



EYFS Policy

Reviewed: **July 2024**

Reviewed by: **Headteacher / SLT / Governors**

Date to be reviewed: **July 2025**



East Peckham Primary School, 130, Pound Road, East Peckham, Tonbridge, TN12 5LH

Aims

At East Peckham 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 all children to become confident and independent learners. We value the individual child and work alongside parents and others to meet their needs and help every child to reach their full potential. The following document should be read in conjunction with the following policies: Teaching and Learning Policy; Behaviour for learning Policy; SEN Policy; Transition Policy.

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

- Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured
- Children learn to be strong and independent through positive relationships
- 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
- Children develop and learn in different ways and at different rates

Principles into Practice

- We provide a balanced curriculum, based on the EYFS, across the seven areas of learning, using play as the vehicle for learning.
- We promote equality of opportunity and anti-discriminatory practice. We provide early intervention for those children who require additional support.
- We work in partnership with parents and within the wider context.
- We plan challenging learning experiences, based on the individual child, informed by first hand interactions, observation and assessment.
- We provide opportunities for children to engage in activities that are adult-initiated and child-initiated.
- We provide a safe, rich and enabling learning environment both indoors and out.

Foundation Stage Curriculum

We implement a broad, balanced and creative curriculum to meet the needs of each child, so that they can gain the knowledge, skills and understanding that they require for future success. We view the Characteristics of Effective Teaching and Learning - Play and Exploration, Active Learning and Creative and Critical Thinking - as integral. We facilitate the development of these characteristics through our provision, interactions and observations of the children. The curriculum is planned in a holistic way to facilitate all aspects of the children's development, including understanding the world and expressive art and design, as well as to promote sustained thinking and active learning. We ensure that engagement and verbal interaction with children is prioritised by all adults in the Early Years, to ensure children develop the communication and language skills they need to make the best possible progress in their learning.

We follow the EYFS Statutory Framework to plan our curriculum with the support of the Development Matters document. Our curriculum is planned to allow for progression in knowledge and skills over time through a mix of direct teaching, play, routines and continuous provision.

Areas of Learning

There are seven, statutory areas of learning:

Prime Areas

- **Personal, Social and Emotional Development** - Making relationships, building self-confidence and self-awareness and managing feelings and behaviour
- **Communication and Language** - Listening and attention, Understanding and Speaking. Teaching staff ensure they provide opportunities to experience a rich language environment.
- **Physical Development** - Providing opportunities for children to develop their coordination, control and movement and that they have an awareness of health and self-care.

Specific Areas

- **Literacy** - This involves encouraging children to link sounds and letters and to begin to read and write
- **Maths** - Providing opportunities to develop children's understanding of numbers, calculation and shapes, space and measures
- **Understanding the World** - Staff provide opportunities to explore, observe and find out about people, places, technology and the environment
- **Expressive Art and Design** - The children are given opportunities to explore and use imagination in art, music, movement, dance, role play and design technology

Relationships with Parents

We know what an important role parents play in their children's learning journey and we aim to involve them as much as possible in school life. We do this several different ways which range from communication with home to inviting parents into the school setting:

- Introductory sessions
- Parent/child/teacher meetings
- Stay and play sessions
- Reading books shared between home and school
- Regular newsletters
- Parent workshops (Phonics and Early Reading and Early Maths)
- Contributing to Learning Journeys (through WOW books and general conversations.)
- Having access to and contributing to the children's Tapestry profile

Teaching

We recognise that teaching can take place at **all** times of the day through directed teaching sessions and continuous provision both inside and outside the classroom. Our learning environments are irresistible to children and facilitate active learning. Staff are encouraged to think carefully about their comments and questions when interacting with the children in order to optimise learning and further develop the children's curiosity. Long- and medium-term plans ensure that content in the EYFS is covered in depth, whilst weekly plans ensure a balance of both formal and informal learning.

Assessment

The Early Years teaching staff record children's starting points through the national Reception Baseline assessment. This provides a starting point from which children's progress is measured throughout their time in primary school.

