EYFS GUIDELINES (CURRICULUM)

Reviewer: Headteacher/EYFS Lead

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Review annually.

INTRODUCTION

"All children deserve the care and support they need to have the best start in life. Children learn and develop at a faster rate from birth to five years old than at any other time in their lives, so their experiences in early years have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right."

Statutory framework for the Early Years Foundation Stage, Department for Education 2024

At Whitegrove Primary School "Together, We Make Learning Irresistible" - we will ensure all our children have the skills and knowledge to thrive in a modern world.

Legislation

This policy is based on requirements set out in the 2024 Statutory Framework for the Early Years Foundation Stage (EYFS) which can be downloaded at:

https://assets.publishing.service.gov.uk/media/6596dc9fc23a10000d8d0ba8/EYFS_statutory_framework_for_group_and_school_based_providers.pdf

The Early Years Foundation Stage will be inspected under the 2019 Education Inspection Framework, which is available to download at:

https://www.gov.uk/government/publications/education-inspection-framework/education-inspection-framework-for-september-2023

INTENT

- Within the Early Years at Whitegrove Primary it is our intent to:
  - give each child the best possible start to their school life in a happy, safe, secure, stimulating, and inclusive environment.
  - encourage each child to be curious, to think independently and to establish a lifelong love of learning.
  - support each child to build relationships, to respect and collaborate with others.
  - help each child to identify their own strengths and talents celebrating their individuality.
  - enable each child, through encouragement and high expectations, to develop socially, physically, intellectually, and emotionally to achieve their full potential.
  - provide each child with access to our broad, balanced, relevant, creative, and challenging curriculum that will set in place firm foundations for learning and readiness for Year 1 and beyond.
  - offer a structure for learning that has a range of starting points and unlimited availability for development through a wide range of first-hand experiences within a diverse and ever-changing world.
  - develop strong, valuable relationships with parents and carers to build a strong partnership in supporting their children

IMPLEMENTATION

Structure of the EYFS

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. At Whitegrove Primary our Early Years Foundation Stage accommodates children from the age of 4 to 5 years. In our school we have two Foundation Stage classes each of thirty places. We have 2 full time qualified EYFS teachers, 1 EYFS HLTA and several full-time LSAs. To ensure best practice and continuity our Foundation Stage classes work closely together sharing a well-established indoor and outdoor learning environment.

EYFS Framework

Four guiding principles shape the practice in Whitegrove Primary's early years setting:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

1. A Unique Child

- At Whitegrove Primary we recognise "*every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.* "(Statutory Framework for EYFS 2024)
- We recognise that every child is unique and will learn in different ways and at varying rates.
- As Practioners' at Whitegrove Primary we will:
  - monitor children's progress and plan for next steps, taking action to provide intervention as required
  - use a wide range of teaching strategies to match the learning styles of our children
  - support children to develop a positive sense of their own identity and culture
  - adapt our teaching and learning where needed to ensure children make maximum progress, identifying the need for additional support if required
  - planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence
  - plan challenging activities to meet the needs of both boys and girls, of children with special educational needs, of children who are more able, of children with disabilities, of children from all social and cultural backgrounds, of children from different ethnic groups, and of those from diverse linguistic backgrounds.
  - offer a safe and supportive learning environment in which the contribution of all children is valued
  - work closely with parents, carers and other outside agencies to ensure all children's needs are met and we enable them to access the curriculum and make good progress.

2. Positive Relationships

- At Whitegrove Primary we recognise that "*children learn to be strong and independent through positive relationships*." (Statutory Framework for EYFS 2024)
- As Practitioners at Whitegrove Primary we will ensure positive relationships are:
  - warm and loving, and foster a sense of belonging
  - sensitive and responsive to the child's needs, feelings and interests
  - supportive of the child's own efforts and independence
  - consistent in setting clear boundaries
  - stimulating

- built on key person relationships in early years settings

- Parent Partnership - We believe that Parents and Carers are a child's first educator and therefore work very closely to ensure they are involved in what their child does at school. We want Parents to feel they can speak to us about their child and to feel comfortable in our setting. We offer termly parent/pupil conferences and parent/teacher meetings, and in the Autumn term we offer parents a variety of learning workshops to provide advice and information on how they can support their child's learning. Parents are welcomed and encouraged to share information about their child, to ask questions and to discuss their child's learning with the teachers.
- Home Learning - We value the impact Parents/Carers have on a child's learning at home. We will provide Parents/Carers and their children with activities to complete at home to support/consolidate the learning that has taken place in the classroom.

