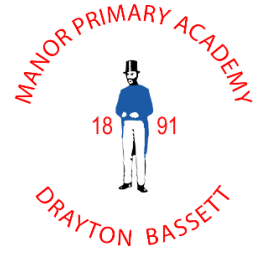




Inspiring All to Excellence



Manor Primary Academy

EYFS Policy

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Statutory Foreword

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.

The Early Years Foundation Stage (EYFS) sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life. (Statutory framework for early years foundation stage September 2021)

Manor Context

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. At Manor Primary Academy, children join the Reception class in the year that they turn five and are able to join our Nursery at age three. In partnership with parents and carers, we enable the children to begin the process of becoming active learners for life.

We recognise the importance of delivering high quality teaching and learning opportunities that allow all children to develop as unique individuals. Our aim is to provide a consistent and varied curriculum whereby every child makes good progress and no child gets left behind. This is achieved through planning learning and development opportunities around the needs and interests of children, working closely in partnership with parents and carers and providing equality so that every child is included and supported appropriately.

Overarching EYFS Principles

- A unique child – developing resilient, capable, confident and self-assured individuals.
- Positive relationships – supporting the children in becoming strong and independent.
- Enabling environments – where opportunities and experiences respond to the individual needs of the child by developing a strong partnership between practitioners, parents/carers and the child.
- Learning and developing – an acknowledgement that children learn in different ways and at different rates.

Manor Primary EYFS Principles

Manor Primary Academy recognises that all children learn and develop rapidly during the first five years of life. We believe that it is vital that all children are given the opportunity to experience an array of exciting and stimulating learning activities that encompass key skills, which are relevant and reflect their interests.

We acknowledge that all children are naturally active, inquisitive and curious about the world around them. They are all individuals with different needs, skills and have had different experiences in life. We therefore believe that for our children to develop the foundation skills of learning to equip them for their future, we need to plan and present them with activities that reflect this diversity.

The areas of learning and development

The EYFS Developmental Stages are used to plan learning opportunities through the '7 areas of learning.' All areas of learning are important and inter-connected. The areas are:

- Personal, Social and Emotion Development
- Communication and Language
- Physical Development
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

The areas of learning highlighted in red are the 'prime' areas of learning. The other areas of learning listed are the 'specific' areas of learning. The prime areas are to be the key focus, particularly in Nursery, as this will enable the children to access the specific areas of learning when they move into Reception. The three prime areas are the key to igniting children's curiosity and enthusiasm for learning.

- It is essential that our learning environments in Early Years are visually stimulating, safe and secure.
- We understand the importance of sharing the Early Years principles and practises with parents. This enables them to support their child's learning at home.
- Characteristics of effective learning are used and referenced in the children's learning journey to summarise how each child learns through their independent play.

Our aims are...

- To establish rich language environments to help children to develop the confidence and skills to express themselves effectively
- To provide opportunities for children to be active, independent learners
- For all children to develop a sense of self and positive self-image
- To support the development of positive relationships and respect for others, understanding how to manage their feelings and what is appropriate and acceptable behaviour in a range of situations
- To develop a love for reading and writing by immersing them with a wide range of reading and written materials
- To support the children with making sense of the physical world around them, giving them opportunities to explore and engage with people, places and the environments, especially within our local community
- To value and include all children
- To ensure a balance between child-initiated and adult focused activities
- To develop a broad and balanced curriculum in line with the EYFS curriculum, making sure that play is purposeful
- To educate parents and carers with the principles and practises of the EYFS curriculum through offering regular opportunities for parents to observe learning in school
- To support parents and carers in continuing their child's learning at home
- To plan opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence
- To use a wide range of teaching strategies based on children's learning needs
- To provide a wide range of opportunities to motivate and support children and to help them to learn effectively
- To provide a safe and supportive learning environment in which the contribution of all children is valued
- To plan challenging activities for children whose ability and understanding are in advance of their language and communication skills
- To monitor children's progress and take action to provide support as necessary

Manor EYFS Curriculum

In EYFS our curriculum topics are based around the interests of the children. Each theme is planned in a way that encompasses all 7 areas of learning. Our aim is to provide multi-sensory and relevant experiences which are delivered in active ways throughout all of our learning environments. Our Nursery and Reception children complete the same topics throughout the year but learning opportunities are planned in an appropriate way to ensure that each of the Development Matters band criteria, for each stage, is effectively covered. These bands are typically 'Three and Four-Year-Olds' for Nursery and 'Children in Reception' and the 'Early Learning Goal' (ELG) for Reception.

Planning

Long Term Planning – In order to cover all the areas of Development Matters and the Early Years National Curriculum a sequence of topics, texts, expected coverage and progression in each of the 7 areas of learning across each half term of a two-year cycle is planned and available on the school website. This long-term plan is there as a guide but it is good practice to adapt plans and follow the interests of the children to encourage their engagement so texts and themes may be changed whilst maintaining the coverage and progression through the curriculum, building on what the children already know and can do.

