



Wimborne Primary School - Early Years Foundation Stage (EYFS) Policy

To be read in conjunction with our:

Feedback Policy

Curriculum Policy

Teaching and Learning Policy

SEND Policy

Assessment Policy

Behaviour Policy

Home School Agreement

EYFS Risk Assessment

Intent:

- To work in partnership with parents to encourage independent, happy learners who thrive in school and reach their full potential from their various starting points.
- To promote communication and language, physical development and personal, social and emotional development as golden threads, which are woven through our everyday curriculum.
- To understand and follow children's interests and fascinations; providing opportunities throughout our EYFS curriculum to support learning, consolidate and deepen knowledge and ensure children meet their next steps.
- To treat every interaction as a positive opportunity to create a connection and foster a love of learning.
- To create an indoor and outdoor environment, based on our children's needs, which promote rich vocabulary, curiosity, independence and challenge.
- To enable children to achieve the Early Learning Goals at the end of the Foundation Stage and ensure children make good progress from their starting points.
- To teach an engaging, sequential curriculum, which prepares children with the knowledge and skills they will need for their learning in KS1 and KS2.
- To enable children to achieve our curriculum goals (below).
- To support an effective transition into Year 1.

Wimborne Primary School
EYFS - Our Curriculum Goals



<p>To become a Confident Communicator</p> <p>Who can listen carefully in different situations; hold a conversation with friends and adults; ask relevant questions and use new vocabulary to explain ideas and feelings .</p>	<p>To become an Independent Individual</p> <p>Who can follow our school rules; set simple goals and persevere to achieve them; select resources, manage their own personal needs and know how to stay fit and healthy.</p>	<p>To become a Fantastic Friend</p> <p>Who can be kind, caring and helpful; show empathy and respect to others; work and play co-operatively whilst considering others' ideas and feelings.</p>	<p>To become an Amazing Athlete</p> <p>Who can show strength, balance and co-ordination when playing; move confidently and safely in a variety of different ways and use a range of equipment.</p>
<p>To become a Talented Tool User</p> <p>Who can hold a pencil effectively and use a range of tools (for example scissors, cutlery, paintbrushes, tweezers, hammer) safely and with confidence.</p>	<p>To become a Brilliant Bookworm</p> <p>Who shows a love of reading; uses new vocabulary to talk about what they have read or has been read to them and can read words and simple sentences (applying the phonics they have learnt).</p>	<p>To become a Resilient Writer</p> <p>Who can write letters that are formed correctly and write words, captions and sentences that can be read by themselves and others.</p>	<p>To become a Master of Maths</p> <p>Who can show a deep understanding of numbers to 10; recognise patterns within the number system; subitise and compare quantities and recall number bonds to 5.</p>
<p>To become an Exceptional Explorer</p> <p>Who can show curiosity about the world around them; understand how to read and draw a simple map and understand some differences between times and places.</p>	<p>To become a Compassionate Citizen</p> <p>Who can help to look after their community and care for the environment; know some reasons why Portsmouth is special and have an awareness of other people's cultures and beliefs.</p>	<p>To become a Proud Performer</p> <p>Who can perform a song, poem or dance to an audience; retell stories with expression and confidence and play a range of percussion instruments with rhythm.</p>	<p>To become a Dynamic Designer</p> <p>Who can choose and safely use the resources they need to make their creations and talk about how and what they have made.</p>

Implementation:

Partnership with Parents:

As a school, we work hard on building positive relationships with parents and families. EYFS staff are available for parents to talk with at the beginning and end of school each day. Parents are able to book further appointments if they have something they wish to discuss in private. We communicate with our parents regularly through: letters; Tapestry; email and *Marvelous Me*. We keep parents informed and we meet regularly with them to ensure children's transition into school and throughout the EYFS is happy and allows them to become the best version of themselves, with the right support each child needs, in place. This includes stay and play introductory sessions, a new to Year R family picnic, informal conversations and parents' evenings. We use Tapestry to share 'wow moments' with parents and we actively encourage parents to share children's home learning and achievements outside of school using this same app.