3. Enabling Environments

- "*Children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers."* (Statutory Framework for EYFS 2024)
- At Whitegrove Primary, we recognise that the environment plays a key role in supporting and extending the children's development, where the children feel confident, secure and challenged.
- Our Foundation Stage classes are organized to allow the children daily access to an indoor and outdoor environment, which is well resourced and organised.
- We plan a learning environment using stimulating materials and equipment that reflect both the community that the children come from and the wider world.
- We encourage the children to make their own selection of activities on offer, the resources and equipment, as we believe that this encourages independent learning.
- We complete regular risk assessments to ensure that resources and spaces are safe to use.

4. Learning and Development

- At Whitegrove Primary we follow section one of the Statutory Framework for EYFS 2024. We use Development Matters and Birth to 5, non-statutory guidance documents, to support our curriculum.

The Curriculum

- The learning experiences within our Early Years are linked to the seven areas of learning and development. These areas are split into three prime areas and four specific areas:
  Three prime areas of learning which are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships, and thriving:
  1. Personal, Social and Emotional Development
  2. Communication and Language
  3. Physical Development

  The **four specific areas** of learning, through which the three prime areas are strengthened and applied are:
  4. Literacy
  5. Mathematics
  6. Understanding the World
  7. Expressive Arts and Design
- Alongside the seven areas of learning our curriculum will also include the statutory

Educational Programmes, as per the areas above, which will involve activities and experiences for all children.

Characteristics of Effective Learning

- The characteristics of effective learning are a key element which help practitioners identify a child's attitude to learning and their ability to play, explore and think critically about the world around them. In planning and guiding what children learn, we will reflect on the different rates at which children are developing and adjust our practice as required. The three characteristics of effective learning are:
  - **Playing and Exploring**- children investigate and experience things and 'have a go'
  - **Active Learning**- children concentrate and keep trying if they encounter difficulties, they enjoy achievements
  - **Creating and Thinking Critically**- children have and develop their own ideas, make links between ideas, and develop strategies for doing things
- At Whitegrove Primary we have linked each character to a Little Miss or Mr Man to make it easier for the children to understand what the characteristics of learning are and how they can gain each skill.

Play

- At Whitegrove Primary, all prime and specific areas of learning are delivered through a well-planned play-based approach, with a balance of adult-led (play opportunities and activities which are organised and led by an adult) and child-led activities (activities in which children choose what and how to play and who to play with). Our adults take an active role in child-initiated play through observing, modeling, facilitating, teaching, and extending play, skills and language.
- Learning through play underpins our approach to teaching and learning in the Foundation Stage. We embrace the fact that young children learn best from activities and experiences that interest and inspire them to learn. In doing so we can provide children with stimulating, active play experiences in which they can explore and develop their learning, to help them make sense of the world.
- Our environment allows for Continuous Provision which allows children the opportunity to think creatively and critically alongside other children as well as on their own. They can practice skills, build upon and revisit prior learning and experiences at their own level and pace. Play gives our children the opportunity to pursue their own interests, inspire those around them and consolidate their understanding and skills. The children learn to adapt, negotiate, communicate, discuss, investigate, and ask questions.
- Our adults take an active role in child-initiated play through observing, modelling, and questioning. They teach and extend play whilst developing skills and language.

Teaching

- At Whitegrove Primary, we ensure there is a balance of child- initiated learning through continuous provision, and adult led activities, across the school day. Although much of the time is spent with children self-selecting tasks, the interaction between the adult and child is essential. The adults respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. The adult's role is to continually model, demonstrate and question what the child is doing. In some cases, the adult will ask a child to complete a task with them; at other times they will participate in the child's play, extending it where possible.
- There are set routines that we follow each day. There are designated times when the children come together to be taught and we focus on maths, literacy, phonics, stories and

topic work. These times provide the opportunity for children to develop their ability to work as a group to listen, to take turns, to answer and concentrate.

