



# Early Years Foundation Stage Policy

## Issue 8 – revised- Autumn 2022

Issue No.	Date	Approved	Signature	Revision Notes	Date Next Review
1 Revised	May 2014			Change of School Name	Summer 2015
2 Revised	September 2015			Change of nursery hours	Summer 2016
3 Revised	September 2016			Addition of Intimate Care	Summer 2017
4 Revised	May 2017			Addition of Transition Procedures. Reviewed in line with DfE Statutory Framework for EYFS April 2017.	Summer 2018
5 Revised	May 2018			Addition of Tapestry Addition of extra 30 hours funding for those eligible. Addition of weekly phase meetings Addition of enabling environment/ communication friendly spaces	Summer 2019
6 Revised	April 2020			Changed toolkits to practitioners' challenge	Summer 2021
7 Revised	June 2021			New EYFS Curriculum and all pupils involved in Brushing Buddies	Summer 2022
8 Revised	Autumn 2022			Added characteristics of effective learning Changed role of adult Observation and assessment Changed wording of changes in curriculum Added reception baseline assessment	Summer 2023



Within this document, the term Early Years Foundation Stage (EYFS) is used to describe children who are in our FS1 (Little Acorns) and FS2 (Acorns) class. The EYFS sets the statutory standards that all early years providers must meet.

The following documents should be read in conjunction with this policy: Admissions Policy, Health and Safety Policy, Equal Opportunities Policy; Learning Support Policy; Behaviour Policy; Parents as Partners Policy; Intimate Care Policy.

### **Aim**

At Sunnyside Spencer Academy we aim to provide the highest quality care and education for all our children, thereby giving them a strong foundation for their future learning. We create a safe and happy environment with motivating and enjoyable learning experiences that enable children to become confident and independent. We value the individual child and work alongside parents and others to meet their needs and help every child to reach their full potential. We aim to develop and foster positive attitudes towards learning, confidence, communication and physical development.

### **Our EYFS aims to provide:**

- Excellence for all children
- Partnerships between practitioners, parents/ carers and the community.
- Strong and secure personal, social, emotional and educational building blocks which enable children to thrive through school and later life
- Equality for all children, regardless of their start points or backgrounds.
- Robust safeguarding procedures

We adhere to the 'Statutory Framework of the EYFS,' and the four guiding principles that shape practice within Early Years settings. These are that:

- 1) Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured.
- 2) Children learn to be strong and independent through positive relationships.
- 3) 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 and/or carers.
- 4) Children develop and learn in different ways and at different rates

### **Principles into practice**

As part of our practice we:

- Provide a broad and balanced curriculum, based on the EYFS areas of learning, across the seven areas, using play as the fundamental approach which facilitates learning for all children.
- Plan opportunities that build upon, and extend children's knowledge, experience, skills and interests
- Develop the self-esteem and confidence of all children, using the Leuven Scale as a baseline assessment from which we personalise the child's wellbeing needs.
- Promote equality of opportunity and anti-discriminatory practice, using a wide range of teaching strategies, based on children's learning needs.
- Work in partnership with parents and carers, and within the wider context of the community.



- Plan challenging learning experiences which are bespoke to meet the needs of each individual child, informed by regular observation and assessment.
- Provide a wide range of opportunities to motivate and support children in order to help them learn effectively through activities that are adult-initiated and child-initiated. These link intrinsically to the characteristics of effective learning.
- Provide a safe, secure and supportive learning environment in which the contribution of all children is respected and valued.
- Monitor all children's progress and take action to provide support as necessary.
- Have rich and regular dialogue as an EYFS team, ensuring there are no missed opportunities for learning and next step development.

### **Foundation Stage Curriculum**

We plan an exciting and challenging curriculum, which is linked to our SHINE Curriculum. The learning opportunities we plan derive from the observations of children's needs, interests, and stages of development across the areas of learning. The rich daily dialogue from all EYFS practitioners plays a pivotal role in ensuring that planning is purposeful for the children. This enables our children to receive purposeful teaching and learning, with both adults and the environment supporting them with meeting the expected early learning goals (ELG). Challenge is timely and personalised to extend learning and provide opportunities for children to exceed the ELGs.

All the seven areas of learning and development are important and inter-connected. The environment and continuous provision facilitates learning around these areas.

