



# Hollywell Primary School

**At Hollywell Everyone Matters**

## **Early Years Foundation Stage POLICY**

*“Every child deserves the best possible start in life and the support that enables them to fulfil their potential.”*

*(EYFS Framework, 2021)*

### **Aims**

This **policy aims** to ensure:

- That children access a broad and balanced curriculum that gives them the range of knowledge and skills needed for good progress through school and life.
- Quality and consistency in teaching and learning so that every child makes good progress and no child is left behind.
- A close working partnership between staff and parents and/or carers.
- Every child is included and supported through equality of opportunity and anti-discriminatory practice.

### **Our EYFS Vision**

***“Inspiring young minds to unlock their potential to grow”***

At Hollywell we are here to help every child grow; grow as human beings, grow intellectually and grow in maturity and character. This starts in the Early Years in our Reception class.

Our vision in EYFS is to provide an enabling environment which promotes the learning and development of every child. Our inspirational curriculum is designed to widen every child’s world allowing them to develop the knowledge, skills, vocabulary and learning behaviours that they need to succeed.

We believe that all children are capable of achieving amazing things! We aim for children to leave EYFS with fond memories, an open-minded outlook and a sense of excitement for the school journey ahead, because all of us have put them at the centre of everything we do.

## Legislation

This policy is based on requirements set out in the [‘Statutory framework for the Early Years Foundation Stage \(EYFS\)’](#) (September 2021).

## The Curriculum Intent

The Hollywell EYFS curriculum has been written in accordance with the latest version of the [‘Statutory framework for the Early Years Foundation Stage \(EYFS\)’](#) (September 2021).

The EYFS framework is based on four overarching principles:

- Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured.
- Children learn to be strong and independent through positive relationships.
- 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/or carers.
- Children develop and learn in different ways and at different rates.

The EYFS framework includes seven areas of learning and development that are important and interconnected:

- **Communication and language.**
- **Personal, social and emotional development.**
- **Physical development.**
- Literacy.
- Mathematics.
- Understanding the world.
- Expressive arts and design.

The three prime areas (*communication and language, personal, social and emotional development and physical development*), are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children’s capacity to learn, form relationships and thrive:

We have developed the curriculum giving **communication and language** skills a high priority. This is in line with *Development Matters 2020*: **“The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children’s language effectively.”**

A high priority is also given to the teaching of **reading**. We aim to teach children to read and develop a **love of books**. Books are used to teach themes and to enhance our whole Early Years curriculum.

We use a synthetic **phonics** approach to the teaching of reading in its early stages. This incorporates two crucial elements to learn; firstly, that sounds are represented by written letters, and secondly how to blend those sounds together make words. All children in our Foundation Stage take part in a daily synthetic phonics session to build these fundamental reading skills. Our school has chosen **Little Wandle Letters and sounds revised** as our systematic, synthetic phonic (SSP) programme to teach early reading and spelling.

The programme ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school. Half-termly assessments take place which allows us to match a child's phonic ability to the correct **phonetically decodable reading book**. As part of the Little Wandle teaching programme children experience three reading sessions each week delivered by a teacher or teaching assistant. The first of these sessions focusses on **decoding**, the second on **prosody** and the third on **comprehension**. Following these reading sessions children will then take this book home to practise. Alongside this, they also take home a reading for pleasure book to share with an adult with the aim of encouraging a love of literature and developing their vocabulary.

We believe that the early years is a prime time to build strong foundations in **mathematics**. We have therefore adopted the **White Rose Maths** approach as it helps instil a love of learning in mathematics. The scheme offers a clear sequence and children progress through the National Curriculum in small steps. The White Rose Maths approach focuses on **maths mastery** — children are taught to fully grasp learning, so by the time they move on to more advanced lessons they have a deep understanding of **fundamental concepts**. In addition to this, the children have access to starter sessions from the NCETM Axis programme. This helps the children to develop their subitising skills as well as a deeper understanding of the structure of numbers to 10 in readiness for the mathematical challenges they will face at the beginning of year 1.

