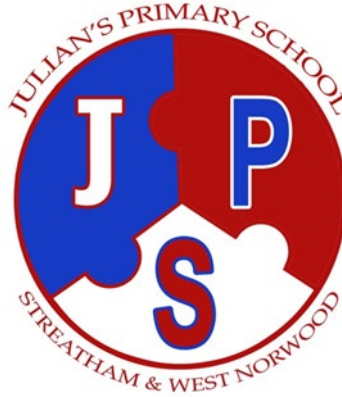




EYFS POLICY

2023

Alison Møller
Executive Headteacher

Approved by Governing Body

Signed by Chair:

Date: February 2023

Date of next review: February 2024

Our Vision

Opening doors to make a difference!

Educational Aims and Objectives

We aim to be outstanding in every aspect, developing our distinctive ethos and pushing the boundaries of excellence.

Our Values

- Respect
- Integrity
- Creativity
- Excellence
- Resilience

Julian's is a school –

- With creativity at its core
- Where outstanding teaching and learning leads to excellent standards
- Where everybody matters
- Where great care is taken to provide a high quality learning environment
- Where we aim to develop responsible citizens of the future
- Where we actively draw on and involve our community

We aim to teach the children to:

- Care and respect for themselves, others and the environment.
- Become confident learners who are resourceful, reflective, resilient and reciprocal
- Become confident leaders
- Become aware of their impact on the environment and empower them to make positive contributions, taking responsibility for their actions.
- Be able to express themselves creatively to dream, explore and discover.
- Do the very best they possibly can

We will:

- Aim to create an exciting learning community
- Offer consistency and fairness, in our values and expectations
- Develop true cooperation between school, home and the community
- Embrace the opportunities modern technologies offer for the benefit of all learners
- Challenge and support all to reach their potential

To realise the vision we will have the following priorities:

- To develop outstanding achievement and attainment for the pupils of our school
- To develop outstanding teaching and learning in our school
- To develop outstanding leadership in our school
- To develop and create an environment with outstanding behaviour and safety for all

RESPECT

INTEGRITY

CREATIVITY

EXCELLENCE

RESILIENCE

AIMS:

- At Julian's Primary School we are committed to meeting every child's individual needs. We ensure that the child's welfare is paramount and that they develop as young enthusiastic learners in a safe environment.
- To provide a range of opportunities for children to develop and engage through hands on learning and play opportunities. We encourage children to participate in a variety of activities; some are focused and led by an adult and others are provided to give the child a chance to be an active and independent learner. We believe this approach helps to build children's self-esteem and self-worth and increases independence and the ability to show initiative.
- To engage children in their learning through our creative and interesting environments, which encourage the use of both indoor and outdoor space.
- To encourage a strong partnership between home and school.
- To promote children's all round development and foster positive attitudes towards learning.
- Encourage children to develop positive values, attitudes and relationships which is supported throughout the school through our school values.

Play and Active Learning

- At Julian's, we value play and active learning and believe play is the means through which young children learn. As such, we give children in EYFS the opportunity to explore, develop and act out experiences, helping them make sense of the world. Such play helps children build up ideas and learn how to regulate themselves and understand the need for rules. We will encourage children to investigate and solve problems through collaborative and individual play.

"Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances."

Statutory Framework for the Early Years Foundation Stage, 2021

Legislation

This policy is based on requirements set out in the 2021 statutory framework for the Early Years Foundation Stage (EYFS).

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS_framework_-_March_2021.pdf

Structure of the EYFS

Our EYFS provision is based on two sites – West Norwood and Streatham.

We have a 50 place Nursery at our West Norwood site with 25 part-time places (15 hours) - either morning or afternoon. Children are admitted to Nursery once they have turned three years of age.

We have two Reception classes based at our West Norwood site (60 children) and three classes based at our Streatham site (90 children). Both sites have dedicated outdoor provision for the EYFS children.

Each class in the EYFS is led by a teacher, working alongside an Early Years Educator (EYE).

The EYFS at Julian's Primary

At Julian's Primary School we strive to meet every child's entitlement to develop a love of learning that will enable them to have the best possible future life chances. We aim to provide every child with the skills to become happy, independent and curious life-long learners. Our provision provides a high level of engagement and active learning through a range of skill based activities, real life contexts, childrens' interests and the whole environment, both inside and outside.

Our team consists of experienced teachers and Early Years Educators who are skilled in early years teaching. They understand the needs of young children and how best to create an environment to enable a love of learning. Everyone works towards the same goal: to ensure every child achieves to their highest ability through learning through play and enjoyment. The team is led by a Year Group Leader (YGL) who leads the teaching team and is supported by the Phase Leader, who leads and evaluates the delivery of high quality teaching and learning in the Early Years.

