



Benington C of E Primary School

EARLY YEARS FOUNDATION STAGE POLICY (EYFS)

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1. RATIONALE

At Benington we recognise that children in the Foundation Stage have specific needs which differ from those of children of statutory school age. The Foundation Stage of a pupil's education from 3-5 years provides the basis on which the pupil's future progress will be built. This policy sets out the aims of the Reception year at Benington C of E School.

2. AIMS

- To provide high quality, inclusive education for all pupils by providing a relevant curriculum led by practitioners who understand the specialist nature of early years practice.
- To provide learning activities and opportunities which value the inquisitive nature of the pupil and allows them to develop as autonomous learners, showing initiative and independence.
- To create a learning environment where emotional well-being is seen as paramount to successful learning.
- To value past learning and use this as a basis for future progress.
- To acknowledge individual differences and treat all pupils equally, regardless of age, attainment, ethnicity, gender, language and special education needs.
- To value the contribution parents make and establish an atmosphere of trust and respect between home, pre-school and school.
- To provide a flexible approach to learning which allows activities that encourage pupils to develop a disposition to learning and take control of their own learning. We also acknowledge that pupils need long periods of time to become engrossed in learning activities.
- To use observation and continuous assessment to inform planning for future learning.
- To develop language skills including fluency, coherence and understanding by providing opportunities to talk and listen. We also provide access to language through stories, songs and rhymes. We put great emphasis on listening skills.
- To acknowledge the importance of play in all aspects of pupils' learning.
- To provide a curriculum which provides for all areas of a pupil's development.

3. EYFS & The Curriculum

The curriculum for the Reception year at Benington is based on the 7 areas of learning within the EYFS document 2021.

The seven areas of learning and development are divided into:

Prime areas:

These are fundamental skills and support the development in all other areas of the curriculum.

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

Specific areas:

These include essential skills and knowledge for children to participate fully in society.

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

Characteristics of Effective Learning:

These are the ways in which a child engages with other people and their environment. This underpins learning and development and also influences the delivery of the curriculum. Opportunities for all learning types are provided so that a child can learn and progress at their own rate through the following stages of learning:

- Playing and Exploring
- Active Learning
- Creating and thinking critically

4. Planning

Within the foundation stage, planning takes place on three levels:-

Long term – This provides a brief and flexible overview of a year's work within the Reception year.

Medium term - This provides a more detailed breakdown of each term's work and is the job of the class teachers. The learning objectives are taken from the Early Learning Goals (ELGs) in the EYFS document. There is flexibility in the Medium term plans to allow for pupil led activities.

Short term – Short term plans consist of daily plans which give details of adult led activities, group times and possible observation opportunities. Daily plans outline staff responsibilities. Although staff are aware of the importance of sound and detailed planning, as with the Medium term plans, we recognise the need for flexibility, to incorporate pupil initiated activities and interests, changes and assessment are recorded on each lesson's evaluations.

5. Recording and Assessment

In Reception we keep a varied array of evidence in the 7 areas of learning to assess and record each pupil's progress and development. This evidence is in the form of brief post-it note observations and photographs. Longer narrative observations in the form of videos during child initiated learning time are also recorded and analysed. These assessments are recorded on school iPads using Evidence Me (formerly known as 2Simple) and each child has their own profile of progress. Parents also play an important role in our

observation and assessment and are given opportunities to discuss the needs, interests and development of their pupil prior to starting the Reception class and throughout their time in the class. Learning journals are made up as a record of pupils' work & progress. These are shared with parents at Parents Evening.

6. Information for parents and transfer to Reception

Prior to entry to the Reception class, parents and pupils have an opportunity to meet with the Class teacher, teaching assistants and current pupils through school visits; followed by 'Seedlings' in the Summer term where children and their parents (if appropriate) stay for one afternoon a week; and also an Information meeting. All parents receive a copy of the Parent Information Pack. Before pupils' start Reception parents are encouraged to discuss the needs and interests of their child. Twice yearly parents meetings operate in the school and a written report covering the different areas of learning is given to parents in the summer term. Regular letters go out to parents and medium term planning is displayed in the classroom. All staff are happy to deal with parents enquiries on a daily basis. Parents with any skills or artefacts relating to the theme for the term are encouraged to come into school and share them with the pupils. Parents' participation and cooperation is encouraged and valued throughout the Foundation Stage. We have a good relationship with the onsite Nursery and other nurseries, where reception staff visit regularly so children become familiar with their names and faces, and also see them speaking to trusted Key Workers of the Nursery. This enables smooth transfer of assessment data and also a more detailed knowledge of the children before they start school. The new intake of nursery children may also visit the reception class and they come to watch the Nativity play in the hall.