The **Personal Social and Emotional Development** of all our children underpins our EYFS curriculum. We strive to enable children to be safe, happy, confident individuals. We also encourage self-regulation as much as possible and introduce rules and boundaries through modelling good behaviour and reflection time.

We begin the children's learning journey through the school GROWTH values these are at the core of everything we do here at Hollywell. The values underpin our teaching and learning and provide an environment which prepares our pupils for each new step. These are:



*Growing*  
*Resilience*  
*Open mindedness*  
*Wonder*  
*Teamwork*  
*Happiness*

The **Hollywell Early Years Curriculum** is based around cross-curricular **inspirational** topics. Topics are introduced with a good quality storybooks or age-appropriate non-fiction text. Using books in this way teaches children that books and reading form the basis of all learning. A range of activities and resources linked to each are used to enhance our continuous provision and provide engaging learning opportunities.

Our EYFS topic journey links into Year One through KS1 and on into KS2. We want to ensure that all children leave the Reception Year ready to start the KS1 curriculum.

We believe our children should have regular, access to a natural environment which provides them with inspirational and challenging outdoor learning opportunities. At Hollywell we are lucky to have our very own woodland within our school grounds. **Forest School** offers a learner centred approach, where participants can learn through self-directed play and exploration. Our children are given the opportunity to develop their

curiosity, confidence, self-esteem, creativity, empathy, communication skills, knowledge of the natural environment and ability to assess risk.

## **Teaching and Learning**

**We believe in the three characteristics of effective teaching and learning that are set out in Development Matters 2021. These are:**

**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 achieving.

**Creating and thinking critically** – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

The Hollywell curriculum is ambitious and aims to teach all children the **skills** and **knowledge** in order that they reach the seventeen Early Learning Goals described in the Early Years Foundation Stage (*see Appendix A*). We teach through a range of teaching methods including child-initiated learning, whole class teaching, group teaching, investigations and problem solving together, and independently. As many activities as possible are play-based; however, there is also a need for direct teacher-led activities to ensure children gain essential knowledge and skills from their teacher. All activities are expertly modelled and children are given sufficient time, support and resources to repeat and practise them.

We believe that all children are capable of achieving amazing things and we develop this through having high expectations of all the children in our setting. We also believe in working closely with parents to ensure that we can enable the best outcomes for our children.

Staff in the EYFS work to create an **environment** that fosters personal, social and emotional development whilst also promoting a love of learning through our engaging project-based curriculum. Our strong focus on speech and language development allows children to access the EYFS curriculum and in turn make excellent progress towards reaching the good level of development at the end of Year R.

At Hollywell, we recognise the importance of creating an enabling environment both indoors and outdoors. We believe that this is crucial in ensuring that children grow and develop to be ‘resilient, capable, confident and self-assured’. Therefore, creating an immersive learning environment is one of the key elements of the EYFS planning. The staff ensure that planning incorporates rich learning opportunities, with hands-on challenges, that it encourages the children to develop thinking skills and that it promotes their active engagement throughout these younger years.

The staff strongly believes in the pedagogy of Immersive Learning as it uses the environment as a stimulus to enhance the children’s senses and give life to exciting experiences. For instance, dressing the classroom with drapes, themed resources, photographs and role play items encourages the children to be immersed and engaged. Such environments transport children into an educational world full of wonder and awe which sequentially sparks discussion, exploration, discovery and contemplation before they reflect on their own thinking.

## **Assessment**

During the first term in Reception, the teacher assesses the ability of each child using a mixture of the statutory government baseline and also through teacher observations. These assessments allow us to identify patterns of attainment within the cohort, in order to adjust the teaching programme for individual children and groups of children. We record each child’s level of development throughout the year and record whether each child is on track or not on track to meet a Good Level of Development (GLD) at the end of the year in July.

Children will be judged at either an emerging level or an expected level in each early learning goal. The exceeding level no longer applies. We make regular assessments of children's learning, and we use this information to ensure that future planning reflects identified needs. Assessment in the Foundation Stage takes the form of observations and through planned activities.