Medium Term Planning - The teacher plans topics every half term, with support from other members of the Early Years team. Previous topics are continually evaluated through discussions about learning, development of key skills and next steps. Next steps and key skill priorities are identified to inform future planning.

The children's successes are celebrated and improvements and alterations to topics are discussed.

Planning documents are uploaded onto the schools shared area and Knowledge Organisers are available on the curriculum page of the school website.

Weekly Planning – there is a continuous dialogue between the Early Years team regarding teaching and learning. Ideas are shared and incorporated into the weekly planning documents. Those professional dialogues are fundamental for ensuring that all 7 areas of learning within the development matters bands are addressed.

The children are also asked if there is anything that they wish to learn about or any child-initiated activities that they would like to have out during the following week within the continuous provision. It is the responsibility of the class teacher to create weekly plans for the Reception children and Nursery children, with support from the teaching assistant.

All planning is collated in planning folders, which are kept in the classroom. These plans may be annotated with any issues or next steps that need addressing in the future.

The children's attainment is tracked, for example in assessment summaries, booklets and throughout their learning journeys.

The role of the facilitator is fundamental to the development of children when accessing the EYFS provision independently. When the adult focused activities have concluded for the Nursery children, the adult supporting their learning often enters the provision as the facilitator.

The classroom utilises the continuous provision model. There will be focus points in the day when the children come together, either wholly or in groups, to share learning and new teaching. From this, continuous provision is the opportunity for children to explore the 7 areas of learning. Over the course of a half-term, the Early Years team will aim to cover different learning styles in the different areas of learning to cater for the preferred approaches of all children. It is recognised that in the EYFS children will often learn best through play, active learning and concrete concepts.

Induction procedures

Manor typically has two cycles of induction which take place during the summer term of school. Our new to Nursery children and parents are given the chance to attend an open morning in the summer term. This is an opportunity for parents and members of staff to discuss the children and any particular needs that they might have as well as introducing them to the Robin's classroom environment. Following this, the parents are invited to an open evening where the teaching staff explain the curriculum and other important aspects of Nursery. Parents are encouraged to ask questions about the children's forthcoming year and may be provided with a feedback sheet to fill out at their earliest convenience.

Our new to Reception children have an alternative transition program. During the summer term a transition program is devised and delivered for both parents and children to attend. This helps to strengthen previously established relationships between staff and pupils as well as continuing to develop positive relationships with our parents.

The program enables children, for example, to explore their classroom environments, acquire their first experience of school dinners and take part in a P.E session as well as other important aspects of the school day. This is all completed with their parents, giving them the opportunity to find out key pieces of information about their child's first, full time year in school.

Inclusion/Special Educational Needs (SEND)

All children and their families are valued at Manor Primary Academy. Children are treated as individuals and have equal access to all provisions available. All children are encouraged to achieve their personal best and planning is adapted to meet the needs of all groups and abilities. Assessments take into account contributions from a range of perspectives to ensure that any child with potential special educational needs is identified at the earliest possible opportunity. Early identification of special needs is crucial to enable staff to support the development of each child. Concerns are always discussed with parents/carers at an early stage and the SENDCo is called upon for further information and advice. Appropriate steps are taken in accordance with the school's Inclusion policy for SEND.

Safeguarding

The EYFS follows the [Manor Primary Academy Safeguarding Policy](#) and the statutory guidance *Keeping Children Safe in Education*. We keep a record of intimate care, for example changing pupil's clothing. We ensure that two adults are present in the room when it is necessary for this to take place. Parents are notified when any intimate care has taken place. Please refer to the separate Intimate Care policy for further details.

Dyslexia friendly

In order to accommodate the individual's particular learning style lessons will be planned wherever possible in a multi-sensory way so that the various activities will cater for all pupils in the spirit of inclusion. There will also be a consideration of how to record lesson outcomes so that the pupil is offered a variety of methods and is not inhibited by any specific difficulty. (Refer to SEND policy)

Classroom environments

The Nursery and Reception children share the same learning environment. Continuous provision activities reflect the learning expectations across the development matters bands and are differentiated appropriately. Both year groups have a free-flow system which allows them to access learning activities indoors and outdoors. The Robins teacher will ensure that a member of staff is outside when the children are accessing free-flow. This is to ensure safety and security on our premises.

Nursery and Reception also have regular access to a natural area known as the 'forest'. The children are given the opportunity to develop their independence and explore the natural environment in a safe and secure space. The children are continuously supervised when accessing this environment and special rules and expectations are established from the onset.

