



EYFS POLICY

MONKWOOD PRIMARY SCHOOL

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 01709 710310 **HEADTEACHER:** Ms K Sherburn

The Early Years Foundation Stage at Monkwood is good with elements of outstanding (Ofsted Sept 2019). Children 'get off to a good start' as a result of the combination of staff expertise, relevant planning and focus, and the commitment of the school to ensure the youngest children receive the best possible resources and provision.

Walking into EYFS at Monkwood is like stepping into a welcome adventure – children cannot help but thrive with these firm foundations.

Early childhood is the foundation on which children build the rest of their lives. At Monkwood Primary School we greatly value the important role that the Early Years Foundation Stage (EYFS) plays in laying secure foundations for future learning and development. Our work has, at its core, the aim of enabling children to develop their personal, social, emotional, cognitive and physical skills, and their desire to explore, question, discover and be creative.

At Monkwood we firmly believe that every child has a right to thrive and we ensure this through providing best quality first hand experiences, enabling children to build up a rich bank of wonderful things to remember during their time with us. It enables us as a school to provide a sound basis for lifelong learning.

How children are encouraged to learn is as important as what they learn. They are more likely to reach their potential as learners if they are happy, secure and have a sense of wellbeing. All achievements are celebrated. Every small step is accounted for in order to plan the next steps for the child. We aim to provide a rich curriculum through planning a balance of adult led and child initiated activity both indoors and outdoors. The Early Years Foundation Stage applies to children from birth to the end of the reception year. This policy explains how our practice is underpinned by four overarching principles.

A Unique Child

At Monkwood Primary School we recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways, at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as celebration and rewards, to encourage children to develop a positive attitude to learning. Every child's learning journey is unique. Positive attitudes are fostered through positive role models at every level.

Inclusion

Monkwood children truly matter. We give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when planning for their learning.

In the Foundation Stage we set realistic and challenging expectations that meet the needs of our children. We achieve this by planning to meet the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds. Language and communication are at the heart of all that we provide. We pride ourselves in our Speech and Language support which enables us to screen every child and offer timely interventions.

Welfare

It is imperative that all children in our school are safe. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards.

At Monkwood Primary School we understand that we are legally required to comply with the welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage. Therefore we:

- Promote good health, preventing the spread of infection and taking appropriate action when children are ill.
- Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs.

- Ensure all adults who look after the children or who have unsupervised access to them are suitable to do so.
- Ensure that the premises, furniture and equipment is safe and suitable for purpose.
- Ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.
- Maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.

Self-regulation and executive function

Children within Monkwood are provided with purposeful and exciting learning experiences that stimulate and challenge their thinking. Real life learning opportunities enhance children's cultural capital from an early age. The use of STEM activities within the indoor and outdoor provision develop children's problem solving, collaborative working and organisational skills effectively. During their time in Foundation Stage children begin to wonder and act out the person they strive to be.

Children are supported to develop the skills to self-regulate their emotions, demonstrate the resilience to continue with their learning even when they find it difficult. Staff are skilled at embedding emotional literacy within the learning environment to ensure children can control their behaviour in a range of situations.

Positive Relationships

At Monkwood Primary School we recognise that children learn to be strong, confident and independent from being in secure relationships. Monkwood feels like an extended family from the very start. Staff work hard to foster professional and caring relationships which begin at the very first phone call between home and school.

Parents as Partners

We recognise that parents and carers are children's first and most enduring educators and we value being partners with them in their child's education through:

- Talking to parents and carers about their child before their child starts in our school
- Offering both parents and carers and children the opportunity to spend time in the Foundation Stage before starting school.
- Operating an open door policy for parents and carers
- Sharing regularly the children's 'Learning Journey' with parents and carers and valuing the ongoing contributions to this through Class Dojo
- Inviting parents and carers to stay and play sessions and stay and learn presentations
- Sending home a written record of achievement at the end of EYFS
- Developing a range of activities throughout the year that encourage collaboration between child, school and parents and carers e.g. home learning craft projects

We have strong links with the private settings in Rawmarsh and beyond. The Foundation Stage staff work closely with the staff in these settings to discuss each individual child and their transition process into school, visiting the children beforehand and sharing records and ongoing assessments.

Staff to child ratios

We are committed to ensuring the best quality interactions and provision for our Foundation Stage children and therefore ensure our adult to child ratios are high. Staff are highly skilled and have a secure knowledge of what young children need and how young children learn best.

Enabling Environments

At Monkwood Primary School we view the learning environment as the Third teacher (Reggio Emilia approach). Our learning spaces are bespoke to the cohort of the children. Our furniture is the highest standard in quality and all areas of continuous provision are organised so that they are accessible to every child. Our learning environment fosters independence and inspires in children the sense of adventure. Children very

quickly learn routines through everything having a time and a place. All resources are labelled clearly and we ensure a sense of clarity and calm through having a no clutter policy. Children's work is valued and displayed beautifully according to school policy. Continuous provision is set up throughout Early Years classrooms and into Key Stage One at Monkwood. Children are taught how to use vehicles for learning from the earliest age in order to scaffold and support them with all subjects. For example, children will use Atelier and Block Play to build settings in preparation for story writing.