Our Curriculum:

We have designed a progressive and sequential curriculum, which builds upon the knowledge and skills of our children and prepares them for their learning in KS1 and beyond. Each half term we introduce a new topic with a 'hook' to provide inspiration for learning, whilst providing the flexibility for children to follow their own interests and ideas. Children learn through a balance of child-initiated play and adult-directed activities. The timetable is carefully structured so that children have a balance of directed teaching during the day. The timetable changes throughout the year to take into consideration the changing needs of the children. These

sessions are followed by small focused group work, where appropriate. This means the teacher can systematically check for understanding, identify and respond to misconceptions quickly and provide real-time verbal feedback which results in a strong impact on the acquisition of new learning. Children in the EYFS learn by playing and exploring, being active, and through creative and critical thinking. The children have lots of opportunities to engage in continuous and enhanced provision during their 'Discovery Time' and a variety of experiences carefully planned to engage and challenge all children within the provision. The curriculum is planned for the inside and outside classrooms and equal importance is given to learning in both areas.

English / Literacy:

Reading is at the heart of our curriculum and our aim is to encourage a love of reading right from the start. In Reception, we have identified key texts for each half term. These books are embedded in our provision through activities and story sessions as well as being on display for children to access independently. Through this, children are able to internalise new vocabulary, language patterns and begin to retell stories. There is cohesion and consistency with our approach to align with the whole school English Curriculum that is followed from Years 1-6:

- The inclusion of high-quality texts which are age and stage appropriate and which drive the curriculum.
- Modelled reading and re-telling opportunities across each session
- Structured comprehensions questions
- A focus on Tier 1, 2 and 3 Vocabulary
- Dedicated phonics sessions, involving tricky and high-frequency words

In EYFS, this starts with the 10 core books, which have been identified by Portsmouth practitioners. These books contain rhythm and rhyme, repetitive text, eye-catching illustrations and are from authors who have a strong selection of other books for further reading. These books are shared with pre-school children during the Summer Term before they start school and in the Autumn Term in Reception. By reading these books with children repeatedly, we can build up children's knowledge and confidence of storytelling and support them as they transition into school. The aim is to expose children to a range of books that not only develop a love of reading, but have been chosen specifically to develop their oracy, vocabulary and comprehension.

Phonics:

We follow Monster Phonics to ensure consistency across the school. In Reception, we start teaching phonics as soon as the children are in school full time. The phase 1 skills that children have learnt at pre-school are assessed through baseline judgements and we continue to teach these skills alongside learning GPCs, HFWs and CEWs. Each phonics lesson provides focused multi-sensory activities. Each is purposeful, fun and engaging. In a Monster Phonics lesson, every child is busy learning. The science behind Monster Phonics that links sound with graphemes and the most common words, accelerates learning, ensuring that children quickly become more confident readers and writers.

Our children are encouraged to read at home at least 5 times a week and are listened to regularly in school. They are given 'me' books that match their phonic knowledge in order for them to apply their learning with the aim of becoming successful, confident and fluent readers.

Mathematics:

In Reception, we follow the White Rose Maths Scheme of work, which is divided into 3-week units. High quality learning environments and meaningful interactions with adults support our children in developing mathematical thinking and discussion. Pupils learn through games and activities using concrete manipulatives and pictorial structures and representations, which are then rehearsed, applied and recorded within their own child-led exploration. Children in Reception have whole class maths sessions 4 times a week to introduce new concepts, develop fluency, revisit key concepts and address misconceptions.

Wider Curriculum:

Our wider curriculum is taught through the learning areas: 'Understanding of the World' and 'Expressive Arts and Design.' EYFS staff have a good understanding of how ELGs feed into the National Curriculum through our robust planning and CPD opportunities. In reverse, colleagues throughout the school are also aware of the key ELGs that link to each foundation subject and the progression of the subject.