- At Whitegrove Primary, practitioners will:
  - promote the partnership between teachers and parents/carers that helps our children to feel secure at school, and to develop a sense of well-being and achievement.
  - understand how children develop and learn, and how this must be reflected in their teaching.
  - identify a range of approaches that provide first-hand experiences, give clear explanations, make appropriate interventions, and extend and develop the children's play, talk or other means of communication.
  - carefully plan the curriculum that helps children achieve the Early Learning Goals by the end of the Foundation Stage.
  - ensure the provision allows for children to take part in activities that build on and extend their interests, and develop their intellectual, physical, social, and emotional abilities.
  - encourage children to communicate and talk about their learning, and to develop independence and self-management.
  - support learning, with appropriate and accessible space, facilities, and equipment, both indoors and outdoors.
  - identify, through observations, children's progress, and future learning needs, which are shared with parents through parents' evenings and conversations before/after school
  - regularly monitoring of our work to evaluate and improve it
  - identify the training needs for all adults working in Foundation Stage

Planning

- At Whitegrove Primary, we have written several documents that support our planning and learning for each of the seven areas:
  - *Intent, Implementation and Impact document* – this breaks down what we want our children to learn, how we are going to deliver that learning and what we want our children to achieve.
  - *Progression Mapping* – these detail the skills, knowledge and concepts that the children will build up during their time in EYFS. This ensures that children are offered continuous opportunities to build on previous learning, which in turn allows the children to deepen their understanding as they apply this to new contexts. These documents also monitor Progress and curriculum coverage every half-term.
  - *Long Term Overview*- this gives an overview of the themes, topics and enquiries that are going to be covered over the year and notes of any special events and occasions that are planned.
  - *Medium Term Plans* – these are completed every half term and are based on a 'mission' They provide a structure/sequence, and direction for our short-term plans.
  - *Short term plans* – these outline what we will cover on a weekly basis based on observations, assessments, and allows flexibility to ensure that both children's needs and interests are considered.
- Throughout the Foundation Stage our long, medium, and short-term plans ensure that each child can develop their knowledge, skills and understanding in every area at the appropriate developmental level for them.

Assessment

- At Whitegrove Primary, ongoing assessment is an integral part of the learning and development processes. Practitioners observe pupils to identify their level of achievement, interests and learning styles. These observations are then used to inform future planning.

- Our assessments involve us getting to know our children very well and to this end we gather information from a range of sources; observations of the children in play, adult led activities, discussions with parents/carers and through talking to the children. We keep records to help us build up a picture of a child's strengths and achievements and to help us to plan for their next steps in learning.
- At the start of the Foundation Stage, children are assessed using the statutory government Reception Baseline Assessment and also through teacher observations. These assessments allow us to identify patterns of attainment within the cohort, to adjust the teaching programme for individual children and groups of children.
- Every half term, we will record each child's level of development and record whether each child is on track or not on track to meet a Good Level of Development (GLD) at the end of the year in July.
- If a child is not on track, then we will identify their needs and implement intervention sessions to support them.
- Children's development levels are assessed as the year progresses. If a child's progress in any areas gives cause for concern, practitioners will discuss this with the child's parents/carers and agree how to support the child.
- At the end of the EYFS (end of Reception), practitioners will assess the children against the ELG's. Pupils are assessed against the 17 early learning goals, indicating whether they are:
  - 'Expected' - meeting expected levels of development
  - 'Emerging'- not yet meeting the expected levels of development

Safeguarding and Welfare

- "*Children learn best when they are healthy, safe and secure, when their individual needs are met, and when they have positive relationships with the adults caring for them.*" (Statutory Framework for EYFS 2024)
- At Whitegrove Primary we follow the safeguarding and welfare requirements detailed in the Early Years Foundation Stage Statutory Guidance (2024) and we adhere to the school's Safeguarding and Child protection policies.
- The Foundation Stage has their own set of risk assessments, and the staff perform daily regular checks of the environment to ensure it is safe.
- It is important to us that all children in the 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. We encourage children to take risks and highlight the importance of keeping themselves safe by teaching them how to recognise and avoid hazards.
- At Whitegrove Primary we will:
  - provide a setting that is welcoming, safe, and stimulating where children can grow in confidence.
  - promote good health including oral health.
  - manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs.
  - ensure that all adults who look after the children, are suitable to do so.
  - ensure that the setting, furniture, and equipment is safe and suitable for the purpose it was intended for.
  - maintain records, policies and procedures required for the safe efficient management of the setting and to meet the needs of the children.
- The Foundation Stage children have access to their own toileting facilities, and we teach the children the importance of hygiene and hand washing techniques.
- Intimate Care – if required, we will implement our Intimate Care Policy should a child require some support, for example dressing, wiping their bottom after using the toilet and

changing underwear following an accident. Intimate care is to do with personal hygiene, and we will inform the SENCO of all children requiring intimate care in order to put a care plan in place where necessary. Every child has the right to privacy, dignity and a professional approach from all staff when meeting their needs and it is important that staff work in partnership with parents to give the right support to an individual child.

