



Mayfield Primary School

11. Early Years



Our Vision. Our intention. Always start with why!

Valuing



Every Achievement

Social - Academic - Moral - Personal

We know that intention can be easy words that look and sound effective. Our true intention is one that is enabled and implemented by the actions we take to show that we mean what we say. Mayfield is committed to building a school that is viewed from the children's eyes. We ask ourselves: How will they approach this? What do they already know? What skills will they bring? Which groups require input? How do we need to teach this? What will engage them? How long do they need? What do they need us to teach them now?

So....

we know our children must be the busiest people in any room. Children must have 'active purpose' and we must erase 'learned helplessness'. Our children's starting points are a vital consideration. We must keep teaching groups as small and precise as possible. Their independence and resilience is imperative. Their strong attendance and punctuality is paramount. We want **everyone** to embrace mistakes and never be afraid to learn from them. We will draft, repeat, refine and polish to achieve lasting progress. Learning is not a rapid, one stop shop. We will talk, listen, perform and present to foster confidence. We must rapidly build vocabulary. Marking **must** have a clear purpose, a response and be as 'live' as possible. We are constantly developing a curriculum that meets our children's needs and it must utilise and embrace our unique location. Classroom layout and design is essential. A unique environment must be generated. We must provide a flexible and responsive timetable and lesson structure. Our teachers must adopt and explore many teaching styles. Social times are a chance for new ideas and to be viewed as a new opportunity and we must be insistent and consistent to foster positive behaviours. We are not afraid to change. We will dare to do and learn. We will challenge established thinking.

We will use common sense. We accept the fallibility of being human. We are not perfect.

We are proud to accept and respect everyone.

Enabling

Every Achievement

Genuine. Honest. Passionate. Take our hand. Change the landscape.

*** Mayfield Primary School is committed to valuing diversity and to equality of opportunity. We aim to create and promote an environment in which pupils, parents/carers and staff are treated fairly and with respect, and feel able to contribute to the best of their abilities. We recognise that it is unlawful to take into account anyone's gender, marital status, colour, race, nationality, ethnic or national origin, disability, religious beliefs, age or sexual orientation. ***



WHOLE SCHOOL POLICY FOR EYFS

Mayfield Primary School

EYFS POLICY for September 2022

Early Years Curriculum 2022

At Mayfield Primary School, we follow the EYFS Framework (2021). Within this framework, there are four overarching principles, which shape our practice.

These are:

1. **Every child is a unique child**, who is constantly learning and can be resilient, capable, confident, and self-assured.
2. Children learn to be strong and independent through **positive relationships**.
3. 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.
4. **Importance of learning and development**. Children develop and learn 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 (SEND).

EYFS Learning and Development Requirements

Our curriculum encompasses seven areas of learning and development. All areas of learning and development are important and inter-connected.

There are three areas within the EYFS curriculum that are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships, and thriving.

These are called the **Prime Areas**:

- Communication and Language
- Physical Development
- Personal, Social, and Emotional Development.

The four remaining areas help children to strengthen and apply the prime areas.

These are called the **Specific Areas**:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Throughout children's time in the EYFS Year, our children partake in our ambitious curriculum 'I wonder', which is designed in a sequential way to ensure progress towards the end of EYFS goals. These goals are defined as 'Early Learning Goals' (ELGs) The descriptors for these can be found in the appendix.



Our curriculum incorporates learning through play, learning by adults modelling, by observing each other and through guided learning and direct teaching in small groups. It is also important to highlight that our plans are flexible to allow us to respond quickly to children's new interests and/or needs.

Weaving throughout the EYFS curriculum at Mayfield Primary School are three **Characteristics of Effective Learning**.

- **Playing and Exploring** - children investigate and experience things, and 'have a go'
- **Active Learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- **Creating and Thinking Critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things

These elements underpin how we reflect on each child's development and adjust our practice accordingly. Supporting children in their individual learning behaviour and observing the context of children's play is essential.

