



# **Early Years Foundation Stage (EYFS) Policy**

**Meadow View  
Primary School  
September 2023**



The Early Years Foundation Stage (EYFS) applies to the learning and development of all children from birth to the end of the Reception Year.

Early childhood is the foundation on which children build the rest of their lives. It is not just a preparation for the next stage but is vitally important in itself.

Learning for children is a rewarding and enjoyable experience in which they explore, investigate, discover, create, practise, rehearse, repeat, revise and consolidate their developing knowledge, skills, understanding and attitudes - thus developing their learning and characteristics of effective learning. During the Foundation Stage, many of these aspects of learning are brought together effectively through working directly with adults, playing, following own interests, talking and high-quality adult/ child interactions. Throughout the EYFS, Meadow View Primary adheres fully to the Statutory Framework for the EYFS 2023.

At Meadow View we understand that we are legally required to comply with welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2023, whilst following the whole school Safeguarding Policy. We understand that we are required to:

- promote the welfare and safeguarding of children
- promote good health – including good oral health- preventing the spread of infection and taking appropriate action when children are ill
- manage behaviour effectively in a manner appropriate for the children’s stage of development and individual needs
- ensure all adults who look after the children or who have unsupervised access to them are suitable to do so
- ensure that the premises, furniture and equipment is safe and suitable for purpose
- ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs
- maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children

## **Curriculum**

Our EYFS curriculum is carefully structured to enable our pupils to develop as independent and capable learners and values the importance of speech and language development at its core.

As part of our practice we:

- Provide a balanced, ambitious curriculum, based on the EYFS, across the seven curriculum areas, using play and direct teaching as the vehicle for learning
- Promote equality of opportunity and anti-discriminatory practice
- Introduce and celebrate a wide range of books, poems, rhymes and songs
- Provide early and effective intervention for those children who require additional support in order for all children to thrive
- Work in partnership with parents and carers and other professionals
- Plan challenging learning experiences, based on the individual child, informed by observation and assessment
- Provide opportunities for children to engage in activities that are adult-initiated, child-initiated and adult supported
- Provide a secure and safe learning environment indoors and outdoors.

We firmly believe in, and follow, the overarching principles taken from the Statutory Framework, 2023: unique child, positive relationships, enabling environments with teaching and support from adults and the importance of learning and development.

We follow the seven key features of effective practice, taken from the revised Development Matters, 2021:

1. The best for every child
2. High-quality care
3. An ambitious curriculum
4. Highly effective pedagogy and helping children to learn
5. Assessment and checking what the children have learnt
6. Self-regulation and executive function
7. Partnership with parents

## **Curriculum Implementation**

We plan an exciting and challenging curriculum based on what our children need to know and also on our observation and assessment of children's needs, interests, and stages of development across the seven areas of learning. This is to enable the children to achieve the Early Learning Goals at the end of the Early Years Foundation Stage. We teach and plan according to the teaching and learning requirements from the Statutory Framework 2023.

All seven areas of learning and development are important and interconnected, with highly effective speech, language and development skills woven throughout.

Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive, both in the EYFS and into Key Stage 1. These three areas are the prime areas:

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

Children are also supported through the four specific areas, through which the three prime areas are strengthened and applied:

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

In planning and guiding children's activities, practitioners consider the different ways that children learn and incorporate these in their practice.

Children are provided with a range of rich, meaningful, first-hand experiences in which they can explore, think creatively and be active. We aim to develop and foster positive attitudes towards learning, confidence, communication and physical development.

In F2 we create curriculum plans based on a series of topics, each of which offers experiences in all seven areas of learning. High-quality texts, songs and rhymes are carefully planned throughout the curriculum. In F0 and F1, our children have learning that centres around quality texts to ensure we are maximising communication and interaction from the earliest stages of a child's school journey. Children are taught through adult-directed whole class and small group activities as well as child-initiated play using the rich opportunities provided by the learning environment. We follow a progress skills curriculum model in EYFS.

### **Early Reading and Language Development**

In the EYFS, pupils are initially taught in nursery to listen for sounds they can hear all around them before moving on to oral segmenting and blending in F2 with early letter-sound correspondences being taught dependent on each child's individual development. Adults reading carefully selected texts to the children is an important part of the day and story time is timetabled to ensure this is a daily expectation. Literacy sessions are rich in vocabulary and

are carefully planned to ensure these times enhance children's oracy skills. Reading includes a variety of fiction, non-fiction, poems and rhymes. In F2, children are taught decoding skills through daily Phonics lessons, following Little Wandle. These lessons include reading and writing words and captions, before moving on to reading and writing sentences. These skills are practised and rehearsed at other times during the day. Developing and securing confident and effective pencil control skills, plays an important part in teaching.

Additional daily practice sessions and one to one interventions are used to accelerate the progress of children's development so that every child stays on track and can reach their full potential including those with SEND and EAL. These interventions are planned weekly to focus on closing gaps in grapheme acquisition, as well as securing blending and segmenting skills.

## **Maths**

Maths is taught daily in a whole class session for F2 and three times a week in F0 and F1. During these sessions, children carry out tasks with adults and access hands on maths activities both in the indoor and outdoor provision. School follows a mastery approach to ensure a deeper understanding of maths themes and to develop a thorough acquisition of skills in all areas.

## **Homework**

Each week, children in F2 have a phonics reading book which closely matches their acquisition of Grapheme Phoneme Correspondences (GPCs) to ensure that they are taking home books that they can decode with confidence. These are introduced when children can independently blend CVC words. Class teachers continually make sure children are reading books carefully matched to their phonic ability. Once a week, children in EYFS are also given a reading for pleasure book which they can share with their parents and carers to promote the love of reading. Children in the EYFS are given a weekly vocabulary sheet that focuses on the new vocabulary that has been introduced in sessions. This is linked to carefully selected key texts. In F2, children are given a phonics practice sheet that allows the child to recap GPCs and key words learnt that week in class.

## **Curriculum Impact**

Assessment for Learning is one of the most used assessment tools: immediate feedback and remodelling at the point of teaching has the most impact in school.

As part of our daily practice, we observe and assess children's development and learning to inform our future plans. We record pertinent observations and assessments in a variety of ways and everyone in class is encouraged to contribute. Observations do not take adults away from the vital role of being with and teaching children.

These ongoing assessments, observations and insight of our children are used to inform whether the children are on track in their learning and development. It also highlights where children need additional support. The childrens' progress is reviewed continually. A rich curriculum, with high-quality adult/ child interactions and quality first teaching are all aimed at children making the best possible progress.

At the end of F2, the EYFS profile provides a summary of every child's development and learning achievements, including whether they have reached a 'Good Level of Development' (GLD). Children are assessed against the Early Learning Goals (ELG) by the class teacher - who uses the exemplification materials, and their knowledge of the children to make a 'best fit' judgement.

The children are assessed as achieving a 1 or 2 against each area of the EYFS curriculum:

- 2 = Expected ELG – meeting the expected level
- 1 = Emerging ELG – not yet meeting the expected level

The Inclusion Team and Safeguarding Team carefully tracks progress to ensure appropriate support is in place to support any children and their families within their time in EYFS as needed.