We analyse and review what we see or know about each child's development and learning throughout the year, and then we will make informed decisions about the child's progress.

Discussions are focused around the Characteristics of Effective Learning which are key to ensuring children foster positive learning behaviours for the future.

Playing and exploring (engagement)

- Finding out and exploring
- Playing with what they know
- Being willing to 'have a go'

Active learning (motivation)

- Being involved and concentrating
- Keeping trying
- Enjoying achieving what they set out to do

Creating and thinking critically (thinking)

- Having their own ideas
- Making links
- Choosing ways to do things

Throughout the year, children's progress is measured against termly checkpoints linked to the Development Matters document. At the end of the EYFS, a best-fit judgement against the Early Learning Goals (ELG's) is made in relation to a child's development and their readiness for year 1. When forming a judgement about whether an individual child is at the expected level of development, teachers will draw on their knowledge of the child and their own expert professional judgement. This is enough evidence to assess a child's individual level of development in relation to each of the ELGs. Recorded written or photographic evidence is not required. To support the judgement of children's writing, moderation within school with colleagues from Year 1 and with other schools within our collaboration will take place.

We formally report to parents twice a year, in October/November and July. The report in July contains an assessment against each of the seven areas of learning as well as a comment on how the child has progressed and what they have achieved across the year.

Transition

At East Peckham Primary School we work closely with the local preschools to ensure that we have detailed information about the children prior to them starting school. The Reception teacher calls or visits the preschools in the summer term prior to the children starting school and we invite the children to join us for at least one stay and play session in the summer term, as well as transition sessions in Term 1 (see Transition Policy).

The Reception teacher and teaching assistant carry out parent/child/teacher meetings during the first week of Term 1 to become familiar with the children and gain vital information from parents. It is also a good opportunity for parents to raise any concerns they may have and discuss them with the teachers.

As the children prepare to enter KS1, the Year 1 teacher observes the children in the Early Years setting during the Summer term. The children also get to become familiar with the Year 1 setting and teacher by having weekly stories as well as planned opportunities / activities (See timetable of transition in the Transition Policy).

The Early Years teachers also meet with the Year 1 teachers to moderate and discuss the end of year data within a Pupil Progress Meeting in order to ensure a smooth transition into Year 1.

Children with SEND

We uphold the values of the SEND Code of Practice and follow our school SEND policy to ensure that all children are given the support required to achieve the best possible outcome at the end of the Foundation Stage. Each child's individual needs are assessed and monitored very closely throughout the year and prompt action is taken to provide individual or additional support, as required. We liaise very closely with preschools and health care providers to ensure that children with additional needs make a smooth transition into school life, and that any previously identified targets or support can be continued from the start.

More Able Children

We seek to recognise the vast array of individual talents that all children have and nurture them in a positive way. All children are challenged through the learning environment and within adult led activities. Deepening opportunities are often provided verbally through staff interactions with the children.

Health and Safety and Safeguarding

We follow updated safeguarding advice from Keeping Children Safe in Education (2023) and follow the systems in place in our Safeguarding Policy. All other policies relating to Health and Safety and Safeguarding are followed according to school policies. The EYFS teacher and

TA have supervision meetings with the EYFS Leader (or a nominated member of SLT) once a term.

Particular Areas to Note:

- The outside area has a comprehensive risk assessment in place and this area is checked each day to ensure that it is safe. Records are kept of this.
- In line with school policy, staff and volunteers are **not** permitted to take photos on personal phones, cameras or other equipment.
- Personal phones are locked away from the EYFS setting.
- Liaison with Safeguarding Leads in other settings takes place before the pupils start school to ensure that documentation relating to child protection is passed to the school.
- The key worker in this EYFS setting is always the class teacher.

Appendix

https://assets.publishing.service.gov.uk/media/65aa5e42ed27ca001327b2c7/EYFS_statutory_framework_for_group_and_school_based_providers.pdf

https://assets.publishing.service.gov.uk/media/64e6002a20ae890014f26cbc/DfE_Development_Matters_Report_Sep2023.pdf