There are three areas, the **prime** areas, which are recognised for being crucial components for igniting curiosity and enthusiasm for learning, and for building the capacity for children to learn, form relationships and thrive. They are:

- **Communication and Language (CLL)**
- **Physical Development (PD)**
- **Personal, Social and Emotional Development (PSED)**

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 (UW)**
- **Expressive Arts and Design (EAD)**

Children are provided with a range of rich, meaningful first-hand experiences in which to explore, think creatively and be active. Both the indoor and outdoor environment are designed specifically to ensure that all children are able to play independently and collaboratively, and have the right equipment to do so. The



spaces are reviewed on a regular basis to ensure that they are continuing to meet the needs of the children.

We plan a balance between children having time and space to engage in their own child-initiated activities and those that are planned by the adults. During children's play, early years practitioners interact using the SHERC approach and provide timely intervention to stretch and challenge children further.

### **Characteristic of Effective Learning**

There are three characteristics for effective teaching and learning in EYFS that underpin our children's learning behaviours as well as promoted by our adult interactions. We teach these to the children to help promote them to become independent learners as learning dinosaurs – thinkosaurs, explorosaurs and tryasaurus. The three characteristics of effective teaching and learning in the Early Years are:

#### **Playing and Exploring**

Children's play reflects their wide-ranging interests and preoccupations. We believe that through play young children achieve their highest learning potential. Playing with peers is especially important for children's development. Through play our children explore and develop learning experiences, which help them to make sense of the world. They practise and build up ideas, and learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems. They express fears or re-live anxious experiences in controlled and safe situations.

#### **Active Learning**

Children learn best through physical and mental challenges. Active learning involves other people, objects, ideas and events that engage and involve children for sustained periods. Active learning occurs when children are motivated and interested. We give children a degree of independence and control over their learning. As they develop their confidence they learn to make decisions and this provides children with a sense of satisfaction as they take ownership of their learning.

#### **Creativity and Thinking Critically**

When children have opportunities to play and engage with ideas in different situations and with a variety of resources, they discover connections and come to new and better understandings and ways of doing things. Adults support in this process enhances their ability to think critically and ask questions. We give children opportunities to be creative in all areas of learning. Adults support children's thinking and help them to make connections by showing interest, offering encouragement, clarifying ideas and asking open questions (ShREC approach Appendix 2). Children access resources freely and may choose to move them around the classroom to extend their learning.

### **Changes that occurred in the EYFS Curriculum in 2021**

#### **Personal, Social and Emotional Development**

Aspects of health and self-care are now included within the educational programme for PSED rather than Physical Development. It includes building relationships with those around them along with healthy eating



and managing personal needs independently. Self – regulation is a main focus as well as well as managing feelings in order for children to become more in control of their feelings and respectful of how others might be feeling.

### Physical Development

Both fine and gross motor skills are central to the educational programme for Physical Development. It also includes a greater focus on development from birth to Reception.

### Literacy

Within the educational programme for Literacy, there is now a greater emphasis on pre-Reception literacy learning and also the link between language comprehension and later reading and writing.

### Mathematics

The education programme for Maths is built around supporting children to develop a strong grounding in number. It also includes greater detail on the importance of numerical patterns such as odds and evens and shape space and measure being the building blocks in the earlier stages of a child’s development.

### Understanding the World

This section aims to guide children to make sense of their physical world and their community. It includes wider experiences for children and promotes visits in the local area and from important members of society. In Reception there is a greater link to Geography in Year 1 by the children being able to look and understand maps as well as knowing about natural features and man-made.

### Expressive Arts and Design

Expressive Arts and Design includes a wider variety of ways children can develop their creative skills and still ensures children build that imagination within their learning which later can link to all areas of KS1 curriculum.

### Enabling Environments

At Sunnyside Spencer Academy we recognise that the environment plays a key role in supporting and extending children’s development, we aim to create an attractive and stimulating learning environment where children feel confident and secure and challenged. The children have daily access to an indoor and outdoor environment that is set up in discrete areas of learning with planned skilled activities as well as open resources for continuous provision. Play based learning is paramount and children have opportunities to self-access and direct their own learning. The role of the environment is to support speaking and listening skills, emotional well-being, physical development and to promote children to become independent learners by creating their own challenges.

### Direct teaching and learning opportunities.

Every day, all children will have whole group and small group teaching sessions. We teach daily phonics session using the ‘Read Write Inc’ scheme, ensuring children are grouped to match their learning needs. All pupils enjoy learning stemming from a range of quality texts which links to a Global theme for the half



term. The texts are used as a stimulus to support learning opportunities. Children participate in a daily 15 minute maths session, a 15 minute communication, language and literacy session, plus a 15 minute SHINE curriculum session which covers the other 4 areas of the curriculum (PSED, Understanding of the World, Physical Development and Expressive Art and Design). These regular inputs are differentiated through the month band expectations. Staff know the children well and are able to pitch the learning appropriately, challenging and extending children where appropriate using questioning and practitioner challenge. During free-flow play, adults take on two roles. The first is the role of adult directed learning where the adult may be furthering the children's knowledge or skills in an adult directed activity or the second is the role of learning ranger in which they will be using the ShREC approach (See appendix 2) to further the children's learning and skills by getting involved in high quality interactions and sustained shared thinking.