The Statutory framework for the Early Years Foundation Stage states four guiding principles which should shape practice in the early years. These are:

- Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured;
- Children can be strong and independent through positive relationships
- Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and /or carers
- Children develop and learn in different ways and at different rates. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (Statutory framework, 2017).

The ways in which the child engages with other people and their environment underpin learning and development across all areas. Adults and the considered use of the environment, support the child to remain an effective and motivated learner.

Curriculum

Our early years setting follows the curriculum as outlined in the 2021 framework of the EYFS.

The EYFS framework includes 7 areas of learning and development that are equally important and interconnected. However, 3 areas known as the Prime Areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The prime areas are:

- Communication and language
- Physical development
- Personal, social and emotional development

The prime areas are strengthened and applied through 4 specific areas:

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

Our EYFS Curriculum:

- is at the heart of our learning journey approach
- is distinctive, innovative and strategically planned
- is reviewed in the light of national developments, new thinking and research and development
- introduces challenging, engaging and real life problems
- uses high quality, rich texts to engage the children
- strives to encourage and develop a love of learning
- allows learning to happen within a child centred approach
- ensures resources and apparatus are available to support learning at every stage of development and in every area of the EYFS
- ensures areas of learning are interlinked in learning
- includes fundamental British values to teach children a sense of self and belonging;
- enables the children to learn and stay true to our school values
- ensures that children learn to live together peacefully, with each of them playing a valuable role in the multicultural world in which they live

Oracy

"Oracy is the ability to articulate ideas, develop understanding and engage with others through spoken language. Oracy develops students' confidence, articulacy and capacity to learn" (Voice 21).

We believe that spoken language is an essential tool with which all children make meaning and organise thinking. Children use talk to think and learn to help them succeed in school and adult life. At Julian's Primary School, we develop our curriculum with oracy at its heart providing high quality oracy education: Oracy is a key factor to foster children's wellbeing and gives them the necessary

skills to thrive and improve their academic outcomes. Through setting high expectations for talk and modelling the correct use of oracy, our students develop their confidence in a variety of contexts and can share their ideas with others articulately. At Julian's, everyone's voice is listened to and valued. Children are taught explicitly how to use their oracy skills to express themselves effectively, reason with others in a respectful manner, build on their friend's ideas and show willingness to change their viewpoint. We aim to enable our children to develop their exploratory and presentational talk through a range of purposeful activities.

EAL

Research tells us that maintaining at least 2 languages is an advantage for later academic achievement. It is desirable for children who are potentially bilingual and multilingual, to be supported in all the languages available to them.

Children with English as an additional language need to hear English spoken by the adults in EYFS in as many different and meaningful contexts as possible. When the context has meaning for the children, they are more able to learn spoken English from the adults. Therefore it is crucial that the adults model the accurate use of English, noting the children's spoken vocabulary and building on what they already know.

We value the children's home languages and recognise that it is good for children with English as an additional language to be able to speak their home language at school and talk to adults who speak the same language if there are any as this will further aid them in learning English.

The Enabling Environment

The EYFS areas on both sites are carefully planned to ensure all areas are used to enable learning for every child. The children have the choice of where they choose to learn. All activities are based upon current assessment and all have a main learning intention that can be accessed with and without adult support.

Our basic provision is linked to the age related expectations of the cohort. We encourage child initiated activities and adapt our continuous provision accordingly. We enhance our provision through objects, prompts, conversation, interaction and questioning.

Planning

Staff plan activities and experiences for children that enable children to develop and learn effectively. In order to do this, practitioners working with the youngest children are expected to focus strongly on the 3 prime areas.

Staff also take into account the individual needs, interests, and stage of development of each child in their care, and use this information to plan a challenging and enjoyable experience. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate. In planning and

guiding children's activities, practitioners reflect on the different ways that children learn and include these in their practice.

We use the development statements in Development Matters (DfE 2021) to identify next steps for each child to deepen, challenge and extend their learning. During planning sessions, discussion takes place to ensure activities allow for Characteristics of effective learning to be demonstrated and embedded.

The long term plan states the Learning Journeys followed throughout the year. These are subject to change according to cohort interests.

Activities based on skills may be led by adult facilitators in the classrooms. These activities let learning happen through creative opportunities, a supportive environment and a sound pedagogical understanding.

Appropriate resources in the Reception environment are stimulating and relevant. The resources are provided to create rich learning opportunities through a range of highly structured, adult led, child led or child initiated learning.

A whole class focus is linked to activities within the EYFS setting. These are adapted continuously to meet the needs of the unique child. Attention to children's adaptation of activities is encouraged and creates extended learning opportunities.

Children are encouraged to challenge themselves through self-selecting tasks and activities and challenges, with careful interaction from the adults.

