informal setting. The induction meeting provides an opportunity to become familiar with the environment in which their child will be taught whilst discussing the year ahead.
- Parents and/or carers are invited to a meeting in the summer term, prior to their children starting school. They will have the opportunity to meet the headteacher, the class teacher and Early Years Governor. The induction meeting also provides an opportunity for parents and/or carers to become familiar with the environment in which their child will be taught. A variety of resources and an introduction to the EYFS are discussed within an informal setting.
- Children's work is displayed for children to show to parents and/or carers as well as promote their sense of belonging, self-esteem and pride in their learning.
- Learning journeys - Tapestry (an online system) is used to share learning journeys with parents and/or carers and is available for parents and/or carers and children to access and contribute to.
- Learning messages are shared on Tapestry on a regular basis.
- Resources are displayed in the classroom for the child to share with parents and/or carers.
- Home learning activities are set for parents and/or carers to do at home with their child through Tapestry and the class home learning challenges.
- Children will bring a reading book home each week linked to their phonics.
- Parents and/or carers are also invited to termly progress meeting in order to discuss their child's progress and target areas, with a particular focus on the Tapestry learning journey.
- Parents and/or carers receive an annual report.

Transition

Our aim is to establish a smooth and successful transition to school:

- An initial meeting with parents and/or carers in the Summer term prior to entry or in the Autumn term during transition sessions.
- A Foundation Class information session for parents and/or carers.
- Regular meetings with Landulph Under Fives to establish a Baseline Assessment during the Summer term prior to entry.
- Several transitions afternoons with preschool settings are held in order to ensure children feel familiar and confident with the new environment.
- A phased start in September allows children to successfully adapt to the classroom routines and environment.

Dobwalls Community Primary School – Programmes of Engagement

Parent and/or Carer Involvement

We work hard to ensure that parents and/or carers and staff work together to encourage children to develop positively:

- Individual meetings with parents help to begin the partnership between parents and the school. These give the children opportunities to meet teachers and experience school life before they enter compulsory education. They also help to make the transition between home and pre-school to primary school a happy and relaxed experience.
- Parents and/or carers are invited to an evening meeting in the summer term, prior to their children starting school. They will have the opportunity to meet the headteacher and the class teacher. The induction meeting also provides an opportunity for parents and/or carers to become familiar with the environment in which their child will be taught. A variety of resources and an introduction to the EYFS are discussed within an informal setting.
- At transition events, parents are initially encouraged to stay and support children in choosing an activity and playing together before leaving their child. Transition events build over the second half of the summer in length of time at school.
- Children's work is displayed for children to show to parents and/or carers as well as promote their sense of belonging, self-esteem and pride in their learning.
- Learning journeys - Tapestry (an online system) is used to share learning journeys with parents and/or carers and is available for parents and/or carers and children to access and contribute to.
- Learning messages are shared on Tapestry on a daily basis.
- A Home learning menu of activities is sent home each half term linking to the current topic focus. Daily phonics activity sheet is sent home linking to their daily phonics session.
- Parents and/or carers are also invited to two progress meetings in order to discuss their child's progress and target areas, with a particular focus on the Tapestry learning journey.
- Parents and/or carers receive an annual report.

Transition

Our aim is to establish a smooth and successful transition to school:

- An initial meeting with parents and/or carers in the Summer Term prior to entry.
- A Foundation Class information session for parents and/or carers.
- Regular meetings with feeder pre-school providers to support greater knowledge and understanding of the children's needs to support personalised planning.
- Several transitions sessions with pre-school providers to ensure children feel familiar and confident with the new environment.
- Close links with Dobwalls Nursery and Pre-School enables these children to attend regular sessions on site. Throughout the year, links are made to build relationships to enable a smooth transition into school.
- All new intake children are invited to a range of settling sessions, regardless of the setting attended.

- In the summer holidays prior to starting, children are asked to create an all about me poster or box which is shared once they start school
- In the summer term, a welcome to Dobwalls School booklet which includes photos of the whole school environment is given to all children to help familiarise them with the school.

Trewidland Primary School – Programmes of Engagement

Parent and/or Carer Involvement

We work hard to ensure that parents and/or carers and staff work together to encourage children to develop positively:

- For many pupils, the 'Trewidland Experience' will start with a weekly Playgroup held in the school and/or pre-school.
- In the summer term we offer transition activities for any pupils joining us from other settings.
- Parents and/or carers are invited to a meeting in the summer term, prior to their children starting primary school. They will have the opportunity to meet the Headteacher and the Class Teacher. The induction meeting also provides an opportunity for parents and/or carers to become familiar with the environment in which their child will be taught. A variety of resources and an introduction to the EYFS are discussed within an informal setting.
- To promote independence, on arrival at school we encourage parents and/or carers to allow their child to walk into school with other pupils.
- Children's work is displayed for children to show to parents and/or carers.
- Learning journals are shared with parents and/or carers and are available for parents and/or carers and children to access and contribute to on Tapestry.
- Home learning activities are set at least weekly for parents and/or carers to do at home with their child and we provide daily phonics activities.
- Parents and/or carers are also invited to two progress meetings in order to discuss their child's progress and target areas, with a particular focus on the learning journey.
- Parents and/or carers receive an end of Summer term report.

Transition

Our aim is to establish a smooth and successful transition to school:

- An EYFS session for parents and/or carers.
- Liaison with feeder settings to establish a Baseline Assessment during the Summer Term prior to entry.
- Transitions activities to ensure children feel familiar and confident with the new environment and during the year all children and parents and/or carers of Toddler Group and Pre-school are invited to events such as Sports Day and performances.