Our 'I Wonder' Curriculum

Our curriculum builds on our school values that we 'Value Every Achievement' both socially, morally and academically. We place oracy and language development, at the forefront of our EYFS curriculum. We teach skills and new learning to smaller groups to ensure precision teaching and allowing for personalised learning. We allow for mistakes to be made so we can improve and 'refine and polish' in all aspects of our learning. Our curriculum embraces our unique location.

At Mayfield Primary School, we feel that good practice in relation to an EYFS curriculum planning includes approaches that are:

- Tailored to individual needs;
- Capitalised on children's interests in order to achieve learning outcomes;
- Flexible and responsive so that plans could be changed or adapted to follow the interests of the children and respond to external events;
- Allow for mistakes to be made and that risks can be taken positively;
- Allow for independence to eliminate learnt helplessness;
- Opportunities to talk, rehearse, perform;
- Informed by on-going assessment;
- Grounded in the Early Years Foundation Stage (EYFS 2021) framework.

Teaching

Child Initiated learning is a learning activity that children initiate themselves, as opposed to a learning activity that is initiated and directed by adults, adults participate rather than lead. As such, the classroom and outdoor area in EYFS is set up in a way for children to carry out meaningful experiences to support their learning. Children are encouraged to seek resources to support them to be independent learners.

Child-initiated learning involves cognitive, social, and physical learning that is within, but desirably near the upper limit of, each child's abilities. It involves the inside-out learning of discovery and thinking about experience and the outside-in learning that comes from interaction with other people. Rather than controlling these activities, adults share control with children.

Adult Initiated or Adult-led activities are based on the teacher's own professional understanding of what should be taught to young children and what experiences they should have. Through adult-led activities, teachers introduce children to new ideas, provide opportunities for them to develop their skills and ensure that they experience all areas of learning in the Early Years Foundation Stage (EYFS)



At Mayfield, we aim to ensure:

- A clearly defined learning environment designed to allow and encourage children to extend and deepen their understanding of the Early Years curriculum.
- An environment that facilitates independence, curiosity and hands-on play-based learning.
- An organisation of the school day that gives greater emphasis to Child initiated activities and intervention to narrow gaps.
- Continuous Provision that enables children to explore recent learning, practice new skills and follow their own interests enhanced through careful interactions and use of high quality, engaging resources

Outdoor Learning

Here at Mayfield, we place a huge emphasis on 'Outdoor Learning'. Learning outside the classroom supports the development of healthy and active lifestyles by offering children opportunities for physical activity, freedom and movement, and promoting a sense of well-being. It gives them contact with the natural world and offers them experiences that are unique to outdoors, such as direct contact with the weather and the seasons. Outdoor play also supports children's problem-solving skills and nurtures their creativity, as well as providing rich opportunities for their developing imagination, inventiveness, and resourcefulness.

The outdoor environment also offers more space than indoors and therefore is particularly important to those children who learn best through active movement. For many children, this may be the only opportunity they have to play safely and freely while they learn to assess risk and develop the skills to manage new situations.

All children at Mayfield have the opportunity to explore the outdoor learning environment in all weathers, where they will have the same opportunities to access the curriculum as inside. Focused teaching occurs where children have opportunities to interact with members of staff - practitioners joining the child's play and skilfully using questioning to move children's learning forward.

Children are encouraged to find and use equipment and resources independently. These are organised to allow all children including those with disability and/or SEND to explore and learn in a secure and safe space for most of the day. Children are able to flow freely between indoor and outdoor areas whilst adults support children's play.

Planning

Good planning is key to making children's learning effective, exciting, varied and progressive. Effective learning builds on and extends what children know and can do. At the beginning of each 'I Wonder' we assess the children's' prior knowledge through conversations and questioning. Our planning shows how the principles of the EYFS will be put into practice and is always informed by contributions from home, from the children themselves and from observations we have made and interactions we have with the children, in order to understand and consider their current interests, development and learning.

All practitioners who work in Reception class are involved in this process.

