



# Princess May Primary School

## EYFS Policy

Revised 2022

This policy outlines the organisation and expectations for this subject at Princess May Primary School.

The implementation of this policy is the responsibility of all staff.

Respect



Determination



Empathy



Responsibility



Aspiration





## Our Commitment to Staff

### Staff



Foster and develop the highest standards of teaching through high quality professional development

Nurture and secure leadership talent to lead the future

Recognise and reward the commitment of all staff



Create and maintain a mutually supportive, collaborative and caring environment for all

Establish well-being and health as essential contributions to effectiveness at work.

## Our Strategic Priorities

Enrich the curriculum to maximise opportunities for children to develop their talents and interests.

Create a culture of care and stimulate curiosity. Build an environment of independence and collaboration for all pupils.

Use high quality and innovative approaches to teaching to promote progress and engagement.

Enhance teaching and learning through ongoing professional development and continuous support.

Build strong and flexible leadership structures.

Ensure that every child learns to read.





# Early Year's Curriculum Statement

## Rationale

The Early Years is an important time in your child's life that develops and celebrates children's confidence, imagination and explorative natures. In the Early years at Princess May Primary School, we strive to ensure that the children are happy, excited and motivated to learn through rich and challenging learning experiences. We provide opportunities to explore and take risks through play and aim to give the children the very best possible start to their education.

We have high ambitions for all our children and recognise that children have different starting points to their learning. We aim for children to be communicative, independent, resilient, and confident in themselves and with others. We welcome the fact that our children come from a community rich in cultural and ethnic diversity and value their contributions to our school.

The Early Years Foundation Stage is the period of education from birth to five years and is a curriculum designed to support the needs of children through play. Play underpins the delivery of the curriculum and is divided into two main areas, Prime areas and Specific areas.

**The prime areas** consist of *Personal, Social and Emotional Development, Communication and Language and Physical Development*.

**The Specific areas** consist of *Literacy, Mathematical Development, Understanding the World and Expressive Art and Design*.

## The Characteristics of Effective Learning

At Princess May we acknowledge that each child is a unique child and has their own interests and individual learning styles - Characteristics of learning. We aim to encourage the children to develop these characteristics which will support them within all areas of their learning.

The three characteristics of effective learning are:

- Playing and exploring – children have the opportunity to investigate and experience a range of activities and are encouraged to 'have a go'
- Active learning – children concentrate and develop resilience when they encounter difficulties, and enjoy their achievements
- Creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things

In our Early Years Foundation Stage, we have provision for children aged 3-5. This currently consists of our Nursery class (Caterpillars) and Reception class 9 (Butterflies). We provide the children with an enriching and enabling environment both indoors and outdoors, to support them in all areas of their development, taking account of the children's interests.

At Princess May we carefully plan using topics/themes to meet the needs, interests and stages of development of each child as they explore our continuous provision during play, we also deliver whole class and small group teaching times to deliver aspects of the curriculum. We use core books and 'The Literacy Tree' to support our literacy sessions alongside the systematic teaching of Phonics. We use

'Mathematics Mastery' to support and enhance our mathematics planning in the Reception class & 'Speedy Starters' to introduce the fundamentals of mathematics to our Nursery class.

## **Assessment of your child**

Assessment in Nursery and Reception is carried out in line with the 'Early Years Foundation Stage' and staff observe the children and take photographs whilst they are learning and playing. We then assess their learning and development to identify the next step they need to continue to make progress. We create an 'learning journal which evidences the child's progress throughout the Foundation stage. Each term, parents are invited during parent consultation week to celebrate their child's learning and add their own comments.



# Intent

## It is our intent:

- that children receive an inclusive curriculum that educates all the children in knowledge, skills and understanding, to be effective, inquisitive, curious, independent learners and influence their wider thinking across all areas of the curriculum.
- that children who enter our EYFS begin their learning journey by developing physically, verbally, cognitively and emotionally whilst also embedding a positive attitude to school and a lifelong love of learning.
- to create opportunities for children to communicate through developing language and communication skills and specifically teaching vocabulary.
- to take into account all children's starting points and needs as they begin their learning journey. Every child will have a broad, balanced and differentiated play- based curriculum which prepares them for now and for the future in terms of opportunities and experiences.
- to provide our children with every opportunity to fulfil their potential and work on reaching The Early Learning Goals at the end of the Early Years Foundation Stage and ensure that the children make, at least, good progress from their initial starting points.
- Following personal interests and individual needs, allows us to plan and provide opportunities throughout our EYFS curriculum to support learning and development and for all children to achieve their next steps.
- to work with our parents and carers to foster a strong relationship and our 'open door' policy invites and always encourages parents and carers to engage with us and foster strong links between ourselves and our families.
- With the incremental challenge the children face as they move onto KS1 it is important we support this transition by ensuring our children leave us ready and excited to take on new challenges. We actively support our children with transition opportunities to add their move to KS1.



