



**DARWEN ALDRIDGE  
SUDELL PRIMARY**

## **EYFS Policy**

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## The Early Years Foundation Stage

The overarching aim of the EYFS curriculum at Sudell Primary School is to promote the principles of the EYFS statutory framework and the non-statutory Development Matters in the Early Years Foundation Stage guidance.

The Statutory Framework states the requirements for school and early year's settings to support children's learning and development, assessment safeguarding and welfare.

The Statutory Framework sets out the educational programmes which provide the overview of learning and development from which practitioners can refer to, to develop a curriculum for their children.

It also sets out:

- The areas of learning, the aspects within them and the Early Learning Goals for each area. The areas of learning and development must shape activities and experiences for children in all early year's settings.
- Each child's level of development must be assessed against the Early Learning Goals at the end of Reception. Practitioners must indicate whether children are meeting expected levels of development or if they are not yet reaching expected levels (emerging). This is the EYFS Profile.
- Assessment arrangements for measuring progress (and requirements for reporting the EYFS profile to parents and/or carers).

The safeguarding and welfare requirements cover the steps that providers must take to keep children safe and promote their welfare.

The Early Years Foundation Stage sets the standards that all Early Years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

The EYFS is based upon four principles:

- A unique child – developing resilient, capable, confident and self-assured individuals.
- Positive relationships – supporting the children in becoming strong and independent.
- Enabling environments – where opportunities and experiences respond to the individual needs of the child by developing a strong partnership between practitioners, parents/carers and the child.
- Learning and developing – An acknowledgement that children learn in different ways and at different rates.

‘Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.’

*‘Statutory Framework for the EYFS’*

At Sudell, we believe all children should be given the opportunity to achieve their best by using a wide range of teaching strategies, planning activities that cater for individual’s needs.

We aim to:

- provide opportunities for children to enjoy learning, develop confidence and self-esteem, and build good relationships with others
- to support, foster and develop children’s personal, social, health and emotional well-being
- ensure that the children learn: by watching others, talking, asking questions, listening, exploring, investigating and problem solving
- to respect and value the cultural and linguistic backgrounds of others
- to enable children to express preferences, communicate needs, make choices, make decisions and choose options that other people act on and respect
- to promote the moral, spiritual, cultural, intellectual and physical development of children
- to provide for learning using first hand experiences and a multi-sensory approach to develop positive attitudes and dispositions for learning.

## **Learning and Development**

At Sudell, we provide a carefully structured curriculum based on the new Development Matters and Early Learning Goals. Through adult led and child-initiated activities, children will have the opportunity to explore, investigate, discover and consolidate their knowledge, skills and understanding. We ensure we will address the individual needs of all children by enabling them to participate in a broad, balanced, relevant and age-appropriate curriculum, with due regard to equal opportunities. We will also build on what the children already know, understand and can achieve.

The EYFS Framework is organised into seven areas of learning and development, three of which are categorised as ‘prime areas’ and four as ‘specific areas.’

### **Prime Areas of Learning**

#### **Communication and Language**

This is split into Listening, Attention and Understanding and Speaking.

Communication and Language in particular, spoken language, underpins all the seven areas of learning and development. There is a particular emphasis placed upon modelled language, adult and child interactions and introducing new vocabulary. Children are provided with a

language rich environment and are given plentiful opportunities to develop their confidence and skills when expressing themselves and to speak and listen in a range of situations.

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

This is split into Self-Regulation, Building Relationships and Managing Self.

Children's personal, social and emotional developed (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others.

### **Physical Development**

This is split into Gross Motor Skills and Fine Motor Skills.

This involves providing opportunities for young children to be active and interactive; and to develop their coordination, control and movement. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye coordination which is linked to early literacy. Children are given opportunities to explore and play with small world activities, puzzles, arts and crafts and the practise of using a variety of one-handed tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

### **Specific Areas of Learning;**

#### **Literacy**

This is split into Comprehension, Word Reading and Writing.

It is crucial for children to develop a life-long love of reading. It involves encouraging children to link sounds to letters and begin to read and write. Children must be given access to a wide range of reading materials (books, poems, magazines, and other written materials) to ignite their interest.

#### **Maths**

This is split into Number and Numerical Patterns

Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. It is also important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of Mathematics, including shape, space and measure.

## **Understanding of the World**

This is split into People, Culture and Communities, The Natural World and Past and Present.

This involves guiding children to make sense of their physical world and their community.

## **Expressive Arts and Design**

This involves enabling children to explore and play with a wide range of media and materials as well as providing opportunities and encouragement to share their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play and design and technology.

## **The Early Learning Goals- the Prime Areas**

### **Communication and language**

- ELG: Listening, Attention and Understanding - 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.
- ELG: Speaking - 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**

- ELG: Self-Regulation - 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.
- ELG: Managing Self - 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.
- ELG: Building Relationships - 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**

- ELG: Gross Motor Skills - 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.
- ELG: Fine Motor Skills - 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.

### **The Early Learning Goals - the Specific Areas**

#### **Literacy**

- ELG: Comprehension - 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.
- ELG: Word Reading - 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.
- ELG: Writing - 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

- ELG: Number - 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.
- ELG: Numerical Patterns - 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

- ELG: Past and Present - 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.
- ELG: People, Culture and Communities - 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.
- ELG: The Natural World - 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**

- ELG: Creating with Materials - 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.
- ELG: Being Imaginative and Expressive - 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.