There are three stages of planning the curriculum:

- **Long Term Planning:** We have created a framework, which gives structure and coherence to the curriculum. 'I Wonder' topics are planned for each of the three terms and the early learning goals and educational programmes are distributed over the terms, to determine broad and balanced coverage.
- **Medium Term Planning:** We address particular aspects of the curriculum in more detail for each term. We include links between areas of learning and development and opportunities for Technology. Learning objectives, assessment opportunities, and activities and experiences for each area of learning and development are identified.
- **Short Term Planning:** We identify specific learning objectives for each individual child and plan activities, differentiation, deployment of adults and resources, to meet the learning needs of the children on a weekly and day-to-day basis. We also take in to consideration vocabulary we want to explicitly teach.



Planning reflects and supports the Characteristics of Effective Learning and the different ways children learn. Objective-led planning is used to target small groups of children who are working towards the same learning goal within a specific area of the curriculum. Particularly in the aspects of Literacy and Mathematics.

Assessment

For every child starting Reception, our practitioners will complete the statutory Reception Baseline Assessment (RBA) and a school baseline assessment in their first 6 weeks of school.

Effective assessment presents a holistic view of a child's learning. Our assessment of children is based primarily on the knowledge gained from practitioners within the EYFS informed predominantly from observation and interaction during a range of daily activities and events it also takes account of the voice of the child, their parents and other relevant adults.

Embedded learning is identified by assessing what a child can do consistently and independently in a range of everyday situations we assess this through our 'Rainbow Challenges' and observing children. 'Rainbow Challenges' are placed within our areas and children are encouraged to complete all challenges- they are rewarded for their efforts. We record 'WOW Moments' through Tapestry and attach photographs and/or videos which celebrate children's achievements and unique moments- these are linked to areas of learning. A collection of children's 'Rainbow Challenge' work will be in their 'WOW Work' book. Planning is also annotated and linked to 'Development Matters' this guidance helps meet the requirements of the early years foundation stage (EYFS) statutory framework.

- **Formative assessment:** This type of assessment informs everyday planning and is based on continual observational assessment of each child's achievements, interests and learning styles.
- **Summative assessment:** This assessment forms part of the schools in house assessment data and is collected termly to be analysed by SLT. This data also allows EYFS practitioners to plan for the next steps in the coming term.

At the end of EYFS

In the final term of the year in which the child reaches age five, and no later than 30 June in that term, the EYFS Profile must be completed for each child.

The Profile provides parents and carers, practitioners and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their attainment against expected levels, and their readiness for year 1. The Profile must reflect practitioners' own knowledge and professional judgement of a child to inform discussions with parents and carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution.

Each child's level of development must be assessed against the early learning goals (see appendix 1). Practitioners must indicate whether children are meeting expected levels of development, or if they are not yet reaching expected levels ('emerging'). However, every child is unique; some may still be working towards expected levels of development. Our aim is for all children to progress to their full potential and at least make good progress from their relative starting points. Practitioners will then need to report the EYFS Profile to parents along with their written report at the end of EYFS year.

School must then report EYFS Profile results to the LEA upon request. Local authorities are under a duty to return this data to the DfE.

Transition

Pre-school – Year R

At Mayfield Primary School, we have close links with the local preschools. Reception practitioners utilise the transfer records from pre-school settings to inform them about each new intake. During the Summer Term, the EYFS teachers make contact with the feeder nurseries and play groups, to engage in a professional dialogue about where each child is in their learning and development. In addition, all prospective children have the opportunity to visit the school and their classroom for a number of 'taster' sessions.

In the second half of the summer term, parents attend an information meeting which introduces them to the school's key personnel and its procedures and practices. The children are invited to join their new class teacher for Stay and Play sessions to enable strong relationships to begin to develop. There is also a chance for children to attend for 2 hours without parents in the summer term.



Children are inducted on an increasing attendance programme attending for half a day (either mornings or afternoons depending on their age and stage) which increases to include lunchtimes and then finally to full time. This allows the children to feel secure in their new environment and gradually build up to full-time attendance. This is completed over a two week induction overview.

Each child has a key person, this is overseen by the class teacher. Children can concentrate and learn more effectively if not under stress or pressure so having a key person who is attentive and knows the child well will support children in their personal, social and emotional development.

