

Portishead Primary School EYFS Policy

Intent, Implementation and impact in the Early Years Foundation Stage

Intent:

At Portishead Primary our aim is to create a learning environment and build relationships which support, enhance and invite a child's curiosity, confidence and individual competency to flourish. We aim to work collaboratively with parents and carers to encourage independent, enthusiastic learners who thrive and reach their full potential. It is our intent that children who enter our EYFS begin their lifelong learning journey by developing physically, verbally, cognitively and emotionally whilst also embedding a positive attitude to school and a love of learning.

To ensure children make outstanding progress in the EYFS, it is our intent to take into consideration their starting points and needs of our pupils as they begin their learning journey. Every child has access to a broad, balanced and differentiated curriculum which provides a variety of new opportunities and experiences. Following personal interests and individual needs, allows us to plan and provide opportunities throughout our EYFS curriculum to support learning and development and achieve their next steps through an engaging and personal stimulus.

Community involvement is an essential part of our curriculum as we celebrate a variety of traditions; learning new skills to enable the children to take an active role in events throughout the year. We strive to create a rich and engaging indoor and outdoor learning environment which supports and moves learning forwards. We provide children with opportunities to develop their sense of wellbeing and the ability to regulate their feelings so that they feel confident within our community and are equipped with all the tools they need to transition to Year 1 effectively.

Our EYFS curriculum, reinforced by our whole school values, aims to enable our children to be:

Resilient and lifelong learners who develop a growth mindset through problem solving and taking risks.

Competent and creative learners; who are curious about the world around them.

Global citizens who care about and have respect for others, the world we live in and celebrate diversity.

Secure and confident; who enjoy coming to school and learning new skills and knowledge building on their existing learning.

Skilful communicators; who connect with others through language and play, ensuring that they play in a vocab rich environment.

It is our intent to ensure that all children will receive the teaching of early reading through systematic, synthetic phonics to learn to read words and simple sentences accurately by the end of the Reception year.

Implementation:

At Portishead Primary we follow the Early Years Foundation Stage framework (September 2021) and were Early Adopters of the new framework 2020-2021. This is made up of **four overriding principles** which our early years education is based upon:

- **Unique Child** – Every child is unique child who is constantly learning and can be resilient, capable, confident and self-assured.
- **Positive Relationships** – Children learn to be strong and independent through positive relationships.
- **Enabling Environments** – Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and carers.
- **Learning and Development** – Children develop and learn in different ways. The framework covers the education and care of all children in early year's provision, including children with special educational needs and disabilities.

The curriculum provides a play-based and experiential learning environment, combined with focussed teaching and key skills, to ensure children make good progress before moving onto Year 1. The children in Reception are provided with ample opportunities accessed through our indoor and outdoor provision. They engage in planned, focussed activities as well as self-initiated and free flow activities (continuous provision). This means that children are using and developing taught skills throughout the year on a daily basis. Continuous provision practise and principles begin in EYFS and support children to develop key life skills such as independence, innovation, creativity, enquiry, analysis and problem solving. During the school day, children will have an opportunity to work independently, work collaboratively with their friends and with members of our teaching team.

Our practice is also supported by 'Enhanced provision' which consists of the extra material and resources we provide for the children that offer more challenges to continuous provision. By building on the observations that we have made while watching the children play creatively in their continuous provision areas, special themes and activities can be supplied to children as part of enhanced provision. It's a great way for us to use the classroom to our advantage to tailor and bolster the children's' independent learning techniques, help children to broaden their horizons and fulfil their potential.

The learning experiences within our Early Years are linked to the seven areas of learning and development within the EYFS. These areas are split into three prime areas and four specific areas. The three prime areas are those which the children should develop first and are considered most essential for the healthy development and future learning of our children. These include:

- **Communication and Language** – The development of children's spoken language underpins all seven areas of learning and development. It involves giving children opportunities to experience a rich language environment; Sharing a variety of texts with children encourages them to thrive through understanding and embedding new words. Children will become comfortable using a rich range of vocabulary and language structures.
- **Personal, Social and Emotional Development** – is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. This includes helping children to form positive relationships and develop respect for others; to develop social skills and

learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

- **Physical Development** – Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. This includes the progressive development of gross and fine motor control. By providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.

