



## Rockwell Green Church of England Primary School

# EYFS Policy

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| Responsible person:   | HEADTEACHER        |
| Responsible Governor: | CHAIR OF GOVERNORS |
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## EYFS Policy

*“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. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.”*

(Statutory Framework for the Early Years Foundation Stage, 2021)

### Introduction

The Early Years Foundation Stage (EYFS) refers to children from birth to five years of age. At Rockwell Green C of E Primary School, children are admitted from the age of two to four in the Rocket’s pre-school and then from four years of age into the Reception classroom, Badgers.

Practitioners within the Early Years at Rockwell Green take on the task of building upon prior learning experiences. This is done through a holistic approach to learning, ensuring that parents/carers and all Early Years staff work together effectively to support children’s learning and development.

The EYFS principles which guide the work of all practitioners are grouped into four distinct, but complimentary themes:

- **A Unique Child** – every child is a competent learner from birth, who can be resilient, capable, confident and self-assured.
- **Positive Relationships** – how children learn to be strong and independent from a base of loving and secure relationships, with a parent and/or key person.
- **Enabling Environments** – how children learn and develop in an engaging environment with teaching and support from adults, who respond to individual interests and needs and help them to build their learning over time. Children benefit from a strong relationship between practitioners and parent/carers.
- **Learning and Development** – recognises that children develop and learn in different ways and at different rates and that all area of learning and development are equally important and inter-connected.

These four themes then link into the ‘**characteristics of effective learning**’ (**playing and exploring, active learning and creative and critical thinking**) which the children are observed on so practitioners’ best know how to support a child’s individual learning style and provide a stimulating curriculum.

The curriculum for the Early Years forms the basis for all future learning by supporting, fostering, promoting and developing children through the seven areas of learning:

**There are three prime areas; these underpin the specific areas of learning;**

**Personal, Social and Emotional Development**

- Self-Regulation
- Managing Self
- Building Relationships

**Physical Development**

- Gross Motor Skills
- Fine Motor Skills

**Communication and Language**

- Listening, Attention and Understanding
- Speaking

**There are four Specific areas of learning;**

**Literacy**

- Comprehension
- Word Reading
- Writing

**Mathematics**

- Number
- Numerical Patterns

**Understanding the World**

- Past and Present
- People, Cultural and Communities
- The Natural World

**Expressive Arts and Design**

- Creating with Materials
- Being Imaginative and Expressive

**Intent**

At Rockwell Green C of E Primary School we focus on creating an Early Years where children are safe and secure. Learning is at the centre of everything that we do and we are ambitious for all learners in all aspects of learning whatever their prior knowledge and background. We want children to have experiences and opportunities they may not have outside of school (Cultural Capital) so they develop knowledge and skills, understand concepts as well as have a self-belief to go on and succeed in life. We work tirelessly at creating an ambitious, exciting, and engaging curriculum and learning environment. We want children's imagination to be sparked and their learning to have meaning and purpose. We endeavour to make it a place where the children can explore, investigate and learn through first-hand experiences. We also want to develop confidence where children are challenged to develop their independence. Vocabulary development and Early Reading are given the highest priority and there is a sharp

focus on ensuring that children can communicate effectively and that they have a secure knowledge of phonics. This will then give them the foundations for future learning, especially in preparation for them to become confident and fluent readers.

Our intent is clearly shown by the ambitious 'Goals' we have in both Rockets and Badgers linked to the seven areas of learning and development.

## **Implementation**

Our progression of provision is mapped out clearly showing how we provide for the development of children from two to five years old. This covers what we do in both our environment and through our teaching methods.

In Badgers, we follow a half-termly theme while also incorporating children's interests in the planning where appropriate. When planning staff identify both the vocabulary and the knowledge and understanding that is going to be taught across the half-term. In Rockets, we use a book a week to plan the learning around while again incorporating the children's interests.

### **The Learning Environment**

Within our learning areas we strive for the learning environment to be complex, generous and surprising. Complex in the resources used to stretch and challenge; generous through the quality of the resources and using real objects wherever possible (eg. in the role play area) and surprising by the manner in which it invites the children to engage.