Exciting, purposeful and contextual activities are planned to build on children's natural curiosity. For example, making a pirate ship enables them to think like a 'scientist' and an 'engineer' as they explore a range of materials and test out their own ideas. Building further on our oracy focus, children will be encouraged to employ subject specific language and terminology in foundation subjects, and such vocabulary is modelled both verbally and visually, by supporting practitioners. Our inclusive approach means that all children learn together, but we have a range of additional intervention and support for children who may not be reaching their potential, or are showing a greater depth of understanding and need further challenge. This includes, for example, Language links interventions for developing speech and language, ELSA support for learning social skills, fine motor development and blending to read practice. In addition, we create bespoke plans and timetables for our children with EHCPs, to enable them to reach their full potential, both inside and away from the classroom due to sensory needs. Regular monitoring of teaching and learning by SLT and the EYFS leader ensure staff develop good subject knowledge. SLT and the EYFS leader ensure that staff receive CPD specific to Early Years to develop their practice. For example, we offer CPD on effective observations, in order to understand where pupils are, and their 'next steps,' for learning.

Impact

Baseline:

Prior to children starting at Wimborne, staff spend time speaking to previous settings and reading transfer records to gain an understanding of the whole child and where they are at. In the Summer Term before they join us in September, all children and parents are invited in for stay and play sessions and a 'new to Year R' family picnic, in order to get to know them and

prepare the children for their transition into school. In the first week of September, we prioritise meeting with all parents and children individually to ensure that we have all the information we need to support the children to reach their full potential and to build the foundations for a positive parent partnerships. This enables the children to have a calm, happy and successful start to school.

During the first half term in Reception, all staff use ongoing assessments, observations and conversations with the child to develop a baseline assessment. This identifies each child's starting points in all areas so we can plan experiences to ensure progress.

The following baseline assessments are also carried out:

- The RBA (Statutory Reception Baseline Assessment)

This assessment focuses on 'Language, Communication and Literacy,' and 'Mathematics.' The purpose of this is to show the progress children make from Reception until the end of KS2.

- Language Links

This is an evidence-based oral language intervention for children who show weakness in their oral language skills and who are therefore at risk of experiencing difficulty with communication, language and reading comprehension. The assessment informs us if the child is at expected for their age or requires intervention from trained Language link practitioners.

Ongoing Observation:

All ongoing observations are used to inform weekly planning and identify children's next steps. This formative assessment does not involve prolonged periods of time away from the children and excessive paper work. Practitioners draw on their knowledge of the child and their own expert professional judgements through discussions with other practitioners, photographs and physical examples such as a child's drawing / making. Some observations are uploaded using Tapestry and shared with the supporting parents and carers and examples kept in individual books.

Assessment:

Phonic assessments are carried out following the Monster Phonics assessment schedule. Alongside daily formative assessment, the purpose of this is to quickly identify pupils that are not making expected progress. Our aim is for children to 'keep up' rather than 'catch up' where possible. Assessments are completed up to five times per year. In Summer Term 2, the EYFSP is completed where teacher judge whether the child has met each of the 17 ELGs. They are assessed as either 'emerging' or 'expected.' Whilst there is no judgement to state if a child is exceeding beyond an ELG, teachers have a duty to provide a narrative for both parents and the Year 1 teacher.

Impact is also evident through our successful transitions into Year 1. EYFS staff have a good understanding of how ELGs link to the National Curriculum, and through our robust planning and delivery across the spectrum of subjects - both core and foundation - children leave the EYFS

stage with the skills, knowledge and confidence to continue their journey as scientists, historians, artists and geographers.

Roles and responsibilities of the EYFS lead and other staff

The EYFS lead will ensure that:

- all statutory elements of the curriculum, and those subjects and further enhancements which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of pupils will be met. This will include how areas of learning will be provided for and assessed, the use of language (reading, writing, speaking and listening), the use of mathematical skills and the use of information and communications technology
- time provided for teaching the curriculum is adequate and shows progression and is reviewed by the governors annually
- the governing body is kept informed of the development of the curriculum
- the EYFS risk assessment is current and reviewed regularly and ensure children safety and welfare is at the heart of the EYFS provision
- Other **staff** will ensure that the EYFS curriculum is implemented in accordance with this policy.

Updated November 2022

Review Date November 2024