### **Observation and Assessment**

As part of our daily practice we observe and assess children's development and learning to inform our future plans. We record our observations using an online learning journey, Tapestry. Tapestry observations are used for remarking on the remarkable (WOW moments and for recording on our focus children) Everyone is encouraged to contribute and discussions take place. Children's achievements are collated in their own personal learning journey, which are shared with parents/carers. Each term we invite parents/carers in for pupils to share their learning with them.

In the autumn and spring term, parents are invited to attend a parents evening to discuss their child's learning and development. Within the final term, we provide the parent's with a report based on their child's development against each of the Early Learning Goals and the characteristics of their learning. The parents are then given the opportunity to discuss these judgements with the teacher in preparation for Year 1.

Each week, the EYFS team meet together to ensure that all the progress and wellbeing needs of the children are being met through professional dialogue focused on data analysis, weekly intervention setting / impact monitoring and standardisation / moderation of evidence and observations to support assessments.

### **Reception Baseline Assessment**

The Reception Baseline Assessment is a short, interactive and practical assessment of each child's early literacy, communication, language and mathematics skills when they begin school. This must be completed within 6 weeks of each child starting school in Reception. If a child joins mid-year from another country or another school and did not take part in the Reception Baseline Assessment, then we will assess them within 6 weeks of starting with us at Sunnyside Spencer Academy.

The Reception Baseline Assessment is carried out by the class teachers using an online program using an ipad or a laptop, one-to-one with each child. Once the Reception Baseline Assessment has taken place and it has been input into the online program, it will provide a helpful snapshot of where each child is when they enter reception, so they can be supported in the most appropriate way.



The main purpose of the Reception Baseline Assessment is to create a starting point to measure the progress schools make with their pupils. The data from the assessment will only be used by the Department for Education when each child has reached the end of year 6, to provide the baseline to measure the progress of each child's year group from Reception to Year 6. The data from the assessment, including numerical scores, is not shared with parents, pupils, teachers, or external bodies, including schools, and there will be no published scores at pupil, school or national level.

### **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 risks.

We have stringent policies, procedures and documents in place to ensure children's safety. Our key workers are either class teachers or teaching assistants who work together with parents/carers to help support the development needs of their child/ren.

Our children are part of the risk assessment procedures. When in FS2, children perform morning checks, with an adult, around the indoor and outdoor environment. They are the 'Risk Rangers.' This encompasses the main features of the EYFS risk assessment, and includes children in the need to keep safe.

We promote the good health of the children in our care in numerous ways, including all pupils taking part in the 'Brushing Buddies' initiative. (Please see our separate policies and procedures on Health and Safety, Child Protection, Food and Drink; Illness and Injury).

### **Inclusion**

We value all our children as individuals at Sunnyside Spencer Academy, 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 support them at their own pace so that most of our children achieve and even exceed the Early Learning Goals (ELGs). 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 and outside agencies. See our separate policies on Equality of Opportunity and Learning Support.

### **Parents as Partners and the wider context**

We strive to create and maintain partnership with parents and carers as we recognise that together, we can have a significant impact on a child's learning. We welcome and actively encourage parents to participate confidently in their child's education and care in numerous ways – see our separate Parents as Partners policy.

Working with other services and organisations is integral to our practice in order to meet the needs of our children. At times we may need to share information with other professionals, with parental permission, to provide the best support possible.

We draw on our links with the community to enrich children's experiences by taking them on outings and inviting members of the community into our setting.



### **Children starting in FS1**

To ensure a smooth and happy transition into our school setting, staff will firstly visit the family home. This is an opportunity for parents/ carers to share information with EYFS staff, and for the school staff to observe the child in his/he own setting. This also allows us to start building strong and positive links with home. When the child's place has been confirmed and the start date provided, children (and parents/carers) are invited to attend some immersive drop in sessions, prior to starting their 15/30 funded hours.

At Sunnyside Spencer Academy, parents/carers of those in FS1 have the flexible opportunity in which they claim their child's funded hours. We also provide 30 hours funding to eligible families. Practitioners working in FS1 will ensure that all children have equal opportunity to access all areas of the curriculum, focusing on key skills needed to develop and learn effectively, and become ready for school, regardless of which days or sessions the children attend.