At the end of the final term in Reception we assess whether each child is emerging or expected in each strand within each area of learning and submit this data to the local authority. This information is also shared with the child's next teacher who uses this information to make plans for the year ahead. We share this information too at parent meetings and in the end-of-year report.

Parents receive an annual written report that offers detailed comments on each child's holistic progress across all areas of learning. It highlights the child's strengths and development needs and gives details of the child's general progress. We complete these in June, and send them to parents in July each year.

## **Inclusion**

All children will receive quality first teaching on a daily basis and activities will be differentiated accordingly. In addition to this, where children have been identified as having a specific need, intervention programmes will be implemented. Teachers and Teaching Assistants plan programmes together and where needed with liaison with the Special Needs Co-ordinator.

## **Safeguarding**

It is important to us that all children in the school are 'safe'. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. We help children to self-regulate and manage their emotions appropriately and Personal Social and Emotional Education is at the heart of everything we do.

Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all children. We know that children learn best when they are healthy and safe, when their individual needs are met and when they have the chance to build positive relationships with the adults around them and their peers.

Our safeguarding and welfare procedures are outlined in our suite of safeguarding policies which have been written in accordance with '**Keeping Children Safe in Education 2021**'.

We are a healthy school and participate in the **free fruit and milk** for under-fives scheme. For our Reception children we provide the universal infant free school meal and the menu is regularly monitored with the chef. We cater for those children who have special dietary requirements and have robust systems in place ensuring that all children receive the correct meal. We make sure that children with allergies or other dietary requirements are catered for in conjunction with our catering providers.

Fresh water is readily available for all children and we encourage children to bring in water bottles so that they can help themselves to water at any time.

A member of staff in the setting has a recognised **paediatric first aid** qualification in line with the EYFS framework 2021.

## **Staffing of the EYFS**

The EYFS consists of **one Reception Class**. The Reception Class are taught by two qualified primary school teachers (on a job share basis). The class also has a full time, EYFS teaching assistant.

Specialist teachers are brought in for PE lessons.

Children can arrive into the classroom at 8:45 a.m. every morning and children are picked up at 3.15pm.

The children have lunch and breaks with the other KS1 children. The class join the main school for assemblies and other whole school events.

## **Parental Involvement**

We recognise that parents/carers are children's first educators and we value having a positive relationship with them in their child's education through:

- ✓ Making contact with parents/carers before their child starts school at our parent walkabouts, induction sessions, welcome packs and nursery visits.
- ✓ Inviting parents/carers and children to attend an induction evening.
- ✓ Inviting the children for morning or afternoon sessions plus lunch time to ease transition into full days at school.
- ✓ Inviting parents to phonic and reading cafés to see how their children will begin learning to read and how they can support them at home.
- ✓ Operating an open-door policy for parents/carers with any queries or concerns. Conversely, if EYFS staff have concerns about the progress of a child, they will approach parents and carers to discuss them.
- ✓ Written contact through reading records and weekly newsletters.
- ✓ Sharing photos, updates and 'wow moments' on Dojo (our online communication and home learning platform).
- ✓ Offering two, parent-teacher consultation meetings per year at which their child's progress and wellbeing is discussed.
- ✓ Sending a written report on their child's attainment, progress and attitude at the end of their time in reception.
- ✓ Asking parents to sign a generic permission form for visits, food-tasting and photographs etc.
- ✓ Parents are invited to a range of activities throughout the school year such as special events, workshops, Christmas productions and sports day etc.
- ✓ Offering opportunities for parents and carers to visit the school as a volunteer to assist with the children's learning e.g. hearing readers.

## **Transition**

Starting school can be a difficult time for young children; we therefore plan this time carefully to support children with the transition and to ensure it is as smooth as possible for each child and that they settle in to their new class quickly and happily.

