



Creating a chance to SHINE everyday

EYFS Policy

This policy was ratified: July 2022

To be reviewed: July 2024

Signed by Headteacher: Samantha Welsby

Signed by Chair: Dave McWhirter

1. AIMS

At Newbold and Tredington C of E 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 and give our children every opportunity to achieve their best. We aim to teach them the knowledge and skills to ensure they are happy, safe and build positive relationships to enable them to become successful now and in the future.

2. INTENT

- To establish an environment that is welcoming, nurturing and safe, where children, parents and staff take time to listen to each other and enjoy working together.
- Design and deliver a curriculum that builds on children's knowledge and experiences, helps them achieve and be ready for their next stage of learning.
- Ensure that every child receives an enjoyable and challenging learning experience that meets their needs.
- Enable children to develop the characteristics of effective teaching and learning, which will enable them to become independent, resourceful and resilient learners now and in the future.

These are:

Playing and Exploring - children communicate with others as they investigate and explore and develop a 'have a go' attitude.

Active Learning - children are motivated and interested. They learn to keep trying and enjoy achievements.

Creativity and Critical Thinking - children develop their own ideas and make links between ideas. They make decisions and develop strategies to help them succeed.

3. IMPLEMENTATION

To implement our intent we:

- We use: praise and encouragement, modelling learning behaviours, our SHINE characters, and positive feedback to encourage children to develop a positive attitude to others and their learning.

- Staff involved with the EYFS aim to develop good relationships with all children through interacting positively with them and taking time to listen to them.
- Give children consistent routines and expectations.
- Work with parents through: Open Days, Reception Induction Meeting, the use of Seesaw to share photographs and comments on children's learning, opportunities to visit the setting, opportunities to discuss achievements, progress and next steps, a written report, as well as daily communication when welcoming children in the morning.
- As a school we use two year topic cycles which are based around termly themes. We use Curriculum Maps to show opportunities for activities across the curriculum, linked to Development Matters and cover the Education Programmes in the Early Years Statutory Framework. These plans are used by the EYFS teacher and Nursery Key Worker, to help them plan a rich range of experiences and activities each, while offering flexibility to incorporate children's own interests.
- Steps Through Learning identify key skills that we want our children to achieve so they are ready for the next stage in their learning.
- All children have a Key Worker: Our Ruby Class teacher is the 'Key Person' to all children in Reception and the Nursery Key Worker is the 'Key Person' for the children in our Nursery.
- Use assessment in different forms to ensure children make progress. This includes: initial baseline assessment (including the statutory Reception Baseline Assessment at the start of Reception), conversations between staff, Assessment For Learning (AFL) sheets with 'what to look for' in focus activities and observation.
- The classroom is organised into areas of learning, where children are able to find and locate equipment and resources independently, both in and outdoors. There are areas where the children can be active or be quiet and rest.
- Ensure the continuous provision allows learning in all areas of the curriculum and includes resources that allow all children to make progress. We add planned resources to areas at different times to give enhanced opportunities.
- Staff model and develop language and vocabulary. We use open ended questions and prompts to develop each child's curiosity, knowledge and develop links between learning, supporting all children to make progress.
- We use a range of: child initiated learning, play partnering, direct instruction, adult led focus activities, individual work and whole class times. The balance of these changes depending on the needs to our children.
- Aim to ensure that staff receive professional development to deliver our curriculum and aims.
- An Early Years Leader who supports staff with their roles, monitors teaching and learning to improve outcomes and liaises with The Head Teacher, Subject Leaders and Governors.

4. IMPACT

- Regular assessments of children's learning is used to ensure that future planning reflects identified needs. We will identify and plan for the children who need support.
- Children make progress. Staff can talk about the areas that each child has made progress in, the things that they find difficult and some steps we are taking to support this.
- We use The Early Learning Goals to record judgements at the end of Reception. Having a mixed Reception/Year One class means that the Class Teacher has a good understanding of needs moving into Year One.
- Reception judgements are moderated in school and externally with local school. The Early Years Leader and Nursery Key worker have regular conversations to moderate Nursery judgements.
- Children demonstrate the characteristics of learning, supported by staff when needed.

- Children demonstrate an awareness of safety and looking after each other and our environment, supported by staff when needed.
- Staff know when children need support, using different ways to engage and help them.
- Monitoring activities across the year demonstrate the aims, intent and impacts.