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|  | <h2>South Bersted CE Primary Early Years Foundation Stage Policy</h2> |
| Web and/or Internal | Web & Internal |
| This policy should be reviewed every | Every three years |
| Policy approved by Governors | Spring 2022 |
| Date of Review | Spring 2025 |
| Member of staff responsible | Headteacher |
| Policy created by | SBS |
| Signed by Chair of Governors and/or Headteacher | |

Intent

At South Bersted CE Primary School, **'Life in all its fullness' (John 10:10)**, underpins our school vision. Educating the 'whole child' not only aims to achieve high standards but to enable learners to embrace challenges and become life long-learners. We recognise that the Early Years Foundation Stage (EYFS) builds the foundations and love of learning that children need to thrive in their later years of primary and in life beyond primary school.

Our curriculum is underpinned by the 7 areas of learning and development and is supported by the DFE's Development Matters Document:

The 3 prime areas:

- communication and language
- physical development
- personal, social and emotional development

The 4 specific areas:

- literacy

- maths
- understanding the world
- expressive arts and design

In 2021 our curriculum was reviewed to meet new statutory guidelines from the EYFS Reform. Our curriculum priorities are to:

- Go deeper with specific areas of learning
- Focus on early language and extending vocabulary.
- Give children a wider range of experiences both in school and out of school
- Involve parents/carers to maximise learning potential

Implementation

Transition

Research suggests that transitions are central to young children's development and emotional wellbeing, and the way in which the first transitions are handled could have a significant impact on the child's capacity to cope with change in the short and long term' (The educator UK.) Therefore, we acknowledge that a smooth transition into EYFS from Nursery is key to the success of the child. Therefore, the class teacher conducts Nursery visits to receive any necessary information, including safeguarding concerns. The teacher is then able to meet the child in a safe setting and observe play and interaction with peers.

In September, one-on-one meetings take place between the teacher and parent, children are given an opportunity to play in the EYFS classroom. During the same week, children will attend for half days, alternating between morning and afternoon sessions, before attending full time from the second Thursday.

Conducting parent-teacher meetings in September ensures

- Children can remember and are familiar with the environment – often they are excited to continue their play
- Parents have the opportunity to ask any questions and receive any additional information prior to their child attending
- Allows for relationships to be built with families
- The classroom is already matched to the needs of the new learners and this can be discussed with parents

In the final term in Reception, the Year 1 teacher will meet with the Early Years Teacher and discuss each child's development against the Early Learning Goals to support a smooth transition to Year 1. This discussion helps the Year 1 teacher to plan an effective, responsive, and appropriate curriculum that will meet the needs of all children. EYFS children will also have an opportunity to go to the new Year 1 environment and meet their new teacher.

The Curriculum

The curriculum in EYFS is broken down into half termly thematic topics. These are planned linked to the key skills from Development Matters as well as links to texts, vocabulary and communication and experiences. Although a foundation for a topic is planned for, EYFS staff will be led by the children allowing them to initiate their own learning when appropriate, they will create experiences and

opportunities for children to learn through opportunities that interests them. Therefore, plans and provision will be regularly adapted and evaluated.

Each day, the children are taught daily Phonic lessons. Our approach to the teaching of phonics, follows the structure of the Letters and Sounds programme supported by the multi-sensory approach of Jolly Phonics scheme and the interactive elements of Phonics Bug.

In addition to this, one to one reading takes place every day, with each child being heard read **at least** once a fortnight as well as daily group reading sessions.

The Classroom Environment

Classroom organisation is fundamental in providing a successful and meaningful EYFS curriculum. Learning through play and first-hand experience is essential and therefore children are encouraged to interact with the 'Busy Learning' activities provided. These link with the learning focus and/or the prime areas of learning in EYFS.

The Reception class provides the following areas:

- Small world area for retelling stories
- Role play area
- Large and small construction areas
- Sand and water areas
- Book corner with a range of fiction and non-fiction books
- Writing table with a range of writing resources
- Making area with access to a choice of natural and man-made resources
- Table top and small world toys
- Technology area with class computer and camera
- Interactive whiteboard
- Sensory tuff trays
- Malleable materials
- Musical instruments, ribbons and expressive arts resources in our stage area
- Painting and creative equipment
- Maths games and equipment
- Outside classroom – a safe, fenced area including an outdoor camping themed reading area, musical stage, giant sand pit, outdoor chalkboards and whiteboards, outdoor writing area, messy play areas, gross motor construction area with real construction resources, planting equipment and areas, mud kitchen, outdoor playhouse, digging area, bug hotels, climbing frame, balancing equipment and outside toys including bikes and scooters.