Assessment

On-going formative assessment is at the heart of our effective early years practice. We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs. Assessment in the EYFS takes the form of written observations, children's work, photographic and video evidence. We use the Evidence Me observation and evidence app assessment to moments of the children's learning throughout the year.

Teacher baseline assessments are carried out in the first few weeks of school through observation and evidence of work. This assessment informs us of the cohort's emotional needs, as well as academic attainment at point of entry. This information will be analysed within our EYFS team as well as being shared with SLT.

We ensure our end of EYFS assessments are reliable through:-

- our knowledge of the child gained through observation and interaction
- our environment enables the child to flourish to their full capacity
- our assessments ensure a range of contributors e.g. parents, peripatetic teachers, other relevant adults
- moderation across the EYFS team
- Parents/carers are given the opportunity to meet with their child's teacher three times a year in a formal parents meeting and receive a written report on their child's achievements and their Early Learning Goal achievements at the end of Term 6.

RESPECT

INTEGRITY

CREATIVITY

EXCELLENCE

RESILIENCE

More informally we meet with parents throughout the school year as and when necessary to discuss their child's particular needs.

The Reception Baseline Assessment (RBA)

The RBA is a statutory assessment from September 2021 onwards. It provides a snapshot of where pupils are when they arrive at school. Its aim is to provide a starting point to measure the progress schools make with their pupils between reception and the end of primary school.

Safeguarding and welfare procedures

Our safeguarding and welfare procedures are outlined in our child protection and safeguarding policy.

Transition to Julian's Primary School

Children's well-being at school is our priority so planning for a smooth and thorough transition starts as soon as possible and well in advance of the September start date.

To ensure the best possible transition we:

- value the parent as the first educator of their child
- Make contact with pre-schools and nurseries
- share important information about our school during new-parents meeting (June)
- use written information sent by pre-schools to inform early planning
- hold a series of 'welcome/taster' sessions for parents and children in July
- share information in a transition meeting with key adults for children with additional needs
- meet with every parent and child in their home before beginning school to share important information from home and school
- stagger entry of whole cohort in September to enable calm, quiet and more individualised start to school

Home Visits

The aim of the home visit is to provide an opportunity for the new child and family to meet the class teacher and Early Years Educator in their own home prior to starting school. The purpose of the visit is to help the child, family and staff to get to know more about each other in the home environment where the child usually feels most comfortable. Our aim is to establish a partnership between parents/carers and staff where both parties share their knowledge and understanding of the child to plan stimulating and challenging learning opportunities as well as planning to meet each child's individual needs.

See Home Visit information document - Appendix 1

Transition to KS1

To ensure the best possible transition:-

- reception teachers plan for more structured activities to be undertaken during the summer terms, encouraging less dependence on adult support

- each child's EYFS Profile/Characteristics of Effective Learning is passed on to the Year 1 teacher
- there is a similar structure to the school day during the Autumn Term when the children move into Year 1
- transition meetings between teachers are held in the summer term
- classes meet their Year 1 teacher towards the end of summer term and visit their new classrooms
- reception children begin to attend whole school assemblies in the summer term
- there are shared playtimes with the current year 1 classes in the summer term
- the 'Read Write Inc' approach to phonics and spelling is continued throughout Year 1
- **See supporting Transition into Nursery & Reception document – Appendix 1**

Working in partnership

We place highly the benefits of working in partnership have a huge impact on the effectiveness of our EYFS setting.

We value our partnerships and endeavour to actively maintain these by sharing information, ideas, expertise and our knowledge within our team and with parents, carers, colleagues and other professionals.

Within our role of enabling partnerships we:-

- meet weekly as an EYFS team to discuss assessments, planning, individual children, research
- hold regular parent workshops on relevant areas of their children's development e.g. maths, reading, phonics
- moderate work with other schools within the EYFS cluster, the Local Authority Early Years consultants (through virtual moderation meetings) and Year 1 teachers.

Home Learning

Home learning is set weekly and consists of:

- weekly phonics to practise at home
- Key words for reading at home
- Three reading books per week for reading with parents/carers

Teachers also set fun, open-ended projects around the creative curriculum for the longer holidays.

The EYFS Team

Our team consists of a team of experienced teachers and Early Years Educators who are skilled in early years teaching. They understand the needs of the young child and how best to create an environment to enable a love of learning. Everyone works towards the same goal: to ensure every child achieves to their highest ability through learning through play and enjoyment.