Observation, Assessment and Planning

We adhere fully to the principles and guidance set out in the Early Year's Foundation Stage Framework and this is our long term planning. Staff talk and play alongside children in whole class, small group situations and in continuous provision and use this communication with children to inform future planning. Our medium term planning is based on themes which children are naturally interested in, using carefully chosen books to promote language rich experiences. We bring books to life. Learning objectives from Development Matters/ ELG statements are added to the short term planning to support children's ages and stages of development. At the end of the foundation stage staff complete the Early Years Foundation Stage Profile for each child. Each child's level of development is recorded against the 17 Early Learning Goals where judgments are moderated both internally and across the trust and outcomes are reported to parents and carers.

Learning and Development

There are seven areas of learning and development that must shape educational provision in Early Years settings.

All areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These are:

The Prime Areas:

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

Staff also support children in four specific areas, through which the three prime areas are strengthened and applied.

The Specific Areas

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

All areas of learning are planned for through purposeful play opportunities and real life experiences, with a balance of adult-led and child-initiated activities. Classrooms are transformed according to themes in order to create an immersive experience for the children. Both indoor and outdoor environments are key to the success within EYFS at Monkwood – enhancements within provision and language rich classrooms enable children to quickly learn new and adventurous vocabulary which in turn helps children to speak more eloquently. This approach, alongside a rigorous phonics system, ensures children 'get off to a good start' with reading. Mark making opportunities are everywhere to inspire early writers. Counting within routines and the overlearning of number and simple calculations ensures children are ready for the next stage in their maths learning in Key Stage One.

Through play our children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas, and learn how to control themselves and understand the need for

rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems.

The characteristics of Effective Learning

Staff observe how children learn and inform parents and carers through ongoing observations and assessments.

Playing and Exploring – do children investigate and experience things, and ‘have ago’?

Learning Actively – do children concentrate and keep on trying if they encounter difficulties and enjoy achievements?

Creating and Thinking Critically – do children have and develop their own ideas, make links between ideas, and develop strategies for doing things?

EYFS Curriculum Intent

At Monkwood Primary we want all children to leave Foundation Stage **able and confident** to play their full part in school life, through an **ambitious, creative and innovative** curriculum which empowers children with the **skills, knowledge and attributes** to allow them to succeed.

We aim to engender a love of learning, self-belief and aspiration through 4 key intentions:

- **Intention 1:** Removing barriers to learning
- **Intention 2:** Developing knowledge and skills for learning in a range of subjects
- **Intention 3:** Developing personal attributes (The Monkwood Way)
- **Intention 4:** Enriching students’ experiences and broadening their horizons

Intention 1: Removing barriers to learning

Common barriers (listed below), if left unchallenged, will limit the progress, engagement and development of our children. We therefore remove barriers to learning and support children’s ability to access the curriculum through the development of:

- Oracy and vocabulary
- Personal, Social and self-help skills
- Numeracy and Literacy fundamental basic skills

Intention 2: Developing knowledge and skills for learning

- Learning basic skills for counting
- Learning phonics as the prime route to decode (read) and spell
- Learning creative and making skills
- Learning communication skills and what it means to be a good friend/ person

Intention 3: Developing personal attributes (The Monkwood Way)

The Monkwood Way allows us all to promote the attributes our children need in order to develop their **independence, responsibility and resilience** to have a happy and successful life.

The Monkwood Way promotes:

- Aspiration
- Collaboration
- Communication
- Respect
- Responsibility
- Resilience
- Tolerance

Intention 4: To enrich students’ experiences and broaden their horizons:

Our schools’ curriculum seeks to equip students with the understanding of how to develop themselves as well rounded citizens and maintain healthy relationships; to enrich and broaden their horizons, both in their cultural capital and future aspirations. Our curriculum offers:

- Opportunities that encourage exploring the world around them
- Time to Investigate concepts through real life hands on experiences
- Visits to a wide range of places that will broaden children’s understanding of the world around them
- Time to be themselves, to forge relationships and feelings so that they start to learn what a difference they can make to the lives of others

Implementation

Implementation through Design

All Early Years Practitioners and teachers are passionate about how young children learn best and have a deep understanding of pedagogy.

To this end the curriculum journey across both our primary and secondary schools begins here. We have sequential plans in place for all subjects that build on previous learning and progressively develops children's knowledge and skills across the key stages. All subjects have long term, medium-term plans and progression maps that define what students will know at key milestones, starting with the Foundation Stage.

Implementation through Teaching and Learning

At Monkwood Primary, our children deserve and should expect from us:

- An engaging hook into learning
- Access to a variety of meaningful activities which have clear purpose and success criteria
- Appropriate use of teacher questioning and modelling
- Opportunities to learn in different ways and follow their own interests
- Regular use of verbal feedback to motivate and celebrate learning which is shared with parents/ carers

Impact

We measure the impact of our EYFS curriculum through the following:

- Ongoing learning journeys (shared with parents/ carers)
- End of FS outcomes (Early Years Profile)
- Parental voice and reputation
- Progress data for current year groups
- Lesson observations and conversations around the child
- Attendance data
- Positive and negative behaviour data
- Readiness for Year One

Mrs Lesley Bonnington

Revised September 2022

Children are powerful learners. Every child can make progress in their learning, with the right help'

Development Matters 2020