Vocabulary is developed through the environment by:

- Purposeful learning experiences to develop vocabulary through the use of drama e.g. hot air balloon landing in the playground, a dinosaur, dragon and giant visiting the classroom, vegetables trapped around the classroom when reading the story 'Supertato', three bears cottage covered in porridge oats and letters from story book characters.
- Themed days to link with the learning and support vocabulary. These include a superhero day, firefighter day, fairytale day and pirate day!
- Real life experiences in Spring 2- observing eggs hatch into chicks, tadpoles turn into froglets and caterpillars turn into butterflies.
- Walks around the beautiful school grounds to support our observations of the world around us when talking about change and seasons.

- Half termly outdoor learning days in the Outdoor Learning Area.
- Trips- farm trip, beach trip and local bus trips.
- Talk for writing being a big focus during literacy where children learn to retell stories and use the story language vocabulary.
- Talk for reading is used to learn new vocabulary and discuss meaning to support understanding and story comprehension.
- Group reading once a week with class TA with a focus on learning new vocabulary.
- High quality, vocabulary rich texts chosen for literacy activities.
- Activities in the environment have vocabulary and keywords for children to refer to and adults to model when engaging in continuous provision with the children.
- EYFS environment has a language rich environment with words all around the classroom linked to different areas.
- Focus vocabulary for each topic which states specific vocabulary to teach each week.
- 'Words we have caught' display which displays the new keywords when they are explicitly taught to the children.
- NELI programme to begin in January 2022.
- Speech and Language programmes for key pupils to develop vocabulary.

Parental Involvement

Parents/carers are the child's first and most enduring educators. When Parents/carers and practitioners work together in early years settings, the results have a positive impact on the child's development. A successful partnership needs to be a two-way flow of information, knowledge and expertise. We aim to develop this by:

- Using class dojo to communicate with parents/ carers and share work.
- Weekly class dojo messages from the class teacher summarising the learning from the week and the focus for the following week to enable parents/ carers to support at home.
- Bedtime breakfast event at the beginning of the year to promote early reading and phonics.
- EYFS staff being approachable and available to talk to parents/ carers at the beginning and the end of the day.
- Termly phone calls to work closely with parents/ carers of SEND pupils to develop Independent Learning Plans (ILPs) to meet the needs of the children.
- Parents evening twice a year where parents/ carers are invited to come into school to discuss their child's learning and progress and look at their Learning Journals.
- Parents/ carers invited in to watch Christmas Nativity and Class Assemblies.

Assessment

It is important that we assess what children know and can-do at the start of a new phase in their learning. We rely on accurate judgements about whether the children are working with age related expectations so that we can:

- Plan provision to meet the needs of the cohort.
- Identify children or groups of children who need additional support.

Therefore, the EYFS statutory baseline will be completed by the end of week 4 of the first half term. Data is entered in Target Tracker (in line with the whole school assessment framework) and key areas of concern and strength are identified for individual children, groups of children and the whole cohort via the Pupil Progress document.

Observations are continuous in EYFS and feed into daily planning and learning. This is formally tracked termly where key concerns and actions are identified for key children or groups.

Closing the Disadvantage and SEND Gap

Children with a SEND need or who are pupil premium are a high priority within EYFS, we are aware that the earliest years of a child's life can have a profound impact on their long-term development and that as a child gets older the gap between disadvantaged or SEND children and their peers can become wider. Therefore, EYFS has 3 adults (a teacher and two teaching assistants) to ensure adults can provide the support needed for key children. These children are always a focus of pupil progress meetings which take place half termly.

In Early Years a child can have 'Target Time' during Busy Learning for adults to challenge children in their learning based on their own needs or targets. This is specifically for children with an ILP or PPG children.

In addition to this, for the 2021 – 2022 academic year, the school will be running the Nuffield Early Language Intervention (NELI) programme to support identified pupils in making accelerated progress in key communication skills.

Safety and Good Health –

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 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.

All children are provided with a healthy snack each day as well as being given the choice of milk. The children always have access to water and are all provided with a school water bottle on their first day of school. Children are also provided with a hot school meal by Chartwells