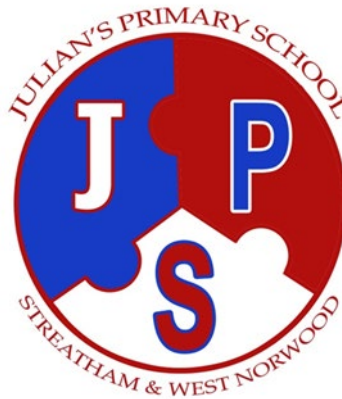
Policy review

This policy will be reviewed and approved by Alison Moller, Executive Headteacher every 1-3 years. At every review, the policy will be shared with the governing board.

Appendix 1

Procedure or advice for transition	Where can it be found?
Home Visit information	See Home Visit Pack
Supporting your child with transition into Nursery & Reception	See Home Visit Pack

Home Visit Information



Name: _____

Please return with enrolment forms

General information

What name do you usually call your child at home?

What language or languages do you use in your family?

*Has your child been to a playgroup, nursery, crèche or school before now?
Which setting was it?*

Do you have a report?

(If so, please have this ready to share with your child's teacher during the home visit)

What are the names and ages of your child's brothers and sisters?

Which festivals or religious days do you celebrate at home?

Who is involved in caring for your child?

Who will bring your child to school at collect them at the end of the day?

Health and development

<i>What can you tell us about your child's ...</i>			
<i>Eating and sleeping habits?</i>	<i>General fitness?</i>	<i>Absence from nursery?</i>	<i>Minor illnesses?</i>
<i>Do you have any concerns about your child's development up to now?</i> <i>(physical, emotional, language, etc)</i>			
<i>To what extent can your child do the following independently?</i> <i>Dress and undress?</i> <i>Eat?</i> <i>Use the toilet?</i> <i>Wash his/her hands?</i>			

Does your child take any prescribed medicines on a regular basis or have any special requirements?

Is there anything else you would like to tell us about your child's health or development?

Playing and learning at home

What are your child's favourite activities?

What is your child interested in?

What does your child like to do with you or other adults?

For how long can your child focus on one activity or listen to a story?

What is your child good at?

What does your child need encouragement to do?

Is there anything else you would like to tell us?

Communication and behaviour

How well does your child communicate with others?

(Does s/he point, make gestures, use words, phrases and full sentences?)

Do you have any concerns about your child's language development or speech?

How well does your child interact with other children?

How well does your child cope with being away from you?

What are the best ways to settle your child when s/he is upset?

How would you describe your child's behaviour?

Finally ...

Are there any significant events that you feel have had an impact on your child?

Is there anything else you would like us to know?

Do you or your child have any questions you would like to ask us?

Thank you for taking the time to complete this form. The information you provide is used to help us personalise provision for your child.

Supporting your child's transition into Reception

We are looking forward to welcoming you and your children into Reception at Julian's Primary. It is an exciting time for all children as they begin their Reception year and we would like to work alongside you to make this transition a positive one. Below we have suggested some summer activities that you and your children can work on together to support their transition into school.

** Children entering Reception should be confident using the toilet independently and be able to manage their hygiene and self care. Please support your child over the summer to become fully toilet trained if they are not already (including wiping themselves and washing and drying hands afterwards). Children will need to dress and undress themselves and whilst adults are of course on hand to offer help we strongly encourage children to try this for themselves.*

** In class children will be expected to participate in activities for up to twenty minutes. You can support your child in sustaining concentration and involvement in activities by reading regularly, completing puzzles together, drawing and painting, and playing simple board games.*

** Very young children often need support to share resources and play successfully with their peers. You can support your child in learning to take turns through board games, cooking activities and opportunities to interact with children in social environments (playgrounds, play centres and playgroups.)*

** During their first term in school children will begin phonics sessions and early reading activities. Before they can learn to recognise letters in text they need to be confident hearing sounds in words. Activities you can play together to support this development are rhyming games, eye spy, memory games, listening to and identifying sounds in the environment.*

** As your children develop confidence recognising letters they will begin to read books in class. By reading regularly at home, visiting libraries, reading signs in the environment and making reading time a priority, your child will have a good foundation for beginning early reading in school.*

** In Reception the children will begin to learn the letters that represent sounds and will learn to write these. To support early writing encourage your children to use pencils, pens, chalks and colouring pencils to make marks. By the age children begin school they may not have developed the fine motor skills that enable them to hold pencils effectively. You can support your child achieving this through play with play-doh, threading beads, cutting with child scissors, sticker books and puzzles.*

** Being able to communicate effectively with adults and other children within their class setting is a necessity. Talking with children and encouraging them to share their interests, talk about their day or events with family members, siblings, peers and other adults can support this. Reading regularly with your child or listening to audio stories will also enhance listening skills and talking about a story after it has been read can strengthen recall and confidence in responding to questions.*

We thank you now for your support in helping us achieve a successful transition and look forward to seeing you at the summer welcome meeting.