Keeping Eating

- We are a healthy school and provide our children with fresh fruit and vegetables for a snack on a daily basis, as part of a Government scheme.
- All children in the Foundation Stage are entitled to a free school meal cooked on site daily by our in house catering operation.
- All children have access to fresh water throughout the day.
- Children are encouraged to take part in many physical activities including directed PE sessions, daily workouts, action songs, grounding yoga, active learning during child-initiated play, and lunch time play activities. In addition to this teacher directed sessions are also kept active to ensure the children are moving as much as possible throughout the school day.

Inclusion

- Our Whitegrove Primary ethos, as well as that of the Foundation Stage, embraces inclusion. We recognise and respect the abilities and strengths of our children at all levels of development and the wealth of knowledge and experience that they bring from their differing backgrounds and cultures.
- 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, and we set realistic and challenging expectations that meet the needs of individual children to enable them to reach their full potential. We achieve this by planning to meet the needs of boys and girls, children with special educational needs, children who are more able, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds. We aim to build upon and extend children's knowledge, experience, and interests, and develop their self-esteem and confidence using a wide range of teaching strategies based on children's learning needs
- We will provide: a wide range of opportunities to motivate and support children and to help them to learn effectively; a safe and supportive learning environment in which the contribution of all children is valued; resources which reflect diversity and are free from discrimination and stereotyping; challenging activities for all children and for those whose ability and understanding are advanced.
- We will monitor children's progress and take action to provide support as necessary. Where a specific need is suspected we will liaise with the SEND Coordinator and seek advice from outside agencies, such as the speech and language service, the educational psychologist and the bi-lingual support services amongst others. We adhere to the Equal Opportunity and Inclusion policies of the school.

Early Years Pupil Premium

- Whitegrove Primary School is fully committed to supporting pupils for whom the pupil premium provides support.
- At Whitegrove Primary School, our purpose in using pupil premium funding is to ensure that all the unique needs of our pupils are met, and our children thrive and achieve the same high academic success and have access to all our enrichment activities.

- Our focus is to improve the quality of teaching for all children, no matter what their background, to enable them to grow in confidence, self-esteem and achieve their very best.

Transition to Year One

- The Foundation Stage children make use of the whole school facilities to ensure they are confident and well prepared for when they move to the main school for Year One.
- In the Summer term, many transition activities take place allowing the Foundation Stage children the opportunity to become familiar with the Year One environment and teaching staff before September.
- The EYFS teacher's moderate with the Year One staff throughout the year which helps inform the teachers of the children's abilities and needs before they move up.

IMPACT

- By the end of Foundation year, Whitegrove EYFS pupils will:
  - make excellent progress academically and socially, developing a sense of themselves so that they are well prepared for the transition into Key Stage 1.
  - demonstrate high levels of engagement in activities, developing their speaking and listening skills, enabling them to access more areas of the learning and communicate to both adults and children. Pupils will develop skills and knowledge across all seven areas of the EYFS curriculum.
  - have developed a wider sense of the world around them and can draw on these experiences during interactions with others and link this to new learning.
  - have developed their Characteristics of Learning and be able to apply their knowledge to a range of situations making links and explaining their ideas and understanding.
  - be confident to take risks and discuss their successes and failures with adults drawing on their experiences to improve or adjust what they are doing.
  - be successful learners and fully prepared for the next stage of their education as they transition from Foundation Stage to Year One. We will also aim to help children to make sense of the world around them, to develop tolerance, compassion and an understanding of their rights and the rights of others in an ever-evolving world.
  - have developed essential knowledge and skills required for everyday life and lifelong learning. They will be well rounded, happy, inquisitive, and successful learners.