Activities are planned for both inside and outside. The learning environment is divided into a variety of different areas: role play, book corner, writing areas, topic display areas, creative, sand, water, construction, small world and table top activities. These areas are arranged to encourage quiet areas and more active areas. The learning environment enables the children to become independent learners and to take some responsibility for initiating their own lines of enquiry and investigation.

### **Teaching Method:**

Teaching and learning styles vary according to the activity and objective. Throughout the Early Years there is an emphasis on learning through play, exploration and active involvement. A variety of different learning experiences and styles are planned into each day in order to provide children with a variety of learning experiences and opportunities:

- Carpet activities and story time are group/whole class activities where children are given the opportunity to learn and co-operate.
- Adult directed activities are used to provide differentiation according to children's stage of development and may refer to one child or a small group of children. This increases the older the age of the child.
- Partner work helps to develop communication and cooperation skills.
- Continuous Provision activities allow the children time to explore and find out things for themselves. Through this time, adults interact at appropriate times in a purposeful way to enhance the learning experience for the child/ren
- Enhanced Provision enables aspects that have been taught are built upon
- Individual activities provide children with an opportunity to achieve, to develop independence and to become self-reliant.

The language of learning is then shared with the children and adults are explicit with the children as to why certain activities are being delivered.

### **Language and communication skills:**

Children are encouraged to speak with confidence and clarity for a wide range of purposes and to show interest and learn from what others say. They will be taught to express themselves correctly and appropriately. We follow the school's oracy policy to support this and have been a Voice 21 school for the last three school years.

Adults will interact with the children and will develop the use the following strategies to enhance language development:

- 1) Help children to expand on what they say by introducing additional vocabulary and language structures by using stem sentences.
- 2) Comment on what is happening during activities rather than low level questioning of children. When questioning consider the answer you are looking for and if the children have the language to respond.
- 3) Use talk to describe what children are doing by providing a running commentary alongside activities.

Adults will also repeat the correct phrase and sentence structures where appropriate eg. 'Please can I go to the toilet?'

The aim of this approach is to create an appropriate, supportive and stimulating environment in which children can enjoy experimenting with and learn language.

In addition, in Rockets we use the 'Welcomm Trust Toolkit' where the language skills of identified children are screened and then learning activities are planned that benefit not just these children but all children. In Badgers, the British Picture Vocabulary Scale assessment is completed with all children by the school SENDCo or another appropriate adult to identify strengths and areas of need of the children. The Language Link programme is then used with some children to further assess specific children's understanding of language and then appropriate intervention is delivered.

We encourage positive values and attitudes so that all children develop the abilities to work with others, listen to each other's ideas, and treat them with respect. We aim to provide opportunities for children to consider their own attitudes and values, and those of other people.

### **Early Reading**

A Five a Day approach is used across the Early Years in both Rockets and Badgers. This can include listening to stories, reciting nursery rhymes, singing, listening walks just to mention a few. In addition, Phonics is taught with a focus on Phase 1 in Rockets. RWI phonics is then used with children in their last term of Rockets and within Badgers.

### **Maths**

The Concrete, Pictorial and Abstract approach is used across the school including EYFS. The focus of this approach is to embed a solid understanding and foundation from which to build mathematical learning. Subitising (being able to recognise a number without having to count the objects) is a critical skill that is taught and encouraged through a range of activities. It is so

important because if you are able to see the number four for example, you also see three and one, two and two, etc. There is a focus on depth of learning rather than just the ability to count. Number sense is also used in Reception, that then continues in KS1, to enable the children to have a secure understanding from an early age.

## **ICT**

There are many opportunities for the use of ICT within the Early Years curriculum. Both Rockets and Badgers have an interactive whiteboard which is used regularly to enhance learning. I-pads are also readily available across the Early Years for both planned numeracy and literacy tasks and for free exploration. In Badgers we have books containing IT themes and old IT equipment for the children to explore and play with in continuous provision.

## **SEN and Differentiation:**

Early Years staff will need to decide:

- How material should be adapted to meet the individual needs of the children in their class.
- Whether the learning meets the needs of individual children and to adapt these to provide appropriate opportunities for all children to succeed.
- Which teaching activities need to be adapted to ensure children with special educational needs of all kinds may participate fully and demonstrate their achievements.
- Utilise a variety of approaches, appropriate for learners, the nature of the activity and the context in which their learning is taking place.

