



# Caversham Preparatory School

## Policies and Procedures

### 250 EYFS Policy

## Early Years Foundation Stage (EYFS) Policy

### Introduction

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. At Caversham Preparatory School, all children join our Reception Class at the beginning of the school year in which they turn five years of age. Some children aged 3+ may join the Nursery class, if there is a demand for sessions. The EYFS 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 and knowledge of skills that provide the right foundation for good future progress through school and life.

The EYFS seeks to provide:

- **quality and consistency** in all early years settings, so that every child makes good progress and no child gets left behind;
- **a secure foundation** through learning and development opportunities which are planned around the needs and interests of each individual child and area assessed and reviewed regularly;
- **partnership working** between practitioners and with parents and/or carers;
- **equal opportunity** and anti-discriminatory practice, ensuring that every child is included and supported

The EYFS specifies requirements for learning and development and for safeguarding children and promoting their welfare. The **learning and development** requirements cover:

- the areas of learning and development which must shape activities and experiences (educational programmes) for children in early years settings;
- the Early Learning goals (ELGS) that providers must help children work towards (the knowledge, skills and understanding children should have at the end of the academic year in which they turn five) and;
- assessment arrangements for measuring progress (and requirements for reporting to parents and/or carers)

The four overarching principles of the EYFS set the standards for learning, development and care for children from birth to five. At Caversham Preparatory School, practitioners use the principles of the EYFS to guide everyday teaching and learning:

*A Unique Child, Positive Relationships, Enabling Environments, Children develop and learn in different ways and at different rates.*

These principles run alongside the government's Every Child Matters outcomes: *Staying Safe, Being Healthy, Enjoying and Achieving, Making a Positive Contribution, Achieving Economic Well-being.*



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## Aims of the Early Years Foundation Stage

The themes and commitments laid out in the Statutory Framework for the Early Years Foundation Stage, published on **31 March 2021**, underpin all future learning by supporting, fostering, promoting and developing:

- personal, social and emotional well-being;
- positive attitudes and dispositions towards their learning;
- social skills;
- attention skills and persistence;
- language and communication;
- reading and writing;
- problem solving, reasoning and numeracy;
- knowledge and understanding of the world;
- physical development;
- creative development

## Play in the Early Years Foundation Stage

At Caversham Preparatory School, we acknowledge and believe that play is the most important part in the network of learning and that this should be cross curricular. The aims of the Early Years Foundation Stage are achieved through planned, purposeful play with a balance of adult-led and child-initiated activities.

## Teaching and Learning in the Early Years Foundation Stage

At Caversham Preparatory School, we believe that a stimulating, multi-sensory and interactive learning environment is essential. Teachers aim to create a variety of enabling learning areas within their classroom in which children are encouraged to initiate and extend their own learning and learn from each other.

Learning areas are established both indoors and outdoors and teaching is always adapted to suit the needs of the individual child.

While children participate in focused whole class and small group sessions, they are encouraged to take this learning and apply it independently in a free-flowing, cross-curricular environment.

Emphasis is placed on open lines of communication between home and school to promote effective learning. Parents are encouraged to take an active role in their child's learning and are kept informed as to current topics and learning priorities for their child through weekly letters and Class Dojo.

The teaching and learning is guided by the Early Years Foundation Stage seven areas of learning and development. 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 three areas, the prime areas, are:



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- communication and language
- physical development
- personal, social and emotional development

There are four **specific** areas of learning and development, through which the three prime areas are strengthened and applied. The **specific** areas are:

- literacy
- mathematics
- understanding the world
- expressive arts and design

Through teaching and learning in the Early Years Foundation Stage, we aim:

- To provide children with opportunities to initiate their own learning and to learn from each other
- To encourage children to develop positive dispositions towards their learning
- To allow children time to consolidate their learning
- To provide a safe, stimulating and comfortable learning environment
- For children to develop a positive self-image
- For children to learn through movement and use of all the senses
- For children to make links in their learning
- To promote the development and use of language
- To ensure that play is progressive and matches children's level of development and interest
- For practitioners to use their expertise to gauge when it is appropriate to teach skills and knowledge directly
- For practitioners to model a range of positive behaviour and promote rich language experiences
- To plan the indoor and outdoor learning environment in a manner appropriate to their level and which encourages purposeful play
- To work with parents in partnership and recognise their continued role in their child's development
- To undertake skilful and well-planned observations to assess children's development and progress

## The Early Years Foundation Stage Curriculum

The curriculum in the Nursery and Reception meets the requirements set out in the Statutory Framework for the Early Years Foundation Stage, published on the **31 March 2021** (and updates). Curriculum planning focuses on the development matters and work towards achieving the ELGs, which includes seven prime and specific areas of learning and development:

### Prime areas

**Communication and language** development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations. See further details under curriculum.