As children grow and make progress in the prime areas, this will help them to naturally develop skills within the four specific areas. These are:

- **Literacy** – It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. The early teaching of literacy involves encouraging children to link sounds and letters and to begin to read and write. Children are given access to a wide range of reading materials (books, poems, songs and other written materials) to ignite their interest.

Phonics: The school follows the Letter and Sounds phonic programme, using a wide range of physical and online resources to support this. Every child has access to a phonics session every day with further opportunities to embed their learning.

- **Mathematics** – Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children will use a variety of manipulatives to observe patterns and understand the relationships between numbers to 10. They are provide with rich opportunities to develop reasoning skills across all areas of maths and develop a positive and can do attitude.
- **Understanding the World** – this involves guiding children to make sense of their physical world and their community. A variety of texts and sources will foster their understanding of our culturally, socially,

technologically and ecologically diverse world. Enriching and widening children's vocabulary will support later reading comprehension.

- **Expressive Arts and Design** – The development of children's artistic and cultural awareness supports their imagination and creativity. It includes regular opportunities to engage with a wide range of media and materials and promotes opportunities to communicate and develop self-expression through the arts.

Children benefit from meaningful learning across the curriculum and our team plan resourcefully for opportunities for communication, sustained shared thinking and physical challenge to build on existing skills taking into account the Characteristics of Effective Learning.

Rich first hand experiences (inside, outdoors, visitors and school trips) evoke curiosity, awe and wonderment. We encourage exploratory learning and thinking creatively including problem solving across all areas of learning. New vocabulary and concepts learnt through reading will excite and engage all learners which includes adults modelling quality discussion and conversational skills and asking high quality questions.

Our curriculum will promote and support children's emotional security and development of their character enabling children to take risks in a safe and secure environment. Supporting children to be active and to develop physically including giving clear messages to children why it is important to eat, drink and exercise as well as to be kind and respectful of others.

The EYFS team work closely with the children addressing any misconceptions, modelling language development and supporting and developing their learning through play. These experiences and observations can then be used to assess and plan for each child's next steps towards the subsequent milestones in each area of learning. We will also provide quality interventions for groups or individuals if and when necessary.

The EYFS team collect evidence of children's learning and progression through observations, photos and videos which are shared with parents using the Interactive Learning Diary online system and exercise / floor books. This means that parents can engage with children to discuss their learning and can contribute to the knowledge we have of the child in school. Working in partnership is a core value of our school.

The EYFS team work tirelessly to ensure that children are immersed within a kind, caring and happy environment in which they feel safe and inspired to learn. Portishead Primary is a positive school where resilience, perseverance and achievement is celebrated and every child feels valued and respected.

Impact:

The impact of the EYFS curriculum is reflected in having resilient, happy and confident lifelong learners transitioning into Year 1.

We use skills progression maps for each area of learning to track milestones and ensure development across the year, to have a secure understanding of where each child is at that moment in time and how to move their learning forward. We measure progress and children's learning across the year through formative and summative assessment which are based on the teacher's knowledge of the child, their learning journeys, floor books, exercise books, photographs and videos on the ILDs which evidence to the children and their families the successes of the children throughout their time in the Early Years. We aim to exceed the National and Local Authority data for children achieving Good Level of Development. Almost all of our children make good progress from their starting points.

The judgements of our school are moderated with other schools in the Lighthouse Schools Partnership and the Local Authority. This means judgements are secure and consistent with government guidelines. We have also been Early Adopters of the new EYFS Framework from 2020-2021 offering training and guidance for schools who were due to use this from September 2021.

Assessment starts with careful observations which are then used to inform planning. Learning and teaching is thus effective when children feel a sense of belonging, curiosity and competence showing resilience and tenacity. We report to parents at the end of the EYFS year and complete the profile for each child indicating if they have met a good level of development (GLD).

By monitoring assessment procedures regularly, we can effectively demonstrate what learning is taking place and how each child is progressing in all seven areas of the EYFS curriculum. Progress toward the ELGs will ensure a positive disposition to learn.

The teaching and pedagogy are reviewed and evaluated regularly through Key Stage meetings. These have an agenda and actions which are then reviewed in the following meeting. We ensure that the areas we discuss and develop are reflected in changes and developments in our classroom practice.

The Early Years provision features highly in our School Development Plan and has a rigorous plan for development each year. This is mirrored within our Early Years Action Plan and targets. This is monitored and evaluated by the EYFS Lead, the Head teacher and our designated governors.

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