# Implementation

Throughout the EYFS at Princess May Primary School, we follow the Early Years Statutory Framework for the Early Years Foundation stage, provided by the Department for Education. There are four overriding principles which our early years education is based upon:

- **Unique child** – every child is a unique child who is constantly learning and can be resilient, capable and confident and self-assured.
- **Positive Relationships** - children learn to be strong and independent through positive relationships
- **Enabling environments** – 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 carers.
- **Learning and Development** – children develop and learn in different ways. The framework covers the education and care of all children in the EYFS, including children with special educational needs and disabilities.

The framework sets out the requirement for learning and development within the EYFS and focuses on prime and specific areas.

These are broken down into seven areas of the EYFS curriculum:

- **Personal Social and Emotional Development**
- **Communication and Language**
- **Physical development**
- **Literacy**
- **Mathematics**
- **Understanding the world**
- **Expressive Arts and Design**

We have a curriculum that is child centred, we have created enabling environments that are equipped to meet the needs, interests and stages of development of each child. We always encourage active and meaningful learning across the curriculum and aim to develop the learning characteristics that will support lifelong learning. At Princess May we want all our children to-

- **Learn actively**- Where children try their best and persevere even when they face challenges
- **Play and explore** – children investigate and experience things and are willing to ‘have a go’
- **Create and Think Critically**- children have and develop their own ideas, make links between ideas and develop strategies for doing things.

Practitioner observations, interactions and the outcomes of teachable moments are recorded and contribute to the child’s online learning journal. We regularly assess where the children are using ‘Development Matters’ and then ensure our planning, adult interactions and enabling learning environments; including continuous provision, support children to reach their next steps. We will plan and deliver interventions for groups or individuals when necessary.

During the school day, children have opportunities to work and play independently, collaboratively with their peers and with members of staff indoors and outdoors.

We use Core books, 'The Literacy Tree' and 'Drawing Club' to support our literacy sessions alongside the systematic teaching of synthetic Phonics. We use 'Mathematics Mastery' to support and enhance our mathematics planning. When children reach Reception, they continue to benefit from periods of sustained uninterrupted play alongside periods of direct whole class teaching and small group activities to ensure children make rapid progress before moving onto year one.

We provide regular opportunities for Parents and Carers to come into school and work with their child, share their learning and celebrate successes. We keep parents informed and meet regularly with them to ensure children's transition into school and through the EYFS is happy and allows them to reach their full potential. This includes transition days, Nursery or home visits, stay and play sessions, parent workshops, reports and parent consultations as well as more frequent informal communication to suit individual families.

We also support the transition into Key Stage 1 for both child and parents. We prepare children with their new teacher visiting them in their Reception class as well as visiting their new teacher in their new classroom. We hold a Parents meeting to inform parents of the transition process and to inform them of their child's new curriculum. They also get the opportunity to meet their child's new teacher and visit their child's new learning environment.



# Impact

We strive to ensure that our children's progress across the EYFS curriculum is good from their varied starting points, that children reach the Early Learning Goals at the end of Reception and are at least in line with National Expectations.

The impact of our curriculum is measured by assessment procedures which allow us to measure outcomes against all schools nationally. We measure the percentage of pupils achieving age related expectations throughout the academic year, put supportive interventions in place if and when needed. Class teachers use observations to make formative assessments which inform planning and ensure that all children build on their current knowledge and skills at a good pace. Evidence and observations of the children's progress is recorded via Children's online learning journals.

Summative assessments compare children's attainment to age related expectations using month bands in Development Matters. This is tracked to ensure rates of progress are at least good for all children, including vulnerable groups such as those with SEND, EAL, disadvantaged or summer born children. Our assessment judgements are regularly moderated both in school and externally with local schools. We also partake in local authority moderation which has validated our school judgements.

The impact of our curriculum can be measured by the way in which our children are inspired and excited about their learning. We work to ensure our children develop into confident and positive learners, who are excited by new challenges and not put off by difficulty. We endeavour to ensure that our children leave the EYFS ready to move with confidence into KS1 and their lifelong journey.





# The Role of the EYFS Lead

- Be responsible for the development of the EYFS provision.
- Monitor the effectiveness of the EYFS provision.
- Support teachers in their planning and strategies for classroom management.
- Disseminate new information.
- Provide or organise staff training.
- Be responsible for providing appropriate EYFS resources.



# Monitoring and Review

At Princess May Primary, we self-evaluate through our school development plan and action plans. Delivery of the EYFS policy will be monitored within the school monitoring cycle: teacher observations, planning and interactive learning diary monitoring, interviews with children, analysis of the data and parent/carer feedback.

Policy Reviewed	July 2024
Adapted by Governing Board	
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