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**Physical development** involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control and movement. Children must also be helped to understand the importance of healthy activity, and to make healthy choices in relation to food. See further details under curriculum.

**Personal, social and emotional development** involves helping children to develop a positive sense of themselves and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities. See further details under curriculum.

### Specific areas

**Literacy** development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems and other written materials) to ignite their interest. See further details under curriculum.

**Mathematics** involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces and measures. See further details under curriculum.

**Understanding the world** involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment. See further details under curriculum.

**Expressive arts and design** involves enabling children to explore and play with a range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play and design and technology. See further details under curriculum.

Each area of learning shows progression through a sequence of development matters which lead to ELGs. ELGs establish expectations for children to reach by the end of the Foundation Stage (Reception). Children explore the areas of learning through play-based activities, which can take the form of adult-focussed sessions, adult-initiated sessions or child-initiated activities. Children are exposed to a range of learning experiences and are able to access the curriculum both indoors and outdoors. (See Appendix 1 for ELGs.)

The curriculum takes into account the specific needs of individuals and the class as a whole. Lessons may be taught as a whole class or in small groups and one-to-one support is provided where necessary. Much of the curriculum is delivered through continuous provision and enhancements linked to topics and children's interests. During continuous provision time, children have the opportunity to independently practise and further develop and explore their knowledge and skills. Learning areas and activities are designed to encourage child-initiated play and learning with adults observing and facilitating where necessary.



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## Teaching and Learning Style

Our policy on teaching and learning defines the features of effective teaching and learning throughout the school. Features that relate to the EYFS are:

- the partnership between teachers and parents and/or carers, so that our children feel secure at school and develop a sense of well-being and achievement;
- the understanding that teachers have of how children develop and learn, and how this affects their teaching;
- the range of approaches used that provide first-hand experiences, give clear explanations, make appropriate interventions and extend and develop play and talk or other means of communication;
- the carefully planned curriculum that helps children work towards the ELGs throughout EYFS;

In planning and guiding children's activities, teachers reflect on the different ways that children learn. Three characteristics of effective teaching and learning in the EYFS are:

- **playing and exploring** – children investigate and experience things and 'have a go'
- **active learning** – children concentrate and keep on trying if they encounter difficulties and enjoy achievements
- **creating and thinking critically** – children have and develop their own ideas, make links between ideas and develop strategies for doing things the provision for children to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities; the encouragement for children to communicate and talk about their learning, and to develop independence and self-management;

To support the characteristics of effective teaching and learning we will:

- support learning with appropriate and accessible indoor and outdoor space, facilities and equipment;
- identify the progress and future learning needs of children through observations, which are shared with parents;
- engender good relationships between our school and the settings that our children experience prior to joining our school;

## Observation, Assessment and Planning

The curriculum is planned in phases based upon continual assessments of the children's differing needs and experiences.

A long-term Plan guides our medium-term and short-term plans. The long-term plan ensures that all seven areas of learning and development are given equal emphasis and that all aspects of learning within the seven areas are covered regularly and frequently.

Medium-term plans are devised by the class teacher using the Statutory Early Years Foundation Stage Framework. These plans are used as the basis for teachers' short-term planning. The short-term planning is recorded using daily plans and continuous provision planners.



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Planning encompasses a range of child-initiated, adult-initiated and adult-led tasks both indoors and outdoors. Ongoing observational assessments are used to inform planning for each child's continuing development through play-based activities.

On entry to Nursery and Reception, all children are carefully assessed through informal observation, in order to ascertain stages of development, strengths and needs.

Further assessment in the Early Years Foundation Stage takes the form of regular observation, undertaken by the teacher and other adults as appropriate. These observations are recorded using Class Dojo, with summative judgements recorded on Classroom Monitor. Photographic evidence of children's learning experiences are supplemented by feedback from parents and/or carers.

In Reception, each child's level of development in the seven prime and specific areas of learning and development is recorded against assessment criteria known as ELGs.

We send our end of year data of our Early Years Foundation Stage Profiles (EYFSPs) to Reading Local Authority to be measured against Local and National Data.

At the end of each term in Reception, we provide a written report to parents/guardians, reporting children's progress against the ELGs. At the end of Reception, the individual Early Years Foundation Stage profiles inform planning in Year 1, in order to support and extend pupils' learning at the start of Key Stage 1. In some cases, there is the need to track forward in Reception to the National Curriculum for Key Stage 1 in order to extend pupils who have progressed beyond the requirements of the ELGs.

### Risk Assessments

We use detailed indoor, outdoor and woodland learning risk assessments to ensure we provide a safe learning environment.