### **Children starting in FS2**

Children enrolling during FS2 are welcome to spend some time in the setting with a parent/carer, prior to them attending independently. Staff will meet with parents/carers so that information can be shared and positive relationships are established.

If a child is enrolled for starting in Year 1, where possible, we invite them to attend our transition days, which is at the end of the summer term. Parents/carers will be invited to attend an informal meeting which provides key information, an opportunity to meet all the staff, discuss routines and ask question. We do this to ensure pupils have a successful start to their school life.

### **Transition to Key Stage 1 (Year 1)**

Moving up into a new phase of school life needs to be carefully planned. The children transitioning need to feel safe and secure with the changes, and parents/carers need clear information and support during this time. At Sunnyside, we take transition seriously and consider the needs of all people involved. The transition into Year 1 from FS2 begins at the start of the summer term and includes fun, practical and informal procedures for everyone involved (Appendix 1).



### APPENDIX 1: Transition

FS1 – FS2		
Children	Parents	Teachers
Children already immerse themselves within the EYFS unit during their time in FS1.	Parents/carers will receive welcome packs inviting them to a new entrants meeting.	FS2 teacher to obtain previous records from other EYFS settings. Liaise with school SENDCO and Sure Start if needed.
During the two transition weeks in July, pupils will have their carpet time sessions within the FS2 area of the unit.	A new entrants meeting will be held by the EYFS leader and all staff within the unit. Key information will be provided plus the opportunity for parents to visit the unit.	Ensure the first 'transition session' provides the opportunity for parents/carers to stay and play with their children to ensure a smooth transition to school life.
Pupils who do not attend our nursery are invited to join us for our two week transition weeks in July. Children are invited to stay either every morning/afternoon.	Parents/carers liaise with FS2 teacher regarding sessions during transition week.	Create an immersive, welcoming and positive environment to welcome pupils during their 'visit sessions'.
Children take part in an immersive project to capture their love of learning.	At Sunnyside Spencer Academy, we have an open door policy to ensure parents/carers have the opportunity to discuss their child's holistic development at any point.	Build positive relationships and have active learning opportunities during a 2 week transition process at the end of the Summer term.
Children start to develop positive relationship with the teachers in FS2.		Plan for academic continuity. This is achieved through ensuring that the whole school SHINE creative curriculum is evident through the immersive environment and linked to the class text.



FS2 – Year 1

Children	Parents	Teachers
Children already immerse themselves within the EYFS unit during their time in FS1.	Parents/carers will receive welcome packs inviting them to a new entrants meeting.	Year 1 teacher to obtain previous records from other EYFS settings. Liaise with school SENDCO and Sure Start if needed.
During the two transition weeks in July, pupils will have go to their Year 1 classroom with their new teacher.	A new entrants meeting will be held by the head or Yr 1 teacher. Key information will be provided plus the opportunity for parents to visit the school.	Ensure the first 'transition session' provides the opportunity for parents/carers to talk to teacher about any concerns/worries.
Pupils who do not attend our FS2 are invited to join us for our two week transition weeks in July.	Parents/carers liaise with Year 1 teacher regarding sessions during transition week.	Create an immersive, welcoming and positive environment to welcome pupils during their 'transition days'
Children take part in an immersive project to capture their love of learning.	At Sunnyside Spencer Academy, we have an open door policy to ensure parents/carers have the opportunity to discuss their child's holistic development at any point.	Build positive relationships and have active learning opportunities during a 2 week transition process at the end of the Summer term.
Children start to develop positive relationship with the teachers in Year 1.		Plan for academic continuity. This is achieved through ensuring that the whole school SHINE creative curriculum is evident through the immersive environment and linked to the class text.



## Appendix 2

### HIGH QUALITY INTERACTIONS IN THE EARLY YEARS The 'ShREC' approach



The aim of the ShREC approach is to provide early years professionals with a simple, memorable set of specific evidence informed strategies that can be embedded into everyday practice.

*"When done well, high quality interactions often look effortless but they are not easy to do well."*

EEF Guidance Report,  
Preparing for Literacy



This resource supports the 'Preparing for Literacy' guidance report.

## Sh



### Share attention

Be at the child's level. Pay attention to what they are focused on.

## R



### Respond

Follow the child's lead. Respond to their non-verbal and verbal communications. You could make a brief comment on what they can see, hear or feel.

## E



### Expand

Repeat what the child says and build on it by adding more words to turn it into a sentence.

## C



### Conversation

Have extended back and forth interactions. Give children time to listen, process and reply.