



Hartwell Primary
School

Early Years Foundation Stage Policy (EYFS)

Hartwell Primary is a Voluntary Controlled academy and, recognising its historic foundation, works to preserve and develop its religious character in accordance with the principles of the Church of England. This includes the active promotion of Christian and British values and the respecting of those of other faiths or none.

'Believe, Aspire, Grow'

Date agreed: Spring 2021

Review date: Spring 2023

1. Introduction

This document is a description of our current practice and procedures in the teaching of the Early Years Foundation Stage (EYFS) at Hartwell Primary School.

The characteristics of effective learning are the ways in which a child engages with other people, their environment and the way they learn. These characteristics are considered towards any activity and experiences children at Hartwell Primary School engage in. They are:

- Playing and exploring
- Active learning
- Creating and thinking critically

These characteristics underpin learning and development across all areas and support a child to remain an effective and motivated learner.

At Hartwell Primary School, we follow the statutory framework set for the EYFS that specifies requirements for learning and development. This area contributes to shaping activities and experiences that not only meet the characteristics of effective learning, but help develop a unique child who is:

- Constantly learning and can be resilient, capable, confident, motivated and self-assured
- Strong and independent with positive relationships

This is supported by seven areas of learning and development that are inter-connected.

The prime areas begin to develop quickly in response to relationships and experiences, and run through and support learning in all other areas. The prime areas continue to be fundamental throughout the EYFS. Prime areas are fundamental, work together, and move through to support development in all other areas. These areas build a foundation for curiosity, enthusiasm towards learning, forming relationships and thriving. They are:

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

The specific areas include essential skills and knowledge. They grow out of the prime areas, and provide important contexts for learning. Specific areas include essential skills and knowledge for children to participate successfully in society. They are:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

It also refers to our practice of cross curricular teaching and learning, which encourages children to make links and practise skills in a relevant and interesting way. Our belief is that all individual learning styles should be recognised and honoured in a creative learning environment. The way in which we learn is as important to progress and success as what we learn.

2. Subject Philosophy

Every child deserves the best possible start in life and support to fulfil their potential. A child's experience in the early years has a major impact on their future life chances. A secure, safe and happy childhood is important in its own right, and it provides the foundation for children to make the most of their abilities and talents as they grow up.

The overarching aim of the EYFS is to help young children achieve the five 'Every Child Matters' outcomes of staying safe, being healthy, enjoying and achieving, making a positive contribution, and achieving economic well-being. The EYFS also helps children have the best possible start in life, with support that enables them to meet and fulfil their potential by offering (between birth and age five) high-quality early learning. Combined with parenting, this not only helps provide a secure and happy childhood but provide a foundation children need to make the most of their abilities and talents. This is offered at Hartwell Primary School by:

- Setting the standards for the learning, development and care young children should experience when they are attending a setting outside their family home, ensuring that every child makes progress and that no child gets left behind;
- Providing for equality of opportunity and anti-discriminatory practice and ensuring that every child is included and not disadvantaged because of ethnicity, culture or religion, home language, family background, learning difficulties or disabilities, gender or ability;
- Creating the framework for partnership working between parents and professionals, and between all the settings that the child attends;
- Improving quality and consistency in the early years sector through a universal set of standards which apply to all settings, ending the distinction between care and learning in the existing frameworks, and providing the basis for the inspection and regulation regime;
- Laying a secure foundation for future learning through learning and development that is planned around the individual needs and interests of the child, and informed by the use of ongoing observational assessment. The EYFS principles which guide the work of all practitioners are grouped into four distinct but complementary themes:
 - A Unique Child
 - Positive Relationships
 - Enabling Environments
 - Learning and Development

3. Entitlement

Teaching and learning of all subject areas begins in the EYFS and has its basis in play and discovery both indoors and outdoors at our school and local area. Every child, regardless of ability, experience and background, will be supported to be successful within the areas of learning offered in our EYFS curriculum. Those children identified as requiring extra assistance are afforded opportunities through time spent with staff members, as well as the support entitlement of their Individual Education Programmes (IEPs).

There are similar expectations to present work across the curriculum so that children are encouraged to present their work to their highest standard and have an appreciation of the needs of the reader/audience.

4. Curriculum Delivery

The teaching and learning of the different curriculum areas within the EYFS varies according to the interests and needs of the children. Themed topics are set at the beginning of the year, but wider opportunities to explore and be exposed to other areas and topics are considered throughout an academic year and are included to meet the interests and needs of the children.

In the EYFS, much of the learning takes place through play. This is important for children's all round physical, emotional, intellectual and social development. Links are made to the areas of learning and development in the Early Years Foundation Stage Framework. Provision is also made to include learning objectives which have relevance to 'Hartwell children' and their position in the world.