### Safeguarding

We take all necessary steps to ensure that our children are safe and well as we recognise that children who are healthy, safe and secure recognise that children who are healthy, safe and secure in the broadest sense have the best chance at fulfilling their potential in all areas, both at home and at school.

In line with statutory regulations, and following best practice, we adhere to our school's Safeguarding Policy.

### Child Protection

Andrea Hutchison, the acting head teacher, has lead responsibility for safeguarding. Staff members receive regular training to maintain their required level of child protection certification and are aware that they are required to be constantly vigilant in identifying and



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reporting any concerns they may have regarding a child's safety. We are aware of our duty to report any allegations against staff members or persons working on the premises certification and are aware that they are required to be constantly vigilant in identifying and reporting any concerns they may have regarding a child's safety. We are aware of our duty to report any allegations against staff members or persons working on the premises. Please see our school's Safeguarding Policy and eSafety Policy for additional information.

### Suitable People

We are committed to employing well-qualified and committed staff who are suitable to fulfil the requirements of their roles. We obtain enhanced criminal record checks and barred list checks for all people who work directly with children in an unsupervised capacity and all staff members who work on our premises whilst the children are on site. We maintain records of staff qualification and identity checks as well as the vetting process they have completed. We maintain robust recruitment procedures for all EYFS staff members and do not allow unsupervised contact by staff members whose suitability has not yet been verified. Staff are aware that they must disclose any convictions, cautions, court orders, reprimands or warnings which affect their suitability to work with children. Please see our Safer Recruitment and Child Protection policies for additional information.

### Disqualification

Should we, as providers, or any of our employees become disqualified from their service in the EYFS for any reason, we are aware that we/they may no longer operate in our EYFS setting. Where we become aware of relevant information that may lead to disqualification of an employee, we take appropriate action to ensure the safety of children and notify Ofsted within 14 days. Please see our policy on Safeguarding, EYFS Staff Supervision Policy, and Whistleblowing Policy for further information.

### Staff medication

We are aware that practitioners must not be under the influence of alcohol or any other substance which may affect their ability to care for children. If practitioners are taking medication which may affect their ability to care for children, they must seek medical advice and we ensure that those practitioners only work directly with children if medical advice confirms that the medication is unlikely to impair that staff member's ability to look after children properly. All staff medication is securely stored and out of the children's reach at all times.

### Staff qualification, training, support and skills

New members of staff have a thorough Induction Procedure with an experienced member of staff and the Head Teacher. Please see our Induction Checklist for further information on the information covered. We are committed to providing appropriate training and professional development to all members of staff.



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In line with statutory regulations, line managers hold regular supervision meetings with any staff who teach EYFS. Supervision meetings are focused on discussing ideas, identifying solutions to address issues as they arise and receive coaching to improve their personal effectiveness.

We have members of staff who have completed approved paediatric first aid training courses. One paediatric first aider is always on site and one accompanies children on outings.

All staff members have sufficient understanding and use of the English language and are able to ensure the well-being of the children in their care.

## Appendix 1: Early Learning Goals

### Communication and Language

- Listening, attention and understanding
- Speaking

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

### Personal, Social and Emotional Development (PSED)

- Building relationships
- Managing Self
- Self Regulation

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development 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. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.





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### Physical Development

- Gross Motor Skills
- Fine Motor Skills

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives<sup>7</sup>. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. 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 co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

### Literacy

- Word Reading
- Comprehension
- Writing

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

### Mathematics

- Number
- Numerical Patterns

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. 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. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.



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### Understanding of the World

- Past and Present
- People, Culture and Communities
- The Natural World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

### Expressive Arts and Design

- Creating with Materials
- Being imaginative and Expressive

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.



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## Policy Administration

### Linked Policies

This policy also needs to be in line with other school policies and therefore should be read in conjunction with the following school policies:

- Safeguarding Policy
- eSafety Policy
- Health and Safety Policy
- EYFS Staff Supervision Policy
- Whistleblowing Policy
- Teaching and Learning Policy
- Curriculum Policy
- Marking and Feedback Policy
- Assessment and Reporting Policy
- Promoting British Values
- Behaviour Policy

### Quoted Legislation and Guidance

None

### Review Schedule

This policy is subject to annual review by the Head Teacher and Deputy Head unless circumstances require an earlier review.

### Update and Review Log

Updated/ Reviewed By	Date	Notes
Caroline Kidao	1.08.18	
Andrea Hutchison	12.09.19	
Andrea Hutchison	10.09.20	
Andrea Hutchison	14.1.21	Update Formatting
Andrea Hutchison	Sep 21	Updated references to EYFS Statutory Framework 2021 and use of Class Dojo and Classroom Monitor.
Andrea Hutchison	Sep 22	Review and Update