Resource cleaning

The aim of resource cleaning (primarily the toys available to the children) is to protect children and adults from the cross-contamination risk of dirty toys and equipment. Resources can become contaminated with germs from unwashed hands, spills of body fluids, or by children putting their mouths to them. Although germs won't grow without water, enough may survive on the surface of toys to present a risk of infection. To help reduce the risk of infections, Manor Primary will aim to:

- purchase toys and play equipment that can be cleaned easily (for example, soft toys should be machine washable)
- clean items on a rota system as frequently as practical
- store clean and dry items in clean containers or cupboards.

Generally, hard toys and equipment can either be cleaned with detergent and hot water or soak in sterilising fluid before being left to dry. If items cannot be submerged in water (e.g. large or fixed items and electrical toys), staff will need to wipe away any visible dirt and then wipe the surfaces with a suitable disinfectant. Soft toys will be washed in a washing machine. Detergents should only be handled by adults, and stored safely, out of the reach of children.

Toys contaminated with blood or body fluids need to be decontaminated immediately or disposed of appropriately.

During an outbreak of infection, staff will need to decontaminate toys more frequently to prevent further spread of bacteria. Occasionally, staff may need to suspend certain types of communal play (e.g. sand or water play) to help prevent the spread of specific infections. Advice will be sought from the Local Outbreak Control Team in the event of such an occurrence.

Where appropriate for the children's age and stage of development, children should be encouraged to assume responsibility for their toys. They should be taught to check their toys regularly and tell a member of staff if toys need cleaning. Children should be taught to store their toys properly, explaining that putting toys away not only prevents them from being lost, stolen or damaged, but also prevents others from injuring themselves on them.

Assessment

Manor Primary Academy recognises the importance of having an effective assessment procedure in EYFS and regular discussions occur with the EYFS teacher regarding the children's development and progress. The EYFS teacher also attends Pupil Progress Meetings, which are led by the Headteacher.

The EYFS phase also has a designated EYFS Governor who meets with the teacher at key points during the year to have a professional discussion about teaching, learning and the progression of the cohort.

On entry to Nursery, all children are assessed through on-going observations conducted by all members of staff. These observations occur from observing the children undertaking child-initiated activities and adult led activities. The information collected by staff forms a baseline judgment which determines which development band the children are working in for each area of our curriculum. These assessments help determine the needs of individuals and provide staff with a foundation to develop and build on existing learning.

During their time in Nursery the children will be observed and assessed against the EYFS Development Matters bands, across the 7 areas of learning. Staff will collect observations, take photographs of the children engaging in activities, collect samples of work that give a snapshot of the children's skills and learning. These pieces of information will be collated into individual learning journeys and recorded on Tapestry, an online learning journal.

The data collect at the end of the Nursery year is used as a starting point for September baseline assessments. The Robin's teaching staff will complete assessments of the children during the first few weeks of school, observing them in

child-initiated activities and completing adult focused activities linked to key skills including phonics, reading and writing. They will also complete the Reception Baseline Assessment within 6 weeks of children starting Reception.

During the Reception year, staff will gather evidence to show the children's development and progress through the EYFS development matter bands. They will be assessed against their age-related expectations. Over the course of the year the children's individual progress will be monitored and next steps will be planned as part of our planning process. At the end of the year (June) the children in Reception are formally assessed against the end of EYFS early learning goals for all areas of the curriculum. The children will be given an 'emerging' or 'expected' level which is shared with Year 1 during transition meetings. The end of year information will provide parents and forthcoming teachers with a well-rounded picture of the child's knowledge, understanding, abilities and progress against the expected levels and their readiness for Year 1.

Parents as Partners

The EYFS team welcome parental involvement in learning. At Manor we recognise that parents are children's first and most enduring educators and we value the contribution they make. We recognise the role that parents have played, and their future role, in educating the children. We do this through:

- talking to parents about their child before their child starts in our school
- ensuring the children have the opportunity to spend time with their teacher before starting school during transition sessions
- supporting children through the transition from pre-school to Reception with the children attending part time during the first few days of school. This is also to support staff and parents in getting to know each other as well as the children
- inviting all parents to an induction meeting during the term before their child starts school
- planning and delivering workshops, the first being a stay and play session. Workshops thereafter will focus on other curriculum areas
- encouraging parents to talk to the child's teacher if there are any concerns. There are formal meetings for parents twice a year where the teacher and the parent can discuss a child's progression. Parents will also receive a report on their child's attainment and progress at the end of each school year
- providing parents with an opportunity to celebrate their child's learning and development by, for example completing "wow" moments on proud clouds or making an entry on Tapestry at regular intervals.

Parents are encouraged to contribute to their child's learning through completing suggested activities which are detailed on our newsletters. Reading diaries are also issued from the onset of Reception and act as a communication tool between staff and parents.

Policy Review

The EYFS Policy will be reviewed every two years unless there is a change in legislation. The reviewed policy will be shared with and approved by the Local Governing Board