## **Equal Opportunities:**

In the Early Years it is important that staff plan work that offers equal opportunity in respect of gender, race, the needs of the most able and those children with Special Educational Needs.

Early Years staff must consider:

- How the activities should be adapted, supported or expanded to meet the needs of individuals within the year group.
- Whether teaching and learning should be expanded or aspects emphasised when opportunities arise with particular children/classes.
- How the Early Years Curriculum can be promoted to both sexes and ensure that resources are attractive and appropriate for all children.

## **Multicultural Themes:**

Multi-cultural themes are often encountered in the Early Years. There are many opportunities across the seven areas of learning to promote understanding and children are encouraged to develop:

- An interest in people and places beyond their immediate experience.
- An awareness of cultural and ethnic diversity within our society, while recognising the similarity of activities, interests and aspirations of different people. This is incorporated in the books we read and the through the teaching of People, Places and Communities when exploring Understanding the world.
- Tolerance toward people who hold different values and beliefs. In Reception we explore this in RE and through the teaching of Understanding the World – People, Places and Communities.

### **Assessment, Recording and Reporting:**

Ongoing assessment (also known as formative assessment) is an integral part of the learning and development process. This is predominately used and staff are only asked to capture what learning is significant and sustained over time. This enables them to focus on enhancing learning through high quality provision rather than completing assessment processes. Within Badgers floor books are used to record the experience led learning in English, maths, RE and PSED and the rest of the Curriculum. Formative assessment is used to inform planning and to evaluate teaching strategies. It also provides information about children's progress, areas of development and can identify children with specific needs. It involves the Early Years team knowing children's level of attainment and achievement as well as their interests and then including the next steps within provision. All practitioners who interact with the child contribute to the assessment process. In both Rockets and Badgers parent/carers are encouraged to share learning experiences from home that can then be used to support assessment judgements.

### **Summative Assessment**

The EYFS Profile summarises all of the formative assessment undertaken and makes statements about individual's achievements. The Headteacher, the lead for the Early Years, monitors teaching and learning across the phase alongside the other leaders in the school and analyses the EYFS Profile data. In order to track progress, attainment is updated on INSIGHT (eg. on track, not on track) and analysed each term and a Pupil Progress Meeting is held to hold the EYFS team to account. In the summer term, final profile scores are submitted for children in Reception by the class teacher.

In addition, there are statutory assessments that need to be completed. These include:

- Reception Baseline Assessment (RBA) within the first six weeks of a child starting in Reception
- Progress Check at age two – when a child is between two and three years of age, the staff must review the child's progress and provide the parent/carers with a short written summary of their child's development in the prime areas.

### **Parents as Partners**

Good relationships and interaction between staff, children and parents are positively encouraged and are the key to success. We recognise that parents are children's first educators and when parents and practitioners work together, the results have a positive impact on learning and development. At Rockwell Green C of E Primary School we show respect and understanding for the role of parents in their child's learning. The part they play is recognised and they are encouraged to communicate closely with us. This is possible by using Class Dojo in both Rockets and Badgers, giving parents the opportunity to detail achievements at home. They are also able to see successes their child has had in the setting.

Parents are made to feel welcome and valued through a range of different opportunities for collaboration between children, parents and practitioners. Parents are invited to attend information sessions and workshops that are held throughout the school year. In Reception parents' evening is held twice a year and an end of year report is written for each child. In Rockets, parents meet with their child's Key Person termly.

### **Transition**

Transition meetings are held between Rockets and Badgers staff where a full range of information is shared about each child. For children from other settings phone calls or preschool visits are made by the class teacher and SENDco. In order for all children to have a successful start, a full transition programme is followed where children spend time in the classroom in the summer term, with the class teacher in small groups so that the class room adults can get to know the children and their families before they start school in September.

**Role of the Headteacher/ Leader of the EYFS:**

- Monitor the use of the policy
- Ensure continuity and progression of teaching and learning throughout the phase
- Monitor the quality of teaching and learning experiences
- Arrange in-service support, advice and assistance to staff.
- To ensure the SDP reflects plans to further enhance the Early Years
- To support staff and inform them of developments in the Foundation Stage.

There is a named Governor responsible for the EYFS. This Governor will meet with the EYFS leader/ Reception class teacher/Rockets Manager on a regular basis to discuss practice in the EYFS and feedback to the Governing Body.