We have a tried and tested induction programme which includes:

- An induction evening for parents so that parents can meet school staff and hear information such as... the ethos of the school, vision and values, information about equipment and uniform needed.  
(See New Starters Parent Meeting PP)

- A chance for parents and their child to walk around the whole school and grounds with the opportunity to speak to staff and ask any questions they may have.
- During late June/July children will come into school for New starters sessions. The class is split into two groups of 15 children. The first session will last one hour the others two hours.
- The new starters receive a 'Tiggs' Tiger Cub toy with parental login details for the new classes Dojo. We encourage parents to send photos and messages of their child with 'Tiggs' and the adventures he has over the summer holidays.
- A gradual introduction to the school day. Children do a week of just mornings or afternoons some lunchtimes. This introduces the children to their new routines gradually and this enables children to be less over whelmed.

When children transition into **year 1** the teacher has time with the year 1 teacher to give them all the relevant welfare, academic and general information about all the children leaving the EYFS. The year 1 teacher visits the class to share stories and meet the children and teaches the Reception children for a day in the year 1 classroom so that the children see their new classroom before the summer holidays.

## **Equality**

The teaching and learning in the Early Years is planned to meet the varied needs of all learners regardless of their gender, background, and culture, physical or cognitive development. Learning objectives are set to meet these needs in line with the school's Equal Opportunities policy. Expectations do not limit pupil achievement and assessment does not involve cultural, social, and linguistic or gender bias.

## **Monitoring arrangements**

This policy will be reviewed and approved by the Early Years lead teachers every 2 years. At each review, the policy will be shared with the governing board.

April 2024

## **Appendix A Early learning Goals**

### **Personal, Social and Emotional Development**

#### **Self-Regulation ELG**

Children at the expected level of development will:

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

#### **Managing Self ELG**

Children at the expected level of development will:

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;
- Explain the reasons for rules, know right from wrong and try to behave accordingly;
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.

#### **Building Relationships ELG**

Children at the expected level of development will:

- Work and play cooperatively and take turns with others;
- Form positive attachments to adults and friendships with peers;
- Show sensitivity to their own and to others' needs.

### **Physical Development**

#### **Gross Motor Skills ELG**

Children at the expected level of development will:

- Negotiate space and obstacles safely, with consideration for themselves and others;
- Demonstrate strength, balance and coordination when playing;
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

#### **Fine Motor Skills ELG**

Children at the expected level of development will:

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;

- Use a range of small tools, including scissors, paint brushes and cutlery;
- Begin to show accuracy and care when drawing.

## **Literacy**

### **Comprehension ELG**

Children at the expected level of development will:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
- Anticipate – where appropriate – key events in stories;
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

### **Word Reading ELG**

Children at the expected level of development will:

- Say a sound for each letter in the alphabet and at least 10 digraphs;
- Read words consistent with their phonic knowledge by sound-blending;
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

### **Writing ELG**

Children at the expected level of development will:

- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others.

## **Mathematics**

### **Number ELG**

Children at the expected level of development will:

- Have a deep understanding of number to 10, including the composition of each number;
- Subitise (recognise quantities without counting) up to 5;
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

### **Numerical Patterns ELG**

Children at the expected level of development will:

- Verbally count beyond 20, recognising the pattern of the counting system;
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

## **Understanding the World**

### **Past and Present ELG**

Children at the expected level of development will:

- Talk about the lives of the people around them and their roles in society;
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;
- Understand the past through settings, characters and events encountered in books read in class and storytelling;

### **People Culture and Communities ELG**

Children at the expected level of development will:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps;
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been

*read in class;*

*- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.*

### **The Natural World ELG**

*Children at the expected level of development will:*

*- Explore the natural world around them, making observations and drawing pictures of animals and plants;*

*- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;*

*- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.*

### **Expressive Arts and Design**

#### **Creating with Materials ELG**

*Children at the expected level of development will:*

*- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function;*

*- Share their creations, explaining the process they have used;*

*- Make use of props and materials when role playing characters in narratives and stories.*

#### **Being Imaginative and Expressive ELG**

*Children at the expected level of development will:*

*- Invent, adapt and recount narratives and stories with peers and their teacher;*

*- Sing a range of well-known nursery rhymes and songs;*

*- Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.*