Children thrive when their needs are met by special people who they know, trust and respect. They learn by observing and being with others. The key person is an important role model for the child who they can relate to and rely on. (Early Years Handbook 2021)

Reception – Year 1

Reception and Year 1 work together to make the transition from the Early Years Foundation Stage to Key Stage One as smooth as possible. Teachers have time to discuss and expand on the information presented by EYFS staff. In particular, the narrative around the Characteristics of Effective Learning and the seven areas that make up the EYFS curriculum, which will give teachers significant details about each child's learning and development.

- Reception children meet Year 1 teacher regularly during the final term of the Reception year.
- Through shared EYFS/KS1 PPA, teachers are part of the professional dialogues, which occur throughout the year when discussing Reception children.
- Reception children have the opportunity to make many visits to their new Year 1 class and spend time with their new teacher in the summer term
- There is a similar structure to the school day during the Autumn Term when the children move into Year 1
- There is an overlap in approach and routines, e.g. behaviour systems, timetables, etc.
- Where possible, the Year 1 children continue to enjoy practical learning experiences which gradually become more formalised within the 'Enquiry Based' approach in KS1.
- The 'Red Rose- Letters and Sounds' approach to phonics and spelling is continued throughout Year 1 and 2 as outlined in the phonics policy.

Home / School Links

We recognise that parents are the child's first and most enduring educators.

When parents and practitioners work together in early year's settings, the results have a positive impact on the child's development. A successful partnership needs to be a two-way flow of information, knowledge and expertise.

We develop this by:

- Outlining the Reception curriculum to parents during the new parents' meeting in the Summer Term to enable them to understand the value of supporting their child's learning at home.
- The use of 'Tapestry' to celebrate the individual child's achievements and 'WOW Moments'.
- Home-School Communication – Curriculum Maps/Posters, letters home, updated class page on website, social media platforms.
- Operating an "open door" policy, whereby parents can come and discuss concerns and developments in an informal manner in addition to the regular Parent's Meetings.
- Sharing progress at school and encouraging parents to comment on their child's learning at home through WOW vouchers.
- Inviting parents into class to share in their children's learning.



- Encouraging parents to listen to their child read each night and to comment on reading progress in a home/school reading record book
- Encouraging relevant learning tasks to be continued at home ensuring that experiences at home are used to develop learning in school
- Providing an annual written report to parents in July summarizing the child's progress against the Early Learning Goals and sharing special moments from over the year. This includes a copy of the EYFS Profile Outcomes against the Early Learning Goals (ELG's)

Welfare and Safeguarding

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.

We follow the safeguarding and welfare requirements detailed in the EYFS Statutory Guidance (2021)

- Children enjoy daily fruit/vegetables and are encouraged to drink water throughout the day
- The importance of good oral health and hygiene
- Universal school lunch is available to children
- Risk assessments are carried out when children go on a school visit in line with the LEA's Educational Visits Guidance
- Transition is carefully planned for the children from Reception to Year 1 (see separate section on transition)
- Professional Dialogue with feeder nurseries is undertaken in the Summer Term in order for us to gather and exchange important information that will help children settle well into Reception. All safeguarding concerns are passed onto the schools DSL and transition meetings such as TAF, CIN and CP meetings are attended by a member of the Safeguarding Team.

Equal Opportunities

At Mayfield Primary School we provide all pupils, regardless of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender or ability, equal access to all aspects of school life and work to ensure that every child is valued fully as an individual. Practitioners, as role models, are aware of the influence of adults in promoting positive attitudes and use that influence to challenge stereotypical ideas.

Inclusion

Children with additional educational needs will be given support as appropriate to enable them to benefit from the curriculum. This includes children that are more able, and those with specific learning difficulties and disabilities. Additional adult support may be provided for children with special needs, thus increasing the adult/pupil ratio. The school's SENCO is responsible for providing additional information and advice to practitioners and parents, and for arranging external intervention and support where necessary. This may also include a phased entry or part-time timetable to settle in children who may need extra support.