## **Enabling Environments**

The school aims to create an attractive and stimulating learning environment where children feel confident, secure and challenged. Children have access to both indoor and outdoor environments that are set up in discrete areas of learning with planned continuous provision activities along with opportunities for child-initiated learning.

## **Positive Relationships**

At Sudell we recognise that children learn to be strong and independent from secure relationships. The school aims to develop caring, respectful, professional relationships with the children and their families.

Parents as Partners – we appreciate that parents are children's first and most enduring educators and value the contribution they make. We recognise the role that parents have played, and their future role, in educating their children. We aim to foster positive partnerships with parents by:

- Arranging an induction event for parents during the summer term, when they receive key information about how the Foundation Stage runs, what their children will be learning and information regarding dates, times, school uniform and operating procedures. The induction event also gives parents an opportunity to talk to the Reception team and representatives from other areas of school life.
- Asking parents to sign permission slips for visits out of school, photographs of their child, and using the internet at school.
- Encouraging parents to talk to their child's teacher if there are concerns.
- Inviting parents to attend workshops which provide information about other areas of the curriculum, e.g. Early Reading, Maths and Phonics.
- Ensuring children have the opportunity to spend time with their teacher before starting school during taster sessions.

- Inviting parents into school to share 2 parent's evenings per year and completing an end of year report which outlines each pupil's successes across the year
  - Organising a range of activities throughout the year that encourage collaboration between the child, school, and parents / carers: topic related activities, celebration assemblies, Sports Day etc

## **Safeguarding, safer recruitment and welfare requirements**

Children learn best when they are healthy, safe and secure, when their individual needs are met and when they have positive relationship with the adults caring for them. We follow the safeguarding and welfare requirements detailed in the Early Years Foundation Stage Statutory Guidance. Our safeguarding and child protection policies set out what we do to:

- Safeguard children
- Ensure the suitability of the adults who have contact with children
- Promote good health
- Manage behaviour
- Maintain records, policies and procedures

## **Assessment**

### **Reception Baseline Assessment**

From September 2021, it is statutory for Reception children to take part in the Government Reception Baseline Assessment (RBA). This is a short, interactive and practical assessment of children's early literacy, maths, communication and language skills completed on a tablet or computer. Schools are required to carry out the assessment within the first six weeks of pupils starting Reception. Numerical scores are not shared and the data will only be used at the end of year 6 to form the school-level progress measure. Teachers receive a series of short, narrative statements that tell them how their pupils performed in the assessment.

### **On Entry Assessment**

We collect information about pupils using a variety of different methods on children's entry to our setting. We complete a variety of baseline assessments including Wellcomm, Rosco and Motor Baseline. We use these assessments to collect key information about each child's development and attainment so that we can support their learning further. In addition to this, we also use information provided by parents and carers, observations, pre-school settings, private nurseries and childminders and other professionals.

Assessment plays an important part in helping parents, carers and practitioners to recognise children's progress, understand their needs, and to plan activities and support. On-going assessment (also known as formative assessment) is an integral part of the learning and development process. It involves EYFS staff observing and engaging with children to

understand their level of achievement, interests and learning styles, and to then shape learning-experiences for each child reflecting those observations. Assessment does not entail prolonged breaks from interaction with children, nor take the form of excessive paperwork. Paperwork is limited to that which is absolutely necessary to promote children's successful learning and development. Parents and/or carers are kept up-to-date with their child's progress and development. The school addresses any learning and development needs in partnership with parents and/or carers, and any relevant professionals. Evidence of a child's development is collected in a variety of ways to provide a holistic view. Termly summative assessments of the 17 aspects of learning are undertaken using the EYFS Assessment Framework and recorded using an on-track/not on-track tracker. The focus is on teacher professional judgement rather than excessive evidence collecting.

### **Assessment at the end of the EYFS – the Early Years Foundation Stage Profile (EYFSP)**

In the final term of the year in which the child reaches age five, the EYFS Profile is 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 progress against expected levels, and their readiness for Year 1. The Profile reflects: ongoing observation; all relevant records held by the setting and the professional judgements of the EYFS staff.

Each child's level of development is assessed against the early learning goals. Staff indicate whether children are achieving the 'expected' level or 'emerging', in relation to each early learning goal.

When forming a judgement about whether an individual child is at the expected level of development, teachers should draw on their knowledge of the child and their own expert professional judgement. This is sufficient evidence to assess a child's individual level of development in relation to each of the ELGs. Sources of written or photographic evidence are not required, and teachers are not required to record evidence.

The school uses the Bromcom system to record judgements which are then transferred to the Local Authority. Year 1 teachers are given a copy of the Profile report, together with a short commentary on each child's skills and abilities within their end of year report. These inform a dialogue between Reception and Year 1 teachers about each child's stage of development and learning needs and assist with the planning of activities in Year 1.

The school shares the results of the Profile with parents and/or carers and explains to them when and how they can discuss the Profile with the teacher who completed it. The Profile is completed for all children, including those with special educational needs or disabilities. Reasonable adjustments to the assessment process for children with special educational needs and disabilities are made as appropriate. The school considers whether to seek specialist assistance to help with this.

Children have differing levels of skills and abilities across the Profile so the school ensures there is a full assessment of all areas of their development, to inform plans for future activities and to identify any additional support needs.

### **Monitoring, evaluation and review**

This policy is promoted and implemented throughout the EYFS provision at Sudell Primary School. It is monitored throughout the year and is reviewed each year with the senior leadership team.