Each week, activities, experiences and lessons are planned and delivered based around the different areas of learning and development. Children will experience a range of these daily, including a focus on Maths and Literacy.

Phonics is taught rigorously on a daily basis. At Hartwell Primary School, we follow the Read Write Inc. Phonics scheme to teach children's early reading and writing skills (which children continue working on as they progress and transition into Key Stage 1). This is taught firstly as a class, before over the year gradually progressing into differentiated groups to meet the individual development needs of the children. Regular opportunities throughout the day are provided for children to rehearse and refine any skills learnt in order to make them secure.

Priorities for the EYFS are identified as children being happy, safe and secure within their learning environment which will promote a lifelong love of learning throughout the rest of the school. We want children to achieve their full potential and become confident individuals through the relationships they make guided by our Christian ethos.

All work is differentiated for ability or outcome, based on the needs and skills of the children in the class.

5. Resources

The quality of resources offered to our children, as a vehicle for their learning, is seen as crucial to the overall success of learning and teaching within the school. These are chosen in order to provide a context for learning which will motivate, inform and enrich the lives of our children. Individual resources are also considered to meet the needs of a child, when appropriate.

6. Health and Safety

Class teachers will carry out individual risk assessment based on activities, substances or equipment used. These will take into account age of children and level of supervision and will identify measures to reduce risk.

7. Assessment, Recording and Reporting

The most important and productive assessment is the on-going, formative teacher assessment of learning made by staff during their daily teaching. Evaluation and review of practice and outcomes are made and inform next steps in planning. Learning outcomes are shared and immediate feedback and next steps for the children can be discussed. Peer and self-assessment occurs as children work together. All children have a learning journey for observational assessments which are made during Child Initiated Learning opportunities, as well as some focused tasks. These are shared regularly with parents and parents also have their own to share with school.

Summative assessments are regularly provided across the different areas of learning and development to understand a child's performance during a period of teaching, most often at the end.

Upon starting Reception, all children will be assessed via a Reception Baseline Assessment (RBA) from September 2021. It focuses on a child's early literacy, communication, language and maths skills when they begin school and will form the start of a measure for schools in helping pupils progress between Reception and Year 6, as well as providing an indicator to the EYFS teaching staff to identify children's current abilities and needs of the children. It involves children participating in a 20 minute one-to-one session with a member of the school's EYFS team doing a number of verbal, practical and interactive tasks (which can be modified to meet the individual needs of a child).

The final Foundation Stage assessments are made in the Summer Term, known as the Early Years Foundation Stage Profile. This provides a reliable, valid and accurate assessment of individual children at the end of the EYFS to support a child's transition into Year 1, and to inform parents about their child's development against the three characteristics of effective learning and the seventeen Early Learning Goals (ELGs). The ELGs are part of the seven areas of learning and development, and provide a level of development children should be expected to have attained by the end of the EYFS. The ELG's are used to support a teacher's holistic best-fit judgement about a child's development and are used, alongside any other formative and summative assessments done throughout the academic year.

Evidence of the children's progress is recorded using 'Tapestry' – an online software that allows a range of evidence to be collected and stored, as well as shared with parents/carers. Folders and books are also provided in school for the capture of work that is done on paper, with it being marked alongside Hartwell Primary School's marking policy and the Early Learning Goals.

Assessments are moderated internally, as well as with support from the LA and other schools. Monitoring teaching and learning, curriculum coverage and standards are monitored by members of the Senior Leadership Team. Evidence is collected and monitored (e.g. photographs, planning, lesson observations, book scrutiny where applicable and examples of work/outcomes).

8. Special Educational Needs/Inclusion

Every child in the school has access to their full entitlement. Differentiation extends to planning and preparation for individual children as deemed appropriate. This includes more able children. Any individual needs are discussed and considered with parents/carers, the school's SENCo and the school's senior leadership team and where appropriate, external support networks.

9. A Partnership between Home and School

We recognise that learning begins at home and therefore we value the contributions of parents in teaching and learning. Parents are informed of the topics covered. Tapestry is used to share learning with parents, and Class Dojo is used to share messages. If, at any point, learning is to take place from home, Tapestry will be used as a provider of uploading work alongside Class Dojo and Microsoft Teams. This will follow the Remote Learning Policy.

Parent workshops are offered at certain times of the year to support parents in working together with the school.

10. Equal Opportunities

We monitor both the delivery and coverage of the curriculum to ensure that all children have equal access. We attend to, and acknowledge differences positively. Our belief in individualised, differentiated teaching pays regard to gender, religion, culture, ethnicity, children who speak additional languages and those who are differently able.

Resources are chosen and monitored in relation not only to quality, but also to the positive representation of gender and cultural diversity.

11. Policy Review

This policy is reviewed every two years, unless there is a change in practice before the end of the two-year review period. This policy is written by the Early Year teacher.