7. CURRICULUM OUTLINES

Communication, Language and Literacy

Through a range of activities including class discussion, assemblies and school trips, children are taught to listen attentively. Children are encouraged to challenge ideas and ask questions to consolidate understanding and develop their own thinking. Great importance is attached to the use of language for clarifying thought, expressing ideas and feelings, and interacting with peers. Details of the opportunities to develop these skills are incorporated in the planning documents.

Physical Development

To develop gross motor skills, pupils participate in PE at least twice weekly. There is also the opportunity to use a variety of outdoor play equipment regularly. Children are given the opportunity to play outdoors in all weathers. Consideration is also given to the development of fine motor skills with ample opportunity for use of scissors, threading, etc.

Personal, Social and Emotional Development

Throughout the Foundation Stage the development of personal and social skills is given extremely high profile. Discussion with the pupils concerning issues such as sharing, being angry, discriminating between right and wrong and helping each other is considered essential, and often approached through circle time, story, and the use of puppets. All staff are aware that in order to promote sound personal and social development a consistent approach is required. Staff also model expected behaviour and values. We particularly encourage respect, of themselves, others, other living things and their surroundings. Pupils are helped and encouraged to become independent regarding their own personal needs.

Literacy

i. Comprehension

All Reception pupils will be exposed to reading materials covering a variety of different genres and the reading corner will be available for free access at all times. Children will be taught to demonstrate their understanding of what they have read, share their ideas of what may happen next in the text and use and understand new vocabulary about: stories, non-fiction, rhymes and poems and role play

ii. **Word Reading**

Pupils will be taught phonics using the Letters and Sounds programme. Children will learn a new phoneme (sound) each day and will learn to sound-blend. They will read aloud simple sentences and books that are consistent with their phonic knowledge including common exception (high frequency) words

iii. **Writing**

There will always be opportunities for pupils to write within the Reception class, be it in role play, the writing area or outdoor situations, whichever is appropriate. To support the development of writing skills the pupils participate in fine motor skills activities and when developmentally appropriate, handwriting practise, where attention is given to correct letter formation. The Letters and Sounds programme will support emergent writing followed by phonetically plausible attempts at writing words and later, sentences.

Mathematics

It is recognised that pupils need to be involved in a variety of practical mathematical experiences in order to develop their understanding, and to expand their problem solving skills.

i. **Number**

All Reception pupils are taught to count reliably using a variety of resources and quantities. They are taught to have a deep understanding of numbers to 10 including the composition of each number. They will be taught to subitise and have automatic recall of number bonds to 5 and some bonds to 10 including doubling facts. The children are encouraged to reason and explain their thinking.

ii. **Numerical Patterns**

Children will be taught to verbally count to 20 and recognise the pattern of the number system. They will be making comparisons between quantities and will explore and represent patterns within numbers up to 10 including: odds, evens, doubling facts and how quantities can be equally distributed.

Understanding the World

Understanding the world is often explored through the term's topic, alongside seasonal observations. In addition to this the children will discuss similarities and differences between the past and now and their families. They will discover similarities and differences between religious and cultural communities in this country. They will also learn that people have different beliefs and celebrate special times in different ways. The children will draw information from simple maps and make observations of their immediate environment.

Expressive Arts and Design

The importance of allowing time and space for the pupils to express curiosity and expand their own ideas is recognised. Creative activities are often pursued through the termly topics and during pupils' own learning time. Pupils have access to the class role play area to develop narratives and their own ideas into their play. The children use musical instruments and are encouraged to listen to a wide range of music. All pupils sing regularly in assembly and singing together for enjoyment is greatly encouraged. Dance is taught in P.E. and also through the topic.

Pupils are encouraged to explore a variety of materials and construct with a purpose in mind. The children are given many opportunities to experiment with colour and are challenged to think critically about their work and make adaptations where appropriate.